



St Anthony's Catholic Primary School

Special Educational Needs and Disability Policy

November 2023

Person Responsible: Mrs Ruth Burden-Eastabrook (SENCO)

Review Date: September 2024

1. 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 learning and make progress.

1.1 Definition of Special Educational Needs and Disabilities

The 2015 Special Educational Needs and Disabilities Code of Practice for 0 to 25 states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, namely provision from or additional to that normally available to pupils of the same age.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support:

- 1) Communication and Interaction.
- 2) Cognition and Learning.
- 3) Social, Emotional and Mental Health.
- 4) Sensory and/or Physical needs

1.2 Our aims

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.



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

2. 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.

2.1 A Graduated Response to SEN Support

The Graduated response to SEND is a model of action and intervention in schools and early education settings to help children who have been identified as having Special Educational Needs/Disability. The approach recognises that there is a continuum of SEN/D. Where necessary, increasing specialist expertise should be sought in order to provide better support to cater for the difficulties that a child may be experiencing.

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.



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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 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.

Where support is offered to children for SEN, the cycle Assess, Plan, Do, Review is used:

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: These are 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.

3. Systems and structures within the school to enable us to manage the needs of all pupils

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 register and Provision Maps are updated each term in line with the Pupil Progress meetings held by the headteacher with the class teachers.

The SENCO, in consultation with the class teacher, pupil and parents will draw up an Individual Educational Plan (IEP). IEPs will only be written for children who need additional and different teaching from the differentiated curriculum plan. Targets set in the IEPs will be regularly monitored by Teachers and/or Teaching Assistants with the SENCO. Teachers are responsible for ensuring these are addressed. 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.

All interventions are planned and monitored by the class teacher and delivered by staff who have had appropriate training. The effectiveness of interventions is regularly monitored on a termly basis, or more frequently for certain interventions.

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.

Each class teacher is provided with an Inclusion file. This holds the latest reports relating to children with SEND in their care.



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4. Statutory Assessment

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. A statutory assessment may be deemed necessary by the school if there is convincing evidence, despite all the extra support within school and by external agencies, to prove that the child is still not making progress.

Schools must consult with parents before requesting a statutory assessment. The Local Authority will always ask for the levels of academic attainment and the rate of progress. After deciding to make a statutory assessment the LA must seek parental, educational, medical, psychological and social services advice. If the evidence is not substantial enough to warrant a statutory assessment the parents will be notified. The school will continue the provision as set by the SENCO in liaison with the class teacher and outside agencies.

4.1 Education Health Care Plans

If a statutory assessment were to be accepted then the LA would look at the evidence and a panel would decide upon the outcomes and level of support necessary for the child. This would inform the nature of the Education Health Care Plan (EHCP). Targets and provision would be set out within the EHCP, formulated by the LA, to meet the child's specific educational/medical needs. The EHCP would be reviewed at least once per year at the Annual Review Meeting. At this meeting the child's progress is considered and targets are reviewed and agreed for the next year. This process begins with the gathering of evidence from the parent, child, class teacher and teaching assistant.

5. Transition of pupils with SEN

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.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Ruth Burden-Eastabrook

The SENCO's responsibilities include:

- Overseeing the implementation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with parents and carers
- Liaising with other providers, outside agencies, educational psychologists and external agencies particularly for children receiving support.
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Working with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Preparing and review information for inclusion in the school's SEN information report and any updates to this policy

6.2 The governing body

Governors have a responsibility to ensure that the school meets its statutory responsibilities towards pupils with SEND. This includes:



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- Ensuring that the school has a clear and up-to-date SEND policy
- Challenging the school leadership team to ensure that all pupils have access to a high-quality education.
- Working with the school leadership team to develop and implement a school improvement plan for SEND.
- Publishing information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Making sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

6.3 The SEND link governor

The SEND link governor is Bridget Sullivan

The SEND governor will:

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

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching



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6.5 Class teachers

All staff have a responsibility to support pupils with SEND. This includes:

- Identifying pupils who may have SEND
- Working with the SENCO to assess the needs of pupils with SEND
- Planning and delivering support for pupils with SEND: The SENCO and class teacher will work together to develop an Individual Education Plan (IEP) for each pupil with SEND. The IEP will set out the pupil's specific needs and how these will be met.
- Monitoring the progress of pupils with SEND: The SENCO and class teacher will monitor the progress of pupils with SEND to ensure that they are making good progress and that their needs are being met.
- Working with parents and carers: Staff should work with parents and carers to keep them informed of their child's progress and to involve them in the planning and delivery of support.

7. Working in partnership with parents

Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LA and others. This is important in enabling children and young people with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their children's education.

Parents will be informed once the class teacher and the SENCO have decided on the action to be taken to help the child with their learning difficulties. They will look at the targets each term set for their child on the Individual Education Plan (IEP) and their views will be listened to and taken into account. Parents will be encouraged to support their children in order to reach the agreed targets. Parents will be given copies of the IEPs and reports from outside agencies.

The Governing Body will ensure that parents of children with SEND know the correct procedures to take should they wish to make a complaint.

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.

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



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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.

10. Storing and managing information

All documents are stored securely and kept whilst the child remains a pupil at the school. When a pupil leaves, their 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.

11. Reviewing the policy

The SEND Policy is reviewed annually.

12. 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.

13. 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.

14. Support for parents of children with SEND

- [LA Local Offer](#) Parents can refer to the Bromley Local Authority Local Offer to find information about the London Borough of Bromley local offer for children with special educational needs and disabilities
- [Bromley IASS](#) provide information, advice and support about special educational needs and disabilities (SEND) for children and young people up to age 25, and their parents and carers.
- [The SEN Information Report](#)
- School policy on managing medical conditions
- [Admissions Policy](#)

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