



St Anne's CE Primary School & Nursery

SEND Policy and School Information Report

Statement of Intent for Supporting Equality

At St Anne's CE Primary School & Nursery we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with special educational needs and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents and carers, we strive to ensure that the following aims are met.

Approved by: Mr Malcolm Tipping

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1. Aims

Our SEN policy and information report aims to:

- create an environment that meets the special educational needs of each child;
- ensure that the special educational needs of children are identified, assessed and provided for;
- make clear the expectations of all partners in the process;
- identify the roles and responsibilities of staff in providing for children’s special educational needs;
- enable all children to have full access to all elements of the school curriculum.

2. 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 co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which 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 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.

4. Roles and responsibilities

4.1 The SENCO

Mrs Montague is the school SENCo, she is in school every Monday, Tuesday and Wednesday and is also available via email: pmontague@stannesprimary.worcs.sch.uk

As the SENCo she will:

- Work with the 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the governing board 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

4.2 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 head teacher who is the SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The head teacher

The head teacher will:

As the SENCO, work with the SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 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. SEN information report

5.1 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** - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do

not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Communication and interaction needs could include: difficulties with producing or responding to expressive or receptive language difficulties, uttering speech sounds difficulties, understanding spoken and other communications from others difficulties with understanding age-related social conventions of interaction, such as turn-taking during conversations or appropriate level of physical contact during play.

- **Cognition and Learning** - needs may impact on specific areas such as reading, writing, spelling and mental calculations. Cognition and learning needs generally account for difficulties in curriculum-related areas such as: reading, writing and spelling, numeracy, comprehension, processing difficulties such as sequencing, inference, coherence and elaboration, working memory, short term verbal memory other types of executive function difficulties. Other difficulties described as Specific Learning Difficulties (SpLD) include (but not limited to) Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia.
- **Social, Emotional and Mental Health Difficulties** - children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment difficulties and Emotional Dysregulation.
- **Sensory and/or Physical needs** - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 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 take into account 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.

5.4 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 and 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
- The assessment will be reviewed regularly

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.

5.5 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.

All pupils have an induction session at their new school.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions where required;

1:1 support, small group interventions, in-class support

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Within the school, we have a culture of sharing good practice and expertise; this enables us to ensure staff at all levels have the required knowledge, skills and understanding to effectively support children with SEND.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Therapist (SALT) additional services

- Umbrella Pathway
- Autism Complex Communication Needs (CNN) team
- Learning Support team (LST)
- Behaviour Support Team (BST)
- Health services including GPs, CAMHS, Clinical psychologists, pediatricians, occupational therapists.
- Children's services including; Early Help teams, social workers, educational psychologists and specialist advisory teachers.

5.9 Expertise and training of staff

The SENCO Mrs Polly Montague is the Assistant Headteacher (AHT) with responsibility for Inclusion; Mrs Montague is a qualified teacher (QTS) and Deputy Designated Safeguarding Lead (DDSL) and has undertaken the Master's level PG Certificate in National Special Educational Needs & Disability Co-ordination (NASENDCo). Mrs Montague has also obtained a Certificate of Competence in Educational Testing (CCET), and is a registered Nurture Group Practitioner/Emotional Literacy Support Assistant (ELSA) she is currently in the process of completing National Professional Qualification in Senior Leadership (NPQSL) and a Diploma in Trauma & Mental Health-Informed Schools and Communities.

The SENCo/Head teacher is responsible for SEND provision at St Anne's CE Primary School & Nursery working closely with staff and the governing body.

Mr David Stephens is the SEN Governor who will maintain a strategic oversight and ensure that the school is meeting its statutory duties in relation to SEND.

The SENCo/Headteacher will ensure that staff at all levels receive appropriate training in a timely manner in order to effectively meet the needs of all pupils at the school.

The SENCo provides a termly report to Governors in relation to SEND through sub-committees.

5.10 Securing equipment and facilities

The Head teacher/SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education, Health and Care Plan (EHCP).

The Head teacher informs the governing body of how the funding will be allocated to support special educational needs, the rationale for this spending and the intended impact.

The Head teacher/SENCo and SEND governor meet regularly to agree on how to use funds directly related to EHC Plans and review outcomes for pupils.

5.11 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 half term
- Reviewing the impact of interventions after 6 weeks or half termly
- Using pupil questionnaires/interviews/mini conferences
- Monitoring by the Head teacher/SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher/SENCO reports the outcome of the review to the full governing body.

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

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(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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

5.13 Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils are actively encouraged to take part in after school clubs and enrichment activities
- We have a zero-tolerance approach to bullying.
- Whole school approach to emotional regulation using The Zones of Regulation
- Enrichment/alternative curriculum opportunities.
- Dedicated 'Nurture' provision provided by The Tree House team - Mrs Montague; Miss Calder, Mr L'Enfant and Mrs Marshall.
- Morning check-ins and weekly nurture intervention using the 'Talk About' program
- SENDCo 'qualified' Nurture Group Practitioner and Emotional Literacy Support Assistant (ELSA)
- Clear expectations outlined in our Behaviour Policy (Ready, Respectful, Safe)
- Supportive PSHE Program 'SCARF' (Safety, Caring, Achievement, Resilience and Friendship) provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.

5.14 Working with other agencies

In addition to the agencies listed in 5.8 we also work with;

- Mentor link
- Early Intervention Family Support Worker (Lucy Plowright)
- Barnardos
- Worcestershire Young Carers

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

<http://www.worcestershire.gov.uk/SEND>

You can contact Worcestershire County Council Special Educational Needs and Disabilities Information, Advice and Support Service through the methods below:

SEND Information, Advice and Support Service,
Tolladine Rd
Worcester
WR4 9NB

Telephone: [01905 768153](tel:01905768153)

Email: sendiass@worcestershire.gov.uk

Office opening hours are Monday to Friday from 8.30am to 4.00pm

5.17 Contact details for raising concerns

Headteacher: head@stannesprimary.worcs.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is published here:

<https://www.stannesprimary.worcs.sch.uk/key-information/send>

Our local authority's local offer is published here: <https://worcestershirelocaloffer.org.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by the Head teacher Amanda Greenow-Langford every year. It will also be updated if any changes to the information or changes to national/local legislation are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions