



St Agnes' Catholic Primary School



Act justly, love tenderly, walk humbly with your God

Special Educational Needs and Disability Policy

Next review: September 2027

A Whole School Approach

At St Agnes' Primary School, our SEND policy reflects and describes the ethos, practice, systems, and procedures of our school, in support of children with additional needs.

What exactly do we mean by Special Educational Needs?

The legal definition of Special Educational Needs is defined in the 1996 Education Act as follows:

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."

"A child has a learning difficulty if he or she:

has significantly greater difficulty in learning than the majority of children of the same age;

has a disability which either prevents or hinders him or her from making full use of the educational facilities of a kind generally provided for children of the same age within the area of the local education authority;

is under compulsory school age and falls within the definition above or would do so if special educational provision was not made for the child.

A child is not regarded as having learning difficulties solely because the language of the home is different from the language in which he/she will be taught."

When organising additional support, it is very important that we provide children with SEND with a broad and balanced curriculum and regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of issues. As a school community we are committed to promoting equality.

Aims - To provide a caring environment where adults and children feel valued and secure, and to provide an education which promotes the growth and development of each individual in our care.

The Mission Statement of our school is as follows:

"This is what Yaweh asks of you, only this,

That you act justly,

That you love tenderly,

And that you walk humbly with God."

MICAH 6:8

The principles of our school are to ensure that pupils benefit as fully as possible from the education provided by the school. We aim to:

- Provide a relevant broad-based curriculum within a caring environment in which all pupils can develop and grow towards their full potential regardless of ability. Provide for and support the children with SEND to follow the whole school curriculum and to achieve success and progress according to their potential.

We cater for pupils who experience difficulties in:

- Communication and Interaction
- Cognition and learning
- Social, Emotional, Health and Well-being
- Sensory / and or physical and medical conditions

The Disability Discrimination Act identifies that some pupils with disabilities may have learning difficulties that call for SEND. However, not all children defined as disabled require provision, although still have rights under the Disability Discrimination Act. Children are assessed, and appropriate provision made, based upon their identified need.

Arrangements for Providing Access to the National Curriculum

Pupils with SEN are entitled to:

- Being set suitable learning challenges (information about curriculum flexibility and the action the school has taken to ensure that pupils are presented with learning opportunities relevant to their attainments to enable them to make progress)
- Have action taken to respond to their diverse learning needs (information about action being taken to ensure that all pupils are enabled to achieve including boys and girls, pupils with SEND, pupils of different ethnic groups including travellers, refugees and asylum seekers, and pupils from diverse linguistic backgrounds)
- Provision to help overcome potential barriers to learning and assessment for individuals and groups of children (specific reference to provision made to meet the needs of pupils with SEN, disabilities or for whom English is an additional language).

Through appropriate curricular provision, we respect that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning and a curriculum differentiated to their needs
- Acquire, assimilate, and communicate information at different rates
- Need a range of different teaching approaches and experiences.

Objectives

The objectives of our SEN policy are as follows:

- To ensure that the school's assessment arrangements enable pupil's special educational needs to be identified, assessed and provided for as soon as possible
- To create an environment that meets the educational needs of each child
To ensure that pupils with special needs are given full and equal access to a broad and balanced curriculum
- To ensure that children take a full and active part in school life
- To ensure that children make effective progress and realise their potential, through target setting and regular review
 - To be sympathetic to each child's needs by providing a strong partnership between children, parents, the governors, the Local Authority and external agencies
 - To make clear expectations of all partners in the process
 - To ensure that appropriate resources are allocated to ensure that the needs of pupils are appropriately met
- To ensure that parents are informed, actively encouraged to be involved in meeting the needs of their children in partnership with the school and involved in any decision making concerning their child's SEND provision
- To ensure that all children grow in their confidence, independence and self-reliance to become confident and capable learners
- To ensure that all pupils are actively involved in all decision-making processes that occur in their education including the setting of learning outcomes and contributing to their individual learning plan

Responsibilities for Co-ordination

The following are involved in the management, co-ordination and implementation of the SEN policy.

