



St Anthony's Catholic Primary School

An Academy within The Catholic Academy Trust in South Hampshire

*'Children in our heart, Christ at the centre'
'We love, we learn and we live'*



Name of Policy	SEND Policy
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Headteacher	Katrina Straker
Chair of S&A sub-committee	Anne Taylor
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SEND Policy



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The St Anthony's mission statement is 'Children in our heart, Christ at the centre. We love, we learn and we live.' To live out this mission, we are guided and led by our Catholic ethos that places the Catholic Social Teaching principles of Human Dignity and the Common Good at the heart of our school. We recognise that each of us is unique and loved by God and we are called to lead by example, as Christ did, to show respect and love to every person because each of us is made in the image of God.

Our Vision

St Anthony's Catholic Primary School recognises all its pupils as equal individuals and is committed to developing an inclusive and supportive learning environment that removes barriers to learning and in which all learners achieve their full potential.

Policy Statement for Special Educational Needs

Introduction

- This document is a summary of the aims, principles and strategies for the teaching and learning of pupils with special educational needs and disabilities (SEND) at St. Anthony's Catholic Primary School, produced following consultation with staff and governors.
- Quality practice is well-embedded within the school and care, guidance and support for pupils is of the highest quality.
- This policy is reviewed annually in line with current developments at national and LA levels. It complies with the Special Educational Needs Code of Practice (2014), the Special Educational Needs and Disability Code of Practice: 0-25 yrs (January 2015) and the Special Educational Needs and Disability Regulations (2014).

What are Special Educational Needs?

The new Code of Practice (2014) defines SEND as "Pupils who have learning needs requiring provision that is different from or additional to what is normally available to pupils of the same age."

Aims

Our aims in teaching children with special educational needs are:

- to identify and provide for the needs of the individual as early as possible
- to enable access to a broad and balanced curriculum
- to follow the principles of Quality First Teaching for all children, including those with special educational needs
- to enable inclusion wherever possible and practicable
- to follow the model in identifying and providing for children with special educational needs as outlined in the new Code of Practice.

Principles in the teaching and learning of special educational needs children

Special educational needs teaching is important because:

- by a series of small, but achievable steps it develops the child's confidence in the learning process.
- it provides greater support on a 1:1 or small group basis.
- it helps children take responsibility for their educational progress.
- it enables children to achieve their potential.

Strategies for the teaching of special educational needs children:

Children are supported in a variety of ways depending on their individual needs through:

- appropriate teaching and learning styles using visual, auditory and kinaesthetic approaches
- differentiated work
- scaffolded activities, where needed
- small group support/ intervention work
- 1:1 LSA support
- in class additional teaching support
- withdrawal teaching on a 1:1 or small group basis.

Individual teachers are responsible for planning for the needs of all children in their class, supported by specialist staff where appropriate, either from within the school or at an advisory level.

Learning Support Assistants (LSAs) can be used to assist:

- in the classroom by working with individuals and small groups of children as directed by the teacher
- by delivering support programmes to small groups of children as directed by the teacher
- in P.E. activities by supporting pupils with specific disabilities
- on the playground by encouraging social development through play
- in the dining hall by supporting meal times and social interaction
- on school trips by discussing, questioning, explaining, supervising on a 1:1 basis
- in Collective Worship by encouraging listening and concentration
- in monitoring and modifying patterns of behaviour
- in preparing differentiated resources as directed by the teacher.

A variety of schemes are used to support pupils with special educational needs, e.g.

- the learning of sight vocabulary (Super 6, Hornet, Word Wasp)
- the learning of groups of sounds (RWI phonics)
- the spelling of key words (RWI and RWI Get Spelling)
- Makaton
- the practising of number bonds, multiplication facts etc. (Number Sense, Plus 1, Power of 2)

Strategies for ensuring identification and assessment of need

The school's graduated approach to support ensures early identification of pupils with SEND. Early and ongoing assessment is of paramount importance and includes both informal observation by teachers, in the course of daily teaching, as well as the use of standardised tests. Assessment is ongoing and continuous within pupil progress reviews as part of a cycle of Assess Plan Do and Review. Where appropriate, it will involve the Staged Assessment Process as outlined in the Code of Practice. Pupils who are identified as having a special educational need

are placed on the school's SEND Register, which is reviewed at least termly.

Progress and continuity of provision

- Where appropriate, an **Individual Education Plan (IEP)** is drawn up to meet the needs of the pupil. This is done in consultation with the class teacher, SENDCo, parents, child and support staff, as appropriate. IEPs are designed to be user-friendly and parents are informed of any changes termly.
- Liaison between Class Teacher and Teaching Assistant is regarded as essential.
- Planning is a process in which all teachers are involved. As part of High Quality Teaching, weekly English and Maths plans show differentiated activities for all ability groups, with activities carefully scaffolded to meet the needs of pupils with special educational needs.
- For those pupils who require additional targeted intervention, intervention groups run regularly. This additional provision is outlined in class SEND provision maps overseen by the SENDCo and is reviewed at least termly.
- The school also accesses advice and support from external agencies for pupils on the SEND Register, such as the Educational Psychologist (EP), Occupational Therapist (OT), Specialist Teacher Advisory Service (STAS), etc.

Annual Review of an EHC Plan

All plans must be reviewed at least annually with parents. The pupil, LA, school and other professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5, the aim is to give clear recommendations as to the type of provision the child will require at the secondary stage. We work very closely with the local secondary schools and, if needed, Primary Inclusion Team to discuss with you the setting that will best meet the needs of your child at transition. It will then be possible for parents to visit secondary schools and to consider appropriate options within similar timescales as other parents.

The SENDCo of the receiving school will be invited to attend the final annual review in the primary school of pupils with EHC plans. This allows the receiving school to create an appropriate Support Plan/Provision Map to start at the beginning of the new school year and enable the pupil and parents to be reassured that an effective and supportive transfer will occur.

The Special Educational Needs and Disabilities Coordinator

The SENDCo, Mrs Svetlana Inwards, has a complex role and oversees the class teachers' work in supporting the children. She monitors the children's progress; maintains the record of need; attends regular network meetings and training; monitors the quality of IEPs; collates reports and evidence regarding referral for statutory assessment; organises annual reviews; makes referrals to external agencies; liaises with specialist staff; ensures that parents are supported and signposts to support agencies, when appropriate or requested. There is also a named governor for SEND, Mrs Anne Taylor.

Child Protection

It is recognised that children with SEND can also be seen as vulnerable children. The Child Protection Policy should be adhered to at all times. Please see the Child Protection Policy and Safeguarding Policy on our website, or available on request from our school office.

Strategies for Recording and Reporting

- Records of progress are kept for each individual pupil by the class teacher and centrally by the SENDCo.
- Formal reviews are held annually for children with a statement of special educational need or Education Health and Care Plan. The child, parents, class teacher and a variety of professionals are invited to contribute towards this meeting.
- For all children requiring the support of an Individual Education Plan, reviews are held more frequently (three times a year) and are an opportunity to share with parents on a regular basis a child's progress or lack of progress.

Staff Development

Special Educational Needs in-service training will include in-house provision via staff meetings, INSET Days and SENDCo attendance at local cluster meetings and LA courses. Teaching staff are able to attend courses relevant to school or individual needs, as identified by the school improvement plan and performance management/staff development. LSAs are encouraged to participate in school based INSET and attend relevant courses offered by the LA. SEND is integral to either the school action or the school improvement plan each year, as deemed appropriate.

Working with Parents

Parents are greatly valued and their contribution in terms of identification and support for children with SEND is fully recognised. Parents will be involved in their child's SEND at all stages. They will contribute to decisions made and where possible to the content of IEPs. The role of any other professionals involved with a child will be explained to parents and where possible, opportunities to speak to them will be arranged. Copies of IEPs and any other reports or materials will be made readily available. Communication between parents and school will be consistently maintained. This can be an informal chat, discussions at parents' evenings (twice per year), review meetings, specially arranged meetings, letters, phone calls, emails and informal discussion with the SENDCo.

Parents are also made aware of **Hampshire SENDIASS** service, which is an amalgamation of the formerly known Support4SEND and Parent Voice and are given their details, should they wish to discuss any concerns away from the school. The contribution and involvement of parents is seen to be crucial. We believe that where it takes place, the ability to draw upon parents' personal and unique understanding of their child's needs is more likely to ensure that the provision made is successful.

Further information about the provision available for pupils with special educational needs and disabilities can be found in the school's SEND Information Report, which is reviewed annually and accessible on the school's website.

Strategies for the use of resources

Central Resources for special educational needs are the responsibility of the SENDCo who has a small budget available. They are currently stored in 'The Zone', which is an area set up for working with small groups of children.

Monitoring and evaluation of policy

- Special Educational Needs is an area of continuing change. It is essential that the SENDCo keeps abreast of future progress in this field and shares new knowledge with teaching and support staff through Professional Development Meetings.
- With proposed changes in funding for special educational needs it will be important to maintain rigour in identifying pupils with special educational needs at school level as early as possible so that decisions regarding staffing needs can be made from an informed view point.
- Termly reviews of the SEND Register and class provision maps, work sampling, monitoring of interventions and tracking of pupils' progress ensure that policy and procedures for SEND are monitored and evaluated on a regular basis.

Complaints Procedure

We hope you have found the information contained in St Anthony's SEND policy helpful and informative. It explains how we help children feel safe, valued, respected as an individual and encouraged to achieve their full potential, no matter what their special educational needs or disabilities may be.

In the unlikely event that someone has a complaint against staff regarding any aspect of SEND, they should first express this concern to that member of staff so that the issue can be resolved between both parties. However, if the issue is not resolved, then advice and consultation should be sought from the SENDCo and/or Headteacher. If the issue remains unresolved, then this may be brought to the attention of the Governors.