

St. Anne (Stanley) C of E Primary School



Special Educational Needs and Disability Policy and Guidance Notes

Date finalised: January 2021
Date to be reviewed: January 2022

Special Educational Need and Disability Policy and Guidance

Special Educational Needs Co-ordinator (SENCo): Mrs E. Stokes

National Award for SEN Coordination (NASCO) Status: Passed in 2018

Contact Details of SENCo: 0151 228 1506 e.stokes@st-annesstanley.liverpool.sch.uk

The SENCo will be contactable during school hours and will use her best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

This policy was developed by the SENCo in collaboration with, staff, parents/carers and governors to promote the inclusive practice and approach we have in our school. We recognise that we are teachers of all children and by using reasonable adjustments can remove barriers to learning and development to ensure children achieve their full potential.

The Headteacher Mrs Simons advocates and works closely with the SENCo to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/or disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND- Mrs M. Winder.

The aims of our school permeate all aspects of school life, including the curriculum statutory and non-statutory, and extracurricular activities.

Aims and objectives of St. Anne (Stanley) C of E Primary School in relation to SEND provision

At St. Anne (Stanley) C of E Primary School we aim to:

Create a fully inclusive, person centred environment which reflects the values of our Church of England faith. The views, and needs of the child and their families/carers are at its heart to encourage a strong focus on high aspirations and on improving outcomes for children with SEND, to enable them to succeed in their education, and make a successful transition into adulthood.

At St. Anne (Stanley) C of E Primary School, we will fulfil our aim through the following objectives:

To work within the guidance provided by the SEND Code of Practice (January 2015) in stating that teachers are responsible and accountable for the progress and development of the children in their class, including where they access support from teaching assistants or specialist staff. Every teacher is a teacher of every child including those with special educational needs and/or disabilities.

To adopt fully the graduated approach to ensure that all children with special educational needs and/or disabilities are identified early, assessed and catered for within the school, with high expectations for the best possible progress.

To work within a 'person centred approach' fostering and promoting effective collaboration with children, parents/carers and outside agencies.

To encourage and engage the participation of children and parents/carers in the decision making and the planning and review of outcomes with regard to their provision.

To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for children with special educational needs and/or disabilities.

To be proactive in enabling full access for children with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

How children with SEND are identified within St. Anne (Stanley) C of E Primary School

“A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age.” (SEND Code of Practice, 2015: 6.15)

At St. Anne (Stanley) C of E Primary School, we recognise the importance of early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCo becomes involved we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child’s previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

We use a number of indicators to identify a child’s special educational need such as:

- Class teachers carry out and analyse regular termly and yearly assessments, including PIVATs and annual assessments including standardised scores;
- Any teacher or support staff concerns;
- Following up parental concerns;
- Tracking individual child progress over time;
- Liaison with feeder schools on transfer;
- Information from previous schools;
- Information from other services.

What is not SEND but may impact on progress and attainment may include:

- Disability (The SEND Code of Practice (2015) outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation- these along do not constitute SEN);
- Attendance and Punctuality;
- Health and Welfare;
- EAL;
- Children in receipt of child premium;
- Looked after Children (LAC);

- A child of a serviceman/woman.

All children are discussed during termly child progress meetings which the SENCo is involved in, this highlights any children making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- Significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a child being recorded as having an SEN. However, we may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies four broad areas of need and this includes more specific needs;

- **Communication and Interaction**- including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning**- including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health**- including ADHD, add, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs**- including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Once a child has been identified as having SEND, the SENCo will ensure joint working with staff and parents/carers to informally begin gathering evidence and start what is known as the **Graduated Approach**. At this point a child will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, a

broader needs. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. The school identifies the needs of children by considering the needs of the whole child, which will not just include the special educational needs of the child.

How St. Anne (Stanley) C of E Primary school teaches children with SEND

Differentiated high quality teaching is a priority for all children in the school including those with SEND. Teachers are responsible and accountable for the progress and development of all children in their class, including where pupils access support from teaching assistants or specialist staff.

