



Title: Special Educational Needs and Disability Policy

Ratification date	July 2022
Person/s responsible	Leadership and Management Committee
Chair of Governors	Name: Mrs Debbie Penny
Head Teacher	Name: Mrs Nuala Ferguson
Review Date	July 2023

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This policy should be read in conjunction with St. Anne's Special Educational Needs and disabilities School Report. This is available to parents on the school website: www.stannes.cheshire.sch.uk

The School report forms a contributory part of Cheshire East's Local Offer. More information about the Local Offer can be found at: <http://ice.cheshireeast.gov.uk>



1. INTRODUCTION

At St Anne's Catholic Primary School children and staff ensure that Christ is at the heart of all we do. Members of the school community are encouraged to treat each other fairly and kindly. Our Catholic school is a school based on the Gospel values. We value the individual and promote self-worth and concern for others. We also strive for a community which promotes excellence, challenge and high aspirations and achievement. In this way we promote in our pupils confidence, caring and the ethos of being an active, caring and contributing member of society. To achieve these aims we promote good behaviour and respect for both adults and children

2. COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Keeping Children Safe in Education (2018)
- Accessibility Plan
- Teachers Standards 2012
- Equality Act 2010: advice for schools DfE Feb 2013
- The Pupil's Act 1989 and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers)

This policy was developed in collaboration with Governors, parents and pupils and it reflects the SEND Code of Practice 2014.



3. SEND DEFINITION

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

- have significantly greater difficulty in learning than the majority of those who are the same age, or they:
- have a disability which prevents or hinders them from making use of facilities that are 'provided for others of the same age in mainstream schools or mainstream post- 16 institutions'.

In this policy, special educational needs and disabilities (SEND) refer to pupils and young people who have a 'learning difficulty or disability which calls for special educational provision to be made for them'.

Many children and young people who have a SEN may also have a disability under the 2010 Equality Act. Children and young people with a disability do not necessarily have a SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition in this policy (SEN Code of Practice 2014, p16)

4. AIMS OF THIS POLICY

Our Aim at St. Anne's Catholic Primary School is to provide an inclusive education by making the adjustments that children need in order to achieve the best outcomes. Our school provides a focus on outcomes for pupils to ensure they achieve their potential, become confident individuals living fulfilling lives following the Gospel values and make a successful transition onto second level school and into adulthood.

5. OBJECTIVES

- The school's support for pupils with SEND is inspired by our belief that Christ is at the heart of all we do.



- To provide opportunities for every pupil with SEND to experience success and to develop an open mind to learning.
- To accurately identify and provide for pupils who have special educational needs or disability.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To provide a Special Educational Needs Coordinator (SENCO) who will work with the SEND Inclusion team.
- To provide support and advice for all staff working with pupils who have SEND.
- To involve parents/carers in planning and supporting at all stages of their child's development and ensure that parents are supported alongside their child.
- To ensure all pupils, whatever their special educational need or disability, receive appropriate educational provision through a broad and balanced curriculum that is suitably differentiated.
- To enable pupils with SEND to have a voice and to provide opportunities for them to express their opinions in any matters affecting them.
- To ensure staff and governors are accountable for the SEND Policy being implemented and maintained.
- To use the 'assess, plan, do, review' method to identify and monitor pupils' progress.
- For staff to fully engage with and take responsibility for the well being and academic progress of SEND children in their class.

6. ADMISSIONS ARRANGEMENTS

St. Anne's Catholic Primary School follows the Local Authority (LA) admissions policy. Neither a pupil's abilities nor their learning difficulties feature in the admission of a pupil, unless they have a Statement or an Education, Health & Care Plan (EHCP) which names this school as the establishment that they should attend.



7. A GRADUATED RESPONSE TO SEN SUPPORT

At St. Anne's Catholic Primary School, we use a Graduated Response to support pupils with SEND. All teachers are responsible for and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants or specialist staff. This includes supporting these children on their faith journeys.

8. RELIGIOUS AND SPIRITUAL SUPPORT FOR SEND PUPILS

At St Anne's Catholic Primary School SEND pupils and their parents are supported by the Parish Priest and the staff to enable these children to engage fully in their personal faith journey.

