

# **St. Anne Line Catholic Junior School**



## **Special Education Needs and Disability (SEND) Policy**

**Reviewed : September 2016**

# ST. ANNE LINE CATHOLIC JUNIOR SCHOOL



## **Special Educational Needs and Disability (SEND)**

**Wickhay,  
Basildon  
Essex. SS15 5AF**

Date of Policy: September 2016  
Date last review adopted by Governing Body: September 2016  
Date of next Review: September 2017

**With Jesus, through the St Anne Line Way,  
We Love, We Learn, We Share, We Pray.**

**Together, we grow Our School each day**

### **Context**

This policy was developed in consultation with parents/carers, staff, governors and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years (January 2015)
- Part 3 of the Children's and Families Act and associated Regulations.
- Provision Guidance (February 2015)

### **Governor responsible for SEND:**

**Headteacher:** Miss Nathalie Watson

**SENco:** Mrs Lisa Short

**SENco Assistant:** Mrs Diane Barrows

**SENco Qualifications:** NASENCO (2011)

**Contact Details:** [admin@st-anneline-jun.essex.sch.uk](mailto:admin@st-anneline-jun.essex.sch.uk)

This SEND policy is a key document to support the finest inclusive practice in our school.

It outlines our statutory responsibilities and approaches to ensure that all our pupils including those with SEND can achieve their full potential and best possible learning outcomes and engage successfully in all aspects of the National Curriculum and the school community.

This policy is in line with our Teaching and Learning policy and aims to support the inclusion of all pupils. The Governing Body, Headteacher and SENco will work together closely to ensure that this policy is working effectively.

At St. Anne Line Catholic Junior School we ensure that all staff are able to identify and provide for those pupils who have special educational needs or disabilities to allow them to fully participate in all aspects of our school community.

## **Our values and vision in relation to SEN provision**

This policy is based on the following principles identified in the SEND Code of Practice:

- 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 outcomes and other outcomes, preparing them effectively for adulthood.

This policy works alongside all our policies and our mission statement,

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and should be read in conjunction with them. Our aim at St. Anne Line Catholic Junior School is to ensure the inclusion of all children.

## **Aims of this policy:**

- To ensure and provide the structure for a pupil-centred approach that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure that all of our pupils are able to access the same opportunities for learning and social development in accordance with our mission statement and achieving maximum progress, fulfilling their potential and promoting their well-being.
- To ensure that responsibility for the provision with SEND remains an integral part of whole school provision.
- To ensure that all pupils with SEND can engage successfully in all school activities, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment.

- To work in close partnership with our Local Authority and other key agencies as well as specialist teachers, wherever necessary, so that the needs and strengths of each pupil with SEND are fully understood, identified and there is collaborative and coordinated approach to planning and reviewing any provision.
- To ensure a high level of staff and expertise to meet pupil's needs through targeted training and continued professional development.
- To implement a graduated response to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Set appropriate individual learning outcomes based on prior attainment, high aspirations and the views of the child and family.
- To ensure all pupils and their families have a voice and that they are confident to state their feelings, thoughts and needs and express how the school can best support their child.
- To ensure that the parents' views are taken into account.

## **School admission for pupils with SEND**

Our admission arrangements are outlined in the school prospectus. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admission for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

We recognise that the Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Need or an EHCP (Education, Health and Care Plan) where it has been requested by parents as their school of preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child
- Or**
- The attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The SENco in collaboration with and other key agencies, where necessary, will ensure appropriate provision is in place to support pupils with SEND entering the school.

## **Identifying Special Educational Needs**

The term Special Educational Needs (SEN) has a legal definition which is set out in the Education Act 1996 and the Children and Families Act 2014. It applies to children who have learning difficulties or disabilities that make it significantly harder for them to learn or access education than most other children of their age. Provision for supporting these children would be additional to or different from that normally available in a differentiated curriculum.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. Similarly children of serving personnel, those who are looked after, those in receipt of a Pupil Premium Grant and those with attendance issues may also not have SEND although their situation may impact on progress and attainment.

St Anne Line Catholic Junior School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

Before deciding that a pupil requires additional support the SENCO and class teacher will review the current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

## **A Graduated Response to SEND**

### **Early concerns**

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of the strategies used. This can then be used in later discussions should concerns persist.

### **How we identify and support pupils with SEND**

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. If concerns are raised each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognizes that there are times when the needs of individual pupils overlap across more than one area of need and that needs may change over time.

These are some of the aspects that we take into consideration when identifying if a pupil has additional or special needs:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour programme;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

The comprehensive assessment will give a detailed picture of each pupil's strengths and their primary and secondary special needs. Where necessary outside agencies will be contacted and advice will be implemented by the school.

## **Plan of Action**

### **Assess, Plan, Do and Review**

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and putting effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and action 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 response – Assess, Plan, Do, Review.

For pupils with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex need or for whom a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.

### **Assess**

- In identifying a pupil as needing SEN support the class teacher, working with the SENco, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parents' views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a document called a One Page Profile, previously IEP, and the child will be listed as having 'School Support'. School and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and update the One Page Profile.
- This assessment will be reviewed regularly to ensure support and intervention are appropriately matched to need, barriers to learning are identified and overcome so that clear picture of the interventions put into place and their impact is developed.

