



ST. ANTHONY'S CATHOLIC PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Mission Statement

We walk in the footsteps of Christ and are held in the hand of God.

In doing so, we foster a love of learning, enquiry and truth to develop a respect for others and a tolerance of personal differences.

As a Catholic School, we have the Gospels at the Centre of our learning so that each person is nurtured as a child of God to strive for excellence in all that they do.

Definition of Special Educational Needs and Disability (SEND)

The Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015) states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.”

Areas of SEND

A child with SEND may have difficulties in one or more of the following areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Policy Aims

Within the framework of the Code of Practice, we aim to:

- Promote a high standard of education for all pupils and encourage them to participate fully in their school and take part in decisions about their education.
- Provide high quality teaching, differentiated for individual pupils, as the first step in responding to pupils who have or may have SEND.
- Have procedures and strategies organised in school to enable the early identification of SEND, in Foundation Stage, Key Stage 1 and 2 and make appropriate provision.
- Use the guidance in the Code of Practice for the Identification, Assessment and Provision of SEND in Early Education Settings and in the Primary Phase.
- Listen to the views of the pupil and support them to take part in setting learning targets when appropriate and to identify strategies to meet their targets. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).
- Listen to the views of the parents; involve parents when a pupil is identified as having a SEND and recognise that parents have valuable insights and knowledge to offer about their children.
- Work with Warwickshire SEND professionals, when appropriate, to assess and inform planning of provision for children with SEND.
- Monitor each pupil with SEND provision each half term, write and review Individual Provision Maps (IPM) and ensure pupils with an Education, health and care plan (EHP) have an annual review in line with the Code of Practice.

SEND School Procedures:

It is important to identify pupils with SEND as soon as possible and to devise interventions and supportive strategies to enable them to achieve a higher level of attainment and sustain their self-esteem. Therefore each term, a day is allocated for teachers and the Special Educational Needs Co-ordinator (SENDCo) to review **all** pupils in the school. Any concern, however small, about a pupil can be discussed. Progress, strategies and interventions are discussed and further action is decided. The teacher shares this information with the pupil and parents and their opinions are sought. The pupil may be placed onto the school's concern list or on the *SEND register*.

School Concern

This could include:

- Inadequate progress e.g. reading, writing, maths etc.
- Poor speaking and listening skills e.g. does not follow instructions, does not respond in class
- Social interaction skills e.g. cannot share or co-operate with others
- Emotional problems e.g. withdrawn, unduly quiet, tearful, aggressive, angry
- Behaviour problems e.g. disruptive, time wasting, attention seeking, angry, aggressive.
- Sensory difficulties e.g. vision, hearing.
- Physical problems e.g. poor balance, difficulty with gross and fine motor control.
- Illness or disability e.g. regularly off school, temporary injury, regular complaints of aches and pains.

The class teacher notes their concern and observes and monitors the pupil over a short time, noting any progress or change. Some appropriate strategies may be introduced e.g. reward system, learning support. Teachers will discuss their concerns with the parents and pupil. Teachers may seek advice from the SENDCo. Their concern may be resolved or become more evident. If it becomes necessary to make special educational provision for a pupil then this will be discussed with parents and the child will be placed on the *SEND Register*.

SEND Register:

Being on the *SEND Register* triggers a cyclical approach with four stages of action: assess, plan, do and review.

Assess: Using evidence from teacher and parent observations, assessment results and teacher monitoring of progress, the teacher and SENDCo identify the SEND of the pupil. The views of the pupil will also be sought.

Plan: The teacher consults with parents and the pupil to plan interventions that are **additional to or different from** those provided as part of the normal differentiated curriculum. These interventions are recorded in an Individual Education Plan (**IEP**) within the Class Provision Map which includes the outcomes being sought, the interventions and support to be put in place, the expected impact on progress, development or behaviour and a review date.

Do: The teacher over-sees the implementation of the interventions agreed in the IEP. The teacher should remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review: The effectiveness of the support and its impact on the child's progress should be reviewed, in line with the agreed date, by the teacher, SENDCo, parents and pupil. They should agree any changes to the outcomes and support for the pupil in the light of the child's progress and development. Reviews with parents will take place termly and sometimes more frequently. The views of the pupil will be sought in preparation for the meetings by the class teacher. A record of the outcomes, action and support agreed at the meeting should be kept and shared with all the appropriate school staff. A copy of the record will be given to the pupil's parents.