9. EXTREMISM AND RADICALISATION

St Anne's Catholic Primary School recognises the possible increased risk to SEND children of being targeted for radicalisation. The school seeks to protect our vulnerable children from such risks against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern (Prevent Duty June 2015). All staff will keep up to date with PREVENT training and be vigilant for any evidence of SEND children being drawn into such activities. They will inform the Safeguarding Lead who will contact the local Prevent team for advice.



10. IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The purpose of identification is to work out what action the school needs to take to support pupils. The Code of Practice 2014 categorises four areas of need which will be planned for. Individual pupils often have needs that spread across all areas and their needs may change over time. The four areas of need are defined as:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

At St. Anne's Catholic Primary School, we assess the needs of pupils by considering the whole pupil and matching their provision accordingly.

The following circumstances are not classed as SEND, but may affect progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Pupil
- Being a pupil of a Serviceman/woman
- Having behavioural difficulties where an underlying cause has not been identified

11. EARLY IDENTIFICATION

Regular assessment of progress will allow for early identification of pupils who are making less than expected progress according to their age and individual circumstances.

This can be identified by progress which:



- is significantly slower than that of their peers starting from the same baseline.
- failure to match or better previous rate of progress.
- failure to close the attainment gap between the pupil and their peers.
- widening the attainment gap.

In addition to monitoring the progress of the child's cognition and learning skills, all staff monitor the child's social and emotional development, ensuring the holistic development of the child. Progress also includes areas other than attainment, for example a pupil may need more support developing social and emotional skills than his peers.

At St. Anne's Catholic Primary School, our first response when a pupil is not making the expected progress is to target quality first teaching towards their area of weakness which is differentiated to meet their particular needs.

12. FIRST CONCERNS

If progress continues to be less than expected, then consideration of special educational provision begins, with discussion of the desired outcomes for the pupil. The class teacher, working with the SENCO, will gather evidence and consider the pupil's progress alongside national data and expectations. This discussion will take into account any concerns raised by parents and will include the child's views and, with parental permission, advice may be sought from other professionals, such as the Educational Psychologist, Cheshire East Autism Team (CEAT), Nantwich Education Partnership SENCo, Community Paediatrician or CAMHS (Child and Adult Mental Health Services). The outcome of this discussion will help to determine whether additional support is required. At this stage the pupil will be identified as First Concerns on the Special Needs Provision Map.

