



St Ann's RC Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Our School's Mission Statement

'We, the family of St. Ann's, rejoice in our learning; striving for excellence. We challenge ourselves, follow Jesus and empower each other to be the best we can be.

'LOVE, RESPECT, SERVICE.'

Date Reviewed	
Date Submitted to Governing Body	
Date Approved by Governing Body	
Date to be Reviewed	
Date of amendment	

PART A: DEFINITION AND AIMS

SEND Policy Aims

This policy supports our Inclusion Policy and promotes a fully inclusive approach to education. The Governing Body will ensure appropriate provision is made for all pupils with SEND.

We aim to:

- Enable all pupils to achieve their full potential
- Develop confident, independent individuals prepared for adulthood
- Provide access to a broad, balanced and appropriately adapted curriculum
- Identify SEND needs as early as possible
- Ensure pupils with SEND are fully included in school life
- Keep parents informed and involved in their child's progress
- Involve pupils in decisions about their SEND support where appropriate

Definition of Special Educational Needs and Disabilities

A child has special educational needs when they have either a learning difficulty or a disability and they need special educational provision to be made for them.

A child of compulsory school age 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 from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools’.

A child under compulsory school age has special educational needs if he or she is likely to fall within the above definition when they reach compulsory school age or would do so if special educational provision was not made for them.

St. Ann’s staff will have due regard for the SEND Code of Practice (2014) when carrying out their duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Definition of Disability

Many children who have SEND may have a disability under the Equality Act 2010. A disability is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ ‘Long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.’ This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND.

Definition of Special Educational Provision

Special educational provision is educational provision that is ‘additional to’ or different from that made generally for other children of the same age by mainstream schools.

The SEND Code of Practice (2014) adds that the local authority must ensure that children with SEND or a disability receive education to ‘achieve the best possible educational and other outcomes’.

PART B: ROLES AND RESPONSIBILITIES

The Inclusion Team:

Special Educational Needs and Disabilities Co-ordinator (SENDCO) – Kerrie Shepherd (Assistant Headteacher of Inclusion).

Pastoral Lead – Evie Williams

Appointments can be made with the SENDCO by contacting the school office:

office@stannsrcprimary.co.uk

Or alternatively phone the school office on 0161 865 7705

The Role of the SENDCO

The SENDCO, alongside the Headteacher and Governing Body, leads the strategic development of SEND provision and oversees its day-to-day implementation. They coordinate support for pupils with SEND, including those with EHC plans, and work closely with staff, parents, and external agencies.

Key responsibilities include:

- Managing the SEND policy and provision
- Overseeing the Assess, Plan, Do, Review process
- Liaising with parents and external professionals
- Supporting pupil transitions

- Ensuring compliance with the Equality Act 2010
- Maintaining accurate and up-to-date SEND records
- Advising and supporting staff on SEND matters

The Role of the Headteacher

The Headteacher is responsible for:

Overseeing the school's SEND provision

Keeping governors informed about SEND

Working closely with the SENDCO

Promoting effective partnership with parents

The Role of the Governing Body

The Governing Body is responsible for:

Ensuring high-quality provision for pupils with SEND

Monitoring the effectiveness of SEND policies and provision

Ensuring the school meets its statutory SEND duties

Supporting an inclusive learning environment for all pupils with SEND

Under the Children and Families Act 2014, the governors have a duty to co-operate with local authorities, and local authorities must co-operate with governors in relation to carrying out their duties towards children with SEND. The Children and Families Act 2014 requires governing bodies to admit a child to their school where they are named in the Education, Health and Care (EHC) plan. The governors are required to use their 'best endeavours' to ensure that Special Educational Provision (SEP) is made for a pupil

The Role of the Class Teacher

Class teachers are responsible for:

- Identifying and supporting pupils with SEND
- Leading the Assess, Plan, Do, Review process with support from the SENDCO
- Adapting teaching to meet individual needs
- Working closely with support staff, parents and specialists
- Contributing to SEND reviews, including EHC plan reviews

- Supporting the development and implementation of SEND provision and policy
- To know the children in their class.

PART C: ADMISSIONS AND INCLUSION

Disabled Children

Reasonable adjustments are made to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty requires advanced planning around what adjustments the disabled child might need in order to prevent disadvantage.

Children with Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will usually specify the type and level of support required. Pupils who have SEND in addition to medical needs will have their provision planned in a coordinated way.

Children with SEND

St. Ann's RC Primary strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy.

At St. Ann's we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as possible, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

Preparing for Adulthood

At St. Ann's we believe that children with SEND should be supported towards greater independence. We have high aspirations for our pupils with SEND. We focus on the child's strengths and the outcomes we want to achieve.