- The school's SENDCo is Mrs. N Pinnella Noble.
- The named governor for SEND is Gemma Todd.
- All class teachers are responsible for identifying any special need and ensuring that learning outcomes are addressed in class (including TA support).
- The Head and members of the SLT are responsible for overseeing all SEND matters within school – eg referrals.

The SENDCO's responsibilities include:

- Maintain the school's (non-compulsory) SEND register
- Determining the strategic development of the SEND policy and provision with the Headteacher and Governing Body
- Taking day to day responsibility for the operation of the SEND policy and provision throughout the school
- Carrying out analysis and assessment of the pupils' needs, in cooperation with the class teacher
- Monitoring the quality of teaching and standards of pupil achievement Setting targets for improvement
- Working with class teachers to ensure that provision is matched to the needs of the children
- Helping to establish individual learning plans
- Overseeing and updating the records of children with special educational needs by tracking progress
- Developing and maintaining positive and constructive relationships with parents Liaising with external agencies, and completing documentation required by them and the Local Authority
- Keeping the Headteacher and Governing Body informed of developments as and when necessary, and at least annually
- Providing guidance and support for staff
- Maintaining a record of INSET related to special needs
- Keeping up to date with new developments by attending courses provided by the Local Authority and other organisations
- Disseminating information to relevant staff
- Organising training for staff on training days and during directed time as required
- Co-ordinating the deployment of TAs supporting pupils with SEN
- Organising annual reviews for children with an EHCP
- Acting as a link between external agencies and other support agencies Working with feeder or transition schools
- Review and monitor the progress of children with SEND
- Organising the paperwork for review meetings, filing paperwork and sending appropriate referrals
- Overseeing all record keeping, including related day to day visits by external agencies
- Providing individual learning plans in conjunction with the Head, class teacher and outside agencies for the class teacher and parents

Role of the Governors

The Governors of this school would wish to ensure that:

- The SEND policy is in place in line with the requirements of the Code of Practice Access to the policy is readily available to all staff including supply staff The policy is clearly articulated and consistently applied
- That SEND records are maintained by all staff and kept up to date The Governing Body will receive details regarding the success of the SEND policy and any changes if necessary
- The policy is available to parents in a parent friendly format
- All class teachers have a responsibility to ensure that the SEND policy is put into practice.

Class/subject teachers responsibilities include:

- being aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them
- using the policy to identify pupils who make little or no progress in spite of differentiated learning opportunities being provided
- developing learning plans for SEND pupils by working closely with the SENDCo, support staff and outside agencies
- delivering individual programmes set out in support plans
- accepting TAs as team members in the classroom
- involving pupils at an appropriate level in planning for their own learning
- accepting and valuing the contribution of parents in their child's
- learning and identifying the best way of involving parents in working with the school
- passing on appropriate information to the SENDCo
- checking and updating medical information as necessary
- recording progress towards achievement of learning outcomes by
- reporting to the SENDCo
- providing information on day to day progress at review meetings
- involving parents and external agencies

Identification procedures

The class teacher's responsibilities in identifying special educational needs involve observation, teacher assessment, discussions with Head, other staff, external agencies, parents and pupils, results of standardised tests, reading tests, SATS results. (This is supported by observation by class TAs).

Other agents such as speech therapists, health visitors or other non -teaching staff may also be involved in the process by referrals before entering school, or during the children's school life, observations in and around the school in less formal circumstances.

Parents are encouraged to pass on information and concerns about their child's health and background by meeting with the EYFS Co-ordinator at their pre-school and then by appointment during the children's preparatory visits, meeting regularly with teachers during the school year at Parents' Evenings, encouraging parents to share information with School at all other times through our 'Open Door' Policy.

