

St Anne's RC Primary and Nursery School Audenshaw

Policy for Additional Needs, including Special Educational Needs and Disabilities and More Able Learners

Mission Statement

*"To help every person here to achieve
his or her best in work and in play.
To celebrate whatever is good
And to follow in the footsteps of Jesus
By supporting and forgiving each other,
For the honour and glory of God".*

This policy was reviewed in light of The Code of Practice and Children and Families Act May 2014

This policy will be reviewed on an annual basis by the Governors as part of their cycle of policy review, or in response to additional guidance from the Department for Education.

Rationale

In line with our Mission Statement St Anne's RC Primary and Nursery School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe all children, including those children identified as having 'Special Educational Needs' or a 'Disability' have a shared entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and for all children to be fully included in all aspects of school life and that, with relevant and appropriate support, all children should attain and achieve their very best.

Aims

Through our rich, broad and balanced curriculum we aim to provide an education that enables every child to make progress so that they can achieve their best and become confident individuals who will, now, and in their future, live fulfilling lives.

As such we aim to:

- ✓ value all children equally as unique individuals made in the image and likeness of God
- ✓ eliminate prejudice and discrimination
- ✓ develop an environment where all children flourish and feel safe
- ✓ develop cultures, policies and practices that include all learners
- ✓ engender a sense of community and belonging
- ✓ offer new opportunities to learners who may have experienced previous difficulties.

We believe that educational inclusion is about equality of opportunity for all learners, whatever their age, gender, ethnicity, disabilities, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners including:

- ✓ learners of all ages
- ✓ minority ethnic and faith groups, Travellers, asylum seekers and refugees
- ✓ those who need support to learn English as an additional language (EAL)
- ✓ those with special educational needs
- ✓ those who are disabled

- ✓ those who are gifted and talented
- ✓ those who are looked after by the Local Authority
- ✓ those who are sick
- ✓ those who are young carers
- ✓ those who are in families under stress
- ✓ those who are at risk of disaffection or exclusion.

This policy sets out the manner in which we meet the needs of our children who experience barriers to their learning, which may include sensory or physical impairment, learning difficulties or emotional or social development.

At St Anne's we aim to identify these needs quickly and as they arise, liaising with parents and providing quality first teaching and learning contexts which enable every child to access the curriculum and achieve the best possible outcomes.

Roles and Responsibilities:

The Headteacher has responsibility for the day to day management of all aspects of the school and, together with the SENDCo is responsible for co-ordinating and monitoring the SEND provision for children with Additional Needs. The Headteacher informs the Governing Body on a termly basis of the progress and attainment of all children, including those with SEND.

Class teachers have the responsibility for ensuring they are delivering high quality teaching that is differentiated and personalised to meet the individual needs of all children in their class. Class Teachers, Teaching Assistants, SENDCo and Senior Leaders will know precisely where children with SEND are in their learning and development.

School Staff will:

- ✓ ensure decisions are informed by the insights of parents and, as appropriate by the child
- ✓ have high ambitions and set challenging targets
- ✓ track their progress towards agreed targets
- ✓ keep under review the provision that is made for them
- ✓ promote positive outcomes in the wider areas of personal and social development
- ✓ ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

How we define Special Educational Needs and Disabilities (SEND)

Code of Practice definition:

'A child of compulsory school age has a learning difficulty or disability if he or she:

- ✓ has a significantly greater difficulty in learning than the majority of others of the same age, or
- ✓ has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

'Special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age by mainstream schools.'

Having SEN may mean that a child has difficulties with:

- ✓ all school work

- ✓ reading, writing, numbers or understanding information
- ✓ expressing themselves or understanding what other people are saying
- ✓ making friends or relating to adults
- ✓ having social and emotional difficulties that impact on their behaviour in school or at home
- ✓ organising themselves
- ✓ sensory or physical needs that affect them accessing aspects of school

Special educational needs and provision can be considered under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical

A child does not have learning difficulties just because English is not their first language.

Our objectives:

Within our rich, broad and balanced curriculum and through our day to day dealings with our children we will use our best endeavours to make sure that a child with SEND gets the support they need, doing everything we can to meet children and young people's SEN and ensure "every lesson counts" by ensuring:

- ✓ children and young people with SEN engage in the activities alongside pupils who do not have SEN
- ✓ a strong sense of self-belief and an 'I can' attitude in learning and life as a whole is engendered in all our children
- ✓ the views, wishes and feelings of the child are discussed and taken into account when making decisions and to involve them in the planning and decision making process. the child's parents, participate as fully as possible in decisions and that they are provided with the necessary information and support
- ✓ we do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes (*this may include reasonable adjustments for a disabled child or special educational provision for a child with SEN*)
- ✓ our focus is on inclusive practice and any barriers to learning are removed
- ✓ regular review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.
- ✓ the identification process of SEN is rigorous and accurate
- ✓ in school and National data comparisons are used to reflect on and reinforce the quality of our teaching and provision.

