



ST. ANNE'S
R.C. VOLUNTARY ACADEMY

Special Educational Needs and Disabilities Policy

MISSION STATEMENT

At St Anne's we aim to meet people where they are on their faith journey and accompany and guide them on their way to achieving their full potential. We strive to create a Catholic community which shares common beliefs and where, following Christ's example, we recognise the unique and equal value of each member. Our commitment to each person's growth is reflected in the quality of our school's provision which seeks to maintain the highest possible standards of achievement and behaviour.

Policy Adopted:	5th December 2019
Review date:	December 2021
Signed: FGB 5/12/19	(Chair of Governors)



SEND Policy

This policy sets out the procedures used to identify and then meet the needs of the students at St Anne's who have an additional need that presents a barrier to their learning and progression meaning it is not in line with their peer group. We are totally committed to the inclusion of all students regardless of their learning difficulties or disabilities and we strive to ensure that all students at St Anne's are able to reach their potential within a fully inclusive environment.

We work closely with Students, Parents/Carers and outside agencies to:

- ◆ Create an environment in which all students with SEND can fulfil their potential.
- ◆ Enable all students with SEND to function as independently as possible within the school environment and the outside world.
- Create a partnership in which the staff at St Anne's, home and other agencies work together for the benefit of students with SEND.

This policy has been developed in keeping with the following legislation and reports;

Education Act 1996

Schools Standards and Framework Act 1998

Disability Discrimination Act (2005)

The Disability Equality Scheme (2006)

The Lamb Report (2009)

Equality Act 2010

This policy has been updated in line with the Indicative Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (September 2014 - updated in January 2015)

This policy also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with additional needs (SEND).

Aims:

- To ensure that the needs of all students with SEND are identified and appropriate provision and resources are provided.
- To ensure that all students with a special educational need are treated fairly and appropriately, in particular those with protected characteristics in keeping with the Equality



Act 2010, (race, disability, sex, gender, gender change or preference, pregnancy, age, religion or belief or sexual orientation).

- To ensure that all students with SEND receive their full entitlement in terms of a broad, balanced and differentiated curriculum.
- To ensure that students with SEND receive every opportunity to develop to their full potential both at St Anne's and post 16.
- To provide a developing framework of support for staff to enable them to respond to the needs of students with SEND.
- To develop effective communication with parents/carers and raise their awareness of the role they have in identifying, assessing and supporting their child.
- To ensure that all staff working with students with SEND have the appropriate skills and knowledge, by the provision of support and training.

To achieve these aims we will:

- Ensure that the guidance in the SEN Code of Practice is implemented thoroughly and rigorously and the SEND policy is reviewed annually.
- Ensure that stakeholders are consulted on the development, evaluation and impact of relevant SEND improvement plans, procedures and policies.
- Provide analysis in order to ensure all cohorts of students with SEND are being well supported in their learning and making progress in line with their potential.
- Ensure that the curriculum at St Anne's is appropriately differentiated to meet the needs of all students on the SEND register and all staff are trained and supported to do this.
- Engage parents as appropriate by phone, email, meeting etc. so that both school and home can work together to support students in their learning and to celebrate successes.
- Encourage a positive relationship with parents; ensuring that all parents are active stakeholders in their child's education.

Identification, Assessment and Provision for Students with SEND

Identification

The identification of an individual pupil's needs is a continuum including:

- ◆ Working closely with our primary schools to ensure that information regarding students with SEND is transferred at the beginning of Key Stage 3. (A provisional SEND register of Year 7 students and Access Plans, including a brief pen portrait and classroom strategies to support individual needs is distributed to staff at the beginning of each academic year so staff are equipped to identify and meet the needs of students with special educational needs and disabilities).
- ◆ Information sheets outlining specific areas of SEND and strategies to effectively meet these needs are available to all staff in the SEN folder on the staff shared drive.
- ◆ All Access Plans are available to all staff in the "linked document" section of individual pupil profiles on SIMS and in the SEN folder on the staff shared drive.
- ◆ Subject teachers are encouraged to share concerns by completing a staff concerns sheet, which is e mailed to and actioned by the SENCo.
- ◆ Monitoring and observation by the Teaching Assistant team.
- ◆ Referrals from parents/carers and other agencies.



Assessment

Assessment is based on one, or a combination of the following:

- ◆ Tests carried out by the SEN Department, for example the WRAT test or Lucid Rapid testing.
- ◆ Primary school records.
- ◆ Subject based assessment tests.
- ◆ Tests or assessments carried out by other external agencies.

The SEN department uses a variety of assessment tools including;

- ◆ WRAT reading and spelling tests.
- ◆ New Group Reading Test.
- ◆ Lucid Rapid Dyslexia Screening Test.

Provision and Allocation of Resources

The SENCo, in consultation with the Head Teacher, is responsible for allocating resources to students with SEND.

