

Saint Anne's Catholic School



**SPECIAL EDUCATIONAL
NEEDS AND DISABILITY
POLICY**

Special Educational Needs and Disability Policy

RATIONALE

The Governing Body of Saint Anne's Catholic Primary School is committed to ensuring that the necessary provision is made for every pupil that has special educational needs.

CONTEXT

A child is defined as having special educational needs [SEN] if he or she has a learning difficulty, which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age. Or, it may mean that a child has a disability, which needs different educational facilities from those generally provided by schools for children of the same age in the same area.

AIMS

The overall aim of this policy is to improve the outcome for every child with a Special Educational Need [SEN] in an area of need as outlined in the Special Educational Needs Code of Practice (2014). This will be achieved through achieving the following [specific] outcomes:

- Address the needs of all children who may have special educational needs either throughout, or at any time during their time at St Anne's.
- Identify and assess children who may have special educational needs as early and as thoroughly as is possible.

- Give children the greatest possible access to a broad and balanced curriculum including the National Curriculum/Foundation Stage curriculum and ensure that provision matched the nature of the child's special educational needs.
- Differentiate teaching/learning according to need and expect realistic outcomes.
- Ensure a continuity of provision throughout the school.
- Keep careful, objective assessments - measured against the child's previous attainment.
- Wherever possible ascertain, record and take into account the child's views. Encourage partnership with parents and consider their views and concerns.
- Making SEN provision an integral part of our School Improvement Plan

ROLES AND RESPONSIBILITIES

The Class Teacher has a responsibility to:

- Plan and review support for their children with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Liaise with the SENCO to ensure any changes in behaviour, academic developments and causes of concern are addressed.

The SENCO has a responsibility to:

- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years providers, other schools, external agencies including the Educational Psychology Service, health and social care professionals, speech and language therapists and outreach workers.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.

- Identify any patterns in the identification of SEND within the school and in comparison with national data.
- Support the class teacher in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support.

The Headteacher has a responsibility to:

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Determine School Policy with Governors, including staffing and funding arrangements.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.

- Identify any patterns in the identification of SEND within the school and in comparison with national data.

The governing body has a responsibility to:

- Designate an appropriate member of staff to be the special educational needs coordinator (SENCO) and have responsibility for coordinating provision for pupils with SEND.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Prepare the accessibility plan showing how the school intends to progressively improve access over time.
- Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan.
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils through a single point of access.
- Ensure arrangements are in place to support pupils at school with medical conditions.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.

- Prepare the SEN information report and publish it on the website.

Initial cause for concern

If a teacher has a concern they will inform the SENCO and the parents of the concern. The SENCO will record this concern and keep it with the SEND register. The teacher will plan and implement further differentiation or intervention support and monitor progress using the SPTO assessment tracker. Reviews will take place termly or more often if necessary.

Children who fail to make progress over a minimum of two review dates may be referred to the SENCO by the class teacher with a view to moving on to the SEND register as SEN Support.

SEN Support

The SENCO will arrange further assessment if necessary, contact parents and arrange a meeting, meet with the class teacher and teaching assistant to plan and coordinate the ways to support the child and possible interventions that could be put into place. Termly reviews will take place including teacher, parent and child.

If a child fails to make progress over a minimum of two reviews the SENCO will contact the appropriate outside agencies and ask for further help. Parents will be informed and their consent sought.

With this support in place, any child who fail to make progress over a minimum of two reviews (six months) may move on to a provision plan.

A provision plan will be developed with the help of outside agencies. The SENCO, Class Teacher, and all agencies involved with the pupil complete a CRISP assessment

in order to determine the pupil's needs. If the school is unable to give the appropriate provision to the pupil then the Head teacher will request statutory assessment for an Education, Health and Care Plan.

In some circumstances, progress through each stage can be accelerated according to the needs of the child. Parents will be kept informed at each stage.

BEHAVIOUR AND DISCIPLINE

Children who present behavioural and/or discipline problems are dealt with through the school's behaviour policy and may be referred to the behaviour support service.

ADMISSIONS POLICY

St. Anne's operates its own admissions policy drawn up by the Governing Body.

SPECIALISMS AND SPECIAL UNITS

St. Anne's does not at present have any particular SEN specialism or special unit.

ACCESS FOR THE DISABLED

Access for the disabled includes ramps, disabled toilets and highlighted steps. We will make every effort to accommodate any child wishing to come to St. Anne's by complying with the L.E.A procedure.

ALLOCATION OF RESOURCES

The Governing Body seeks to ensure that adequate resources of all kinds are available subject to budgetary constraints.

INTEGRATION ARRANGEMENTS

Children with special educational needs are fully integrated into all the activities of the school as far as it is practical and compliable with their receiving the necessary

educational provision, the efficient education of other children, and the efficient use of resources.

SEN Code of Practice 2014 states - Schools must use their best endeavours to make sure that a child with SEND gets the support they need - this means doing everything they can to meet children and young people's SEND and ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

PARTNERSHIP

ACCESS FOR PARENTS

Parents are welcomed into school to discuss any concerns they may have about their child through appointments with the class teacher, SENCO or Head Teacher. They are invited to attend and contribute to reviews every term and are asked for permission before any outside agencies are involved.

LA SUPPORT SERVICES

Support services currently provided can be found on the My Care in Birmingham website:

www.mycareinbirmingham.org.uk/.

A link to this site can be found in the SEN information report in the parent's section of the school's website.

Parents are made aware of relevant agencies as necessary.

LINKS WITH HEALTH, SOCIAL SERVICES AND VOLUNTARY

ORGANISATIONS

Appropriate agencies, such as the School Nurse team and Speech Therapist are contacted by the SENCO for individual children. Parents can make self-referrals to these agencies.

The Head Teacher, or other appropriate member of staff, attends case conferences with Social Services.

EXPERIENCE, QUALIFICATIONS AND IN-SERVICE TRAINING

The Head Teacher ensures that there is appropriate provision for in-service training.

DEALING WITH COMPLAINTS

The school follows LA policy and guidelines when dealing with complaints.

Where a parent has a concern or complaint they are encouraged first to discuss the concern with the class teacher. If this is not sufficient they may arrange to meet with the SENCO. Any concern, which is still unresolved, will then be taken to the Head Teacher.

The school will then follow LA guidelines for any complaints, which have still not been dealt with satisfactorily.