Teachers and all Staff will:

- ✓ set high expectations for every pupil, whatever their prior attainment.
- ✓ use appropriate assessment to set targets which are deliberately ambitious.
- ✓ Identify potential areas from the outset and address these through carefully planned programmes
- ✓ Ensure lessons are planned to address potential areas of difficulty and to remove barriers to achievement.
- ✓ ensure all relevant national guidelines are implemented effectively across the school.
- ✓ ensure equality of opportunity for and to eliminate prejudice and discrimination against children with Special Educational Needs
- ✓ monitor the progress of all pupils, to identify needs as they arise and to provide timely and appropriate support

- ✓ ensure that pupils with SEND are perceived positively by all members of the school community and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- ✓ enable children transfer to High School, well-equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school, life and learning.

How we coordinate SEN provision in our school

The SENDCo will monitor and respond to SEN provision and issues through:

- ✓ Half termly pupil progress reviews with teachers, Headteacher and Teaching Assistants.
- ✓ Monitoring planning and teaching and children's work.
- ✓ Classroom observations of pupils, teachers and support staff.
- ✓ Discussions about the needs of individuals with teachers, support staff and other agencies.
- ✓ Work with staff to ensure all targets contained within individual Provision Maps is accurate and aids progress and achievement.
- ✓ Individual provision Maps will be used to inform and support whole class approaches to inclusion such as differentiated and personalised teaching, varied teaching styles etc

At St Anne's, SEN support is primarily delivered by the class teacher through differentiated teaching methods. Additional support is provided by the SENCO and by Teaching Assistants. This is funded from the school's annual budget. The support timetable is reviewed regularly by the SENDCo, Headteacher and Leadership Team in line with current pupil needs, curriculum development and the budget.

Class teachers, SENDCo and Teaching Assistants liaise with support outside agencies as is appropriate to discuss progress, the effectiveness of the interventions and that expectations of pupils with SEN are sufficiently high in order to inform reviews and forward planning.

Identification and Assessment, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's monitoring system uses Information from the following:

- ✓ assessment on entry
- ✓ progress measured against the National Age Related Expectations
- ✓ professional knowledge of the child
- ✓ progress towards targets
- ✓ standardised screening and assessment tools
- ✓ observations of emotional and social development (and the impact of this on a child's behaviour)
- ✓ an existing Education and Health Care Plan (EHCP)
- ✓ assessments by a specialist service such as Educational Psychology, BLIS, SALT or CLASS

This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents will be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the agreed next steps.

A short note of these early discussions will be added to the child's record on the school information system and given to the parents.

Consideration of whether special educational provision is required will start with the desired outcomes for the pupil, including the expected progress and attainment and the views and wishes of the pupil and their parents.

This will then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

A clear date for reviewing progress will be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents will be formally informed.

Where a child is identified as having SEN they will be listed on the SEN register specifying the SEN category. Following this, action will be taken to remove barriers to learning and put effective Special Educational provision in place.

This 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 child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach: Assess, Plan, Do, Review.

Assess

In identifying a child as needing SEN support the class, working with the SENDCO, will carry out a clear analysis of the child's needs. This will draw on the teacher's assessment and experience of the child, the child's current and previous progress, behaviour and attainment.

It will also draw on the child's individual development in comparison to their peers, national data, the views and experience of parents, the child's own views and if relevant, advice from external support services.

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.

Other professionals who may already be involved with the child will assist the school by informing the assessments.

Plan

The teacher and the SENDCO will agree in consultation with the parent and the child as appropriate, the adjustments, interventions and support to be put in place, as well as the expected impact on academic or behavioural progress and development. A clear review date will be agreed.

All teachers and Teaching Assistants who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the Individual Provision Map which will be shared with staff who are working with the child.

The support and intervention provided will be selected to meet the outcomes identified, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Do

The Class Teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they will still retain responsibility for the child.

They will work closely with Teaching Assistants or specialist staff involved, to plan and assess the impact of the agreed support and interventions and how these can be best linked to classroom teaching.

The SENDCO will support the Class Teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the child and their parents. This will feed back into the analysis of the pupil's needs. The Class Teacher, working with the SENDCO, will revise the support in light of progress and development.

This will allow for decisions on any changes to the support and outcomes. This will be achieved in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps for their child.

