

The Annunciation Catholic Infant School

Special Educational Needs and Disability Policy

Rationale

The Annunciation Catholic Infant School is a vibrant faith community which recognises and values the abilities and gifts of all our pupils. We aspire to be an inclusive school which maximises the potential of each of our pupils by supporting and addressing their individual needs. We raise achievement and remove barriers to learning to allow all pupils to achieve their full potential. Inclusive provision at The Annunciation Infant school is the responsibility of the whole school community and permeates all aspects of school life.

Our Mission Statement:

*'As we learn and grow together let all our actions speak of God's loving care'
'Every person is respected, known and loved'*

Definition of Special Educational Needs and Disabilities (SEND)

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 pupils of the same age,
- has a disability which prevents or hinders them from making use of educational facilities which are provided for pupils of the same age in mainstream schools,
- is under five and would, if special educational provision was not made, be likely to fall into the areas stated above. (SEND Code of Practice, 2014)

As a result special educational provision is **additional to and different from** the general classroom provision.

Learning difficulties may be caused by any of the following.

- Physical or mental disability (PD)
- Sensory difficulties e.g. vision or hearing impairment (VI or HI)
- Speech, language and/or communication difficulty (SLCN)
- Social, emotional and mental health (SAMH)
- Autistic Spectrum Disorder (ASD)
- Multi-sensory impairment (MSI)
- Specific learning difficulties with reading, spelling, fine motor skills and/or gross motor skills (SpLD)
- Moderate learning difficulty with Literacy and/or Maths (MLD)
- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)

We recognise that pupils with medical conditions are appropriately supported to ensure full access to the curriculum. These pupils will not require SEN Support unless their medical needs affect their learning. These difficulties can include pupils throughout the ability range. A pupil may have fallen behind and have learning difficulties if they are not supported by the appropriate resources and environment. We aim to identify these needs, put appropriate interventions in place and monitor progress closely. Needs may be of a minor nature as well as serious, however all needs must be addressed so that pupils can progress and reach their potential.

Aims and objectives

The objectives of The Annunciation Infant School's SEND policy are to provide a timely and effective provision which caters for the changing needs of our pupils within the guidance provided in the SEND Code of Practice, 2014. We aim:

- to provide a caring, supportive environment where pupils with SEND have the same opportunities as all pupils,
- to identify pupils' needs and take early intervention with all staff sharing the responsibility for identifying, assessing and meeting the needs of pupils with SEND,
- to ensure access to a broad and balanced curriculum through differentiated planning and appropriate lesson modifications,
- to provide access to appropriate intervention programmes according to the needs of the pupil,
- to maintain clear, up-to-date records tracking individual pupils as they progress through the school,
- to work in close partnership with parents, pupils and outside agencies,
- to ensure that resources are identified and co-ordinated according to the needs of individual pupils,
- to ensure that all governors and parents are aware of the policy,
- to work closely with parents, staff and, where possible, pupils to agree relevant targets for pupils with SEND.

This policy describes in detail the procedures and systems which have been established for meeting the objectives of providing an integrated education for all pupils with SEND, whilst aiming to provide access to a full and balanced curriculum, including the National Curriculum.

Co-ordination of SEND provision

Mrs C. Horne, Senior Teacher and member of the Senior Leadership Team is the SEND Co-ordinator and is the designated teacher responsible for co-ordinating provision for SEND and all the duties outlined in the SEND Code of Practice. In addition to the day-to-day management of our SEND policy, her duties include the following.

- Liaising with, advising and supporting teachers and support staff about pupils with SEND
- Managing support staff
- Co-ordinating provision of SEND by maintaining a Provision Mapping document
- Liaising with parents of pupils with SEND
- Identifying, assessing, monitoring and record keeping for pupils with SEND
- Liaising with external agencies including the educational psychology service, health and social services and behaviour support services
- Informing the Head Teacher of all developments
- Ensuring awareness of new initiatives and developments
- Co-ordinating and chairing Annual Review meetings for pupils with Educational, Health and Care Plans (EHCPs)
- Supporting staff and parents to produce Individual Educational plans (IEPs)
- Ensuring continuity of provision for pupils with SEND by liaising with pre-schools and Junior schools
- Provide information and liaise with the Governing Body and SEN governor Ms T Fox

Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed local authority policy for pupils with SEND. We strive to be a fully inclusive school. All pupils will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a Statement or EHC Plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full Governing Body.