### **Plan**

- Parents/carers with their child will meet with the class teacher or SENco to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on the One Page Profile with a date to review the plan. The date for review will depend on the level of need present.
- The One Page Profile will clearly identify the areas of need, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the One Page Profile will be reviewed.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The One Page Profile will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate the One Page Profile will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.

- Parents/carers will then be contacted to review the One Page Profile and discuss new targets if appropriate.

#### **Do**

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants involved to plan and assess the impact of support and interventions and how they can be linked with classroom teaching.
- The SENco will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

#### **Review**

- There will be a review of the One Page Profile on the date previously agreed. This review will evaluate the impact and quality of support and interventions, and will include the views of the pupil (where appropriate) and parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a child has complex needs involving more than one agency, it will depend on the pupil's needs and the frequency of the review as to whether external agencies attend each educational review.
- This review will feedback into the analysis of the pupil's needs then the class teacher, working with the SENco will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents and the pupil.
- Where there is a sustained period of insufficient or no progress the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before a specialist or external agency is involved – this will not be taken forward if the parent/carer refuses to give permission.

### **Removal from the SEND Register**

If a pupil makes good progress and achieves the outcomes set they will no longer require additional SEND support and his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

### **Meeting the needs of pupils with medical conditions**

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their full potential.

These arrangements are set out in Care Plans. The Care Plans will detail the type and nature of support that will be available.

The plans will be:

- Produced through collaboration with parents, pupil as appropriate and health professionals.
- Shared with all relevant staff
- Reviewed termly to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN the Care Plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

## **Training and Resources**

### **Allocation of resources**

- Resources are allocated to support children with identified needs.
- Each year we map our provision to show how we allocate human resources to each class; this is reviewed regularly and can change during the academic year, responding to the changing needs within our school.
- This may take the form of differentiated work in class, support from a teaching assistant (TA) in focused intervention groups or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

### **Continuing Professional Development (CPD) for Special Educational Needs**

- The SENco and the Special Needs Assistant attend regular meetings in school and within the locality to update their knowledge.
- External trainers are brought in periodically to address more specialist training needs such as training staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.
- We also have 2 Learning Mentors with more specialist skills to support pupils with more complex needs. They have access to additional training to update their knowledge and skills to respond to the needs of individuals or groups of pupils.

## **Transition**

St Anne Line Catholic Junior School is proactive in seeking to ensure that there is a successful transition between the phases of education.

For pupils joining our school the SENco and her team will make every possible opportunity to seek information about the nature and level of needs for the pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need staff will receive the appropriate training prior to the pupil attending our school. It may involve sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed Transition Plan. This is likely to be the case if the child has a Statement or EHCP.

The same process applies when pupils with SEND are leaving our school setting.



## **Funding**

Funding for SEN in mainstream schools is mainly delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for additional resources to the local authority.

## **Personal Budgets**

Personal budgets are only available to pupils with EHCPs. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

## **Roles and Responsibilities**

Provision for pupils with SEN is a matter for the school as a whole. In addition to the Governing Body, Headteacher and SENco, all members of staff have important responsibilities.

### **Governing Body**

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's special educational needs,
- Ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND,
- Designate a teacher to be responsible for co-ordinating SEND provision,
- The Governing Body will ensure the school meets all of its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

### **Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on special educational needs issues. The Headteacher will work closely with the SENco and the SEN Governor.

### **SENco**

In collaboration with the Headteacher and Governing Body, the SENco determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENco takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The

SENco provides relevant professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

Through analysis and assessment of children's needs and by monitoring the standards of pupils' achievements and setting targets, the SENco develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENco liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENco include:

- Overseeing the day-to-day operation of the SEND policy,
- Co-ordinating provision for SEND pupils and reporting on progress,
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review,
- Monitoring relevant SEND CPD for all staff,
- Overseeing the records of all children with SEND and ensuring that they are up-to- date,
- Liaising with parents/carers of children with SEND,
- Being a point of contact with external agencies,
- Overseeing transition of SEND to the next setting or class,
- Monitoring the impact of interventions provided for pupils with SEND,
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan,
- Working with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

### **All Teaching and Non-Teaching Staff**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND,
- Class teacher are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable pupils,
- Class teachers are responsible for setting suitable learning challenges and facilitating effective SEND provision in response to pupils' diverse needs in order to remove potential barriers to learning. The process should include working with the SENco to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessments and experience of the child as well as previous progress and attainment,
- TAs will liaise with the class teacher and SENco on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

### **Responding to Complaints**

In the first instance parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the school's complaint policy.

Saint Anne Line Catholic Junior School is a level one Rights' Respecting school. At the heart of our school is the Convention for the Rights of the Child (CRC). This is evident in our planning, policies, practice and ethos.

- **Standard A: Rights-respecting values underpin leadership and management**  
The best interests of Saint Anne Line pupils are a top priority in all actions. The values and principles of the CRC at the heart of this policy.
- **Standard B: The whole school community learns about the CRC**  
The Convention is made known to children and adults. They use this shared understanding to work for global justice and sustainable living.
- **Standard C: The school has a rights-respecting ethos**  
Children and adults collaborate to develop and maintain a rights-respecting school community, based on the CRC, in all areas and in all aspects of school life.
- **Standard D: Children are empowered to become active citizens and learners**  
Every child has the right to say what they think in all matters affecting them and to have their views taken seriously. Saint Anne Line pupils develop the confidence, through their experience of an inclusive rights-respecting school community, to play an active role in their own learning and to speak and act for the rights of all to be respected locally and globally.