

# St Anne's & St Joseph's RC Primary Special Education Needs Policy 2024



## **Our Vision**

*Our curriculum is designed to have faith and love at its heart, with children developing a sense of belonging to both our Parish and local community as they journey through school. It is designed to value each child, allowing them to develop their God given gifts. Our curriculum will encourage the highest aspirations for all members of our school family, helping pupils become independent learners who have the resilience to persevere, confidence to rise to all challenges and have empathy for all around them.*

St Anne's and St Joseph's is a Catholic School in the trusteeship of the Diocese of Salford. It is maintained by Lancashire Local Authority and is a voluntary aided school. The Governing Board is the Admissions Authority and is responsible for taking all decisions on applications on admissions. The co-ordination of admissions arrangements is undertaken by the Local Authority.

St Anne's and St Joseph's is committed to meeting the Special Educational Needs of pupils and ensuring that the SEND policy works within the guidelines and inclusion policies of the Code of Practice (2015), local authority and other policies in school. At St Anne's and St Joseph's RC School it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential as God has made us all unique with our own special gifts. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new SEND Code of Practice (September 2015).

### Intent

The aims of this Policy are:

- To create an environment that meets the special educational needs of each child in order to ensure that every child can achieve their learning potential and fully engage in the school community.
- To request, monitor and respond to parent's/carer's and pupil's views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions and enable full inclusion in all school activities in consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To work in co-operation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To welcome pupils in line with our Admission's Policy and anticipate that the needs of all the pupils will be met within the existing provision.
- To establish a stimulating learning environment to meet the needs of SEND children.

### Definition of Special Educational Needs and Disabilities.

*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.*

*Special educational provision is educational provision that is additional to or different from that made generally for other children of the same age in school.*

*These needs can be categorised in four key areas that may create barriers to learning:*

- *Communication and interaction;*
- *Cognition and learning;*
- *Social, emotional and mental health difficulties;*
- *Sensory and/or physical needs.*

*A student has a learning difficulty or disability if he or she:*

- *Has a significantly greater difficulty in learning than the majority of students of the same age;*
- *Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

As a fully inclusive school, St Anne's and St Joseph's caters for children with any or all of these kinds of Special Educational Needs. Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

### **Role of the SENCO**

The SENCO for St Anne's and St Joseph's R.C. Primary school is Mrs Robinsworth ([k.robinsworth@sasj.lancs.sch.uk](mailto:k.robinsworth@sasj.lancs.sch.uk))

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

St Anne's and St Joseph's also have Miss Kidd, who is currently undergoing the SENDCo Award, working alongside the SENCO with a focus on Early Years and Early Identification.

## High Quality Teaching

We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. As outlined in the SEND Code of Practice, this is special educational provision. We use our best endeavours to ensure that such provision is made for those who need it.

- Teachers are responsible and accountable for the progress and development of all pupils in their class.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching
- The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff
- The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets, which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full curriculum. School leaders and teaching staff, including the SENCO, identify any patterns in the identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

## Identification

Parents, class teachers and subject leaders, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement, between the teacher, SENCO and parents, about the SEN support that is required to support the child.

## **Graduated Approach**

When a pupil is identified as having SEN, we act to remove barriers to learning and put effective special educational provision in place. This takes the form of a 4-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

### **1. Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the pupil and parents. This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **2. Plan**

Where it is decided to provide a pupil with SEN support, the parents will be notified. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. POPs (Pupil Overview of Provision) will be used to record the agreed objectives for the child, along with the support that they will receive. The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a date for review.

### **3. Do**

Targets set out in the POP shall be followed. The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and link with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents to enable them to be involved in planning their child's next steps. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward.

Using the Assess, Plan, Do Review cycle, SEND support will be reviewed on a termly basis and adapted or withdrawn depending on how effective it has been in achieving the agreed outcomes.

### **Education, Health and Care Plans (EHCPs)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider, in consultation with parents, requesting an Education, Health and Care needs assessment. Parents also have the right to request an EHC assessment. When making an education, health and care assessment local authorities must consult the child and their parents and consider their views, wishes and feelings and any information provided by them. At their request, local authorities must also gather advice from relevant professionals.

The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.

