

**St. Anthony's Catholic School**  
**'We Grow and Learn with Jesus'**

**Special Educational Needs Policy updated March 2022**

**1. Aims**

In accordance with our mission statement, it is our aim that pupils should grow in confidence and self-esteem. We aim to provide experiences and opportunities for all of the children, which will enable them to access a broad and balanced curriculum and to enjoy a positive and happy life.

It is our objective that each pupil should be encouraged and taught in a manner sensitive to their individual needs so that they may achieve their maximum potential as a learner and a person. We recognise that each child is a unique individual with a unique contribution to make to the life of the school.

**2. Definition of Special Educational Needs**

According to the Children and Families Act (2014) and the SEND Code of Practice (2015), a child or young person has Special Educational Needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children have a learning difficulty if they:

- Have significantly greater difficulties in learning than the majority of children of the same age
- Have a disability which prevents or hinders their learning
- Have emotional and behavioural difficulties

A child must not be regarded as having a learning difficulty solely because English is an additional language.

We recognise that some very able children may have Special Educational Needs and/or Disability (SEND). The school has an 'Academically More Able' policy.

Some children will have SEND throughout their school careers and a very small number will have an 'Education, Health and Care Plan'. Others will have special needs for only a small part of their time in school.

The specific objectives of our SEND policy are as follows:

- a) To foster positive attitudes to learning amongst children, parents and staff
- b) To identify and assess children with SEND as soon as possible
- c) To ensure that all learners make the best possible progress

- d) To communicate with and involve parents as soon as a concern is raised and to help and support parents by providing them with information
- e) To ensure that children with SEND and / or disabilities join in with all the activities of the school
- f) To ensure that learners express their views and are fully involved in decisions which affect their education
- g) To create a bank of resources and information which will enable staff to provide the necessary support for children with SEND
- h) To promote effective partnership and involve outside agencies when appropriate

The success of the school's SEND policy will be judged against the aims set out above.

### **3. Roles and Responsibilities**

The staff of St. Anthony's understand that they are responsible for the progress of every child in their class.

The named Inclusion co-ordinator (INCo) for the school is Melanie Brimicombe whose qualifications include the Dyslexia Award and National SENCo Award. Ellena Harley is the SEND governor but the Governing Body as a whole is responsible for making provision for pupils with SEND.

The INCo is responsible for:

- a) Co-ordinating provision for children with SEND so that barriers to learning might be overcome
- b) Liaising with and advising fellow teachers, learning support assistants and teaching assistants
- c) Overseeing the records of all children with SEND, assessing and monitoring progress
- d) Contributing to and organising, with the head-teacher, the in-service training of staff
- e) Liaising with external agencies including the Local Authority (LAs) support and educational psychology services, health and social services
- f) Assessing the resource needs for the subject
- g) Reporting each term to the governor with responsibility for SEND
- h) The INCo monitors the effect of this policy on the children's progress across all vulnerable groups – SEND, EAL, Children Looked After, Free School Meals, Young Carers etc.

#### **4. Admissions Arrangements**

Some children may be identified as having a disability and / or SEND before entering the school and some may already have an Education, Health and Care Plan or Local High Needs Funding provision.

These children will be welcomed and every effort will be made to seek advice and secure adequate provision to accommodate their needs.

#### **5. Special Facilities**

The school has:

- A ramp for wheelchairs at the front entrance
- Two purpose built toilets for disabled users in the Foundation Stage unit, one with wash down facilities
- An accessible toilet in the main building and some in the St. Francis building for adults and children
- A private medical room with a bed
- A lift in the two storey St. Francis building
- A disabled parking bay giving access to the main building.

#### **6. Resources**

We intend to make the best use of resources through the appropriateness of the curriculum and responsive teaching. The governors employ an INCo who works 0.4 and is not a class teacher.

There is a range of materials within the school and in our current schemes of work to cover special needs and these are supplemented annually according to requirements. Staff should be able to scaffold work for most children using the resources available. Some specialist equipment is held by the INCo who may be approached to lend various items or to provide materials to support SEND

#### **7. Identification, Assessment and Provision**

St. Anthony's is committed to early identification of SEND and adopts a graduated response to meeting them in line with the COP 2014.

