

St Anne's Catholic Primary School



SEND Policy Autumn 2022

KEY INFORMATION

This policy is a working document which reflects the current practice, procedures and staff involved and is updated regularly.

This document should be read in conjunction with the following related policies and guidelines:

- Special Educational Needs Code of Practice: September 2014
- Child and Family Act 2014

School specific policies on:

- Teaching and Learning
- Assessment
- Behaviour
- Child Protection
- Anti-Bullying
- Equal Opportunities
- Admissions
- Nurture Group
- Racial Equality
- Gifted and Talented

Aims of the SEND Provision:

1. To provide equality of opportunity for all pupils through a broad and balanced curriculum differentiated according to the needs of the pupils.
2. To work closely with all parents and carers, positively addressing concerns as they arise and listening to their views, so we can build on their children's' previous experiences, knowledge and understanding.
3. To teach a code of behaviour, encouraging self-control and respect for others.
4. To provide training and support for all practitioners and teachers to enable them to meet the needs of the children in their care.
5. To monitor the progress of all pupils to enable early identification of any pupils who may require additional or different provision in the areas of: communication and interaction, cognition and learning, social emotional and mental health, sensory and or physical needs as specified in the SEND Code of Practice.
6. To work towards a full integration for all our pupils into the life and learning of the school, and to prepare an inclusion and integration plan for pupils with SEND.

Principles from the 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 and other outcomes, preparing them effectively for adulthood

These principles are designed to support:

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN 20
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

The principles in practice

Participating in decision making

1.3 Local authorities must ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision.

1.4 Early years providers, schools and colleges should also take steps to ensure that young people and parents are actively supported in contributing to needs assessments, developing and reviewing Education, Health and Care (EHC) plans.

Specifically, local authorities must:

- ensure the child's parents or the young person are fully included in the EHC needs assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan (Chapter 9)
- consult children with SEN or disabilities, and their parents and young people with SEN or disabilities when reviewing local SEN and social care provision (Chapter 4)

- consult them in developing and reviewing their Local Offer (Chapter 4)
- make arrangements for providing children with SEN or disabilities, and their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability (Chapter 2)

1.5 Clinical Commissioning Groups (CCGs), NHS Trusts or NHS Foundation Trusts who are of the opinion that a child under compulsory school age has or probably has SEN or a disability must give the child's parents the opportunity to discuss their opinion with them before informing the local authority (see paragraph 1.16).

1.6 Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).

1.7 Parents' views are important during the process of carrying out an EHC needs assessment and drawing up or reviewing an EHC plan in relation to a child. Local authorities, early years providers and schools should enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon. At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.

1.8 The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of compulsory school age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory school age, local authorities and other agencies should normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them. Chapter 8 sets out how some decision-making rights transfer from parents to young people at this stage and how families will continue to play a critical role in supporting a young person with SEN. Most young people will continue to want, or need, their parents and other family members to remain involved in discussions and decisions about their future. Some young people, and possibly some parents, will not have the mental capacity to make certain decisions or express their views. Provision is made in the Children and Families Act (Section 80) to deal with this and Annex 1 to this Code provides further details.

RESPONSIBILITIES

SENCO

- Overseeing the day-to-day operation of the school's SEND policy
- Interpreting legal requirements for staff, parents and governors
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Monitoring the progress of children with SEND alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision
- Overseeing the records of all children with SEND
- Maintenance of the SEND provision register
- Liaising with parents of children with SEND
- Organising and delivering INSET in order to meet the needs of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated
- Overseeing the Outcome Support Plans (OSP), Additional Support Plans (ASP) and Education Health Care Plans (EHCP), and IPFA reviews

TEACHERS

Clearly identify the role of teaching and support assistants. They will:

- Be aware that every teacher is a teacher of SEND children
- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Work with the SENCO to decide the action required to assist the pupil to make progress
- Work with the SENCO to collect all available information on the pupil
- Develop and review OSP and ASPs
- Work with SEND pupils on a daily basis to deliver the individual programme set out in the OSP, ASP or EHCP
- Develop effective relationships with parents
- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- To keep parents informed of pupil progress
- Work with the SENCO to identify their own training needs around SEND

TEACHING AND LEARNING SUPPORT STAFF

- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress

PROCEDURES

The Graduated Approach

The SEND Code of Practice sets out a graduated response to meeting children's special educational needs.

