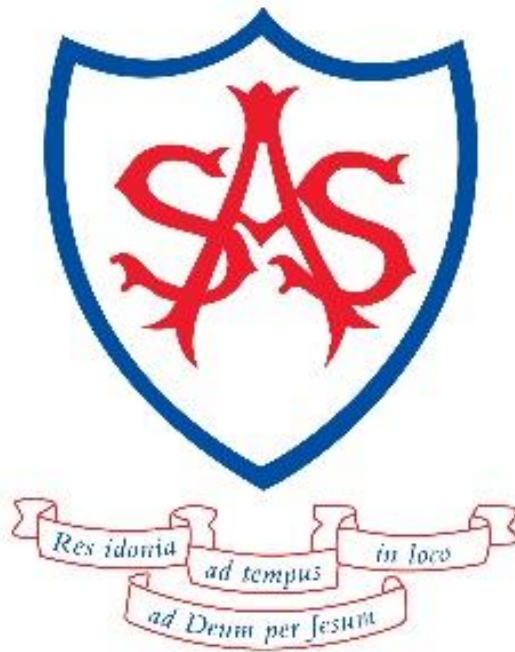




St. Antony's Catholic Primary School

Special Educational Needs and Disability (SEND) Policy

School Mission Statement

'God is at the heart of our school. With the help of our community we will strive to learn, love and achieve.'

Policy Date: October 2024
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1.Introduction

Our guiding principle is one of inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate adaptations to the curriculum for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

This SEND policy details how we ensure that the needs of all our pupils with special educational needs and disabilities are met.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice: 0-25 years, updated May 2015.

Mission Statement

'God is at the heart of our school. With the help of our community we will strive to learn, love and achieve'

Principles

- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

2. Aims

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching, adaptations to the whole school curriculum and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is adapted to meet individual needs and abilities.
- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND

The Special Educational Needs policy will be linked to both Teaching and Learning and Behaviour Policies, as these form an integral statement of the principles underpinning the work of the school. This document provides a framework of the identification and provision for children with special educational needs. It is written to benefit all members of the school community to ensure that all are aware of the principles underlying identification and provision and are committed to the agreed strategies.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

4. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of 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 or young people of the same age by mainstream schools

5. Roles and responsibilities.

5.1 The SENCO

The SENCO is Petra de Graaf

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

5.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

5.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy.

5.5 Teacher Learning Support Assistants

- to support pupils with their learning under the direction of the class teacher and/or the SENCO, implementing strategies recommended by the teacher, SENCO or professionals from external agencies
- to develop the independence of the pupils with whom they work
- to provide feedback to the teacher and/or the SENCO on the progress of the pupils with whom they work to inform planning and review

6. SEN information

6.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- ❖ Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- ❖ Cognition and learning, for example, dyslexia, dyspraxia
- ❖ Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- ❖ Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- ❖ Moderate/severe/profound and multiple learning difficulties

6.2 Identification and assessment of pupils with special educational needs

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting at the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include

appropriate adaptation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has SEND. The SENCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to 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 next steps.

Special educational needs can be categorised under four broad areas:

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

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

6.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- ❖ Everyone develops a good understanding of the pupil's areas of strength and difficulty
- ❖ We consider the parents' concerns
- ❖ Everyone understands the agreed outcomes sought for the child
- ❖ Everyone is clear on what the next steps are
- ❖ Notes of these early discussions will be added to the pupil's record and given to their parents.
- ❖ We will formally notify parents when it is decided that a pupil will receive SEN support.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

6.4 SEND Support

When a pupil is identified as having SEND, we act to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four-part cycle of 'assess–plan–do–review' as recommended in the SEND Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists.

(Please see Appendix 1 – Process for addressing concerns about a child).

When the SENCO identifies a concern with a child in a particular area of the curriculum or with language communication needs, social development, mental health or physical development short term 'SMART' targets are identified and then monitored and reviewed every term.

