

St Anthony's Primary School

Special Educational Needs Policy

Adopted: September 2014

Reviewed: September 2016

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force from September 1st 2014. The SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view this new pathway on Southwark's SEND Local Offer website:

<http://localoffer.southwark.gov.uk/>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Southwark that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special

educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

St Anthony's Catholic Primary School is committed to providing an appropriate and high quality education to all the children attending our school. We believe that all children have a common entitlement to a broad and balanced, academic and social curriculum, which is accessible and allows them to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St Anthony's is committed to inclusion. We aim to plan for improvement to develop cultures, policies and practices that include all learners. Equally, we aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced difficulties.

We respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Ethnic minority groups
- Learners who need support to learn English as an Additional Language (EAL)
- Learners with Special Educational Needs
- Learners who are disabled
- Learners who have medical needs
- Those who are more able
- Those who are Looked After by the local authority
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the different needs of children who experience barriers to their learning, which may relate to:

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

At St Anthony's we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve.

Roles and Responsibilities of the Class Teacher

The class teacher is responsible for adapting and refining the curriculum to respond to the needs of all pupils. He/ she monitors each child's progress and identifies, plans and delivers additional support. The class teacher is also responsible for developing provision maps for children who have more complex needs.

Roles and Responsibilities of the Inclusion Manager

Mrs Kirstin Macdonald is Assistant Headteacher with responsibility for Inclusion. She is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with Special Educational Needs.

Mrs Macdonald liaises with staff to monitor the pupil's progress and supports with planning of further interventions where progress is slower than expected. She also has regular contact with a wide range of external agencies that are able to give more specialised advice.

Some of these services include:

Southwark Early Help Service
Educational Psychology Service
Speech and Language Therapy
Children and Adult Mental Health Service CAMHS
Southwark Inclusion and Monitoring Team
Southwark's Specialist Dyslexia Teacher
Southwark Autism Support Team
Community Paediatricians
School Nurse

Roles and Responsibilities of the Senior Leadership Team (Headteacher/ Assistant Headteachers) and Middle Leadership Team (Phase Leaders, Literacy Leader and Maths Leader)

The Senior Leadership Team meet all teachers each term to review the progress and intervention of all children including those with Special Educational Needs, children eligible for Pupil Premium, English as an Additional Language and the Most Able.

The Middle Leadership Team also monitor the progress of all children within their particular area of responsibility.

Roles and Responsibilities of the Head Teacher

The Head Teacher is responsible for the day to day management of all aspects of the school, including the provision made for pupils with Special Educational Needs.

Roles and Responsibilities of the SEN Governor

The Governor with responsibility for Special Educational Needs is Hilary Jarvis and is responsible for supporting the school in evaluating and developing the quality and impact of provision provided for pupils with Special Educational Needs throughout the school.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We seek specialist SEN provision and training from SEN services where necessary.

Facilities for pupils with SEN

The school complies with all relevant accessibility requirements; the school accessibility plan is available for more details.

Identification of pupils needs

The class teacher is the initial point of contact for responding to parental concerns. If there are further concerns, parents and carers should contact the Inclusion Manager. Some of the ways pupils are identified as requiring further support are:

- Concerns raised by the parents/ carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's progress or behaviour

How children at St Anthony's are supported

St Anthony's follows the graduated approach as set out in the Special Educational Needs Code of Practice:

Quality First Teaching

Each child's education programme will be planned by the class teacher. It will be adapted accordingly to suit the child's individual needs. This may include additional general support by the teacher or teaching assistant in the class.

If a child has needs relating to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills, then the child will be taught in a small focus group. This will be run by the class teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Occasionally a pupil may need more expert support from an external agency. A referral will be made after appropriate discussion and with the consent of parents/ carers to seek further advice and support. Where parents refuse the request for school to seek further support from external professionals, the school may need to consider whether this will impede on the pupil's social, emotional and learning needs. A decision to refer the family to Southwark's Multi-Agency Safeguarding Hub might be made to ensure that all the child's needs are being met.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Parents and carers are able to discuss their child's progress at Parent's Evenings. Class teachers are available informally each day or by appointment if parents/ carers wish to discuss their child's progress in more detail. Appointments can also be made with the Inclusion Manager by contacting the school office.

The class teacher may suggest ways of how parents and carers can support their child at home. The Inclusion Manager may also meet parents/ carers to discuss strategies that may help with learning or behaviour. If external agencies are involved, suggestions and strategies are normally provided that can be used at home.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Manager
- Social Care
- External professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://localoffer.southwark.gov.uk/>

or by contacting the Parent Partnership Service on:
0207 525 2886 or 0207 525 2866 or 0207 525 5211

SEN training

An ongoing programme of training is in place to ensure that staff have appropriate skills and knowledge to support provision for children with Special Educational Needs. Training has included sessions on supporting pupils on the autistic spectrum, specific learning difficulties such as Dyslexia and children who have speech and language difficulties. Please see the School SEN Information Report for more information
<http://stanthonysprimary.co.uk/index.php/sen-information>

Supporting overall well-being

St Anthony's offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. The Class Teacher and Teaching Assistants are readily available for pupils who wish to discuss issues and concerns. Children are also welcome to talk to Mrs Macdonald (Assistant Headteacher, Inclusion Manager) or Mr Croft (Assistant Head Teacher). Nurture Groups are available to children in school who may require support with social skills, emotions, bereavement, anger management and self-esteem. Sessions are delivered through therapeutic stories, social stories and the use of solution focused counselling skills.

Medical Needs

St Anthony's makes provision for children who have medical needs. In most cases, a Care Plan is compiled with support from the school nurse in consultation with parents/ carers. These are discussed with all staff who are involved with the pupil.

Staff receive training in medical needs which require Epipens and the school will also seek other medical advice and training for other conditions as the need arises. Several members of the teaching assistant staff are trained in basic First Aid.

Supporting children who are joining and leaving St Anthony's

Many strategies are in place to enable the pupil's transitions to be as smooth as possible.

These include:

- Discussions with the previous or receiving school prior to the pupil leaving or joining.
- Discussion with the Inclusion Manager where provision for a pupil needs to be planned.
- Planning meetings with the previous or receiving school
- In Year 6 and where possible, children will visit their new school and in some cases, staff from the new school will visit St Anthony's.

Allocation of resources for pupils with SEN

The budget is allocated each financial year. The money is used to provide additional support or resources dependent on the pupil's individual needs.

Working in partnerships with parents

All parents/ carers are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher
- During Parent's Evenings
- During discussions with the Inclusion Manager or other professionals

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Manager may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or Inclusion Manager who will be able to advise on formal procedures for complaint.

This policy will be reviewed annually.