Evidence of inadequate progress might be derived from:

- a) Entry Profile using Ages and Stages
- b) Performance in EYFS Profile, End of Term Assessments, and Tests (SATs) and end of Key Stage SATs
- c) Parental concerns
- d) Termly targets – which are tracked and monitored so that inadequate progress can be quickly identified

- e) Reports to INCo from termly class teacher interviews with the Headteacher when reviewing targets.
- f) Y1 Phonics Screening Test
- g) Y4 Times Table Check
- h) Performance against objectives in the National Curriculum
- i) Performance in standardised tests when appropriate
- j) Hertfordshire Behaviour Questionnaire.

The class teacher may fill in a 'Cause for Concern' form on a child in the first instance.

When the evidence suggests that the pupil is not making the expected or adequate progress, the class teacher will consult with the INCo to decide whether interventions are necessary which are additional to and /or different from those provided through the school's differentiated and scaffolded curriculum (See Appendix 1). Parents are involved throughout this process so that they are aware of their children's needs and the support they and the school can provide.

St. Anthony's will use the recommendations of the COP as the framework within which pupil's needs are identified to establish a graduated response using the 'Assess-Plan-Do-Review' protocol, available on our website.

### **SEND Support**

A pupil whose SEND requires significant extra provision will be placed on the SEND register after consultation with the parents. The class teacher remains responsible for the child but the INCo will review and monitor the action.

An individual or group intervention will be implemented. An individual or group Support Plan may be drawn up which sets targets for the pupil/s and will be focused on desirable outcomes. The Support Plan will detail:

- The short-term targets to achieve desirable outcomes
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed.

The Support Plan will be drafted by the class teacher who will consult with the INCo as appropriate. Pupils will participate in the target setting and review process as appropriate. Parents will be invited into school to discuss and agree the Support Plan, review progress and find out how they can support success. A copy of the Support Plan will be given to parents after they have signed it. Support Plans will usually be reviewed each term.

If the school has evidence that a pupil is making insufficient progress despite support we may seek further advice from outside professionals. Pupils and parents will be consulted and required to give consent prior to the referral being made and will be

kept informed. Subsequently Support Plans will reflect the recommendations of outside professionals or in the case of speech therapy a service report with targets and advice will be followed.

### **Local High Needs Funding (LHNF)**

When a child has high needs which require significant individual attention and provision, the INCo will consult with parents and gather evidence to try and secure funding for that child.

### **Education, Health and Care Plan**

Very occasionally a child has complex needs where provision cannot reasonably be delivered through services that are normally available. In such cases the school and/or parents may request Education, Health and Care assessment. If successful an EHC plan will be drawn up at a multi-disciplinary meeting in which the views of the parents and the child are central. The aim is a truly holistic approach focussing on favourable outcomes and the EHCP will be reviewed annually.

The school, through the INCo, the class teacher and the Head will provide the stipulated support and continue to monitor and assess progress. Support Plans will be drawn up and reviewed each term.

In the case of a child with an EHCP, planning for Secondary Transfer will begin in the spring term of Year 5 with an additional review to allow appropriate options to be considered. The INCo will liaise with the SENCo of the chosen secondary school to ensure that effective arrangements are in place.

## **8. Teaching and Learning**

All children are equally valued and we aim to provide a curriculum that is planned to meet the needs of all pupils. All pupils are entitled to a curriculum that is relevant to their needs, builds on strengths, enables progression at an appropriate rate and level and allows all pupils to experience success.

Teachers will be aware of the needs and abilities within their classes and will use a variety of approaches and materials to meet these needs, ensuring that the work will be adapted to suit different learning styles. Identified pupils will have the opportunity to work with the INCo or teaching assistants, either individually or in small groups.

When pupils are withdrawn for specific activities they are usually taught in their own area of the school or in the Inclusion Room. Our subject policies provide further details.

All pupils have targets set each term and these are tracked and monitored. Early Learning Goals are used for some pupils where appropriate.

