Special Educational Needs and Disability Policy

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Owner: St Ann's School Committee
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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children
Article 12: All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.
Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
Article 24: Every child has the right to the best possible health.
Article 28: Every child has the right to an education.
Article 29: Education must develop every child's personality, talents and abilities to the full.
Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

For more information on the convention and the rights of each child visit: http://www.unicef.org.uk/.

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THE SCHOOL BELIEFS AND VALUES

'Together, we aim high; with God's love we can fly.'

At St Ann's Church of England Primary School, we are committed to overcoming all barriers to learning and raising standards in all areas of school life. We aim to promote inclusivity as an integral aspect of our school development, permeating all our policies, in order to increase the learning and participation of all our pupils. We recognise and value the varied life experiences and needs of our children. Our school is one in which the teaching, learning, achievements, attitudes and well- being of each child matters. We are committed to ensuring that school practice reflects our inclusive aims by utilising resources both within the school and the local community, by responding to diversity and by nurturing an understanding of difference within our staff and children. St Ann's Church of England Primary School strives to establish inclusive values by having high expectations for all pupils, by valuing all children and through the sharing of the same philosophy by all staff, St Ann's School Committee and parents/carers alike.

At St Ann's Church of England Primary School, we show how much we value everyone by:

- Inviting parents/carers to mentoring conversations to discuss children's learning and how they can be supported at home.
- Providing events where children can share/ showcase their learning to parents/ carers
- Hosting a Parent Forum
- Regularly seeking feedback from all stakeholders through surveys and interviews
- Provide regular opportunities for School Committee members to come into school
- Provide strong links with the St Ann's Church, PCC and local community

This policy was created in consultation with; staff, parents/carers, specialist teachers of SEN, pupils of St Ann's Church of England Primary School and St Ann's School Committee.

AIMS & OBJECTIVES

'Every teacher is a teacher of every child including those with SEN.' (Children's and Families' Act 2014)

Aims

St Ann's Church of England Primary School is committed to offering an inclusive education to ensure the best possible progress for all pupils whatever their needs or abilities. Not all pupils with disabilities have additional educational needs and not all pupils with additional needs meet the definition of disability, but this policy covers all pupils. St Ann's Church of England School is committed to including children.

As school we aim to raise the aspirations and expectations for all pupils with SEN. Our school provides a focus on outcomes for children and not just hours of provision and support.

Objectives

- To identify pupils with additional educational needs and disabilities and ensure that their needs are met.
- To ensure that children with additional educational needs and disabilities have the opportunity to access all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure that positive attitudes to differences are fostered.
- To ensure parents/carers are informed of their child's needs and provision and that there is effective communication between parents/carers and school.
- To enable learners to express their views on their progress where appropriate.
- To promote effective partnership and involve outside agencies when appropriate.
- To ensure that every teacher is a teacher of every child including those with SEN.

The success of the school's SEND Policy will be judged against the objectives set out above. This forms the basis of plans for future development. The School Committee will ensure that it makes appropriate additional educational provision for all identified pupils.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS (SEN)

High quality teaching, adapted for individual pupils is the first step in responding to pupils who have or may have SEN. When a child at St Ann's Church of England Primary School is not making adequate progress or has a disability that prevents or hinders them from making progress in their learning and/or requires special educational provision, that provision will take place in the classroom. In all cases, early identification and intervention can make the greatest impact on a child's progress in learning. Pupils will only be identified as SEN if they do not make adequate progress once they have had the necessary interventions/adjustments alongside high quality teaching.

At St. Ann's, the quality of teaching for all pupils including those at risk of underachievement is regularly and carefully reviewed.

Special educational provision will be matched to the child's identified needs. SEN pupils are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

St Ann's Church of England Primary School is committed to early identification of additional educational need and adopts a graduated response to meeting those needs in line with the Code of Practice 2014. Children are usually identified for the Code of Practice in two ways: firstly, a child entering the school with additional needs will have had his/her needs identified prior to admission. In this case the child is likely to be on the Code of Practice when they arrive at St Ann's Church of England Primary School. Liaison will take place to ensure that the child's needs have been clearly identified and that an appropriate plan of action is in place.