OAIP is the range of support and adjustments that schools routinely provide to help all pupils, including those with SEND, access learning and achieve their best.

Teaching and Learning

At St. Ann's, we are committed to providing high-quality teaching and learning for all pupils through Ordinarily Available Inclusive Provision (OAIP). Lessons are carefully adapted to meet individual needs and ensure every child can access a broad and balanced curriculum. We promote an inclusive, positive learning environment where pupils feel safe, valued and supported to achieve their full potential. Through collaborative working between staff, pupils, parents and external professionals, we

ensure that support is tailored effectively. Our approach is underpinned by our relational practice, which prioritises positive relationships, belonging, wellbeing and understanding, enabling all pupils to thrive both academically and personally.

PART D: IDENTIFICATION, ASSESSMENT AND PROVISION

The SEND Code of Practice identifies four broad areas of need:

1. Communication and Interaction
Difficulties with speech, language, communication, and social interaction.
2. Cognition and Learning
Difficulties with learning, understanding, memory, or acquiring skills.
3. Social, Emotional and Mental Health (SEMH)
Difficulties managing emotions, behaviour, relationships, or mental wellbeing.
4. Sensory and/or Physical Needs
Difficulties related to hearing, vision, physical disabilities, or sensory processing.

These areas help schools identify and plan appropriate support for pupils with SEND.

The Assess, Plan, Do, Review Cycle

The SEND Code of Practice promotes an Assess, Plan, Do, Review approach to meeting pupils' needs. Class teachers lead this process, working closely with the SENDCO, support staff, parents and pupils to ensure support is effective and regularly reviewed. The school follows a graduated approach. The school follows a graduated approach. This means that the school has a clear process in which they use to identify and support need.

The cycle involves:

1. **Assess – identify the pupil's needs.**
2. **Plan – agree the support and intended outcomes.**
3. **Do – implement the agreed support.**
4. **Review – evaluate progress and adjust support as needed**

SEND Assessment and Review

Early Identification

For some children, SEND can be identified at an early age. For other children, difficulties become evident only as they develop. Teachers at St. Ann's are alert to emerging difficulties and respond early. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- evidence obtained by teacher observation/ assessment
- National Curriculum levels
- standardised screening or school-based assessment tools
- information from parents
- pupil observations
- information from external agencies and professionals

For pupils who speak English as an additional language (EAL), progress is carefully monitored to distinguish language needs from SEND.

Specialist Assessments

The SENDCO works with health, education and social care professionals to assess pupils' needs and ensure appropriate support. Referrals to specialist services, including Educational Psychology, are made by the Headteacher and SENDCO where appropriate.

Tracking Pupil Progress

Progress is monitored by the SENDCO, assessment lead and classroom teaching staff to evaluate the impact of support and interventions.

Adequate progress may include: to

- Closing or preventing attainment gaps
- Maintaining or improving rates of progress
- Accessing the full curriculum
- Developing social, emotional and independence skills
- Improving behaviour

Progress is reviewed through:

- Assessment data and year group expectations
- SEND Support reviews

- Classroom observations
- Discussions with pupils, parents, staff and external professionals
- Through termly pupil progress meetings

A Graduated Response to SEND Support

The school follows a graduated approach to SEND support through two stages:

1. **SEND Support**
2. **Education, Health and Care (EHC) Plan**

Pupils with emerging needs may be monitored by the SENDCO. Where additional support is required, a pupil may be placed on SEND Support. If significant concerns remain despite targeted support, the school may request an EHC needs assessment. Parents are involved throughout the process.

Parental Involvement

Parents are regularly involved in setting outcomes, reviewing progress and planning support. Pupils' views are also considered where appropriate.

Record Keeping

The SENDCO maintains SEND records, including:

- Identified needs
- Support and provision in place
- Agreed outcomes
- Evidence of progress
- Specialist involvement
- Parent contributions

SEND Support

A pupil may be placed on **SEND Support** when they require provision that is additional to, or different from, high-quality classroom teaching. This may be appropriate where concerns persist despite targeted support.

The class teacher, supported by the SENDCO, plans and delivers support, monitors progress and works closely with parents.

SEND Support Plans outline a pupil's needs, support, targets and review information. These are reviewed on a termly bases and are co-produced between pupil, parent/ carer and school. External agencies will contribute if necessary.

SEND Provision

SEND provision may include:

- Adapted quality-first teaching
- SEND Support Plans with individual targets
- Additional in-class support
- Small-group or one-to-one interventions
- Targeted intervention programmes
- Specialist resources and support
- Input from external professionals
- Individualised support and de-escalation plans

Education, Health and Care Needs Assessment (EHCNA)

Where a pupil continues to make limited progress despite appropriate SEND Support, the school may request an **EHC needs assessment and refer into the Local Authority**. A request can also be made by parents. Parents and pupils are involved throughout the process. The local authority must determine whether an EHC needs assessment is necessary within six weeks of receiving the request. An EHC needs assessment will not always lead to an EHC plan. The information gathered may indicate ways in which the school can meet the needs of the child without an EHC plan.

