



**Excellence Together with Christ at the Centre**

**Special Educational Needs and Disability Policy:  
*Promoting Inclusion*  
October 2022**

SEND Policy Updated October 2022  
Review October 2024

**The Special Educational Needs Co-ordinators are:  
Mrs J Kinchlea and Mrs A Howick**

At St. Anne's and Guardian Angels we work hard to ensure that all children achieve well in school. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them along on their learning journey.

This policy has been written in light of the SEND Code of Practice, 2015.

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

## **ADMISSION ARRANGEMENTS**

No pupil will be refused admission to school based on his or her special educational need. In line with the Special Educational Needs and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (please see the school's Admissions Policy).

## **MANAGEMENT OF SEN AND DISABILITY (SEN) WITHIN SCHOOL**

The governing body has delegated the responsibility for the day-to-day implementation of the policy to the SENCOs who have Qualified Teacher Status and have achieved the National award for Special Educational Needs Co-ordination PG Certificate. The management of SEN is supported by the administration staff. All school staff have a responsibility for pupils with SEN in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet their needs. Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have an Education, Health and Care Plan (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEN. The rationale for the deployment of TAs is pupil centred.

The SENCOs are responsible for:

- Overseeing the day-day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers and managing TAs
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN (in conjunction with class teachers)
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational Psychology services, health and social services including CAMHS, and other voluntary bodies
- Working with external speech and language therapists

The SENCOs are also responsible for reporting to the governor with responsibility for SEN on the day-to-day management of SEN policy. Meetings are held between the SENCOs and the SEN Governor, Edwina Collins.

If you have an SEN issue you are invited to email either  
Mrs Kinchlea [jkinchlea@stannegapprimary.com](mailto:jkinchlea@stannegapprimary.com)  
Mrs Howick [ahowick@stannegapprimary.com](mailto:ahowick@stannegapprimary.com)

## **4. IDENTIFICATION AND ASSESSMENT**

We accept the principle that pupils' special needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Communication and Interaction (C and I)
- Cognition and Learning (C&L)
- Social Emotional and Mental Health needs (SEMH)

- Sensory and/or Physical (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress. They include:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man

The SENCos work closely within the senior leadership team and the senior Mental Health Lead and in discussion with teachers and teaching assistants in school to identify children who have SEN. We use a number of additional indicators of special educational needs:

- The analysis of whole school and individual tracking data, termly whole school assessments and individual assessments of pupils as necessary
- The following up of teacher concerns and ongoing professional discussion
- Termly pupil progress meetings with class teachers, members of SLT and SENCos
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENCos maintain a list of pupils identified through the procedures listed; this is called the Whole School SEN List. This list is updated on a monthly basis and reviewed regularly when a detailed analysis of the list takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals. The School also maintains an SEN Provision Overview List for all children who are receiving additional support or intervention. The list is reviewed and updated on a monthly basis to reflect the outcomes of the pupils for whom provision is made.

## **5. CURRICULUM ACCESS AND PROVISION**

Teachers meet individual learning needs through quality first teaching and strategies. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. The SEN Provision Overview allows for a graduated response to plan for and support quality first teaching. The range of provision may include:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA, Class Teacher, or Learning Mentor
- Individual class support / individual withdrawal
- Further differentiation of resources
- Home learning support club
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support

- Staff development/training to undertake more effective strategies
- School counsellor and play therapist
- Rainbows Group where there has been a loss or bereavement
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training including a speech and language therapist
- After School Enrichment Clubs which include: Choir, Chess, Drama, Irish dancing, Science, Sports, Art, Cooking and Strings.

For details of internal and external support please see our Parents' Guide to our Local Offer Guide (revised October 2022).

## **6. MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining the need for additional support.

We aim to:

- Narrow the attainment gap between pupil and peers
- Prevent the attainment gap widening
- Equal or improves upon the pupil's previous rate of progress
- Ensure access to a broad and balanced curriculum
- Show an improvement in self-help and social or personal skills
- Show improvements in the pupil's behaviour
- Progress will be monitored formally at termly pupil progress meetings and with ongoing informal meetings as required

## **7. RECORD KEEPING**

The school will record the steps taken to meet pupils' individual needs. The SENCos will maintain the records electronically and paper copies, as necessary, in compliance with GDPR and ensure access to them. In addition to the usual school records, the pupil's profile may include:

- Information from parents
- Pupil voice
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies
- Reports from external professional agencies

## **8. TARGETS and SUPPORT PLANS**

All pupils with an EHCP will have a school Support Plan setting out targets and any provision made that is additional to and different from usual classroom provision. For pupils with an EHCP, provision will reflect the recommendations and outcomes in the Plan and Annual Reviews. Targets are recorded in Learning Passports.