Several intervention programmes are used to support children who are experiencing difficulties. These include Well Comm language programme, Time for Talk, Drawing and Talking Therapy, Write Words, 1-1 Reading, 1-1 Tuition in Literacy or Maths, GAPS Phonics, Handwriting, Sensory Circuits, a selection of reading comprehension materials and Circle of Friends. Occasionally, children may also require some form

of 1:1 counselling for a period of time, which may be offered by an external agency. Protective Behaviours forms part of the PSHEE curriculum. A series of Booster Classes outside usual school hours is run for Year 6 pupils.

## **9. Partnership with Parents**

We believe that partnership with parents is vital in achieving growth and development in the children. In order to foster this partnership the school holds regular parent's evenings and parents can request a discussion with the child's teacher and/or the INCo at any time if they are concerned about their child's progress. There is a surgery session every Wednesday at 3.00-3.30pm available to parents to meet with the INCo to discuss any worries. Parents who fail to make or keep appointments on parents evening are followed up by telephone and / or email. Support Plans are discussed with parents individually and parents receive a reference sheet with suggestions on how they can help their child at home. The INCo may also request a meeting with parents at other times to review progress, make a referral or receive feedback from outside professionals.

The school is committed to involving parents in their children's education from the start as a preventative initiative.

There is now an established series of meetings for Nursery parents run by the Early Years Coordinator and supported by the INCo and Nursery Staff to raise parents' awareness of early educational development and to promote interaction. There are also workshops with parents in each year group and weekly update to enable parents to understand what each class has covered.

## **10. Monitoring and Evaluation**

The policy will be reviewed every year by all teachers, additional tutors and classroom assistants.

The main criteria for evaluation will be:

- Evidence of planning for pupils with SEND in teachers' planning books
- Whether parents, pupils and teachers consider the support appropriate
- The level of understanding and co-operation it fosters with parents
- The ease with which it enables teachers and children to receive the support they require
- An increase in the number of pupils with SEND meeting curriculum targets.

The INCo also monitors the effect of this policy on the children's achievement across all the ethnic groups.

## **11. In-Service Training**

Arrangements are made by the Head and the INCo for the appropriate in-service training in SEND for teachers and teaching assistants. Courses are made available within the constraints of the budget with priority given to new staff.

Whole school In Service Training (INSET) training is devoted to SEND when necessary. The INCo provides feedback from courses and meetings regularly in staff meetings. The INCo meets with the assistants at least once per half term.

## **12. Liaison With Other Professionals**

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND, as follows:

- The school has a named Educational Psychologist to contact when necessary.
- Hearing Impaired children receive regular visits from the Hearing Impairment Advisory Teacher.
- Advice about individual programmes of work may be obtained from the SpLD Base, Colnbrook Outreach Service, and Advisory Teachers.
- The school makes links with other agencies and professionals where necessary such as counsellors, social workers, health visitors, speech therapists, SpLD base teachers, occupational therapists and the school nurse.
- Where a child has complex SEND requiring the involvement of more than one outside agency an enquiry may be made online to the Families First Portal and Early Help Advice Line for professionals.
- Multi-agency liaison meetings (known as Team Around the Family (TAF)) are held to ensure effective collaboration in making provision for vulnerable pupils.
- Through our Integrated Services for Learning (ISL) we access support services for our children and families such as Educational Psychologists (EP), Attendance Improvement Officers (AIO).
- The INCo provides information to secondary school SENCOs to promote the smooth transfer of SEND pupils.

## **13. Complaints Procedures**

Any queries or complaints should initially be addressed to the class teacher. If this fails to resolve the matter the complaint should then be addressed to the Head Teacher in writing. If a parent is still unhappy then they have the right to approach the Board of Governors.

This policy should be read in conjunction with the school policies for inclusion and accessibility.

## Triggers for Intervention

The triggers for intervention through *SEND support* could be the teacher's or others' concern, underpinned by evidence, about a child or young person who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment and/or regular advice or visits, providing direct intervention
- has communication and/or interaction difficulties, that impede the development of social relationships and cause substantial barriers to learning.