



## Introduction

Our Mission statement is:

**'Love one another as I have loved you in our home, school and Parish family.'**

At St. Anne's we are committed to promoting inclusive education, recognising that God made us all in his own image with different gifts and abilities. Through working together we will enable our children to achieve their God given potential.

The Special Educational Needs and Disabilities policy supports the whole school aims and objectives with regards to developing this potential in all areas of the curriculum.

## Aim

The policy reflects the New Code of Practice 2014 relating to the Children and Families Act 2014. The principles of the Code of Practice are based on improving outcomes for children with Special Educational Needs and Disabilities (SEND) ensuring high aspirations and expectations. All children are entitled to an education that enables them to achieve the best possible outcomes and remove barriers to learning. This policy also informs the Special Educational Needs Information Report which can be accessed through the school website. The aim of the SEND Information Report is to show parents what the school can provide for children with SEND.

## Objectives

All staff at St Anne's Catholic Primary School aim to provide an education that meets the needs of the individual child so that they are able to achieve their potential. High quality teaching is differentiated and personalised by the class teacher for all children.

As a school we will ensure that we:

- Regard the views, wishes and feelings of the child and their parents or carers.
- Promote the importance of both the child and parent's participation. Where possible, we will also provide any information needed to support these decisions.
- Support the child and their parents or carers in order to enable the development of each child to achieve the best possible outcomes with a view to preparing them effectively for adulthood. (Code of Practice 2014 0-25 years)



## Identification and processes

Special educational needs are broken into 4 broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN.

Children who are working below age-related expectations are not automatically identified with a special educational need and placed on the SEN register. Teachers' first priority is to deliver quality first teaching to ensure the attainment gaps are closing between children and their peers, including providing high quality provision to meet the needs of children with SEND.

A graduated approach is used in supporting SEND within school. This consists of a four part cycle, with earlier decisions and actions, which are revisited, refined and revised.

The four stages are: **assess, plan, do and review.**

- **Assess** – A clear analysis of pupils' needs, as well as parents/carers concerns, is completed. If necessary, and if agreed with parents/carers, outside agencies can be asked for advice by school.
- **Plan** – When decisions are made to provide SEN support, parents/carers will be notified formally. All teachers and teaching assistants working with the child are made aware of needs, targets and outcomes sought. They should also be aware of the support provided for the child and the strategies and approaches that have been successful in order for the child to progress and work to their potential.
- **Do** – Class teachers are responsible for working with the child on a daily basis, although a teaching assistant may deliver an intervention or support session. Advice will be given on any intervention or in-class support from the class teacher and/or Inclusion Manager.



- **Review** – Both children and parents/carers will be involved in planning the next stage of support for the child. The class teacher and Inclusion Manager will work together with them to discuss how effective the support/interventions have been and the impact of the interventions on the child's learning/wellbeing. This approach incorporates the school Inclusion Manager, teachers, parents/carers and child. If necessary, outside agencies can be contacted for extra support.

St Anne's school works closely with the following external agencies:

- Educational Psychology Service
- LAWSS (Learning and Wellbeing Support Service)
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- CIASS (Coventry Autism Support Service)
- Dyslexia Resource Allocation Group
- SEND Information Advice and Support Service (formally known as Parent Partnership)
- Social Care

When a child is receiving additional support in school and from external agencies (in addition to quality first teaching), the term used is 'Additional SEND Support'. A plan will be written by the class teacher and targets will be set around the needs of the child. Progress will be reviewed with the parents or carers and new targets set.

If professionals involved and working with the child feel that an Educational Health and Care plan (previously called a 'Statement') would be appropriate then a 'family conversation' will take place. This will be led by the Inclusion Manager. Once this conversation has taken place, the necessary procedures will take place.

Any existing 'Statements' will be converted to EHC plans by 2017.

### **Teaching and Learning Strategies**

Teachers are responsible and accountable for the progress and development of the children in their class, including when children need support from teaching assistants and/or outside agencies.



Teachers plan and teach lessons of a high quality that include all children with varying needs, ensuring that the necessary differentiation in questioning, activity or outcome is included. Appropriate resources will be provided such as visual aids, e.g. vocabulary/sound cards, writing frames, numeracy resources etc., to enable the child to access the curriculum in order for them to achieve their potential. Teaching assistants will plan together with the class teacher and/or external agencies, where appropriate, when preparing interventions or support sessions.