Once finalised, it is the named School and Local Authorities responsibility to ensure that the objectives and actions within it are addressed and reviewed regularly and in consultation with parents and other professionals who may be involved. This is done via an Annual review.

### **Provision**

Records of details of additional or different provision made under SEND support are kept within school and reviewed regularly. POPs set out the objectives that will be addressed and expected outcomes from the support are identified on the provision maps and these are evaluated termly to decide on next steps. This provides us with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact.

Tier 1 = Quality first teaching.

Tier 2 = More specific support is needed and the child will receive teaching that is additional to or different from the school's curriculum. This support will usually be provided in groups with children who have similar needs.

Tier 3 = More specific support is needed and the child will receive teaching that is additional to or different from the school's curriculum. This support may be 1:1 and provide more intensive support designed to meet the child SEN needs which may be designed in consultation with specialist teachers or educational psychologists.

### **Involving Parents/Carers**

Where a pupil is receiving SEND support, class teachers can meet and discuss with parents each term to set targets, discuss the activities and support that will help achieve them and to review progress.

We readily share information with parents regarding the provision that their children are receiving. The class teacher is available for discussions or meetings which can be made through the teacher or school office. Additionally, the SENCO is available to meet with parents by prior arrangement. Appointments can be made through the class teacher or school office. To ensure the parents voice is heard as well as providing them further support we hold a drop in at the start of every month on different topics.

### **Involving Specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will

consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists.

The involvement of specialists and any discussions and agreements will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Specialist service support can come from a wide variety of sources, including:

- Lancashire Education Psychology Service
- ADYS
- ELCAS
- ADHD Northwest
- Paediatrician
- School Nurse
- D11 Hub
- Social Services
- Speech and Language Service
- Specialist Outreach Services
- Children and Family Well-being Service

In order to secure the involvement of these specialist services, referrals are made, with the consent of the parents.

### **Emotional Well-being**

At St Anne's and St Joseph's we have developed a new role last year which Miss Westwell took on as our Pupil and Family Lead. This new role provides emotional wellbeing type activities to provide support to those pupils who have social, emotional and mental health SEND issues. The aim of these sessions are tailored to meet the specific child's needs but focus around developing particular skills and providing children with a safe, nurturing, confidential forum to express their feelings and emotions.

These include sessions such as: Lego Therapy, Drawing and Talking as well as ELSA support.

### **Admissions**

Pupils with Special Educational Needs & Disability will be admitted to St. Anne's and St. Joseph's in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. School will use the induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs and at what level. If we are alerted to the fact that a child may have a difficulty in learning we will endeavour to collect all relevant information and plan a relevant differentiated curriculum.

### **Transition Arrangements**

When a child moves onto the next stage of their education, or moves school at any point during their school life, planning and preparation for the transitions will take place. To support transition, the school will share information with the school or other setting the child or young person is moving to. Schools will agree with parents and pupils the information to be shared as part of this planning process.

### Accessibility

The school is aware of the statutory requirements of the SEN and Disability Act. The school is on a sloping site with staircase access to all parts of the building except the school entrance, office, hall and disabled toilet with changing facilities. At present there is no disabled access to the Key stage 1, Upper and Lower Key Stage 2 areas of the building, library or ICT suite.

### Complaints Procedure

In the event of a complaint every effort will be made to resolve the situation as informally and as amicably as possible.

In the first instance, should a parent/carer have a concern about the special provision made for their child, they should discuss this with the class teacher.

If the concern continues they can discuss this with the SENCO.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher.

If the Head teacher is unable to resolve the difficulty the parents/carers concerns should be put in writing to the SEND and Chair of Governors, Mrs Samantha Camm who will do her utmost to be involved after other avenues to resolve the situation have been exhausted.

Following the Complaints Procedure, further appeal can be made to Lancashire County Council

Policy approved:

Next Review Due: September 2024

### Linked Documentation

Complementary policies, plans, contracts and statements should be read in conjunction with the SEND policy and can be found on the school website:

- Mission Statement
- Lancashire Local Offer
- Schools Information Report
- Accessibility Plan
- Admission Policy
- Anti-bullying Policy
- Assessment Policy
- Positive Behaviour Policy
- Single Equalities Policy
- Health and Safety Policy
- Home/School Contract
- Inclusion Policy