



St Anthony's Catholic Primary School Special Educational Needs and Disability Policy September 2019

Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under

- articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Keeping Children Safe in Education (Sept 2019)
- Working Together to Safeguard Children (July 2018)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)

- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school's SENCO in consultation with key stakeholders (i.e. the SEN Governor, the Head Teacher/SLT, staff and parents of pupils with SEND; as a prerequisite, the new legislation fosters the involvement and cooperation of all stakeholders.

Mrs Claudet Hedman is the School's Special Educational Needs and Disability Co ordinator. She holds a number of qualifications including the National Award for SEN Coordination (NASENCo). As the Deputy Head Teacher and Religious Education Subject Leader, she is a member of the school's senior leadership team and is therefore an advocate for pupils with SEND.

Beliefs and values around SEND

At St. Anthony's School our Mission Statement "***Working, Learning and Caring together in God's love***" has been formulated by all stakeholders in line with Catholic principles. We believe that the teaching and learning, achievements, attitudes and wellbeing of every person, matter. We endeavour to create a sense of community and belonging for all our children. We set high expectations and suitable targets within a broad, balanced and creative curriculum. We strive to identify and overcome barriers to learning and participation in order to ensure that our children achieve their best. We support the view that every teacher is a teacher of children with special educational needs; consequently we ensure that teachers planning is suitably differentiated to allow pupils with SEND to access the learning and make progress.

Section 2

AIM

At St Anthony's we have a three pronged approach to meeting the needs of learners with SEND; this is focused on quality first teaching, personalised provision and aspirational outcomes. We support the view that pupils with SEND can make at least good progress from their starting points and that this progress can be measured against individual targets outlined in Individual Educational Plans and/or against national standards. We aim to close the gap in achievement as far as is reasonably practical and compatible with the efficient education, health and safety of the child and that of the other children with whom they are being educated.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs through high quality teaching
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work to implement the SEN Inclusion Policy

5. To provide support, advice and training for all staff working with pupils who have special educational needs

SECTION 3: Identifying Special Educational Needs

We recognise the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child / young person.

The school also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of Service personnel

During half termly pupil progress reviews a robust system of monitoring takes place. The class teacher, teaching assistant, SENCO and Head teacher engage in challenging conversation about progress data. This process identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. There are a number of systems available to support pupils including, mentoring, Pastoral Support Plans (PSP 1 & PSP2) and referrals to external agencies e.g. Common Assessment Framework team, Inclusion Support Advisory Team and Bromley Children's Project.

Promoting social, emotional and mental well-being:

Children need to feel valued, confident and secure to make maximum progress in their learning. St Anthony's is committed to promoting the social, emotional and mental well-being of our pupils through a range of activities. These include:

Playground buddies

Social skills groups

Learning mentor

School Council Representatives

Section 4: A Graduated Response to SEN Support

Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND. Therefore, high quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs.

Both senior and subject leaders undertake a robust cycle of monitoring and evaluation of the quality of learning and teaching; this incorporates lesson observations, book scrutiny, progress data and talking to pupils. Developmental feedback is provided with strategies to support vulnerable learners as appropriate.

Before special educational provision is made, the SENCO and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2014 (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SENCO may offer advice about effective teaching and learning strategies and interventions that may help to close the gap or accelerate progress. General advice from outside specialists may be sought.

Assess: If the pupil continues to face difficulties a more detailed formative assessment, facilitated by the SENCO, may take place.

Plan: Interventions based on the outcome of assessment are planned.

Do: and delivered by appropriately trained staff. Support may take the form of additional in-class provision or an intervention group to address a particular need.

Review: the effectiveness of the intervention will be monitored regularly by the class teacher. Individual pupil targets will be reviewed as part of the school's cycle of progress monitoring.

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEN register, in formal consultation with parents.

Managing Pupils on the SEN Register

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be formally informed that the child has been placed on the SEN register. The SENCO, in consultation with the class teacher, pupil and parents will draw up an Individual Educational Plan (IEP)

Assess – Plan –Do- Review process for SEN pupils at St Anthony's in school:

Assess should include detailed formative assessment to identify individual barriers to learning.
May involve assessment by external agency

Plan: *advice and recommendations incorporated into individual educational plan and class provision map drawn up by SENCO in consultation with class teacher and parents.*

Do: *Interventions put in place, following recommendations. Time limited.*

Review: *Effectiveness monitored and intervention adapted to meet individual need – further advice sought where necessary*

All interventions are planned and monitored by the class teacher and delivered by staff who have had appropriate training. Records of interventions are kept through class provision maps. The effectiveness of interventions is regularly monitored on a **termly** basis, or more frequently for certain interventions. Individual pupil targets are assessed as part of the school's pupil progress review (PPR) cycle. The SENCO completes class provision planning using information gleaned at PPR meetings.

