



St Anne's and St Joseph's Roman Catholic Primary School

Nihil Sine Christo

Whole School Policy for Special Educational Needs and Disability 2024

St. Anne's and St. Joseph's we are 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 curriculum to better respond to the four areas of need identified in the SEND Code of Practice (September 2015). We meet the individual needs of all of our children by providing them with a broadly based, well balanced curriculum, which is adapted to each child's individual needs. We believe that good practice for children with SEND, is good practice for all children.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and also the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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

The 4 Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas, as set out in the Code of Practice, 2014. Pupils can have needs that are across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and Interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Roles and Responsibilities

SEND Governor

The Governing Body has identified Mrs Samantha Camm as SEND governor. Along with the SENCo, she ensures that the full governing body is kept informed of how the school is meeting the statutory requirements. The SEND governor meets regularly with the Head teacher and SENCo, and attends regular governing body meetings.

Special Needs and Disability Co-ordinator (SENCo)

The school SENCo is Miss Lauren Kidd

Our Associate SENCo is Mrs Catherine Haworth (supporting in school on Tuesday and Thursday)

SENCo contact email: senco@sasj.lancs.sch.uk

Both SENCos work closely with the Headteacher, SEND governor and staff to ensure the effective day-to-day operation of the school's SEND policy. They identify areas for development and co-ordinate provision for all SEN children.

The key responsibilities of the SENCO include:

- Informing parents that their child may have SEN and liaise with them about their needs and provision required
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching. This may include organising CPD for staff
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils, supporting teaching staff in recording this on the Pupil Profiles, and ensuring these are kept up to date

- Meet with teaching staff regularly for SEND supervision to identify any children who require early help and to provide strategies to support in the classroom. Supervision also ensures that the graduated response is in place for children on the SEND register
- Use the graduated response to apply for Education Health Care Plans, where appropriate
- Be a point of contact for external agencies, especially the local authority (LA) and its services, and work with external agencies to ensure that appropriate provision is provided. This includes Speech and Language services, Educational Psychology and Specialist Teachers.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned, with a full handover in place
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Maintain the school's SEND register and overseeing the records of all pupils with special educational and disability needs, ensuring these are kept up to date.
- Regularly liaising with parents of children with special educational and disability needs.
- Work with Pupil and Family Support staff in school to identify and support with Early Help for children and families (previously CAFs) and to coordinate support for children with social, emotional and mental health needs.
- Attend clusters within the Romero CAT to share expertise with other SENCOs.

Teachers are responsible for:

- Providing high quality teaching for ALL pupils that is adapted to meet pupil needs through a graduated response
- The progress and development of every child in their class
- Considering the most appropriate interventions for children in their class, and considering who is best to deliver them.
- Provide clear guidance to any support staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

- Creating Pupil Profiles for those children on the SEND register (some exclusions apply) and ensuring these are kept up to date throughout the school year. The targets on the Pupil Profiles must be evaluated and new SMART targets written three times per year.
- Formulate provision maps, with support from SENDCO.
- Provide opportunities for TAs to carry out appropriate intervention work, or for TAs to take the class whilst the class teacher works with SEN children.
- Ensure there are records of all interventions for children in their class.
- Most class teachers are also subject leads. In this role they will ensure planning for their subject includes adaptations for SEND.

Teaching Assistants will:

- Work co-operatively with teachers to support the learning and participation of pupils.
- Be aware of children on the SEND register and ensure they understand individual needs
- Work with teachers to prepare lesson plans and materials for individuals or groups of children
- Contribute to the evaluation of the outcomes and lessons.
- Make relevant contributions to wider school activities.
- Record intervention carried out with children and report to class teachers and SENDCo.
- May be required to carry out personal care, under a Care Plan as agreed with SENDCo and parents.

Parents and carers:

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review their child's progress
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a termly report on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil.

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.

High Quality Provision

At St Anne's and St Joseph's we ensure that children have access to a variety of resources to support their needs at school. EYFS, KSI and KS2 each have a sensory circuit to access and a sensory room space. Every class has a box full of resources to support children with specific learning needs such as sensory resources and ICT equipment.

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 will be an agreement, between the teacher, SENCO and parents, about the SEN support that is required to support the child. SEND identification and updates are recorded on CPOMS.

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.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be

adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget, and on the census these pupils will be marked with the code K.

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.

Pupils with Medical Needs

Pupils who have medical needs that may require intervention and support from staff in school will have a Care Plan written for them, in liaison with the Health Service and parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. We work closely with our assigned School Nurse. The care plan may also include personal care, and the Intimate Care Policy should be followed.

Provision

Records of details of additional or different provision made under SEND support are kept within school and reviewed regularly. Pupil Profiles 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 = High quality teaching (including pre-learning tasks).

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.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps and the Insight Tracker.
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- SEN supervision with class teachers
- Holding annual reviews for pupils with EHC plan
- Getting feedback from the pupil and their parents

All teachers have a key role in monitoring all aspects of pupil performance and, in particular, the identification of pupil needs. Parents will be kept informed at all stages.

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
- Acorn Psychology
- ADYS
- ELCAS
- ADHD Northwest
- Paediatrician
- School Nurse
- D I I 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.

SEN Funding and Resources

The Headteacher and SENDCo meet regularly to discuss the needs of children on the SEND register. Further to this, the SENDCo and Headteacher will meet the SEND Governor annually, in the early part of the year, to discuss the SEND funds stated on the school's budget allocation. The needs of the pupils requiring SEND provision are discussed, and appropriate measures taken to ensure these needs are met. INSET plans are made, and costed, for all staff, including non-teaching staff, to increase their knowledge, skills and expertise in SEND issues. Key resources, including ICT software to support SEND, are identified and ordered as necessary. Support staff are deployed effectively and flexibly to best meet the needs of all pupils with SEND. The provision for pupils with an EHC plan is established and shared with their parents.

Attachment and Trauma Sensitive School

All of our staff are trained in Relational Practice and Attachment and Trauma sensitive practice. At St Anne's and St Joseph's Miss Nia Westwell is our Pupil and Family Support Lead. Miss Westwell works closely with the SENDCo to plan various nurture groups and bespoke interventions for children with identified emotional and social needs. Miss Westwell provides Early Help for families who may be struggling and can signpost to other agencies such as Children and Family Wellbeing or Emotional Health Practitioners. This role provides emotional wellbeing activities to provide support to those pupils who have social, emotional and mental health SEND needs. 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: Sand Therapy, Lego Therapy, Drawing and Talking and ELSA support.

Links with other schools

Particular attention is given to making sure that we are aware of any new pupils identified as having special educational needs, so that appropriate arrangements can be made in advance of their admission. Transition meetings and visits are arranged with relevant staff and in full liaison with parents.

Where pupils transfer to high school, or another primary, relevant information will be passed on, with a full handover by the SENDCo. Transfer reviews in Year 5 should begin to establish the parents' choice of High School, in order to assess the arrangements prior to the transfer. An additional review early in the Spring Term of Year 6, when a High School place has been allocated, should be convened to which the High School SENDCO needs to be invited.

As part of the Romero Catholic Academy Trust, we have strong links with other local schools. The SENDCo attends regular cluster meetings and support is widely available, along with some shared resources and CPD opportunities.

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.

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 Governor, 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 2025

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