In line with the new Code of Practice, students are designated one of two categories if they have an identified Special Educational Need which means they need additional support to that of their peers. The two categories are students with an Education, Health Care Plan or those at “SEN Support”. Students with an Education, Health, Care Plan receive support from the SEN Team in class, as part of a withdrawal group or at form time. Students identified at SEN Support have their needs addressed by their subject teachers, with additional support and guidance from the SENCo. The SEN Team may also provide intervention sessions to consolidate and reinforce literacy and numeracy skills or support social and emotional issues, depending on the specific needs. The SENCo manages and oversees interventions and monitors expected outcomes, both in terms of intervention data and subject specific assessment data. Parents are encouraged to be active stakeholders in their child’s academic progress. They are sent a copy of each access plan to review before it is circulated to staff and the SENCo is available at all Parents Evenings and by request at an alternative time to discuss concerns or issues that have arisen. If a pupil is not making progress, despite interventions and extra support, parents are approached and invited to meet with the SENCo to discuss alternative intervention or a referral to an external agency for further assessment.

Students with special educational needs have full access to a broad and balanced curriculum. In class, Teaching Assistant support is used as widely as possible. The Teaching Assistant team are experienced at providing bespoke support for students with an Education, Health, Care Plan and liaise with class teachers / Heads of Department to ensure they know what topics are to be taught each half term. The SENCo retains overall control of allocating support to meet hours stipulated on Education, Health, Care Plans. Students with an Education, Health Care Plan may be supported 1 to 1 in class or as part of a small group. They may also be withdrawn from class to revisit and consolidate key concepts or new topics.



Additional equipment including coloured overlays or laptops, will be allocated and monitored where there is an identified need and at the discretion of the SENCo.

External, alternative provision placements are negotiated through review meetings and in consultation with the representative from Services for Children and Young People, Progress Leaders, SENCo and the Head Teacher.

Entry Criteria for SEN Support

At St Anne's the SENCo has established a staged approach to supporting SEND.

Our SEND stages are:

1) Teacher concern (A pupil causing concern pre-SEND register)

- ◆ Students will be highlighted to the SENCo using the Staff Concerns Sheet.
- ◆ Modified work or activities will be put in place by the class teacher and progress tracked by the Head of Department and SENCo.
- ◆ Evidence of strategies will be gathered by the SENCo.
- ◆ SENCo will track assessment data.
- ◆ SENCo will check pupil's main file for previous concerns.
- ◆ SENCo will check pupil tracking / behaviour log / referrals.
- ◆ Class teacher will be asked by the SENCo to show evidence of interventions – e.g. alternative arrangements, report cards etc. and also meetings with parents

This information is crucial to the SEND process. Evidence is vital to show that there have been the appropriate interventions by teaching staff, Heads of Department and Progress Leaders in consultation with parents / carers and the pupil.

At this stage the SENCo will contact parents to discuss concerns raised and seek agreement to test the student. Once this has happened parents / carers will be invited into the school to discuss this further and to contribute to an Access Plan outlining the needs of their child and strategies to use in class. All students on the school's SEND register have a current Access Plan which is a working document that is formally updated with parental input in February and September.

2) SEN Support:

Intervention at SEN Support is instigated by the SENCo if there is a failure to overcome difficulties or accelerate progress in weaker curriculum areas, despite targeted teaching within a differentiated curriculum. The support will usually involve teaching time in small groups from the SEN Team and in-class support from class teachers using the strategies on the Access Plans – Teaching Assistants may support students at SEN Support as well. Additionally, students with social, emotional & mental health needs, including behavioural difficulties and those who continue to have difficulties coping in mainstream classes may be referred to the SLT Lead for Behaviour or to an external agency, for example, Secondary Jigsaw, Educational Psychology Service, Youth Offending Team.

3) Education, Health, Care Plan

A very small number of students have a special educational need of a severity or complexity that requires the SENCo to liaise with the LEA to arrange additional special educational provision. Students at St Anne's who have an Education, Health, Care Plan are prioritised for support by the SENCo.



Leadership, Management and Governance

Responsibilities - The Local Governing Body

Governing bodies have a duty under section 175 of the Education Act 2002. This requires them to ensure that they carry out this duty by safeguarding and promoting the welfare of children.

This would include;

- Ensuring that all staff at St Anne's comply with this policy.
- Ensuring that the SEND policy and its procedures are carried out and monitored with appropriate impact assessments to inform future plans.
- Ensuring that the Governing Body are informed regularly of the progress of the SEND cohort and of any actions to address issues arising.
- The SEND Governor meets at least annually with the SENCo to discuss assessment data / results of external exams and any necessary interventions needed to ensure the SEND cohort achieve in line with their peers.
- Governors will support the school in maintaining high standards of provision and support for students with special educational needs and ensure that this policy is implemented in an effective and non-discriminatory way.
- The chair will reasonably consider any appeal against a decision made in relation to this policy.