Some pupils will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEND pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

6.5 Education, Health and Care Plans

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

6.6 How St. Antony's Catholic Primary School adapts the curriculum and learning environment for pupils with SEND

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCO and the Specialist Education and Training Support Services (SEaTSS)

6.7 Additional support for learning available to pupils with SEND

The SENCO ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school. Interventions available include:

<u>Name of Intervention</u>	<u>Specific area of need</u>	<u>Brief Description</u>
In class support for English and Numeracy.	Cognition and learning	Small group work. This is guided and differentiated to needs the children's needs.
Plus one Power of 2	Cognition and learning Maths	A programme to support and embed basic number patterns and skills
15 Minutes	Cognition and learning Reading	Reading programme aimed at developing early reading skills in KS1. Follow up support is also provided in KS2.
Healthy Hands	Sensory and physical	A structured programme aimed at developing fine and gross motor skills with the opportunity to access the Sensory Room
Language for Thinking	Communication and interaction	A programme aimed at developing delayed language skills.
Reading Support – Reading for Meaning Language for thinking	Cognition and learning Reading Reading comprehension	Focused on developing children's ability to read unfamiliar text with expression and understanding, moving onto answering questions orally and then in written format.
Writing Support	Cognition and learning	Developing the ability to write high frequency words correctly, simple sentences that are correctly punctuated and the use of descriptive language.

	Writing	
Widgit	All areas of curriculum	Using symbols to support text
Toe by Toe Hornet	Cognition and learning SPLD	Specific programme for Dyslexic children.
Look, Listen, Do	Communication and interaction	Attention and focus
Speech and Language support -	Communication and interaction Expressive / Receptive language skills	There are a number of programmes available to help children with their articulation of letters and sounds, development of receptive/expressive language, verbal reasoning as well as listening and attention skills. They tend to focus around the needs of the individual child and are adopted once an assessment has been made.
Social skills Lego group	Communication and interaction	A 30-minute session 1-2 times weekly to encourage children to appropriately engage in social skills activities. Turn taking, speaking and listening
SEaTTS Social skills	SEMh support	A 30-minute session once a week focussing on Social, emotional and mental health needs.
ELSA support	SEMh support	LSAs who have had special training from educational psychologists to support the emotional development of children and young people in school - 30 minute session once a week
Brentwood Catholic Children's Society	SEMh support	Two hours provided weekly

Each child is assessed on an individual basis by either the SENCO or a professional from SEaTTS. If necessary, additional equipment or resources may be suggested to ensure that you child has equal opportunity to access the curriculum. The list of resources and equipment is exhaustive but below are some examples of what is most commonly used at St. Antony's, they include:

- Plus 1/Power of 2 numeracy support books
- Hornet/Toe by Toe – Dyslexic friendly, multi-sensory structured approach to reading
- Slope boards for writing
- Wobble boards
- Pencil grips
- Coloured overlays to help with reading
- Stress balls
- Weighted lizards to help children remain grounded
- Sensory tools
- Individual behaviour plans
- Colour-coded keyboards with a bigger mouse
- Laptops in class to access programs throughout the day.
- Sensory room

Not all resources are available for all children. They will only be provided with a resource if it benefits their ability to either access the curriculum or to make learning or interactions within the class easier.

Some interventions are delivered by trained Learning Support Assistants (LSAs) under the direction of the teacher and/or the SENCO. The Local Authority speech and language therapist works closely with school staff to ensure that we address the needs of our pupils with language and communication needs effectively.

All support staff work under the direction of the class teacher first, who is their designated line manager. The SENCO, subject leaders and SEaTSS are also available to offer support, resources and guidance where necessary. Interventions put in place will be monitored and reviewed termly.

Some pupils are supported in class for part of the school day by a TLSA, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. LSAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

6.8 Support for pupils with social, emotional and mental health difficulties

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with SEaTSS and health professionals as appropriate. We have an allocation of 0.5 days every week from the SEaTSS SEMh advisory teacher. Pupils also have access to Emotional Literacy Support Assistants (ELSAs) and counselling provided by the Brentwood Children's Catholic Society.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be a part of the school council, young Franciscans, prefects, head boy or girl.
- Pupils with SEN are also encouraged to be part of sports clubs, such as football and hockey, to promote teamwork/building friendships
- Represent the school at sporting events

We have a zero-tolerance approach to bullying.

6.9 Specialist provision, equipment and facilities

If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use. E.g. physiotherapy, occupational therapy, SEaTSS

Under the direction of the Occupational Therapist Support staff are trained to deliver sensory diets, through the use of prescribed daily activities.

There is a disabled toilet and ramps providing wheelchair access to the ground floor. There is also ramped access to one of the ground floor classrooms. Where a child's special educational need affects their ability to safely use stairs, classrooms will be re-allocated by the Headteacher.

6.10 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- ❖ The teacher's assessment and experience of the pupil
- ❖ Their previous progress and attainment or behaviour
- ❖ Other teachers' assessments, where relevant

- ❖ The individual's development in comparison to their peers and national data
- ❖ The views and experience of parents
- ❖ The pupil's own views
- ❖ Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. Pupil progress meetings are held termly, attended by the class teacher and SENCo, at which action is planned to address any lack of progress identified.

