



St Anne's RC Primary

'We Grow Together in God's Love'

Special Educational Needs and Disability Policy 2021

Mission Statement:

We grow together as a Catholic Faith Community, as we follow and promote Gospel values in all we do. We grow together in wisdom, as we encourage each child to achieve their full potential, academically, spiritually and socially and in a spirit of confidence. We grow together in respect, friendship and responsibility, as we reach out to those in our wider community.
We Grow Together in God's Love.

Rationale:

'We seek to encourage each child to develop his or her individual abilities: spiritual, academic and social, as fully as possible and in a spirit of confidence.'

Principles:

This policy aims to show how we meet the needs of children with Special Educational Needs and Disabilities (SEND). The school follows the 'SEND code of practice 2014' as set out by the Department for Education. The school recognises as defined out by the SEND code of practice 2014 that 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.' This policy will ensure that no child will be discriminated against regardless of their need.

Purposes:

- To ensure that all pupils receive an education that is appropriate to their needs, promotes high standards and enables them to fulfil their potential.
- To ensure that all stakeholders are aware of and accept their responsibilities for planning, organising and delivering appropriate educational materials for children with Special Educational Needs.
- To ensure that provision for children with Special Educational Needs is central to curriculum planning and recognises and records strengths and successes and records a positive self- image.

Guidelines:

- The Senior Leadership Team (SLT) will review the procedures and practices in school as part of the ongoing self-evaluation process and ensure all children receive their entitlement to a broad and balanced curriculum.
 - The class teachers are directly responsible and accountable for all pupils in their class, even when pupils are receiving support from a teaching assistant or other specialist staff within or outside of the classroom.
 - The responsibility and accountability for the progress and development of pupils with SEN lies with the class teacher.
-
- The Special Educational Needs Co-ordinator (SENCO) will establish a structured approach to the identification of SEN.
 - The SENCO will demonstrate an ambitious vision and plan of action for the continual improvement of SEND provision.
 - The SENCO will ensure the graduated approach of 'assess, plan, do, review' is embedded into the school's practice to identify needs.
 - The SENCO will be responsible for requesting advice from professional services and involving the Local Authority.
 - The SENCO will identify training needs of staff and provide appropriate training and support.
 - The child and the family are at the heart of the graduated approach.
 - All those who teach and support pupils with SEN have the highest aspirations for them.
 - Parents will be informed by the class teacher if their child is raised as a cause for concern
 - Parents will be asked to sign a consent form as soon as the child is placed at SEN Support Level to enable access to outside agencies.
 - A flexible approach will be applied to target children with SEND including a variety of interventions. This includes in class support and short term withdrawal on an individual and group basis.
 - Strong parental partnerships are encouraged to enable children and young people with SEND to achieve their full potential.
 - Parents will be informed of progress through discussions with the class teacher.
 - Parents of those children with Education, Health and Care Plans (EHCP) will be invited to termly Person Centred Planning (PCP) meetings with the class teacher, SENCO, support staff and outside agencies involved with supporting the child. Parents will be informed of these meetings via letter.
 - The positive achievement of pupils with SEND is to be recognised.
 - Children with an EHCP will continue to have access to the whole curriculum unless an exemption has been made and agreed by professionals. This should also be reflected in the child's ECHP.

- The views of a child with SEN will be used to form part of the decision making process and contribute to the assessment of their needs through the graduated approach.

Further information:

For further information on SEND provision at St Anne's R.C. Primary School, please refer to the SEND information report which is available on the school website or a paper copy can be requested via the school office.

Conclusion:

This policy plays an important part in the educational development of pupils. Any complaints about the school procedures and policies regarding Special Educational Needs, should be made to the head teacher – Mrs Wainwright who will respond and report the outcomes to the governing body. This policy will ensure that the children identified on the school's register of SEND are treated equally as others and that the school will make reasonable adjustments to avoid disadvantaging children with Special Educational Needs.

Policy written by Miss C Comer (SENCO) – July 2021