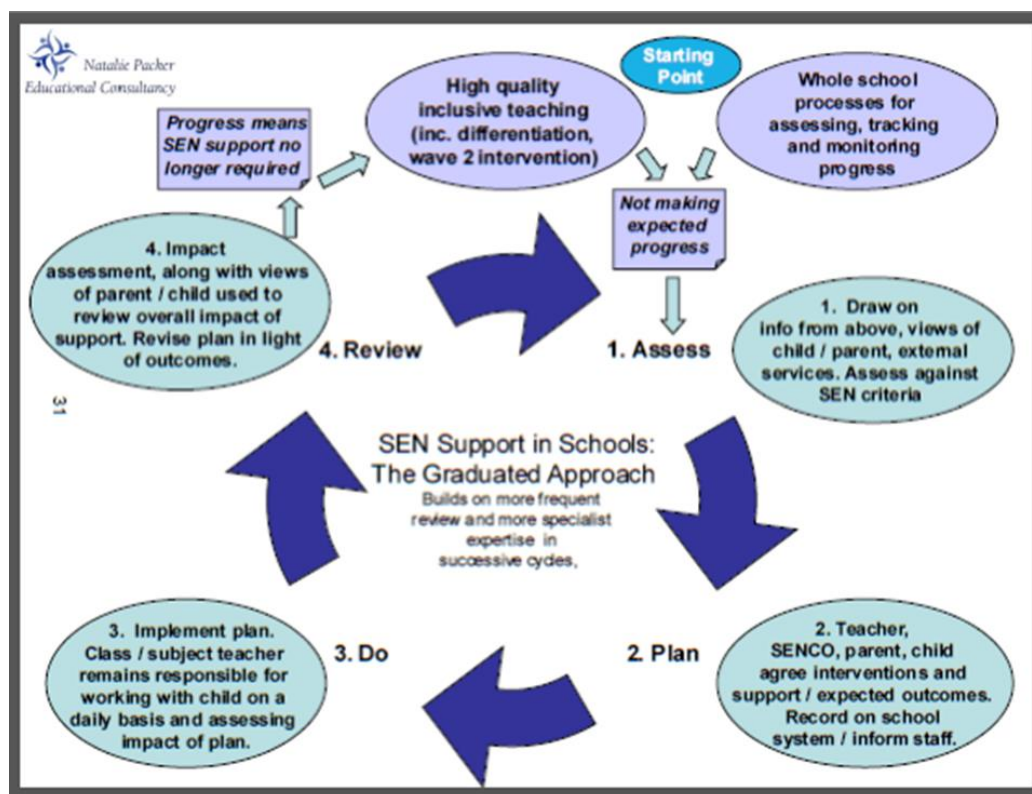
13. SEN SUPPORT

Where different and additional support is required, the pupil will be identified as having a SEN and will be recorded as SEN support. Parents will be formally notified of this decision. Where a pupil is identified as having SEN, action will be taken to remove all barriers to learning and effective special educational provision will be put in place.



SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs, progress and desired outcomes

14. ASSESS- PLAN –DO- REVIEW





A formal review of progress will be held with parents and pupils three times a year in place of the standard parents' evening meetings. The review will assess the effectiveness of the support and interventions and will feedback into the assessment of pupils' needs. Support will be revised in response to progress and any changes will be made in consultation with parents and pupils

15. EDUCATION, HEALTH AND CARE PLAN

At times, despite the school taking relevant and purposeful action to identify, assess and meet the needs of a pupil, they may not make expected progress. If this occurs, the school, following parental discussion and agreement, will consider requesting an Education, Health and Care (EHC) needs assessment.

To inform their decision about whether an EHC needs assessment is necessary, the Local Authority will consider evidence that the pupil is not making progress, despite the provision put in place by the school.

The school will provide:

- evidence of the pupil's academic attainment and rate of progress towards the outcomes.
- information about the nature, extent and context of the pupil's SEND.
- evidence of the action already being taken to meet the pupil's SEND.
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- evidence of the pupil's physical, emotional and social development and health needs; drawing on relevant evidence from clinicians and other health professionals including what has been done to meet these needs by other agencies.
- a costed provision map to illustrate that the school has already put in place support from its own resources and that the school is unable to fully meet the needs of the pupil without additional resources.

16. MANAGING PUPILS NEEDS ON THE SEND RECORD

The SEND Action Plan provision map is reviewed and adapted regularly to meet the changing needs of our SEND pupils.

The following information outlines the procedures in place to monitor pupils on the SEND register:



- All pupils identified as having SEND have a Support Plan which is drawn up in conjunction with staff, parents and pupils. This details their specific special educational needs, their strengths, strategies which can be used to support them in the classroom and their desired outcomes. It is the class teacher's responsibility to maintain and update the Support Plan with the guidance of the SENCO.
- Parents of pupils with SEND are invited to a meeting either at school or via an online platform, three times each year to discuss their child's progress towards the agreed outcomes and to review the Support Plan. These are called Star Meetings. The review will assess the effectiveness of the support and interventions and will feedback into the assessment of the pupil's needs. Support may be revised as a result of progress. Changes to the support and outcomes will be made in consultation with parents and pupils.
- Pupils who are on the SEND Register have their progress and attainment monitored three times each year by the SENCo, at pupil progress meetings and these will be discussed with parents 3 times per year at STAR day meetings.
- A School Provision Map will document the provision which is additional to and different from that which is offered through the core offer.
- St. Anne's School Report documents the provision offered to pupils.
- Parental permission will always be sought before any other professional advice or opinions are sought.

17. CRITERIA FOR EXITING THE SEND REGISTER

A pupil may exit the SEND register, following a Support Plan review in collaboration with the pupil and parents. During the review, it must be agreed that the pupil is making significant progress and no longer fits the criteria for SEND.

Pupils who exit the SEND register will initially remain at First Concern to ensure that progress is sustained in all areas.



18. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

At St. Anne's Catholic Primary School, we recognise that pupils at school with medical conditions should be adequately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act, 2010.