When deciding to make special educational provision for a child, the class teacher, SENCo and parents/carers will be involved. Where a child is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place. The Code of practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the children's needs and of what supports the child in making good progress and securing good outcomes. This cycle is known as the **graduated approach** of **Assess, Plan, Do** and **Review**.

ASSESS:

In assessing a child the school will carry out an analysis of the child's needs which draws on the teacher's assessments and experiences of the child, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to children's progress, attainment and behaviour and their peers and national data. The child's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents/carers are actively listened to, recorded and addressed. Assessments are reviewed every term in our school.

PLAN:

We will formally notify parents/carers if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCo agree in consultation with the parent and child, the adjustments, interventions and support to be put in place as well as the

expected impact on progress (outcomes), development or behaviour with a clear timeframe for review.

DO:

The School's SENCO, Mrs Stokes, supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW:

Reviews are carried out at least three times per academic year within the agreed timeframe. Some children may have an EHCP (Education, Health and Care Plan). This must be reviewed by the local authority in partnership with the school at least annually, using a person-centred approach. These reviews are arranged at school and are part of the SENCO's role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents/carers and children. This feeds back into the analysis of the child's needs. The teacher working with the SENCO will revise the support in the light of the child's progress and development and any changes to support and outcomes will be made in consultation with the parent and child. We strive to provide clear information to parents/carers about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting, information to be passed on will be shared with parents/carers and children and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

How St. Anne (Stanley) C of E Primary School adapts the curriculum and the learning environment for children with SEND

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled children and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and which is also available on the school's website.

The school is proactive in removing barriers to learning by adapting the curriculum to meet the needs of the children; adapting the physical learning environment; accessing additional support for individual and groups of children and providing training opportunities for staff to enable them to support children.

The school increases and promotes access for disabled children to the school curriculum by

using a range of strategies applicable to each child's needs e.g. in the case of a visually impaired child, resizing resources; altering the settings on a classroom computer that is used regularly; finding alternative ways to record using technology. In the case of a child with difficulties around fine and gross motor skills, working closely with the Physiotherapist and Occupational Therapist to do daily exercises and access resources such as a sloping board and pen/pencil grips. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

The school improves access to the physical environment of the school through ramped access, wheelchair accessible entry/exit points. This covers improvements to the physical environment of the school and physical aids to access education.

The school strives, when appropriate to improve the delivery of information to children with SEND and their families/carers. This will include planning to make written information provided by the school available in different formats. Advice regarding this will be taken from specialist teachers. Examples might include larger text, visual timetables, textbooks, information about school events, writing slopes, pencil grips etc.

How St. Anne (Stanley) C of E Primary School manages the needs of children who qualify for SEND support

We aim to work in partnership with our parents/carers to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website <http://st-anne-stanley-school.co.uk/learning/s-e-n/> and available as a printed copy when requested and is updated regularly. We guide parents/carers towards the LA Local Offer <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10> for information about wider services which can be found across Liverpool and the wider Merseyside Area.

Where a child continues to make less than expected progress, despite evidence based support matched with interventions addressing areas of need, it may be necessary to involve specialists in the school or from outside agencies. Parents/carers will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies (except in child protection cases where a child is deemed to be at risk).

Where assessment indicates that support from specialist services is required the school strives to ensure that the child receives this as quickly as possible. Support services used at St. Anne (Stanley) C of E Primary School include, for example, Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, Sensory services, SENISS and the ADHD Foundation.

Some children may have multi-agency involvement and the school will consider the criteria for

the levels of need and where relevant may decide, in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework', that an EHAT (Early Help Assessment Tool) is appropriate.

Some children on the SEND register may have more significant or complex needs, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such as specialist teachers from SENISS or Educational Psychology Services. As a result of the **graduated approach**, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child, parent/carers, and all agencies involved with the child and may lead to the LA issuing 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 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.