Parental Involvement

Parents will:

- Have access to the school's SEN Policy in an appropriate format and will be provided with information about their child's entitlement within the SEND framework
- Be informed where there is a concern about their child's needs and be encouraged to contribute to the assessment of their needs by offering information relating to different aspects of their child's achievements outside school
- Be fully involved in decision making, contributing to learning outcomes by being involved in the review process
- Be supported in understanding the roles of other professionals by regular meeting with the outside agencies involved, and by being supported by the SENDCo when discussing their child's learning outcomes
- Be invited to review the progress of their child on a regular basis

Pupil Involvement

Pupils will be encouraged to understand their rights and to take part in:

- developing their own learning outcomes at an appropriate level by attending the Review Meeting at an appropriate time, to discuss their opinions and how they can be related to new targets
- decision making, setting and reviewing outcomes by becoming more involved, as they develop, mature and understand / recognise their own needs
- having access to a member of staff to discuss any difficulties or concerns
- understanding the roles of other professionals by SENA / TA / SENDCO / Mentor (as appropriate for the individual child)

Admissions and Inclusions

The Governing Body believes that the admission criteria should not discriminate against pupils with SEND, and that the special educational needs of children should normally be met in mainstream settings where children can receive a balanced and broad-based curriculum.

We will therefore:

- treat all applications equally and not discriminate against pupils with SEND
- admit children with SEND who do not have a EHCP
- not refuse admission to children because we feel we cannot provide the necessary support

Provision for Pupils with SEN

St. Agnes School aims to provide the appropriate levels of support once a need has been identified. Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy. Teaching children with SEND is a whole school responsibility. The core of a teacher's work involves a continuous cycle of planning, teaching and assessing, while taking into account the differences in pupils' abilities, aptitudes and interests. Progress is a crucial factor in determining the need for additional support.

Some pupils may need increased levels of provision and support where teachers decide that learning is unsatisfactory.

The following stages of the provision are offered in line with the SEND Code of Practice:

The trigger for a learning plan and referrals is where:

- There is a concern, underpinned by evidence that a pupil is making little or no progress in spite of receiving differentiated learning opportunities; the class teacher, with the SENDCo should collect all available information on the child and seek additional information from the parent before deciding on the action to be taken
- The class teacher is responsible for working with the pupil on a daily basis and for planning and delivering an individual learning programme which should be recorded. As far as possible all support should be provided within class. Where withdrawal support is felt to be appropriate, this should be on a small group or one-to-one basis and time limited.
- The SENDCo should take the lead in further assessment of a pupils' strengths and weaknesses; monitoring and reviewing.
- The SENDCo is responsible for co-ordinating this consultation process with outside agencies and implementing strategies recommended from their reports.

A range of strategies are used to support the needs of SEN pupils:

- In class support either individually or in small groups with specialist teachers or teaching assistants
 - Different learning materials or more effective strategies
 - Special equipment or resources
 - Some group or individual support with specialist teachers and / or TAs, outside the classroom environment
 - Extra adult time devoted to the nature of planned intervention and monitoring its effectiveness
- Undertaking staff development and training.

Identification, assessment, level of intervention

It is vital that pupils with special educational needs are identified at an early stage. Every teacher in the school is responsible for identifying children with SEND. We will inform parents at the earliest opportunity of the school's concerns and that the appropriate provision is made for their child.

When St. Agnes School identifies an area of concern to an outside agency for further assessment, it is after a detailed study has been undertaken, over a period of time, of the child involved.

Therefore we always provide evidence of

- ☐ Observations by the Class Teacher
- ☐ Assessment by the school education psychologist (if appropriate)
- ☐ Records of informal reviews and outcomes, involving parents and class teachers
- ☐ National Curriculum assessments in literacy and numeracy
- ☐ Views of parents and pupil
- ☐ Involvement of other professionals, and any formal reports

Requests for EHCP and additional resources

An assessment for an Educational Health Care Plan can be made to the LA if the child remains a cause for concern. The school will consider this when the child has had individualised programmes of intervention, with SEN support in class, over a period of time. An EHCP can also be requested by a parent or outside agency.