Education, Health and Care Plans (EHCP)

Some pupils may require an **EHC Plan** to secure the educational, health and social care support needed to achieve positive outcomes and prepare for adulthood. An

Education, Health and Care Plan (EHCP) is a legal document for children and young people with significant special educational needs or disabilities whose needs cannot be met through SEND Support alone. It sets out the child's educational, health and social care needs, the outcomes to be achieved, and the support required to help them succeed.

Annual Reviews

EHC Plans are reviewed at least annually to monitor progress, evaluate provision and agree future outcomes. These reviews involve the pupil (where appropriate), parents, school staff and relevant professionals. Progress, outcomes and provision are reviewed to ensure support remains effective and appropriate. Annual Reviews are child-centred and value the pupil's views, wishes and aspirations. Pupils are encouraged to take an active role in reviewing their progress, celebrating achievements and planning future outcomes.

Transition reviews are usually held in Year 5 to support the move to secondary school. Where necessary early reviews can be arranged when the provision within the plan has significantly changed. The Local Authority usually attend these reviews as well as Key Stage Transition reviews.

Funding for SEND

Schools receive funding to support pupils with SEND through their main budget, with additional local authority funding available for pupils requiring higher levels of support.

1. of reviews

PART E: EVALUATING SUCCESS

Monitoring and Evaluation

The effectiveness of the school's SEND provision is evaluated through:

- Monitoring classroom practice
- Reviewing pupil progress and assessment data
- Evaluating progress towards SEND Support outcomes
- Monitoring targets within the School Development Plan
- Gathering pupil and parent voice.

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice (2014) outlines additional measures the LA must set up for preventing and resolving disagreements.

F: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Staff Development

Staff receive ongoing training to support pupils with SEND. The SENDCO leads SEND training, shares best practice, and provides induction for new staff. Training needs are identified through the performance management process.

Links with Other Agencies

The school works closely with health, education and social care professionals to support pupils with SEND. These may include:

- Educational Psychologists
- Speech and Language Therapists
- Sensory Support Services
- CAMHS
- SEN Advisory Services
- Children's Therapy Services
- Community Paediatricians
- School Nursing Services
- SEND Information, Advice and Support Services (SENDIASS)

The Voice of the Child

We involve pupils in their SEND planning and reviewing. Pupils know about their targets and contribute towards review meetings.

Partnership with parents

We understand that parents hold key information and have a critical role to play in their children's education. Parents are therefore involved in all aspects of the SEND 'Assess, Plan, Do, Review' cycle.

A Special Educational Needs and Disability (SEND) Information Report is published on the school website. This includes information for parents about how the school identifies, assesses and makes provision for pupils with SEND.

The Local Offer

Trafford Local Authority publishes a 'Local Offer'. This sets out, in one place, information about provision available across education, health and social care for children in the area who have SEND, including those who do not have EHC plans.

Links with other schools and transfer arrangements

The SENDCO attends Trafford termly 'SENDCO Forum' meetings. The SENDCO or class teachers give SEND information to the transition co-ordinators or SENDCOs from the secondary schools. The secondary school SENDCOs are invited to attend Year 6 review meetings.

The SENDCo also liaises with a pupils previous setting, such as prior nurseries or schools where a pupil has transferred from out of the area to gain an understanding of the child's needs and strategies used to support them.

Glossary of terms

- **SEND** – Special Educational Needs and Disabilities
- **SEN** – Special Educational Needs
- **SENDCO**– Special Educational Needs and Disabilities Co-ordinator
- **EHCP** – Education, Health and Care Plan
- **EHCA** – Education, Health and Care Needs Assessment
- **OAIP** stands for Ordinarily Available Inclusive Provision.
- **APDR** – Assess, Plan, Do, Review
- **SALT** – Speech and Language Therapy/Therapist
- **SEMH** – Social, Emotional and Mental Health
- **CAMHS** – Child and Adolescent Mental Health Services
- **EAL** – English as an Additional Language
- **EP** – Educational Psychologist
- **SENAS** – Special Educational Needs Advisory Service
- **TSISS** – Trafford Sensory Impairment Support Service
- **TA** – Teaching Assistant
- **QFT** – Quality First Teaching
- **LA** – Local Authority
- **SENDIASS** – Special Educational Needs and Disabilities Information, Advice and Support Service