All children are monitored regularly as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND register are made in partnership with the parent/carer at the end of each monitoring cycle.

If a child has fully achieved outcomes recommended by a specialist agency and progress has been made with no further targets set, then the child will be removed from the school's SEND register. Their progress will continue to be monitored as part of the school's assessment process. If necessary, the child can be re-referred. In some cases, children are discharged from a service when time is needed to consolidate targets given with the proviso that they will be referred once targets have been met. This is particularly the case for children working with the Speech and Language Therapy team.

For those children on the school's SEND register with cognition and learning difficulties, they will be removed from the register once sufficient progress is made and the gap is closed. Their progress will continue to be monitored as part of the school's assessment process.

How St. Anne (Stanley) C of E Primary School works with parents/carers in planning for provision and reviewing progress, and how you support them in accessing support

At St. Anne (Stanley) C of E Primary School we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child and any changes in needs which they can provide.

The school operates an open door policy where parents/carers are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child. There are other systems to encourage communication, for example, PTA, parent questionnaires, coffee mornings and short courses aimed at supporting children in English and mathematics.

Where a child is receiving SEN Support, the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them; discussing the activities and support that will help the child to achieve them and identify the responsibilities of the parent, the child and the school.

At all stages of the SEN support process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the children with parents/carers and to take account of their views. It is hoped that this will assist in supporting children to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents/carers form an important part of monitoring and recording for the school. The parent's/carer's of children with SEND are invited to school at the beginning of each term to review the previous terms progress towards outcomes set and to plan ahead for the next cycle of provision.

How St. Anne (Stanley) C of E Primary School enables children with SEN to participate in all activities together with children who do not have SEN

At St. Anne (Stanley) C of E Primary School we recognise our duties regarding equality and inclusion for individual disabled children under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.

Children are encouraged to participate fully in the life of the school. This includes extra-curricular clubs and activities. The SENCO monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.

What support does St. Anne (Stanley) C of E Primary School offer for improving the emotional, mental and social development of children with special educational needs

St. Anne (Stanley) C of E Primary School recognises that some children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include: becoming withdrawn or isolated or displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as:

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

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect.

At St. Anne (Stanley) C of E Primary School we have clear processes to support children and these are linked to our **Behaviour; Safeguarding; R.E** and **PSHE** policies. These policies include details on how the school manages the effects of any disruptive behaviour so that it does not adversely affect other children and emphasises the care, nurture and guidance given to all children, reflecting the values of our Church of England faith.

The school provides support for children's emotional, mental and social development in the following ways and uses an emotional literacy assessment to identify the areas that individual children needs support with:

- 1-1 pastoral support
- Time to talk
- Socially Speaking
- Think Yourself Great
- Mindfulness
- Take Ten
- Referrals to a range of therapy services

How Governors at St. Anne (Stanley) C of E Primary School monitor and evaluate the impact of the school's SEN provision

Whilst the full governing body remains responsible for SEND, they appoint a SEN Governor to support their work.

The SEN Governor at St. Anne (Stanley) C of E Primary School is **Mrs. M. Winder**. She can be contacted via the Head teacher or Chair of Governors. The SEN Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCo and visiting classrooms;
- ensuring they have an understanding of the role of the SENCo and how children are supported;
- developing an awareness of the types of SEN present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEN is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable children;
- reviewing and monitoring the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy (under the statements listed in 'The aims and objectives of this policy'. The SEN Governor will also liaise with the SENCO in relation to the SEN Information report.

In evaluating the effectiveness of this policy, the school will consider the views of: Reports presented by the Head teacher, SENCO and Link SEN Governor, parents/carers, children and outside agencies.

Children's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each child's success in meeting outcomes;
- Use of standardised tests including reading, spelling and mathematics ages;
- An analysis of external tests including SATs and Phonic Screening Results;
- School's tracking systems and teacher assessments;
- Evidence generated from records of outcomes set for children and their progress

- towards these outcomes and Annual Review meetings;
- Reports provided by outside agencies including Ofsted.

