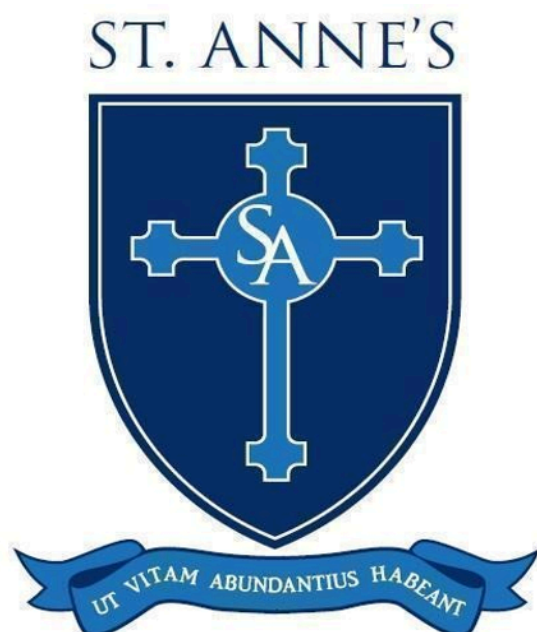


St Anne's Catholic Primary School



SEND policy

Written: September 2026	Review: September 2027	Governors: Sharen DeMatteis and Nick Watson
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Policy aims

Our SEND policy aims to explain what we do to meet our statutory duties by showing how we will support and make provision for children with special educational needs and or disabilities (SEND). It aims to explain the roles and responsibilities of everyone involved in providing for children with SEND.

Our statement of intent:

At St Anne's, we are committed to all children having access to a broad curriculum which meets their needs, and for every child to be included in all aspects of school life. We want everyone to learn, enjoy, be excited and achieve. We want all children to excel and make the most of their God given talents, and have the opportunity to develop interpersonal skills, build resilience and become creative, critical thinkers. We aim to achieve this by removing any barriers to learning and participation and providing all children with quality first teaching in every lesson. Through appropriate provision, we respect the fact that children

- have different needs and aspirations;
- require different strategies and approaches for learning;
- acquire, assimilate and communicate information in different ways.

Legislation and guidance

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy
- The Behaviour Policy
- The Looked after children Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with: staff, the Governing Body and parents.

Objectives

- To work within the guidance laid down in the SEND Code of Practice 2014.
- To identify and put in place appropriate provision for children who have SEND and additional needs.
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a child's needs (Assess, plan, do, review model).
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this.
- To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
- To provide support and advice for all staff working with SEND children.

Identification of children with SEND

A child is identified as having 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 the 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 school

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.

The Code of practice outlines four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors such as attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium and Disability may impact on progress and attainment. It is important to recognise that these factors alone do not constitute an SEN. The Equality Act and Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' for every child to access learning.

A graduated approach to SEN support

Sometimes children have identified SEND (Special Educational Needs and Disabilities) before they start at St Anne's. If this is the case, we will work with the people who already know them, and use the information already available to identify what their specific needs will be in our school setting. Class teachers are accountable for the progress and development of all children in their class. They oversee the work of any support staff in their lessons. The progress of all children will be monitored regularly through termly pupil progress meetings (with the class teacher, headteacher and SENCO) and through provision audits. If a child isn't making as much progress as we would expect, we will follow the graduated approach of 'assess, plan, do and review' to provide additional support, provision and intervention. The SENCO may do an observation, an assessment or provide advice to support the identified difficulties. This approach will then be reviewed at pupil progress meetings or sooner if necessary. Teachers can raise a concern about a child's learning through termly breakfast meetings or meeting with the SENCO at other times. This will be used to form part of a conversation with the SENCO to plan next steps. A child may be placed on a monitoring list at this stage. If the SENCO feels that a child may require further advice or assessment from a specialist, a referral may be made to specialist teachers, educational psychologists or health services. Consent for this will always be sought first. If a child is identified as needing some SEN support, they will be placed on the record of need.

Some children may be identified as having more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards

identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children with an EHCP continue to be the responsibility of the class teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

Supporting Children and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, the information report also provides information about:

- Our admissions arrangements
- Our links with other agencies
- Our transition arrangements (from class to class, school to school, etc.)

Supporting Pupils at School with Medical Conditions

At St Anne's, we recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed. For further information, please see the BCWCAT's Supporting Pupils with Medical Conditions Policy.

Roles and responsibilities

The Governing Body has a responsibility to:

- Monitor the quality and effectiveness of SEN and disability provision within the school
- Designate an appropriate member of staff to be the Special educational needs co-ordinator (SENCO) and have responsibility for co-ordinating provision for children with SEND
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

- Make reasonable adjustments for children with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist children with SEND
- Publish an annual SEN information report

The Headteacher has a responsibility to:

- Ensure that those teaching or working with children with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review children's progress during the course of the academic year.
- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions including having sufficient administrative support.
- Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the child are fully understood by relevant school staff.
- Ensure that teachers understand the strategies to identify and support vulnerable children and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against children with SEND.
- Take steps to ensure that children and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include children with SEND in all opportunities available to other children.
- Consult health and social care professionals, children and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the child.

The SENCO must be a qualified teacher and hold a relevant post-graduate national award for SENCO.

The SENCO has a responsibility to:

- Collaborate with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children 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 children's needs effectively.
- Be the point of contact for external agencies such as other educational settings, educational psychologists, the local authority and its support services, health and social care providers.
- Liaise with parents / carers of children with SEND.
- Liaise with early years providers, other schools, potential next providers of education to ensure that the child and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Liaise with the relevant, designated teacher where a looked after child has SEND.
- Ensure that as far as possible, children with SEND have the same opportunities in school as those children who do not have SEND.
- Be aware of the Local Offer and contribute to it.
- Inform the parents/carers of children with SEND that SEND provision is being made where the child does not have an EHC plan.
- Support the class teacher in the further assessment of a child's particular strengths and weaknesses, and advise on effective implementation of support.

The Class teacher has a responsibility to:

- Plan and review support for their children with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the children themselves.
- Set high expectations for every child and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving, and every child with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the children in their class.
- Be aware of the needs, outcomes sought, and support provided to any children with SEND they are working with.
- Keep the relevant staff up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant staff include Naomi Atkinson (Headteacher and Designated Safeguarding Lead), and Tanya Cook (SENCo).

Funding

All schools receive an amount of money to support children with special educational needs. We have a responsibility to ensure that our 'notional budget' caters sufficiently for the special educational needs of the children within our school. We allocate the appropriate amount of core per-pupil funding and notional SEND budget (£6000 per child) outlined in the Local Offer for the SEND provision of our children. Additional funding for children with an EHCP is allocated from the local authority's top up funding for high needs. The level of top up funding allocated for individual children varies depending on the type and level of need of each child.

Data and record keeping

All documents relating to children with SEND are stored in a locked cabinet accessible by the SENCO or securely online. Documents are shared with relevant members of staff, professionals from other agencies, parents or onward schools via secure email or post. When a child moves to another school, all of their paper and electronic records are forwarded on.

Accessibility

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. Reviewing the SEND policy The policy is reviewed annually and any changes are shared with the governing body and staff. It is expected that staff will familiarise themselves with the policy during their induction period.