Involving Specialists:

If a child continues to make less than expected progress, the decision may be taken by staff and parents to involve appropriate specialists who may be able to identify effective strategies, equipment or other interventions to enable the pupil to make progress towards the desired learning and development outcomes. These specialists may include the Specialist Teaching Service (**STS**), Educational Psychologist (**EP**), Integrated Disability Service (**IDS**), **Early Years Quality, Inclusion SEND and Safeguarding Team** or Speech and Language Therapists (**SALT**).

Requesting an Education, Health and Care needs assessment:

Despite the school taking relevant action to identify, assess and meet the special educational needs of a pupil, the pupil may not make expected progress. At this point the school and parents may decide to request an Education, Health and Care needs assessment. Written evidence is presented to the Local Authority (using the Family Conversation Record and referral form for statutory assessment and EHC plan) who then decides whether or not to provide an Education, Health and Care needs plan (EHC plan).

Pupils with an EHC Plan:

All pupils with an EHC plan have an IPM with regularly reviewed targets. Annual Reviews are held in accordance with Code of Practice guidance. The head teacher is responsible for ensuring that the school can provide the required level of support for the child. The annual review, prior to transfer to secondary school should take place in time to give secondary placements as much notice as possible and parents enough time to visit secondary schools of their choice. Parents of children who have an EHC plan have a right to ask for a particular educational institution to be named in the plan and for a Personal Budget for their support.

Monitoring and Organisation

Early Years staff receive information from parents, other Early Years settings and health professionals regarding pupils about to enter the Nursery or Reception class. The teachers note any pupil already identified with SEND and inform the SENDCo. Liaison with all outside agencies takes place immediately to ensure that strategies and interventions are in place as soon as possible on entry to school. This process applies to all pupils starting at St Anthony's at any time of the year and in any year group.

All teachers are responsible for writing IEP's when necessary and planning interventions that are *additional to* or *different from* those provided as part of the school's usual differentiated curriculum, to meet the IEP targets. All targets are SMART (Specific, Measurable, Achievable, Relevant, Time-bound) and last up to a term. Teachers will monitor the effectiveness of these interventions.

The SENDCo (Moira Armstrong) is responsible for ensuring IEPs are in place and working with staff to review IEP targets. This generally takes place on SEND review days, though there is ongoing consultation and informal meetings on request from staff. The SENDCo will liaise with outside agencies and seek appropriate advice and guidance to support parents/carers and colleagues. **The head teacher** (Hannah Edwards) is responsible for school procedures and systems to ensure that pupils with SEND are identified, assessed and appropriate provision is in place and that all staff are aware of the SEND policy and procedures. She is responsible for the SEND budget and monitors the teaching and learning of all pupils and the targets, interventions, resources and training required to meet the needs of SEND pupils at all stages. She monitors the work of the SENDCo. She communicates with the school Governors about SEND.

The Governors monitor the school SEND policy and expenditure. Mrs Manton, the SEND Governor, works with the SENDCo to monitor SEND provision.

Training

Training is provided for teaching and non-teaching staff in order to meet the needs of SEND pupils in the school. Some training is provided as inset e.g. medical issues, and some off site by the local authority. LA training courses are available for Governors.

Relevant Policies:

Equal opportunities

Inclusion

Behaviour

Medical

Intimate care and toileting

Child Protection

Further Information and Support for parents

If you have any questions about SEND, you can talk to the class teacher and the SENDCo. If you still have concerns, you can discuss them with Mrs Edwards, the head teacher or Mrs Manton, the Governor, who monitors SEND provision.

- You can also contact **SENDIAS** (SEND Information, Advice and Support Service) which supports parents and carers of children with special educational needs. You can contact them on 01788 593159 for free and impartial advice and information about special educational needs or visit their website www.warwickshiresendiass.co.uk

Warwickshire Local Authority publishes a Local Offer on its website which sets out what support is available for 0-25 year olds with SEND: www.warwickshire.gov.uk/send

Parents of children with a disability can find support and information about their specific disability by calling the free helpline 0808 808 3555 or online at: www.contact.org.uk