The progress of SEND pupils in relation to the objectives in their Statement of Special Educational Needs or the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's short-term target review paperwork. These shorter-term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.

7. Supporting pupils moving between phases and preparing for adulthood

- ❖ We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.
- ❖ We will assess data at the end of each key stage to identify any gaps in learning
- ❖ Year 6 Transition project facilitated by SEaTSS for any disadvantaged pupils
- ❖ Transition books when moving on to a new school year
- ❖ Allocation of time for LSAs to shadow a new pupil

8. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- ❖ Reviewing pupils' individual progress towards their goals each term
- ❖ Reviewing the impact of interventions after 6 weeks
- ❖ Using pupil questionnaires
- ❖ Monitoring by the SENCO
- ❖ Using provision maps to measure progress

- ❖ Holding termly progress review meeting
- ❖ SENCo liaison with subject leaders, 3 weeks in to a half term, to monitor musts and shoulds within the whole school curriculum and analyse any gaps.
- ❖ Holding annual reviews for pupils with EHC plans
- ❖

9. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip in Year 6

All pupils are encouraged to become prefects in Year 6

All pupils are encouraged to take part in sports day/sporting events/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

10. Admissions

The normal admissions criteria as detailed in the admissions policy and school prospectus apply to children with special needs where mainstream education is deemed appropriate. The school will work with parents of children with special educational needs and with other professionals in order to meet the best interests of the child and make every effort to provide the necessary resources within the constraints of the school budget.

All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated

11. Arrangements for training and staff development

The SENCO is released to attend courses relating to Special Educational Needs covering a variety of topics relevant to SEND in St. Antony's and also attends SENCO Forum meetings arranged by the Local Education Authority, responding back to staff as appropriate. Other staff are encouraged to attend courses, which may be relevant to a specific need of a child in their care. Liaison with other schools takes place as and when necessary. Particular support is given to Early Career Teachers and other new members of staff. The staff, as a whole, has had training regarding the implementation of the new SEND Code of Practice.

The school makes an annual audit of training needs for all staff considering school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs.

12. Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any pupil identified with SEND may contact the Parents in Partnership Service of Redbridge for independent support and advice.

13. Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.

14. Storing and managing information

All information relating to the child is held confidentially in accordance with the Data Protection Act and will not be divulged without permission. The exception to this is where information received may indicate that the child is in significant harm. The school has a duty to protect the welfare of the child and in this situation the school is duty bound to disclose this information to the relevant person or agency. All records kept will be held in a secure place accessed only with the agreement of the Child Protection Co-ordinator or Headteacher.

See St Antony's Catholic Primary School's Data Protection Policy.

14. Links with other mainstream schools and special schools

Advanced planning for pupils in Year 5 is essential to allow a smooth transition to secondary school. The SENCO will liaise with the SENCO of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer.

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.

St. Antony's Catholic Primary School has good links with local special schools through SEaTSS.

15. Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENCO works closely with the Educational Psychologist assigned to the school and meets with her at the beginning of each term to plan her work in the school for the term.

Other agencies and outreach services that the school works with include:

- SEaTSS
- Speech and language therapy service
- Occupational therapy service

- Physiotherapy service
- Early Years Advisory and Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Redbridge Child Development Centre
- Social Care services
- Emotional Wellbeing and mental health services (EWMHS)
- Brentwood Catholic Children's Society (BCCS)

16. Complaints procedures

If a parent has a complaint about the SEND provision for their child, they should initially make an appointment to discuss this with the class teacher. The SENCO and Head teacher will be kept informed and may attend the meeting.

In the event of this meeting failing to resolve the complaint, the Headteacher will gather information from the parent, class teacher and the SENCO individually and the School's complaints policy implemented accordingly.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

17. St. Antony's Catholic Primary School's Local Offer

Further information St. Antony's Catholic Primary School's arrangements for supporting pupils with SEND can be found in the school's Local Offer which can be accessed via the school website or the FIND website: <http://find.redbridge.gov.uk>. Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

18. Legislation and guidance relevant to this policy

Children and Families Act 2014, Part 3
 Educational Needs and Disability Code of Practice: 0 to 25 years 2014
 Equality Act 2010
 Education Act 2011

Related school policies

Equality Policy
 Accessibility Plan
 Health and Safety Policy
 Medicines in School Policy

Appendix 1: St Antony's Catholic Primary School Process for addressing concerns about a child