### **Management and Organisation**

#### **Roles and responsibilities**

The overall responsibility for the Special Educational Needs and Disabilities Policy being implemented lies with the Head teacher and the School Governors. The Governors employ the Inclusion Manager to ensure the school upholds its duty of care to the children with special educational needs and disabilities in line with the Children and Families Act 2014 and the new Code of Practice 2014. The Inclusion Manager must be a qualified teacher working at the school and a newly appointed Inclusion Manager must achieve a National Award in SEN Coordination within 3 years of appointment. (Unless they have had the role in a previous school for at least 12 months)

#### **Inclusion Manager is responsible for:**

- Ensuring that teachers plan and teach quality first lessons for all children
- Monitoring provision across the school
- Maintaining a record of children who have SEND
- Ensuring teachers are supported with children who have SEND
- Leading parent consultations/reviews in liaison with teacher and sending minutes to parents

#### **Teachers are responsible for:**

- Planning and delivering Quality First teaching for all children
- Planning, overseeing and analysing the impact of teaching and learning, as well as interventions, in their class
- Arranging parent consultation meetings / reviews of progress in liaison with the Inclusion Manager
- Informing parents if they feel that a child in their class has a SEND

#### **Teaching assistants are responsible for:**



- Planning (if appropriate) and delivering quality interventions and keeping notes up to date.
- Liaising with the child's class teacher
- Setting appropriate and detailed next steps for children

### **Equal Opportunities**

The SEND Policy reflects the school's policy on equal opportunities in line with the Equality Act 2010.

All pupils have an entitlement, irrespective of gender, ethnicity, class, language or disability. All children are offered the same opportunities and are supported whenever necessary.

### **Assessment, Recording and Reporting**

Children with SEND will be assessed in line with the current assessment procedures, including teacher assessment. Reporting to parents will be through regular parents evening meetings held at least 3 times a year as part of the **plan, do, assess and review** approach. Additional meetings will be arranged to discuss the progress of targets set on the Additional SEND Support Plan.

### **Review, Evaluation and Monitoring**

Inclusion is a standing item at weekly Senior Leadership Team meetings. Termly planning meetings are arranged between school and external agencies to ensure that school is providing high quality provision for children with SEND to enable them to achieve the best possible outcomes. Monitoring of provision for children with SEND will be through observations, planning and intervention trawls, data and pupil progress meetings. This will allow the Inclusion Manager to evaluate the impact of provision for children with SEND.

### **Parental Involvement**

At St Anne's we recognise the importance of discussing the needs of the child with parents/carers as they know their child best. In each of the parent consultation meetings the graduated approach of the **plan, do, assess and review** process will enable parents/carers to share their views, expectations and aspirations for their child. The SEN Information report, which is co-produced with parents, will be reviewed with parents



annually to ensure that the school continues to set high expectations and aspirations for all children with SEND. School will hold regular coffee mornings to support parents, enabling them to seek support from school, SEND Information Advice and Support Service and each other.

### **Pupil Voice**

At St Anne's we place a very high importance on the views and opinions of the child. The class teacher and the Inclusion Manager will talk to the child to ask their opinions and feelings about interventions and support, and they will also be involved (where appropriate) in target setting.

### **Governing Body**

At St. Anne's inclusion is always a standing issue for discussion within governors meetings. The Inclusion Manager presents to the Governors informing them of the areas of success within school and areas for development in the future.

### **Links with other schools**

The school works in partnership with other schools in the neighbourhood as well as our Catholic cluster, Unity. This enables the schools to build a bank of joint resources and to share training, advice and expertise to benefit all children who have special educational needs or disabilities.

### **Extra-Curricular Activities**

Children with SEND are encouraged to take part in extra-curricular clubs before and after school. Any necessary adjustments will be made to these clubs to allow for SEND children to attend and participate fully.



This policy was updated on 12th September 2016

This policy was agreed on : \_\_\_\_\_

Signed : Amanda McDonagh (Name) (Chair of Governors)

Signed : Keri Baylis (Name) (Head teacher)

Signed : Maureen Kirby (Name) (Inclusion Manager)

Signed : Suzie Wilson (Name) (SEND Governor)

This policy will be updated in October 2017