SEND Training available for Teachers, Teaching Assistants and the SENCO

All primary schools within Liverpool belong to SEND Consortia, which provides opportunities to share best practice and offer support within the locality. Training is needs led and linked to the School Development Plan and needs of the particular consortia. Specific training can be provided for the SENCo, Teaching Assistants, whole school and parents/carers. Liverpool School Improvement service provides two SENCo Briefings and an annual SENCo Transition Forum (KS2/3) in the summer term where children with SEND and/or vulnerable children can be discussed directly with the secondary school and a transition plan put in place. Training can also be accessed outside of Consortia if it is needed.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with children with SEND. The SENCO provide school-based INSET and targeted support to develop awareness of resources and practical teaching strategies or specific interventions advised by outreach providers, for use with children with SEND.

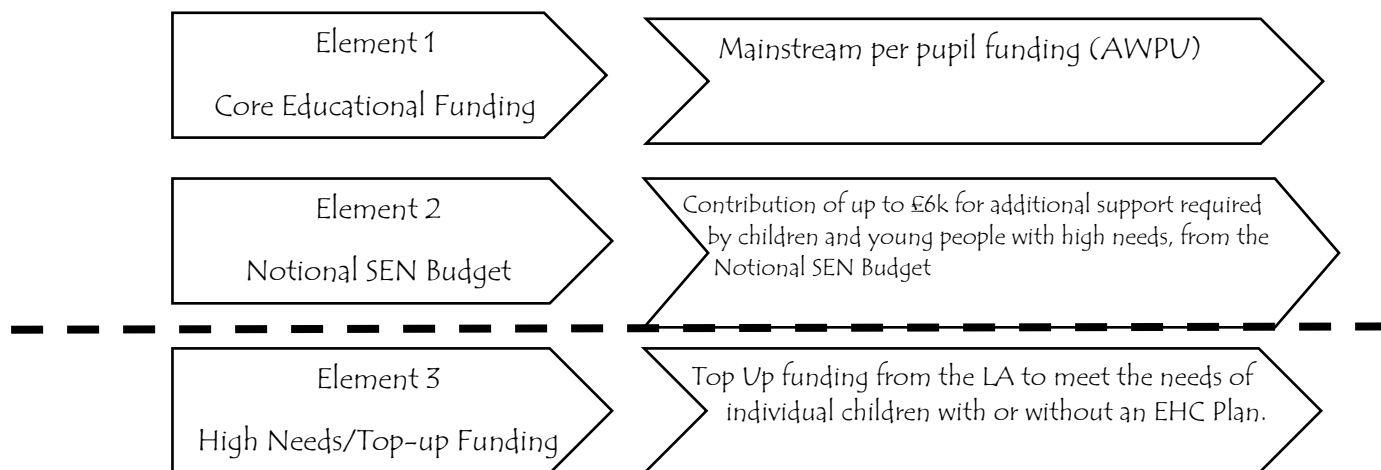
All new staff have an induction programme. For permanent and long-term temporary staff, (including initial teacher trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children.

How SEND is funded at St Anne (Stanley) CE Primary School

All schools receive an amount of money to support children with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children within their school.

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for children. It can for example be aligned with other funding (e.g. child premium) to optimise impact. The Head teacher, SENCo and senior leaders have a key role in determining how this budget is used, for example to provide interventions and targeted support.

The Education Funding Agency describes the funding available within schools for SEN children as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a child's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each child is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each child and the provision that is made available. High Needs children with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

The Governing Body oversees the school's expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Learning Support Teachers and Teaching assistants;
- Training for all teachers and Teaching Assistants so they can meet children's needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from support staff;
- Bought in professional services.

How St. Anne (Stanley) C of E Primary School supports children with medical conditions

At St. Anne (Stanley) C of E Primary School, we recognise that children with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children with medical conditions may have a disability and where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an Educational Health and Care Plan (EHCP). If so, the SEND Code of Practice (2015) is followed. Please see our "Supporting children with Medical Conditions in school" policy which states clearly how children are supported in school and the specific responsibilities of the Governing Body, Head teacher, staff, parents/carers and children. This policy is available on our school website or a paper copy can be obtained from school on request.