Before making an application, all parents are invited to arrange a short meeting with Miss T Lynch, the Head Teacher, for an informal discussion and tour of the school.

Prior to starting the Nursery or Reception class, pupils and parents are invited to visit the new class in July to meet with the teachers and teaching assistants. SEND pupils identified prior to starting school may receive a home or pre-school visit from Mrs Horne who will speak to parents and Early Years providers to gather information to ensure a smooth transition.

The individual needs of pupils with SEND are always considered and if necessary adaptations can be made to the school day to allow a smooth transition to full time school.

Identification of pupils with SEND

At The Annunciation Catholic Infant School, we have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents. Information leading to the identification of a pupil's SEND may come from a number of sources such as those listed below.

- Nursery – liaison with pre-schools, pre-school support from external agencies, information provided by parents, Early Years Foundation Stage Profile
- In school – class teacher monitoring, staff observations, levels of attainment, Foundation Stage Profile, data tracking, reports from external agencies, reports from previous schools, standardised screening and assessment tools

First and foremost, pupils' needs will be met through quality first teaching delivered by the class teacher, and where necessary supported by the class learning support assistant ensuring appropriate challenge and high expectations.

Staff can raise concerns about a pupil with Mrs Horne at any time. Based on the school's observations, assessment data and following discussions between the class teacher and Mrs Horne, a pupil may need one of the following:

- differentiated curriculum support in class,
- SEN support.

If a pupil requires SEN support, their special educational needs will be classified into one or more of the learning difficulties listed on page 1 of this policy. Parents are always consulted and will be informed of the provision in place.

Stages in the Provision Mapping Document

SEN support – Special educational needs are met within the classroom and through withdrawal intervention programmes individually or in small groups. Where necessary and with the authorisation of parents, support from outside agencies will be sought e.g. Educational Psychology Service, High Incidence Support team. We follow the graduated response to meeting pupils' needs as advocated in the *Special Educational Needs: Code of Practice (DfES/581/2001)* relating to *The Education Act (1996)*. If the School, with the agreement of parents, feels that a pupil has exceptional needs and is not making sufficient progress despite interventions in place then they may request the Local Authority to undertake a statutory assessment. Once granted, this assessment may or may not lead to the Local Authority issuing an Education, Health and Care Plan (EHCP).

EHCP – Pupils who are classed by the Local Authority as having exceptional needs will be issued with an EHCP which outlines all their special educational needs and any special educational provision necessary to meet these needs. The EHCP contains short and long term outcomes that pupils would be expected to achieve. Progress against these outcomes will be reviewed annually in an Annual Review meeting.

Provision for pupils with SEND

Provision for pupils with SEND is outlined in the school's provision map. Pupils will be supported in class by the class teacher or class learning support assistant. In addition, pupils may also be taught by Mrs Horne (SENCo) and other members of staff who run withdrawal intervention programmes.

Allocation of resources to and amongst pupils with SEND

The organisation of resources, both human and material is the responsibility of the Head Teacher and the Senior Management Team. The funding for exceptional needs comes directly from the LA for pupils who have EHCPs with ten or more hours of support.

Many of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCo to manage the support for special educational needs. Any requests for further additional resources should be made to the SENCo. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development and whole school inset takes place on a regular basis. Staff are kept updated on systems and structures in place around the school's SEND provision and practice and discussions are held on the needs of individual pupils.

The funding for exceptional needs comes directly from the LA for pupils who have EHCPs with 10 or more hours of support.

Intervention programmes

- Early Literacy Booster groups – Reception
- Speech and Language groups – Reception
- Literacy Booster groups – KS1
- Talk Boost – Reception
- Direct Phonics – KS1

- Time to Talk – Nursery

Interventions change depending on the needs of our pupils.

Assessment and review of pupils with SEND

The Head Teacher and Senior Management Team monitor and discuss the progress of all pupils with the Class Teacher termly. In addition pupils with SEND are reviewed and their progress discussed at termly meetings with the SENCo or SEN teacher and the Class Teacher. In some cases, an assessment by the school's Educational Psychologist may be required and parents are fully involved in this process.