Responsibilities - The Head Teacher / Senior Leadership Team

The Head Teacher and Senior Leadership Team will

- Support the implementation of this policy, its strategies and procedures and ensure that all stakeholders are aware of this policy and have access to it.
- Ensure that all staff receive appropriate support, continued professional development and are supported in the implementation of this policy.
- Respond appropriately to any complaint made to the school in relation to this policy by students, parents or carers.

Responsibilities – the SENCo

The SENCo is a member of the Senior Leadership Team, so in addition to the points raised above she will;

- Develop effective systems of communication to co-ordinate both internal and external provision.
- Work closely with teachers to encourage and support early identification of individual need within the mainstream setting.
- Work in partnership with staff, parents and relevant external agencies to determine and record approaches, targets and strategies on individual students Access Plans.
- Promote practice by communication through established structures within school, e.g. inset, staff meetings, briefings and department meetings.
- Review and maintain the school's SEND register in line with current legislation and ensure that all teachers and support staff have access to current information.
- Formulate, review and action a department development plan which will contribute towards the school's development plan with regard to students with SEND.
- Inform parents and carers of students on the SEND register of their child's progress each term



- Review students' progress on a regular basis in line with the school's assessment procedures and the Code of Practice.
- Promote relationships with parents and carers through regular contact and availability to foster a spirit of partnership.
- Liaise with other agencies to ensure a wide range of expertise to address all students' needs.

Responsibilities - All Staff

All Teaching staff will;

- Ensure Access Plans and information circulated by the SENCo are used to inform appropriate lesson planning.
- Ensure assessment data about individual students is used to inform planning.
- Ensure all lessons are appropriately differentiated and meet the individual needs of identified students with SEND in their class.
- Provide accurate assessment data in line with the school's data collection procedures.
- Liaise with parents, Head of Department, Progress Leaders and SENCo to raise concerns over students making poor progress.

Responsibilities – Parents, Carers and Students

Parents, Carers and Students will;

- Be included in the process of reviewing and rewriting their child's Access Plan outlining the individual needs of the child for staff to use to inform their lesson planning and classroom management.
- The parents or carer of a student with an Education, Health, Care Plan or at SEN Support will be given the opportunity to contribute to the planning of future intervention and to review the progress, of their child.
- All students on the SEND register are expected to take full advantage of the support they are given, whether in class or as part of a withdrawal session.

Monitoring and Quality Assurance

Target setting, reporting and analysis of data will continue to ensure that all students in the SEND cohort are appropriately supported to achieve their potential, that resources are appropriately deployed and staff deliver a suitably differentiated curriculum.

Quality assurance procedures for monitoring will be in keeping with agreed systems and evidence of implementation will be found in the school's improvement plans, lesson plans, schemes of work and data collection systems.

Data collected will be used to inform further planning, target setting for individual students and measuring the impact of the school's SEND provision.

This process will be continuously developed and monitored by the SENCo in conjunction with the Senior Leadership Team.

Examination Access Arrangements



Access arrangements are provided for students with a diagnosed additional need where an assessment provides a barrier to candidates demonstrating their skills and knowledge because of the diagnosed condition. This includes, for example, providing a reader to enable the candidate to demonstrate that he/she can interpret and understand the text, where reading is a barrier to this happening.

The SENCo is responsible for facilitating the assessment of appropriate and reasonable adjustments for students, based on their needs and their usual way of working in class. Awarding bodies are then responsible for agreeing those reasonable adjustments.

All requests for exam access arrangements are submitted to the examination bodies by the SENCo with a written explanation of why alternative arrangements are required and evidence that the access requirements are the pupil's usual method of accessing tests and exams in lessons.

Partnership with Parents/Carers

Partnership with parents/carers is integral to the Catholic ethos at St Anne's. Parents' and carers' views are essential to effective implementation of Access Plans. Consultation and liaison are actively promoted by:

- Information on SEND provision being provided on the school's website.
- The annual governors' report to parents and carers updating SEND issues.
- The SENCo fully involving parents and carers during the processes outlined at each stage of the Code of Practice.
- The feelings and knowledge of the parents and carers being taken into account at all stages through the review process.
- Parents, carers and students being involved in reviews and forward planning.
- Parents and carers being invited to contribute orally and in writing to the annual reviews and transitional plans for students with an Education, Health Care Plan.
- The SENCo attending transition reviews in primary schools to initiate personal contact with students and parents/carers prior to arrival at St Anne's

Links with Other Agencies

A broad range of services including the Educational Psychology Service and Secondary Jigsaw contribute a valuable dimension to the range of expertise and provision for students with SEND. These services supplement and enhance the support and knowledge available at St Anne's. All relevant services are invited to attend meetings and reviews where appropriate, to plan provision and agree targets and recommendations. From Year 9 onwards, a representative from Services for Children and Young People is invited to attend Annual Reviews of all students.

Policy Planning and Development

Views of stakeholders will be taken into consideration in the implementation of this policy. The SENCo will review the impact of this policy annually.