

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY 2021-22



School: Our Lady & St Anne's RC Primary School

Head Teacher: Samantha Henzell

Named personnel with designated responsibility for SEN:

Academic year	Designated Lead	Head Teacher	Chair of Governors
2018-19	Meidbin Limer	Michael O'Brien	Christine Baker
2019-20	Meidbin Limer	Michael O'Brien	Christine Baker
2020-21	Meidbin Limer	Michael O'Brien	Christine Baker
2021-22	Meidbin Limer	Samantha Henzell	Christine Baker

Policy review dates:

Review Date	Changes made	By whom	Date Shared
June 2015	Policy Written	Meidbin Limer	
June 2016	No changes made	Meidbin Limer	
May 2017	No changes made	Meidbin Limer	20/06/2017
June 2018	Policy Updated	Meidbin Limer	25/09/2018
September 2019	Policy Updated	Meidbin Limer	8/10/2019
September 2020	Policy Updated	Meidbin Limer	16/9/2020
September 2021	Policy Updated	Meidbin Limer	15/9/2021

Safeguarding Statement:

At Our Lady & St Anne's Catholic Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Our Lady & St Anne's Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Rationale

At Our Lady and St. Anne's Primary School every child is equal, valued and unique. We are committed to giving the opportunity to every child to reach his/her potential irrespective of ability. All children are encouraged to participate fully in social and academic life of the school.

The governors and staff recognise their shared responsibility for making appropriate provision for all children and a system of early identification and intervention for those with special educational needs is in place.

Definition of SEN

SEND refers to a Special Educational Need or Disability

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked after child
- Being a child of service personnel

Objectives

To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.

To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.

To enable all pupils to participate in lessons fully and effectively.

To value and encourage the contribution of all pupils to the life of the school.

To work in partnership with parents.

To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the SEN Policy Statement.

To work closely with external support agencies, where appropriate, to support the need of individual pupils.

To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Guidelines

Miss M. Limer, who has responsibility for the Year 4 class, is the Special Needs Coordinator (SENCO) and has National Award for SEN Coordination (NASC) status. With the support of the head teacher and governing body, she is responsible for the day-to-day operation of provision made by the school for pupils with SEN.

Ms Vanessa Collins is designated Special Needs Governor and the governing body has a statutory duty to all pupils with SEN.

Miss Hannah Moor and Miss Alisha Rutherford are the SENTAs who are employed to work directly with the SEN children. They partake in regular and relevant training in managing and supporting their needs. Miss Moor supports children with SEN across EYFS and Key Stage 1. Miss Rutherford works with children in the four Key Stage 2 classes who have an SEN. They are responsible for meeting the needs of the SEN pupils providing in class support, group interventions and individual programmes.

The SENCO and SENTA work closely with all class teachers who understand the process of assess, plan, do and review.

The school follows the *SEND Code of Practice 2014: 0 to 25 years' graduated approach*

with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

Assess: The class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN support.

Plan: Parents must be notified wherever it is decided that a pupil is to be provided with SEN support.

Do: The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away



from the main teacher, he/she still retains responsibility for that pupil's learning.

Review: The effectiveness of the support should be reviewed in line with the agreed date.

Once a child has been identified as needing SEN Support, according to the Code of Practice, the parents will be informed that the child's name has been placed on the school's SEN register. The aim of the school is to keep the parents updated with the progress of the child and any observations or assessments carried out and to work in partnership with them. The four categories of SEN need are:

1. *Communication and Interaction*, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASD (Autistic Spectrum Disorder)

2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
 - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

3. *Social, Emotional and Mental Health Difficulties*. They include:

Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.

 - ADD (Attention Deficit)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder

4. *Sensory and/or Physical Needs*, including:
 - Vision Impairment
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability

Coordinating special needs provision

- a) Records of all pupils with SEN are held, and updated, by the SENCO and the SENTA who work closely with class teachers, teaching assistants, pupils, parents and external agencies.
- b) The SENCO is given non-contact time to carry out her duties.



- c) The SENCO performs regular (at least twice-yearly) audit of pupils with SEN.
- d) The SENCO liaises with all appropriate people connected to a pupil with SEN as the need arises and coordinates meetings where necessary. All SEN pupils are given a pupil profile, which is shared with parents, containing SMART targets which are reviewed at the end of the term.
- e) Teachers discuss children's needs and progress with parents during the autumn term and in the spring term parents' evening. The Class Teacher, SENCO or SENTA arrange review meetings during the summer term and invite parents, any relevant professionals and their new year group class teacher.
- f) The SENCO coordinates any referrals for external assessment.
- g) The SENCO works with the SENTA and teaching assistants providing professional direction to their work and supporting them in the effective application of good practice in working with SEN pupils.
- h) Class teachers consult with the SENCO and SENTA regarding the pupil profiles of any pupils with SEN. The CT decides whether their needs can be met in class with the support of the SENTA/TA or whether it is more beneficial for the child to be withdrawn for the support.
- g) The SENCO and the Year 6 teacher liaise with secondary SENCOs regarding SEN children who will be moving up to their schools.
- h) The SENCO provides information which feeds into SMT meetings and to Governors.

Facilities For Pupils With Special Educational Needs

The school building is all on one floor with disabled access throughout. There are disabled toilet facilities opposite the Reception classroom.

IPS (Individual Pupil Support) funding

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment.

School will provide the local authority with evidence of the action taken as part of SEN support.

Staff Development

The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO.



Resources

The resources available for Special Needs provision are reviewed annually as part of the school improvement cycle.

The SENCO is allocated a budget to manage in order to purchase any useful support materials for Special Needs children.

Miss Limer meets regularly with teachers from SENTASS and attends termly SEN network meetings to be kept up to date with current issues and any changes in SEN. She also meets termly with a cluster group from other schools to work on improving our school's SEN provision.

The Complaints Procedure

If there is a complaint about SEN provision, the class teacher will attempt to resolve matters. Then, if required, the SENCO or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary, the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

Other related documents

This Policy should be read in conjunction with the '**SEND Information Report**' which is also on the school's website.

The purpose of the SEND Information Report is to enable parents and young people to see more clearly what services are available in their area and how to access them. See also '**Newcastle Local Offer**'.

Contact:

Miss M. Limer
0191 2325496
ourladyadmin@olsa.org.uk