Some pupils may also have SEND or Education, Health and Care (EHC) plans which bring together health and social care needs as well as their special educational provision. In these cases, the school will comply with the SEND Code of Practice (2014).

If a pupil is diagnosed with a medical condition or disability, the school will organise a multi-disciplinary meeting to bring together all professionals involved in the care of that pupil, as well as their parents. The purpose of the meeting is to discuss the impact of the condition or disability upon their education and barriers to accessing the curriculum at school. Actions will be generated from the meeting, such as a Health and Safety Risk Assessment, to ensure the smooth and safe inclusion of the child into St. Anne's Catholic Primary School.

19. MONITORING AND EVALUATING OF SEND

At St. Anne's Catholic Primary School, provision for pupils with SEND in the classroom is the responsibility of class teachers. Teachers are responsible and accountable for the progress, development and well-being of the pupils in their class; including where pupils access support from Teaching Assistants or specialist staff.

All staff are responsible for following the school's procedures for identifying, assessing and making provision to meet those needs.



20. TRAINING AND RESOURCES

The training needs of staff are identified through Performance Management and are planned for through CPD and mentoring throughout the year. Staff are encouraged to undertake training, development and regular CPD in order to maintain the quality of teaching and to develop the provision in response to the needs of all pupils.

All teachers and support staff undertake Induction which includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and to discuss the needs of individual pupils. STAR days take place once per term which the SENCO organises. These will include the SENCO, teacher and parents.

The school's SENCO regularly attends the Nantwich Education Partnership Nantwich SENCO cluster and LA network meetings in order to keep up to date with local and national updates in SEND.

The school has access to a Lead Consultant SENCO who visits the school regularly and is available for support and CPD.

21. ROLES AND RESPONSIBILITIES

The governing body will ensure that:

- SEND provision is an integral part of the school development plan
- necessary provision is made for any pupil with SEND
- staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities where this does not impinge on the adjustments required by the pupils to achieve the aims and objectives for that child
- they have regard to the requirements of the SEND Code of Practice, 2014
- they are fully informed about SEND issues, so that they can play a part in the school's self-evaluation process
- they set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored



- a governor is identified to be the person responsible for SEND and for this person to link with the SENCO

The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SENCO
- ensuring that the implementation of this policy and the impact on the school is reported to governors

The Special Educational Needs Coordinator is responsible for:

- overseeing of the day-to-day operation of the SEND policy
- overseeing the provision for pupils with SEND
- supporting teachers in organising and managing the work of the, LSAs and TAs
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- Organising and liaising with parents on STAR days.
- supporting subject teachers in devising strategies, drawing up Support Plans, setting targets appropriate to the needs of the pupils, advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and additional adults in the classroom with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND record and associated files
- assisting in the monitoring and evaluation process of pupils with SEND through the use of school assessment information



- contributing to in-service training of staff
- liaising with SENCOs in other schools to help provide a smooth transition from one school to another
- developing good practice within a network of schools
- producing reports for the governors and providing information for parents on the school website
- ensuring the St. Anne's Catholic Primary School SEND Report is maintained and up-to-date

Class teachers are responsible for:

- teaching pupils with SEND in the classroom and for providing an appropriately differentiated curriculum, including RE
- making themselves aware of the policy and the procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents/carers of pupils with SEND

Teaching Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- assist in making provision for the individual needs of pupils identified as having SEND, whether in class or small groups
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

22. STORING AND MANAGING INFORMATION

Copies of all documents are stored electronically on CPOMS and on the secure school server Details about how long information is kept, when it is destroyed, passed on or stored can be found in the school's Data Protection Policy.



23. ACCESSIBILITY

<http://www.stannes.cheshire.sch.uk/page/policies/113>

24. DEALING WITH COMPLAINTS

<http://www.stannes.cheshire.sch.uk/page/policies/113>

25. BULLYING

Please contact the school office on office@stannes.cheshire.sch.uk to request a copy of our bullying policy.

26. DOCUMENT HISTORY

Date	Version	Notes
18.06.21	V1 draft	Initial draft sent to full governing board for approval.
21.06.21	V1	Ratified by governors