How St. Anne (Stanley) C of E Primary School approaches its statutory duties in terms of increasing its accessibility over time

All children at **St. Anne (Stanley) C of E Primary School** have equal access to a broad and balanced curriculum differentiated to enable ALL children to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to children making relevant progress which is closely monitored.

Teachers use a wide range of strategies to meet children's special educational needs. Lessons have clear learning objectives and success criteria; are differentiated appropriately and assessed to inform the next stage of learning.

The school's '**Teaching and Learning Policy**' promotes best practice towards children with SEND.

Provision Mapping features significantly in the SEN provision provided by the school. Intervention Plans contain outcomes to ensure that all children experience success. Interventions are monitored termly by the SENCo.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled children aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures;
- changes to physical features;
- changes to how learners are assessed;

- providing extra support and aids (such as specialist teachers or equipment).

Relevant information is shared with parents/carers of children on SEN Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

How St. Anne (Stanley) C of E Primary School handles complaints from parents/carers of children with SEN about SEN provision

Complaints will be dealt with using the procedures outlined in the Parental Complaints Policy which can be found on the school's website.

Managing parental complaints related to SEN (any of the following may apply):

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the parental information, advice and support services;
- Key issues are identified including where there is agreement;
- Discussions should take place with the SENCo;
- Reports provided by outside agencies should be considered;
- Outcomes are reviewed examining what progress the child has made.

Any behaviour logs should ensure strategies are included and shared with parents/carers.

Who is responsible for what?

As previously stated within the SEND Policy, we promote the responsibility of our teachers and the use of high quality teaching to support children and recognise how the SENCo will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children at St. Anne (Stanley) C of E Primary School, these include;

- The SEN Governor is Mrs M. Winder, she meets with the SENCo once per term and monitors the progress of children with SEND;
- The school employs a number of support staff. They carry out a range of roles across the school including; class support, 1-1 support and delivering interventions. They are line managed by the senior leader allocated to their year group. They work closely with the class teachers who oversee their work and plan with them. The Designated Teacher for Safeguarding is Mrs L. Lovell;
- The member of staff responsible for Looked After Children is Mrs. L. Lovell;

- The member of staff responsible for English as an Additional Language is Mrs S. Bennett;
- The member of staff responsible for disadvantaged children is Mrs J. Simons;
- The staff responsible for managing the school's responsibility for meeting the medical needs of children is Mrs E. Stokes.

The Role of the SEN Governor

The SEN Governor at St. Anne (Stanley) C of E Primary School promotes the development of SEN provision by:

- Liaising with the SENCO to discuss the provision for and attainment of children identified as SEN Support;
- Participating in Learning Walks to observe provision for children at SEN Support;
- The Governing Body will report annually on the success of this policy under the statements listed in '**The aims and objectives of this policy**'.

The Head teacher will support the Governing Body, SENCo and all members of school staff in the implementation and monitoring of this policy.

In evaluating the effectiveness of this policy, the governors will consider:

- Findings of the SEN Information Report;
- Reports presented by the Head teacher, SENCO and Link SEN Governor;
- Parents/carers;
- Child voice;
- Outside Agencies with evidence of joined together working;
- Children's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:
 - Consideration of each child's success in meeting their agreed outcomes;
 - Use of standardised tests including reading, spelling and mathematic ages;
 - An analysis of external tests including SATs;
 - The school's tracking systems and teacher assessments;
 - Evidence generated from provision mapping and related interventions and person centred;
 - Planning reviews from Education, Health and Care plans and EHATs;
 - Reports provided by outside agencies including Ofsted.