Strategies for pupils' progress will be recorded in individual Support Plans and may contain information on:

- Short-term targets

- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review
- The child's voice

The Support Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs and the EHCP.

Individual Support Plans will be shared with parents and carers and reviewed as necessary with the inclusion of parents, carers and pupils' views.

## **9. CODE OF PRACTICE GRADUATED RESPONSE**

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCos, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the Whole School SEN List. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. External support services may advise on targets and provide specialist inputs to the support process. Support Plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas
- Continues to work at age related expectations considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved.

Normally an EHA will be completed in these circumstances. The resulting Support Plan may incorporate specialist strategies, these may be implemented by the class teacher but involve other adults.

### **9.1 REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention following the graduated approach within SEN Support, the pupil remains a significant cause for concern. Such a Request may be supported by an Advice from an Educational Psychologist or a Speech and Language Report. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Support Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Current assessment data
- Other relevant assessments from specialists such as support teachers, educational psychologists and speech and language therapist
- The views of parents
- The views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals Education, Care and Health Plans

An EHCP will normally be provided where, after accepting the Request and then completing a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a Request for a Statutory Assessment does not inevitably lead to an EHCP or an EHCP with funding attached. An EHCP will include details of learning objectives and outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified in Reviews of an EHCP

EHCPs must be reviewed annually. The SENCos will organise these reviews and invite:

- The pupil's parent or carers
- The pupil
- The relevant teacher
- A representative from the LA
- The Educational Psychologist if they have been involved
- Any other person the SENCo or parent/carer considers appropriate including the Speech and Language therapist.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives and outcomes in the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year
- To make necessary changes to the EHCP and submit to the LA's SEN Department

In Year 6 Phase transitions Reviews, receiving schools are invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with

teachers from the receiving school. Within the time limits set out in the Code, the SENCo will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

#### **10. PARTNERSHIP WITH PARENTS/CARERS**

The school aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parents Advice Centre

#### **11. INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Update their Learning Passports and reflect upon achievements and areas for development
- Identify their own needs (self-assessment, self-evaluation and self-referral)
- Share in individual target setting across the curriculum

In addition pupils who are identified as having SEN are invited to participate in:

- Support Plan reviews and setting of individual targets
- Regular meetings with named adults
- Annual reviews and 8 week review

#### **12. SPECIAL PROVISION**

The school has the following special facilities:

- Wheelchair access and disabled toilet with hand rails
- All Classrooms are wheelchair friendly, with wheelchair ramps to outside doors to allow wheelchair access

- Blinds and curtains in classrooms to reduce glare (important for lip-reading) and dimmable lighting in classrooms

Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations. Please see the Accessibility Plan for more detailed information.

### **13. LINKS WITH EDUCATION SUPPORT SERVICES**

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved:

- The Educational Psychologist
- Child and Adolescent Mental Health Services (CAMHS)
- THEWS (Tower Hamlets Education Wellbeing Service )
- Attendance Officer from Tower Hamlets
- Visual Impairment Team
- Hearing Impairment Team
- Children with Disabilities Team
- BASS - The Behaviour Support Team
- Occupational Therapy
- Physiotherapy
- Speech and Language Service
- The School Nurse
- Phoenix Outreach Team for children with Autism
- Social Care
- The Looked After Children's Team
- Specific Learning Difficulties Team
- Blossom tree Speech and Language Therapy

### **14. INSET**

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Head teacher's reports to governors each term.

### **15. RESOURCES**

The provision for SEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEN policy

### **16. COMPLAINTS**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher/SENCo. The chair of governors may be involved, if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

### **17. REVIEW OF THE SEND POLICY**

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEN Policy document to be important and, in conjunction with the

Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

This Policy was written September 2015 and updated in October 2020 and October 2022–  
Renewal date November 2024

Signed by:

*S. Mouna*