Involving specialists

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, the school will consider involving specialists. The SENDCO liaises frequently with a number of specialists and outside agencies such as:

- ✓ Children's Social Care
- ✓ School Nurse
- ✓ Community Paediatrician
- ✓ Speech Therapy
- ✓ Early Help Worker
- ✓ Educational Psychologist
- ✓ CLASS
- ✓ BLIS

Specialists may be involved at any point to advise on early identification of SEN and provide effective support and interventions. A specialist's involvement will be requested when a child continues to make little or no progress over a sustained period of time or when they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff.

The child's parents will always be involved in any decision to involve specialists. The involvement of specialists and agreed discussion will be recorded and shared with the parents and staff supporting the child in the same way as other SEN support.

The SENDCO and Class Teacher, together with any specialists and the parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

If, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child they have not made expected progress, the school or parents should consider requesting an Education, Health and Care Assessment.

School request for an Education, Health and Care Plan (EHCP)

If a child has not made expected progress, despite quality first teaching and a period of effective support (up to two terms) and interventions using the graduated approach, in agreement with the parents/carers, the school may request the local authority to conduct an assessment of the Education, Health and Care needs of the child to determine whether it is necessary to prepare an Education, Health and Care (EHC) plan for the child.

An EHC Plan should be created for the child if the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to school.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education, Health and Care Plan

A child who has an Education, Health and Care plan will continue to have arrangements as for School Support and receive additional support provided using funds available through the EHCP.

There will be an Annual Review, chaired by the SENDCo, to review the appropriateness of the support and provision and to recommend to the LEA whether any changes need to be made, either to the EHCP or the funding arrangements for the child.

All families with an approved Education, Health and Care Plan will have a legal right to request a personal budget, if they choose. Parents can directly buy in the support identified in the plan. Parents will be given a choice of whether to take control of the personal budget by agencies managing the funds on their behalf or, where appropriate, by receiving direct payments, if they are suitable, to purchase and manage the provision themselves.

Working in Partnership with parents and pupils

At St Anne's the partnership between Home and School is considered crucial to the successful attainment, progress and achievement of all our children. It is with this in mind that we will ensure:

- ✓ a close working relationship to support children who are identified as having Additional Needs
- ✓ parent/carers involvement at all stages of the education planning process.
- ✓ class teachers and the SENDCO meet regularly with all parent/carers whose children are being recorded as having Additional Needs
- ✓ clear outcomes are set and a discussion about the activities and support that will help the child to achieve them
- ✓ responsibilities of the parent, the pupil and the school will be identified
- ✓ opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for their child
- ✓ at regular review meetings with parent/carers, we will discuss the child's strengths and areas of weakness
- ✓ the views of our children are sought as part of the preparation for meetings

- ✓ Individual Provision Map targets will include targets to work towards at home and parent/carers will be involved in giving their views on how well the child has progressed towards them as well as contributing their suggestions for new targets.
- ✓ suggestions as to how parent/carers can help at home, are specific and achievable
- ✓ outcomes will be monitored and reviewed
- ✓ a record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff
- ✓ Parents will receive a copy in the form of a revised/new Provision Map
- ✓ the school's management information system will be updated as appropriate
- ✓ ideas and materials for supporting learning at home will be discussed with parent/carers and distributed on request.
- ✓ Regular Parent/carers' meeting time to provide opportunity to discuss concerns and progress. *Parent/carers are able to make other appointments on request.*

St Anne's recognises that there will be a number of disabled parent/carers of children within the school and we work to try to ensure they are fully included in parent/carers activities.

When a child starts at the school we ask the parent/carers about their access needs and will ensure that any concerns are promptly acted on. Where this has not happened however, parent/carers are able to raise any concerns about communication by contacting the Headteacher.

Linking with other schools

Nursery and Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting. Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENDCo will telephone to further discuss the child's needs. Transition arrangements for our Year 6 children will be co-ordinated by the SENDCo involving the Transition Teachers at the receiving High Schools. This may involve a meeting for parents and the child if deemed appropriate. Extra visits to the schools will be organised if it is felt to benefit the child's smooth transition and to familiarise them with key staff members.

Access to the Environment

St Anne's is a single form, single site school on one floor with access via various external doors.

There is 1 disabled toilet.

Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, blinds, quiet areas).

Children requiring equipment due to a disability will be assessed in order to gain the support they require.

Details of our plans and targets on improving environmental access are contained in the Access Plan.

Access to learning and the Curriculum

At St Anne's School we will ensure that all children have access to a rich, balanced and broadly based creative curriculum and that the subjects being taught are flexible enough to meet every child's needs.

- ✓ No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual
- ✓ learning opportunities will be fun, exciting, absorbing, rewarding and effectively differentiated
- ✓ the teaching styles will be diverse.

- ✓ staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring/talk buddies and collaborative learning.