- Children within the Early Years Foundation Stage, Key stage one and Two are identified, and support plans are drawn up to provide additional support
- If this is not sufficient then an ASP will be drawn up to support the child further
- After two terms and with the recommendations of outside agencies a request for an EHCP or PFA may be made
- As soon as the child has an support plan they will be added to the school SEND register

EYFS identification

When an early education practitioner, who works day-to-day with the child, or SENCO, identifies a child with special educational needs, they should devise interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies. A teacher must discuss initial concerns in the early years and these must be monitored over a half term period. A Record of Concern should be raised at this point, discussed with the SENCO and shared with parents before the child would progress to a Support Plan and SEND register.

The triggers for intervention could be the practitioner's or parent's/carer's concern about a child who despite receiving appropriate early education experiences:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.
- Early Years staff use knowledge of the child as well as Early Years development
- Class Teachers will discuss concerns with the SENCO

Further support will include the involvement of external support services who can help EYFS settings with advice on outcomes, provide more specialist assessments, and give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents/carers, at a meeting to review the child's Support Plan.

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at an age and stage below ARE
- Has social or emotional difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

KS1 & 2 Identification

When a class teacher or the SENCO, identifies a child with SEND the class teacher should provide interventions that are additional to or different from those provided as part of the settings usual curriculum offer and strategies.

The triggers for intervention through their Support Plan could be the teacher's or others concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing English or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- 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 a differentiated curriculum.

Further support will be provided by external support services, both those provided by the LA and outside agencies employed by school, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on Support Plans with fresh outcomes and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for applying for an EHCP could be that, despite receiving an individualised programme and/or concentrated support under their Support Plan, the child

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Has emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Support Plans

Support Plans are written and reviewed three times a year. These may include:

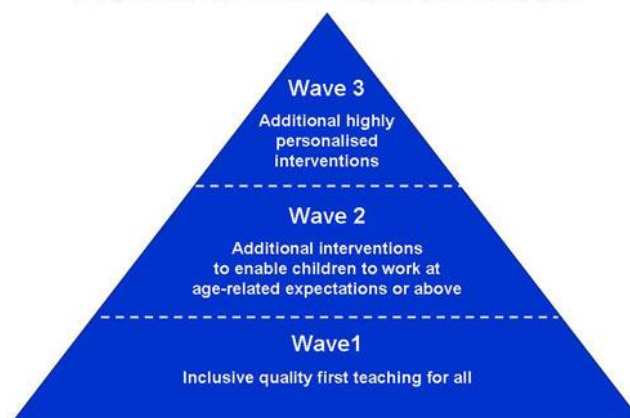
- Short-term outcomes relating to addressing the key barriers to learning for the child.
- Success criteria
- The teaching strategies to be used
- The provision to be put into place
- Who is to provide the intervention or support
- Timescales to achieve targets
- When the plan is to be reviewed

Liaison between Teaching Support Staff and Class Teachers

A timetable showing in-class support and intervention within classrooms across the school is prepared on a regular basis.

Intervention and support

Waves of Intervention Model



At St. Anne's we are fortunate to have support staff who are skilled in the delivery of a wide range of interventions and support programmes. Intervention are recorded on the schools Provision Mapping programme Edukey. This will help to make more efficient judgements about the type of Wave 2 and 3 support provided in school. These may include:

- Time to Talk (Social and Communication skills)
- Socially Speaking (Social and Communication skills)
- Social stories (Social and Communication skills)
- Volcano in my tummy (Social and Communication skills)
- My worries are to big (Social and Communication skills)
- Barriers to Learning (Elective Mutism)
- Active Literacy Kit (Phonics, Spelling, Reading)
- IDL Literacy
- IDL Maths
- Catch up Phonics
- Personalised curriculum
- 1:1 counselling
- Group or 1:1 support from MHST
- 1:1 support from ADHD therapist
- ELSA
- Trauma Support (Ready to Learn)
- 1:1/group or family therapy

At St Anne's we also employ the support of a variety of external agencies to support pupils. These include;

- Dr Elizabeth Sheldrake (Educational Psychologist)
- Talk about Town (Speech & Language therapist)
- Mental Health Support Team (MHST)
- ADHD Foundation
- BrighterHorizons4U (Christine – school counsellor)

Curriculum entitlement:

All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations, baseline assessment Working Well Below, Working Below, Nearly Working At, Working At and Greater Depth, each term in the National Curriculum using Balance.

All information gained is used to support planning in order to accelerate progress.