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the LA High Needs Block. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is agreed, a Pupil Resource Agreement will be put in place by the school's Educational Psychologist, in consultation with parents and pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER

Careful monitoring of progress at PPR meetings, provide the evidence to remove pupils from the SEND Register; parents are informed in writing by the SENCO when pupils are removed.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

There are several vehicles through which parents and their families are supported, which are reflected in the documents listed below:

- *LA Local Offer*
- *The SEN Information Report*
- *School policy on managing medical conditions (new requirement from 9.14 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf) □*
Any other agencies involved to support families / pupils
- *Admissions Policy*

Where pupils require support to access statutory assessments, applications will be made by the SENCO; this may include applications for additional time, an amanuensis or transcripts. Furthermore, transition arrangements exist between classes, key stages, and schools to enable

pupils' to progress positively to the next phase of their learning experience. Strategies may include social stories, nursery visits, visits to secondary schools and meeting with SENCOs in other settings.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

SECTION 8: MONITORING AND EVALUATION OF SEND PROVISION

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, pupil and staff views. Governors are intrinsically involved in this process through monitoring of the School Development Plan (SDP), School Self Evaluation (SSE), committee meetings and Governors' visits. The SEND Governor meets regularly with the SENCO to review the quality of SEND provision. The school undergoes an active process of continual review and improvement of provision for all pupils.

SECTION 9: TRAINING AND RESOURCES

SEN is funded from the Notional SEN budget allocated to all schools, based on prior school attainment and free school meals. This allows for up to £6,000 of resources to be used for the support of any individual pupil. Additional funding is available from the LA high needs block where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO to explain the systems and structures in place around to the school's SEND provision and practice, and to discuss the needs of individual pupils. At St Anthony's Support staff participate in the cycle of performance management with carefully agreed targets that are monitored regularly.

The SENCO regularly attends the LA SENCO Forums in order to keep up to date with local and national updates in SEND. The SENCO is also free to attend local cluster group meetings to share good practice.

SECTION 10: ROLES AND RESPONSIBILITIES

The roles and responsibilities of the Head teacher, SENCO and SEND Governor are outlined in the SEN Information Report. Mrs Lorna White (Head Teacher) is the designated Safeguarding

Lead and responsible for Pupil Premium / LAC funding. Mr Brigid Sullivan is the current SEND Governor and Mrs Claudet Hedman is the SENCo who line manages the teaching assistants and is responsible for overseeing whole school provision and the medical needs of pupils.

SECTION 11: STORING AND MANAGING INFORMATION

All documents are stored secured and kept whilst the child remains a pupil at the school. When a pupil leaves, his/her file is sent to the receiving school. Any confidential information that is superfluous is shredded in line with school policy on data protection and information management.

SECTION 12: REVIEWING THE POLICY

The SEND Policy is reviewed annually.

SECTION 13: ACCESSIBILITY

Statutory Responsibilities

The Disability Discrimination Act 2002, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce an Accessibility Plan. St Anthony's commitment to this is outlined in our Disability Equality Scheme and action plan.

SECTION 14: DEALING WITH COMPLAINTS

The complaints procedure is available on the school website and from the school office. Surveys for parents of pupils with additional needs are distributed each year. Parent responses are used as a barometer to measure parent satisfaction with SEND provision. Potential complaints are usually pre-empted because parents are given the opportunity to voice concerns. 1:1 meetings are used to address areas for improvement highlighted by parents/carers.

SECTION 15: BULLYING Strategies for preventing bullying

- Where possible, all concerns about bullying are raised at weekly staff meetings.
- Our ongoing work with SEAL and the promotion of our values through SMSC are used to address issues around bullying, respect, democracy, tolerance, liberty/ responsibility, the rule of law/ justice, relationships, anger, resolving conflict and self esteem
- Appropriate sanctions are applied depending on the severity of the bullying which may involve loss of break times, withdrawal from favoured activities, internal, fixed term or permanent exclusion.
- Separate discussions with parents of the perpetrator and the parents of the victim take place and complaints are dealt with promptly
- Restorative justice approaches where appropriate, are used in such discussions
- Vigilant monitoring of the situation by all staff is carried out particularly in 'hard to police' areas.
- Weekly updates are given in staff meetings

Our behaviour policy states that,

“...our main focus and energy should be put into recognising and praising children’s efforts, achievements, good behaviour and work, etc. Staff should look for the **GOOD** and reward it at all times.” However, we must take real incidents of bullying seriously and act to address it fairly and consistently.

In doing so we train all pupils to report bullying when they see or hear it. We encourage the role of play leaders so that children are not isolated during break times. We also promote the buddies’ bench to support positive friendships. Through a range of cross curricular work pupils are taught to adhere to the law regarding their use of social media.

SECTION 16: APPENDICES

SEN INFORMATION Report

Anti Bullying Policy

Behaviour Policy

EAL Policy

Physical restraint

Accessibility

Child protection / safeguarding policy and procedures

Disability Equality Scheme

Last Reviewed: March 2019

Policy Review Date: March 2020

Chair of Governors: Lewis Brito-Babapulle