Our Teaching and Learning policy incorporates an inclusion statement detailing access to the curriculum area for children identified with Additional Needs.

- ✓ Differentiation will take a variety of forms within teacher planning.
- ✓ Learning intentions are always made explicit and then activities may be adapted or planned separately and as appropriate.
- ✓ Alternative methods of responding or reporting may also be planned for where this is appropriate.
- ✓ Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- ✓ We will ensure that the curriculum and extra- curricular activities are barrier free and do not exclude any children.
- ✓ We will endeavour to make all trips inclusive by planning in advance and using accessible places.
- ✓ Resources for Additional Needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school.
- ✓ Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate and in line with the EHCP.

Access to information

All children requiring information in formats other than print have this provided.

We adapt printed materials so that children with literacy difficulties can access them or ensure access by pairing children/peer support/ adult support.

We provide alternatives to paper and pencil recording where appropriate or provide access through peer/ adult scribing.

We use a range of assessment procedures within lessons (such as taping, role-play and drama to ensure children with Additional Needs are able to demonstrate their achievement appropriately.

Admission Arrangements

Please see our current Admission Arrangements Policy.

Admission into Reception is full-time in September.

Parents with children starting Reception have the option to send them in part-time until the term in which they turn five.

Prior to starting school, parents/carers of children with a statement of SEN or EHCP will be invited to discuss the provision that can be made to meet their identified needs.

This may involve a gradual introduction to school.

Incorporating disability into the Curriculum

The PSHCE Curriculum includes issues of disability, difference and valuing diversity.

Advice will be sought from Disabled People's organisations on appropriate Resources where necessary.

Adults with disabilities are invited to work with the children as we believe it is important to have role models and we encourage Disabled People to join our Governing Body.

The library resources are regularly reviewed to ensure they include books that reflect the range of Special Educational Needs including books with a disability equality perspective.

Priority is given to the ordering of books with positive images and a positive portrayal of Disabled People.

Terminology, imagery and disability equality

We are aware of the impact of language on children within the school. We work with children to understand the impact of the words they use and deal seriously with derogatory name calling related to Special Educational Needs or Disability under our Positive Behaviour Policy.

We also try to make sure we have positive images of disabled children and adults in displays and resources.

We aim to make optimum use of PSHE, Circle Time, Assemblies and Religious Education lessons for raising issues of language and other disability equality issues.

Listening to all children

At St Anne's we encourage the inclusion of all children in the School Council and other consultation groups. We also have regular Circle Times throughout the school.

We encourage our children to participate in their target setting and encourage and support them to take an active part in their reviews and their annual comments on their reports, considering how they can take and make their next steps.

More Able Children

We recognise that our more able pupils will exhibit many higher level thinking skills and abilities such as:

- ✓ having the ability to generalise
- ✓ demonstrating Independence and perseverance at all times
- ✓ a capacity to learn, understand and apply new ideas and ways of working easily or quickly
- ✓ demonstrating effective communication in all subject areas
- ✓ an ability to reason and argue

In recognition of this we aim to foster and extend these skills at all times throughout the day. Our teachers are constantly monitoring and evaluating the work of our children. If the work of a child is found to be substantially in advance of that expected of a child of a similar age, a detailed assessment is made.

Work is carefully matched to the child's needs and to their accelerated pace of learning. Advice may be sought from specialists on the staff, or Advisory teachers and from the Educational Psychologist .

Evaluating our attainment for children with SEND

On a termly basis, and more frequently, as appropriate, we analyse the data we hold on attainment. This also occurs at the end of each key Stage, including the Early Years Foundation Stage.

This data contributes to our school improvement by identifying particular patterns of need and potential areas of development for teaching staff. This analysis helps the school to develop the use of interventions that are effective and to remove those that are less so. This ensures we improve the school and its provision for all our children.

The SENDCo will regularly provide information to the Governing Body as to the numbers of pupils receiving special educational provision at School support stage, Statement/EHCP as well as any pupils for whom an Education, Health and care needs assessment has been requested.

The number of pupils transferring to or from each type of provision will be noted. The Headteacher will report on any whole school developments in relation to inclusion and will ensure that governors are kept up to date with any legislative or local policy changes.

SEN and Inclusion is a regular item on the Curriculum and Resource agenda and is reported at the full Governing Body meetings through committee reports, which are then discussed as necessary.

The SENDCo will meet with the SEN and /or Safeguarding governor to discuss Inclusion and current SEN concerns. The SEND Governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Raising your concerns

If a parent has a concern about the provision or the policy they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can raise their concern formally with Headteacher in writing or any other accessible format.

The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy.

This is available on request from the school office and is available on the School's website.

This policy was approved by governors on 12th September 2017

And will be reviewed Annually

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