Secondly, a child may be identified as having additional needs after they have joined the school. A range of evidence will be collected through the usual assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SENDCo in order to decide whether additional and/or different provision is necessary and a Support Plan will be drawn up in consultation with class teacher, SENDCo, parent/carer and the child. Where appropriate, the SENDCo will carry out a range of assessments and discuss her findings with the class teacher, parents and child (as appropriate). These findings may then be further discussed with other professionals as necessary; e.g. Educational Psychologist, speech therapists. Children will have access to other appropriate professional agencies as is deemed necessary and as prioritised at the termly multi-agency meeting.

Pupils have additional educational needs if they have a learning difficulty which calls for additional educational provision to be made for them. Pupils with a disability have additional educational needs if they have any difficulty in accessing education and if they need any additional educational provision to be made for them, that is, anything different from what is typically available in schools.

The following are not areas of SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Inclusion of the above children will be met in the following ways:

- By accommodating any physical or other requirements that may be necessary.
- Through acceptance, by ensuring that every member of the school community is valued.
- In participation, by including all children in all aspects of school life.
- In achievement, by offering all children the opportunities to develop such skills as are appropriate and necessary.
- Implementation of a Pupil Premium Strategy

There is no statutory requirement for a pupil to be registered or identified as having special or additional educational needs unless the child requires an individual programme of work. A record of concern is sometimes kept prior to a pupil being placed on the SEN Register.

Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child's behaviour should be described as an underlying response to a need which the school as a provider will be able to recognise and identify clearly.

MANAGING PUPILS ON THE SEN REGISTER

Please refer to the Local Offer when reading this section.

Provision/actions that are additional to or different from, that available to all will be recorded on a Pupil Support Plan. This will often be written by the teacher but always in consultation with parents/carers and pupils and, where appropriate, the SENDCo. It may also involve consultation and advice from external agencies.

Support Plans will conform to the;

- Requirement of the COP 2014 (S.M.A.R.T. targets).
- The recommendation of St Helens L.A.

The Support Plans will be reviewed at least three times a year and the outcomes will be recorded.

Pupils will participate fully in the review process according to their age and abilities. Parents/carers will also be invited to participate in the target-setting and review process. Each child will have a minimum of three reviews per annum and reviews will generally take place termly. The SENDCo may attend these meetings; e.g. in the case of a pupil with an Education, Health and Care Plan (EHCP) or where there is a specific concern.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at SEN support level, further advice and support may be sought from outside agencies. Other professionals may be invited to contribute to the monitoring and review of progress. Pupils, parents/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions. Where appropriate, and after consultation with the Educational Psychologist, Inclusion Officer and parents/carers, a request for additional funding or an EHCP may be made to the Local Authority. A Provision Agreement may then be awarded between the school and the local authority and this is subject to external review or in the case of an EHCP an assessment will take place involving external agencies.

External Support Services

The school receives regular visits from the nominated School Nurse, Educational Psychologist and the School's Inclusion Officer as well as other specialist professionals such as speech therapists, physiotherapists, occupational therapists, members of TESSA Autism/Behaviour, audiology teachers etc.

Liaison meetings with the Health Visitors/Playgroup Leaders/ Nursery teachers are held to ensure a smooth start to school for children in the Early Years.

The school provides information about the Parent Partnership Service to all parents of children with additional needs. Parents of any pupil may contact the Parent Partnership Service for independent advice/help. They can also contact the local Children's Services Additional Needs Manager.

Pupils with SEND will be placed at the centre of planning and teachers will be accountable for their progress. As a part of performance management teachers will expect to be judged on how well they teach pupils with SEN. Teachers will be offered training on how to identify SEN and how to support pupils with different needs, particularly those needs they see more frequently. A class teacher will work closely with parents at all stages in the child's education and should be the first port of call in case of any difficulty. Parents of pupils with additional needs or disabilities whose concerns cannot be resolved by the usual school procedure can request independent disagreement resolution. The school will make further information about this process available on request.

SEN Procedure (taken from Children and Families' Bill 2014)

Assess

In identifying a child as needing SEN support, the teacher, working with the school SENDCo and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the school. Where professionals are not already working with the school, the SENDCo will contact them, with the parents'/carers' agreement, if necessary.

Plan

Where it is decided to provide SEN support and having formally notified the parents/carers, the teacher and the SENDCo will agree, in consultation with the parent/carer, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will consider the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will be identified and addressed. Parents/carers will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The teacher or teaching assistant, remains responsible for working with the child on a daily basis. With support from the SENDCo, they will oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENDCo will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the teacher and the SENDCo working with the child's parents and considering the child's views. They will agree any changes to the outcomes and support for the child in

light of the child's progress and development. Parents/carers will have clear information about the impact of the support provided and be involved in planning the next steps.

This cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. Support Plans are reviewed three times a year. At each stage parents/carers are to be engaged with the school, contributing their insights to assessment and planning. Intended outcomes should be will with parents/carers and reviewed with them, along with action taken by the school, at agreed times.

The graduated approach is led and co-ordinated by the school SENDCo working with and supporting individual practitioners in the school and Early Support resources (information is available at the National Children's Bureau website).

Where a child has an EHCP, the Local Authority must review that plan every twelve months. As part of the review, the Local Authority can ask school to convene and hold the annual review meeting on its behalf. Further information about EHCP reviews and the role of early years' settings is in Chapter 9 of the Bill. Education, Health and Care need to complete assessments and plans.

Engagement of specialist services is monitored by the SENDCo and the Senior Leadership Team. The costing and monitoring of funding is the responsibility of the SLT and the Business Manager.

EXITING THE SEN REGISTER

Process for exiting the SEN register includes the following:

- Reference to ' SEN Code of Practice' (this document is available upon request.)
- The class teacher will discuss progress in consultation with the SENDCo and the parents/carers when an expected level of development has been reached.
- Needs no longer pose a barrier to learning and progress.
- The child will no longer need a Support Plan and can proceed to the class provision map. (A sample provision map is available upon request.)

The school makes an annual audit of training needs for all staff considering school priorities as well as personal professional development. Particular support will be given to ECTs and other new members of staff. The Head Teacher takes responsibility for prioritising the training needs of staff.

SUPPORTING PUPILS AND FAMILIES

Parents are directed towards the Local Offer (see Section 4).
Links with other agencies are detailed in Section 4.

Arrangements are in place to support pupils at the time of transfer. Similarly, liaison takes place when a child transfers to another school. The SENDCo assists in the transition arrangements of any child moving from one class to another. Receiving class teachers will attend the summer term review in order to prepare for transition. Where appropriate, e.g. for a child with an Autistic Spectrum Disorder, a transition plan will be put into place during the summer term. Information is discussed and disseminated by class teachers with support from other professionals as appropriate. Practical arrangements; e.g. an environmental assessment, may be requested to facilitate the inclusion of a pupil e.g. accessible toilet facilities.

When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (pupil information) Regulations 2000.

Access arrangements for exams and other assessments are detailed in the Support Plan and responsibility for application lies with Key Stage 2 staff.

Arrangements for the support of pupils with medical conditions are detailed in Section 7.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

St Ann's Church of England Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including day and residential visits. Some children with medical conditions may be disabled and, where this is the case, St Ann's Church of England Primary School will comply with its duties under the Equality Act 2010. Some children may have SEN and may have an EHC plan which brings together health and social care needs as well as their SEN provision.

For procedures to support pupils with medical conditions, please refer to the Medical Needs Policy.

MONITORING AND EVALUATION OF SEND

To monitor and evaluate SEND at St Ann's Church of England Primary School we:

- Monitor planning and teaching
- Scrutinise children's work
- Hold regular Mentoring Conversations and SEN pupil reviews
- Hold annual EHCP reviews
- Hold termly planning meetings with other agencies
- Monitor Support Plans termly (SENDCo)
- Provide children with 'Access Strategies'

Monitoring of all children's work will take place routinely. Specific monitoring of individual pupils will take place in consultation with the Head teacher. In addition, provision may also be monitored by the local authority's inclusion officers.

For pupils who have an EHCP progress and the support outlined in the plan will be reviewed annually and a report provided for the Local Authority. Additionally, funded children will also have their progress reviewed by the Provision Review Panel (PRP) at such times as the panel deems appropriate. If a pupil makes sufficient progress an EHCP/funding may be discontinued by the Local Authority.

TRAINING AND RESOURCES

A wide range of resources are held centrally, but many resources are specific to individual pupils and are therefore maintained by the child's class teacher. The range of support (including human resources) made available in the school each year is in response to identified need and will be allocated as needs arise and subject to alteration as necessary. Teaching Assistants (TAs) employed by St Ann's Church of England Primary School may work with children identified by a class teacher or the SENDCO as in need of additional help. This may be one to one or as part of a small group. TAs may be provided by the Local Authority to support children with such needs as warrant additional intervention. In such cases as this, an application will have been made to the Local Authority's Provision Agreement Panel in full consultation with the Educational Psychologist and any other necessary professionals. Such arrangements are subject to review by the Provision Review Panel and external monitoring may take place by the Local Authority.