The Role of the SENCo

The role of the SENCO involves:

- Ensuring all practitioners in St. Anne (Stanley) C of E Primary School understand their responsibilities to children with SEND and the school's approach to identifying and meeting SEND;
- Overseeing the day-to-day operation of the school's SEND Policy and updating it annually, Updating the school's SEN Information Report in line with statutory guidelines;
- Coordinating provision for children with SEND;
- Liaising with the relevant Designated Teacher where a looked after child has SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet child's needs effectively;
- Liaising with parents/carers of children with SEND;
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Working with the Head teacher and School Governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Monitor and support a graduated approach of Assess, Plan, Do and Review;
- Be actively involved with the analysis and interpretation of data of the whole school and in the planning and intervention of those children not making expected progress and plan appropriate interventions;
- Ensuring that the school keeps the records of all children with SEND up to date for example participation of children in clubs and activities;
- In line with good practice, reference to children with SEND is included in all our policies.

The Role of the Class Teacher

- Each class teacher is responsible for identifying and implementing strategies to remove barriers for learning for the children within their class, with the support of the SENCo;
- This may mean a teacher needs to adapt their teaching strategies; adapt the layout of their classroom; access a range of additional resources or school based interventions and make targeted use of additional adults based in their classroom;
- Teachers must discuss with the child, in an age appropriate format, any concerns that they may have and share the strategies that will be used to support them. This is part of differentiated high quality teaching;

- Teachers must ensure concerns are shared with parents/carers and that their views are fully considered and incorporated into the support that is in place for their child and its intended outcome;
- Teachers must regularly update the SENCo and parents/carers about the progress that the child is making in class and/ or in intervention groups based upon their assessment/tracking information in order to determine the next steps needed to support the child.

The Role of Teaching Assistants

- Teaching Assistants (TAs) are used to support children at SEN Support in a variety of ways;
- In the classroom environment TAs will be directed by the class teacher to work with small groups of children or on a 1-1 basis;
- They may teach specialist interventions across a year group focusing on key areas such as English and mathematics or they may implement a programme left by an external agency e.g. Speech and Language Therapy or the Educational Psychologist;
- Whilst the TA is responsible for delivering particular interventions, when assessing the impact of these interventions, they will always be supported by the class teacher. The TA has a responsibility to provide written or verbal feedback to the class teacher to enable progress to be monitored.

Storing and Managing Information

All information is stored according to the Confidentiality Policy and Data Protection Policy.

Adaptations as a result of COVID-19

Due to the unprecedented situation that all schools found themselves in from March 2020, our school worked to find new ways of supporting the children with SEND whilst they were not in school or attending a Hub. These new practices included completing LA risk assessments for those children with an EHCP, bespoke resources to support the children's learning, regular 'check-in' phone calls from members of the Senior Leadership Team, SENCo or class teacher.

In order to ensure that the regular cycle of personalised support continued, where possible, EHAT meetings, for example, were held through phone calls or Zoom, attendance at other meetings was virtual such as Educational Psychologists and other outreach services. Phone support was offered to children already on the Seedlings programme, ensuring that the children's wellbeing was supported and the SENCo continued to refer children to available services such as the Neurodevelopmental Pathways at Alder Hey and for speech and language therapy.

Parents were regularly signposted to resources and training opportunities through individual e-mails and by publishing information on a dedicated COVID-19 SEND page of the school website.

The above adaptations continue to be practiced and developed to ensure that the children do not lose out on their entitlement of support as we navigate the new academic year and the challenges of living with COVID-19 for some time to come.

Reviewing the Policy

This policy will be reviewed annually as part of the school policy review cycle. This may be brought forward at any time to reflect Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 0-25 (January 2015)
- Children and Families Act 2014
- Statutory Guidance on Supporting Children with Medical Conditions 2014
- Teachers' Standards 2012

Authorised by:

Name: Mrs J. Simons (Head teacher)

Signed:

Date: January 2021

Name: Mrs M. Winder (SEN Governor)

Signed:

Date: January 2021

Name: Mrs E. Stokes (SENCo)

Signed:

Date: January 2021