In order to make this request to the LA, the school needs to have the following information available:

- Interventions at school, SEN support
- Three individual learning plans
- Records and outcomes of regular reviews
- Information on the pupil's health and relevant medical history
- NC levels (including p levels where appropriate)
- Core subject attainment
- Relevant assessments from specialists (support teachers / educational psychologists)
- Views of parents
- Views of the child (age appropriate)
- Reports from external agencies

The EHCP will:

- Outline details of the Local Authority's assessment of the child's special educational needs State the special educational provision which will be made to meet those needs Identify the type of school which the Local Authority believes would be appropriate to make such provision
- Identify either the school which it considers to be suitable or the school for which the parents have expressed a preference

Annual EHCP Procedures

The LA has a statutory duty to review the child's plan at least annually.

The SENDCo will organise these reviews and invite:

- The child's parents
- The child (as appropriate)
- The class teacher
- A representative of the LA
- Any other professional involved
- Any transition staff

The SENDCo will:

- Maintain a calendar of review dates
- Determine who should be invited to attend
- Plan annual review meetings and contact professionals
- Seek written advice on progress from all invited to the meeting
- Seek child's views
- Provide parents with guidelines for completing annual review, offer assistance
Send formal invitations, with 2 weeks' notice
- Circulate educational advice 2 weeks before the meeting
- Gather evidence from all parties to review

The review will:

- Assess progress towards meeting long / short term outcomes within the planned timescale
Review educational progress made by the child
- Consider the effectiveness of statements made in the light of child's progress Set
new targets for the coming year
- Determine whether amendments to the statement are necessary
- Record information which can be used to inform future provision
- Make recommendations to the LA about changes to the EHCP

Arrangements for Complaints

Parents who have a grievance or complaint about the nature or the amount of special needs support that their child receives are encouraged, in the first instance, to ask for a mutually convenient meeting with the SENDCo and class teacher in order to resolve the issue.

Should any parent have cause for complaint, it should then be addressed to the Head Teacher. The complaint may be directed by the Head Teacher to the Chair of Governors and/or the Governor for SEND. Should action need to be taken the complaints procedure will be followed. See Complaints Policy. Parents may also contact the Local Authority and Trust.

Raising awareness of this policy

We will raise awareness of this policy via:

- The school prospectus
- The school website
- Meetings with parents – introductory, transition, parent – teacher consultations
- School events
- Meetings with school personnel
- Regular reports to Governing bodies

Criteria for Success

The following are the criteria to be used to evaluate the success of the SEND Policy:

- That everyone knows about the policy and is using it
- That pupils with SEND are identified quickly
- That parents are fully informed and, as far as possible, involved in supporting their child
- That pupils are well informed and involved in identifying, monitoring, and recording progress in their learning
- That provision is matched to pupils' needs
- That there are close links with external support agencies

Availability of Resources

Each year a proportion of the budget is allocated to the development of resources to support the development of provision for pupils with special needs, the amount depending upon the prescribed need identified.

The school currently employs 6 TAs and SEND resources are stored centrally.

Role of Teaching Assistants (TAs)

Teaching Assistants are responsible for:

- Directly supporting individuals or small groups of pupils, in class or withdrawn
- Contributing to the implementation of learning outcomes
- Contributing to the development of resources for pupils with SEN Attending meetings as directed by the SENDCo
- Reporting on the progress of pupils with whom they are working to the class teacher

Staff Development

Staff are informed and involved in special needs through:

- Staff meetings
- Directed time given to discuss SEND issues with other staff/SENDCo INSET by SENDCo, colleagues from Inclusion Services or other external agencies as appropriate
- Staff training will support the development of the skills of all teachers in meeting the needs of pupils with special educational needs
- The SENDCo will attend relevant courses and ensure that all staff are familiar with developments in relation to SEND
- All staff will be encouraged to attend courses that help them to acquire and further develop the skills to work with pupils with SEND
- Governors will be given the opportunity to attend professional training days including those that focus on SEND.

Contact Names

SENDCo: Mrs. N Pinnella Noble

SEND Governor: Mr. C Shepherdson

Signed: Head teacher: J. Woods

Chair of Govs: P. Garraghan