Nurture Provision:

At St Anne's we run a morning nurture provision 'Rainbows' for identified pupils, struggling to cope within the mainstream classroom. Children are identified by class teachers as needing nurture provision and then observations by the SENCo, meeting with class teachers and parents and support from outside agencies all contribute to this decision. This is a short term morning only assessment provision for 4 days a week and we try to ensure children spend no longer than 2 terms in nurture before either transitioning back into mainstream or an application for an EHCP being made.

Request for EHCP:

Where the school makes a request for an EHCP to the LEA, the child will have demonstrated significant cause for concern. The school will provide evidence and information collected during Support Plans and with the support of external agencies employed by the school to submit to the LEA, who will decide if an EHCP is necessary.

Parental Involvement

Parents are involved in their child's education from the very beginning. Parents and carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion. We share information with parents and carers in informal conversations and individual meetings.

The parent has the right to:

- (a) feel fully involved as partners in the education process;
- (b) play an active and valued role in their child's education;
- (c) have access to information, advice and support during assessment and any related decision making process about special educational provision.

Pupil Involvement

"Local authorities must consult children with SEN or disabilities, their parents, and young people with SEN or disabilities in reviewing educational and training provision" SEND code of practice January 2015.

Children need to (when the parent/ guardian is in agreement):

- (a) have clear and accurate information about their special need and the purpose of any assessment, intervention or Support Plan;
- (b) know and understand the agreed outcomes of any intervention and how they can become a partner in working towards the outcomes;
- (c) to have access to a designated member of staff in whom he or she can discuss any difficulties or concerns;
- (d) know the role and contribution of any other professional from the educational psychology service, child health or social services who may be involved

Review of SEND

Support plans will be reviewed and evaluated at the end of the period they cover. This will normally be one term. Review should be done in consultation with the parents.

EHCP & IPFA Annual Reviews

For a child who has an EHCP, the LA has a statutory duty to formally review his/her plan annually. Annual Review Meetings are organised in school by the SENCO and the EHCP co-ordinator from the LEA.

For a child who has an IPFA, the LA has a statutory duty to formally review his/her plan annually. Annual Review Meetings are organised in school by the SENCO.

The annual review is in four parts:

1. Collection and collation of information
2. Annual Review Meeting
3. Head Teacher's/SENCO's report of the Annual Review Meeting
4. LEA Review

Annual Review Procedure

The SENCO:

- Maintains a calendar of review dates
- Determines who should be invited to attend each meeting (at a minimum this would include the SENCO, parent/carers, LA representative and designated medical officer)
- Seeks the views of the child and invites him/her to all or part of the meeting
- Plans Annual Review Meetings at least one month in advance and contacts professionals by letter
- Seeks written advice on the child's progress from all invited to the meeting, including the parents/carers,
- Sends out formal invitations to parents/carers by letter, giving at least fourteen days notice
- Provides parents/carers with guidelines for completing an Annual Review Advice Form
- Ascertains the child's views regarding progress through an appropriate medium
- Offers to assist parents/carers and children in preparing reports for the meeting
- Advises parents/carers and children that they may bring a friend or relative to the meeting
- Co-ordinates receipt of all reports and ensures copies are circulated to each person invited to attend the review
- Allows the tabling of reports at the meeting where appropriate with the agreement of all persons attending the meeting.

The review aims to:

- Assess the child's progress towards meeting the objectives within the EHCP
- Review the educational progress made by the child

- Consider the effectiveness of the EHCP in light of the child's progress
- Set new outcomes for the coming year, or determine whether amendments to the EHCP are necessary
- Record information which the school and other professionals can use to plan provision and support for the child.

The Annual Review Meeting

The meeting should consider the following questions:

- What are the child's current levels of attainment in English and mathematics?
- What progress has the child made towards meeting the overall outcomes set out in the EHCP?
- What progress has the child made over the past year, especially in relation to each SEND?
- What are the parents'/carers' views of the past year's progress?
- What are the child's views of the past year's progress?
- How successful has the child been in meeting the Outcomes in the Outcome Support Plan?
- Is the current provision appropriate to the child's needs?
- What outcomes should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the EHCP necessary?
- Should the LA recommend ceasing or maintaining the EHCP?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

Reporting of the Annual Review Meeting

During and after the meeting the views of the parents/carers in terms of the aims for the child and provision to be made are recorded and the SENCO records the outcomes of the meeting on the Review paper work. Copies of all reports and any additional materials including the most recent OSPs are forwarded to all those present at the meeting; all those invited to the meeting but who were unable to attend; and, the LA's Named Officer responsible for SEND.