Record of Staff Training

The school completes an annual audit of training needs of all staff considering school priorities as well as personal professional development. Particular support will be given to ECTs and other new members of staff. The Headteacher takes responsibility for prioritising the training needs of staff. Individual members of staff maintain their own personal record of training. The staff training diary records all planned training for the coming academic year.

Budget

Additional needs support is planned for using assessment data and Support Plan reviews. This is monitored and reviewed through the year in progress meetings. Requests for funding resources are made to the SENDCo or Headteacher who then prioritises such requests. The school receives IDAKI funding which enables 15 hours support to be provided for pupils with SEND. Should it be felt that a child requires more than 15 hours per week 1-1 support, an application for additional funding is made to the Local Authority's Provision Agreement Panel. Children who receive additional funding from the Local Authority are reviewed at a time stated in their Provision Agreement. The school then makes recommendations to the Local Authority, but it is a panel of professionals appointed by the Local Authority who make such allocations.

ROLES AND RESPONSIBILITIES

The Directors of the Three Saints Academy Trust have agreed an Admissions Policy which does not discriminate against pupils with additional educational needs or disabilities and which has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultation can take place. The school committee members have produced an Accessibility Plan which is being implemented in a phased program.

The school employs a number of teaching assistants (TAs) who work under the direction of class teachers and the SENDCo. Some of these TAs support the children with additional needs.

The named SENDCo for the school is Mrs Emma Preston. The School Committee as a whole is responsible for making provision for pupils with additional needs.

Role of the SENDCo

The SENDCo carries out duties as designated by the Headteacher and is responsible for the management, monitoring and organisation of Additional Needs provision throughout the school. The SENDCo performs duties in accordance with statutory requirements. The SENDCo regularly attends management meetings and discusses such issues as are appropriate or timely.

The SENDCo maintains records which provide specific detail of all the aspects of additional needs and provision in accordance with:

- The statutory provision of the Code of Practice 2014
- 'Meeting Additional Needs' (St Helens L.A.)
- Guidance for Additional Needs (St Helens L.A Integrated and Specialist Services Jan 2007)
- Requirements of the Data Protection Act
- Children's and Families Bill 2014

Teaching assistants (TAs) work under the direction of the class teachers and SENDCo. The Deputy Headteacher and Assistant Headteachers Line Manage the TAs. The designated teacher with specific safeguarding responsibilities is the Head Teacher and, in her absence, the Deputy Headteacher, the Assistant Headteachers or Family Support Worker. The Headteacher is responsible for PLAC and LAC.

The SENDCo will advise about local support groups and access to further information. For further information on roles and responsibilities within school, please see Section 4.

RECORD KEEPING

All members of staff are required to keep such records as are deemed appropriate and necessary to the efficiency of their post. TAs will routinely maintain a file of evidence of pupil's progress; this may be in the form of anecdotal information, photographs, samples of work, records of speaking and listening activities etc. Copies of all additional needs documentation are given to the SENDCo who retains them securely. Copies of all reports received in school are passed on to the relevant teachers who are responsible for their safe storage. Records of all children with additional needs who have left the school are kept securely in accordance with up to date legislation about the retention of documents. Information kept electronically is also stored according to the most recent legislation and St Helens policy.

ACCESSIBILITY

- All statutory responsibilities are carried out.
- The school has a Disability Equality Access Action Plan.
- Parents/carers who wish to speak to key staff at St Ann's Church of England Primary School are advised to contact the school office.

DEALING WITH COMPLAINTS

The schools' Complaints Procedure is available on the School and Trust website. This document is available upon request.

BULLYING

Please refer to the School Anti- Bullying Policy

REVIEWING THE POLICY

Annotations and addenda may be deemed necessary from time to time as this is a working document which needs to be effective and all encompassing. Such additions will be considered for insertion/modification and, if necessary, applied before the formal review date noted below.

St Ann's School Committee agreed this Special Educational Needs and Disability Policy in June 2024 and it will be reviewed again in October 2027.

Signatures

Signed…….. Headteacher

Date …….

Signed …… Chair of School Committee

Date……..