All pupils with SEND will have either group targets or Individual Education Plans (IEP) to record the targets which will be the focus of the term's intervention. These are reviewed and up-dated termly. Parents are provided with copies of these plans.

Where pupils have overcome their barriers to learning and are making good progress, parents will be informed at parent meetings. If parents are in agreement pupils will no longer receive SEN Support.

Pupils with an EHCP have a formal annual review to which parents and external agencies are invited.

Access to the curriculum and integration of pupils with SEND

The Annunciation Catholic Infant School has an ethos which promotes and embraces inclusion. There are pupils with SEND in every class, therefore all teachers are teachers of pupils with SEND and all staff play a vital role in ensuring the full integration of pupils with SEND. High quality, differentiated teaching for individual pupils is the first step in responding to pupils who have or may have SEND. The school ensures access to a broad and balanced curriculum in the following way.

- Staff have an awareness of teaching and learning styles.
- Staff use a variety of teaching strategies.
- Flexible deployment of support staff e.g. individual support, group support, in class support and withdrawal intervention programmes
- Variations in expectations of achievement for individual pupils

Specialist provision and facilities

There are three ramps allowing access to the school, one accessing a Reception classroom from the EYFS outdoor area, one accessing a Year 2 classroom via the main playground and the third accessing the dining hall from the nursery playground. There is also a lift providing access to the dining hall from the main school building. A disabled toilet and shower room is located off the dining hall.

Partnership with parents/carers

At The Annunciation Catholic Infant School we wish to work closely with parents/carers in a spirit of mutual support and encouragement. We value the knowledge and information parents can offer us about their child and notify parents from the earliest stages when a concern has been identified. We encourage active participation of parents/carers by providing guidance at year group meetings and through regular informal

feedback. Class teachers have an open door policy and are available at the end of the school day to discuss concerns. The SENCo is also available to deal with concerns and provide advice.

Complaints procedures

Complaints from parents/carers about provision of SEND should, in the first instance, be raised with the class teacher or SENCo who will try to assess and resolve the situation. Formal complaints will be dealt with by the Head Teacher through the school's complaints procedure.

Arrangements for In-Service Training

The SENCo attends termly Barnet SEND meetings to keep up to date with developments in the field of SEND. Staff members are encouraged to attend SEND training where a need is identified for an individual pupil or group of pupils in the class. Additional training is also accessed through the High Incident Support Team (HIST) when necessary.

Links with external agencies

External support services play an important role in helping the school to identify, assess and make provision for pupils with SEND. The following services are those most commonly consulted by the school:

- Educational Psychology Service – 6 half days per school year
- Speech and Language Therapist – approx.15 half days per school year
- Child Development Clinic
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officer (EWO) for attendance and punctuality concerns
- Social Services
- School Nurse
- Occupational Therapy (OT)
- Physiotherapy Service
- Barnet High Incident Support Team (HIST)
- Barnet SEN advisory service
- Barnet ASD advisory team

Links with other schools

When possible, transition visits or meetings are held with pre-schools for pupils who enter the school requiring SEN support. Transition meetings are also held with The Annunciation Catholic Junior School to discuss the transfer of Year 2 pupils with SEND. In the case of pupils transferring with an EHCP the SENCo of the Junior school will be invited to attend the pupil's Review in the Summer term before transfer. All records and information will be forwarded to the new placement.

Success Criteria

- Pupils with SEND are recognised, valued and supported.
- There are effective systems for identifying, assessing and monitoring pupils with SEND involving all the relevant members of staff.
- There is close liaison with parents.

- There is efficient management of record keeping for pupils with SEND.
- There is consistency of support in order to enhance continuity of learning.

Monitoring and Review

The Governing Body has a named governor, Mrs T Fox, with responsibility for special educational needs and disabilities. It is this governor's responsibility to keep the governing body informed of new regulations regarding SEND, and to ensure that the school regularly reviews its processes and procedures with regard to special educational needs.

The Head Teacher and SENCo implements the school SEND policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.

This policy will be reviewed at any time at the request of the Governors, or at least once every two years.