LA Review

The LA review the EHCP in the light of the Head Teacher's/ SENCO's report of the review meeting report, and decides whether to amend the EHCP or cease to maintain it.

Liaison with other agencies

Wirral LA is equipped with a team of advisory staff who may be called upon to advise and support. These include:

- School Educational Psychologist
- SENAAT
- Autistic Spectrum Condition Team
- Speech and Language Team
- Visual Impairment Team
- Hearing Impairment Team
- Physical Difficulties Advisory Service

The school values the importance of developing effective relationships with other neighbourhood schools, secondary schools and special units. These presently include:

- Gillbrook Outreach Service

In Service Training

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. The SENCO attends relevant courses and ensures all staff are familiar with developments in SEND. All staff must notify the SENCO if they need further training in school procedures or support for children. Training, for both teaching and non-teaching staff is provided as necessary and the SENCO ensures all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training with regard to SEND will be specified within the School Improvement Plan.

Resources

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEND budget and we intend to develop our resources to support children with SEND that link with priorities stated in the school's development and accessibility plan.
- We are developing a resource base of books, equipment and materials available for children with SEND, including various technological aids.

Admissions

We endeavour to meet the needs of all pupils on admission and in so doing actively consult with the appropriate bodies, e.g. the previous school, nursery, playgroup or other external body who has direct involvement with the pupil. It is our wish to ensure that they are fully equipped in order to provide the education to which the

child is entitled to before admission. Pupils with EHCP are admitted into school and a planned integration is put in place if necessary to ensure as smooth transition as possible.

Procedures for concerns

We endeavour to do our best for all children but if there are any concerns we encourage those concerned to raise these with the class teacher, and SENCO in the first instance, who will pass on information if appropriate to the head teacher. Should any issue not be resolved satisfactorily then the deputy head can be contacted. Parents and carers are also informed about the Parent Partnership Service (WIRED) so that they can obtain support, advice and information if they wish.

Monitoring

To ensure careful monitoring and record- keeping, each class teacher will have a file containing:

- (a) A register of children with SEND in class.
- (b) Copies of present Support Plans/Record of Concerns
- (c) A register of Interventions currently in place.

In addition the SENCO will use Provision Maps by Edukay to store all SEND information as well as children's blue SEND files which are in a locked filing cabinet in school and included

- EHCPs and PFAs
- Reports from SEND Support Service, Educational Psychologist, Medical, Social services, etc.
- Paediatrician and other medical appointments

Transfer arrangements

SEND documentation is kept securely at St. Anne's.

On transfer to another school, the records of children for whom we have made SEND provision for are hand delivered directly to the SEND department or SENCO or the receiving school. Where appropriate, the SENCO will meet the receiving school and liaise directly with the SENCO to ensure a complete picture of the SEND history of a child is passed on.

CPOMS will also be used to transfer pupil's records.

Evaluation procedures

The senior management team and governing body, will, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made. This will usually be undertaken annually, but sooner if circumstances require. The SENCO and team leaders monitor classroom practice and will analyse pupil tracking data and test results.

The role of the governing body

Governors are involved in developing and monitoring our SEND policy, along with the SEND provision which is an integral part of the School Development Plan. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. The governing body also monitors the quality of SEND provision in conjunction with the SEND Coordinator and head teacher. A report on the implementation of the SEND policy is issued annually and sent to parents.

The governor with responsibility for SEND, along with the governing body:

- Ensure that provision is made for pupils who have SEND
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND
- Consult the LEA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for.
- Report to parents on the implementation of the school's policy for pupils with SEND
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND
- Develop mechanisms for liaison with the Head Teacher and the SENCO to ensure that they receive regular up dates in the implementation of the school's SEND Policy and the outcomes from regular reviews, monitoring and evaluation of the provision made for pupils with special educational needs.
- To ensure that parents are notified of a decision by the school that their child has special educational needs.
- To meet regularly with the Head Teacher and SENCO in order to discuss provision.
- Ensure that parents are notified of the decision of any extra provision being made for their child.

Review of the SEND Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of this policy every year.

This SEND policy links to UN Convention on the rights of the child and specifically focuses on Article 23 - You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life. and Article 19 - You have the right to be protected from being hurt and mistreated, in body or mind.