St Anne's RC Primary

MISSION STATEMENT

'To live happily, love unconditionally and learn enthusiastically with Jesus by our side.'

SEND Policy

Date reviewed	June 2025
Date presented to Governors	July 2025
Date to be reviewed	June 2027

Special Educational Needs and Disability Policy

The special educational needs and disability (SEND) code of practice states that a child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or

• has a disability which prevents or hinders the child from making use of educational facilities which are provided for others of the same age in mainstream schools.

Special educational provision means educational provision that is additional to or different from the provision made generally for other children of the same age in a mainstream school.

SEND Intent

At St. Anne's Primary School we are committed to making reasonable adjustments to enable each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. Our vision is for all members of the school community to be respected and seen to have potential for improvement. Through effective teaching and learning, support and encouragement and working closely with parents and other professionals we can enable the fulfilment of each child's potential.

At St Anne's we intend to:

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school graduated approach to the identification and provision for pupils with special needs throughout the school.
- To take into account the views, wishes, aspirations and feelings of pupils (according to age and ability).
- Involve Parents in a partnership of support.
- Enable parents, carers and external agencies to work together so that the individual needs of children with SEND are fully met.
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- Embrace inclusion for all pupils and ensure a policy of integration into all aspects of school life.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- To work with the Governing Body and enable them to fulfil their statutory monitoring role with regard to this document.

- Comply with the 2014 Code of Practice.

SEND Implementation

At St Anne's we are outward looking and creative in our approach to implementing a high quality curriculum for all. Teachers create a positive attitude to learning and have high expectations of all pupils.

Identification and Assessment of Special Educational Needs

St. Anne's school is committed to early identification of special educational need and adopts a graduated response to meeting pupil's special educational needs in line with the 2014 Code of Practice. School recognises that early identification is the solution to improving long term outcomes for pupils.

Pupils will be identified through ongoing assessments by the child or young person's teachers, and brought to the attention of the Special Educational Needs Coordinator (SENCO) if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person's area of weakness.

Limited progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

The SENCO will then work with other staff to investigate this further and may engage the help of external agencies in order to identify the area of need.

Pupils identified within school as having SEND will be registered on the school's SEND register under one of the four broad areas of need as defined in the Code of Practice 2014(COP):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Planning and assessment process

It is the class teacher's responsibility to monitor the progress of children in their class each half term and identify those that are below what is expected or those that have not made progress.

Where a pupil is identified as having SEND, school takes action to remove all possible barriers to learning and put effective special educational provision in place. This provision is revisited through the **assess**, **plan**, **do** and **review** cycle. This is to ensure children are making good progress and that the provision is meeting their needs. All adults working with the child are involved in this process.

SEND Ranges

Across Sunderland SEN Ranges are used to identify children's needs and the severity of their need. They are based on national best practice in determining the needs of pupils with SEN. This enables us as a school to provide an integrated, inclusive whole school approach to student support.

The Ranges go from 1 to 7, one being mild within that area and seven being most severe. They are colour coordinated as shown below.

Range 1(Green) – School based responses - universal mainstream.
Range 2 (Yellow) – School based responses - universal/targeted mainstream.
Range 3 (Blue) – School based responses – targeted mainstream.
Range 4 (Red)– Targeted specialist either in mainstream or specialist additional resource.
Range 5 (Light Orange)– Specialist Resource/Special School
Range 6 (Orange) – Special School
Range 7 (Grey) – Highly Specialist Provision possibly 24hours

Children may be identified within more than one range depending on the complexity of their needs. Once a range has been established, teachers will seek advice on how best to support learning at each range. It is important to recognise that Quality First Teaching will provide a firm basis upon which to use the additional strategies identified at each range. Strategies and advice from earlier ranges need to be utilised alongside more specialised information as the range increases. Specialist Health interventions may be required at any level.

Interventions within Ranges

Range 1 – Quality First Teaching differentiated curriculum for all learners.
Range 2 /3 – Interventions to enable children to work within age related expectations.
Range 3/4 – Additional Highly Personalised Learning.
Range 5 – Specialist Provision

Individual Support Plans

A child's SEN range from the Code of Practice will be identified on the Support Plan. Strategies employed to enable the child to progress may be recorded within an Individual Support Plan which sets out outcomes and teaching strategies that will support the pupils making progress. These strategies and interventions are additional to those that children will receive through the normal differentiated curriculum.

Support Plans should focus on up to three or four key individual targets and should include information about:

- the short term SMART targets set for or by the pupil (Specific, Measurable, Achievable, Realistic, Timed)
- the provision / intervention to be put in place
- the teaching strategies / resources to be used
- when the plan is to be reviewed
- outcomes (to be recorded when the Support Plan is reviewed)
- the views of the child

Support Plans should be continually kept under review as a working document and should be shared with Support Assistants who will be working with the child. They are reviewed every term with the child and Parents. A copy of the evaluated Support Plan is given to the SENCO. The plans are then stored in the class SEND file and in the child's individual file.

Partnership with Parents

All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents, teachers and SENDCO. We will do this by giving parents access to the SEND Information Report via the school website.
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.
- Providing access to the SENDCO to discuss the child's needs and approaches to address them.
- Supporting parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children with Education, Health & Care Plans (EHCP).

Transition from Primary School to Secondary School

Transition to secondary school can be difficult for many pupils, but particularly so for pupils with special needs. During the final primary year, it is vital, therefore, that plans are made to make this major transfer as positive as possible for all involved. There needs to be allocated time for the SEND Child to make extra visits to their new school to become familiar with the geography of the building. All relevant records will be transferred to the SENDCO of the secondary school in the summer term prior to the child's admission. Above all there needs to be open lines of communication between the parents, primary school, secondary school and any outside agencies to allow for concerns and problems to be addressed.

SEND Impact

We will work as a team to ensure all of our children with SEND:

- Feel safe and secure.
- Enjoy school and are supported to become well-balanced, confident, competent, resilient, independent and caring.
- Have an individual support plan which includes their views and is reviewed regularly.
- Have access to a full and varied curriculum.
- Learn through first hand experiences and a multi-sensory approach to learning.
- Participate in all aspects of school life.
- Are supported by effective classroom routines, visual strategies and sensory resources as appropriate.

- Have a clear understanding of the high expectations set for them.
- Have high expectations of themselves.
- Have access to reasonable adjustments and to external agencies to allow them to fulfil their potential.

Summative Impact

1. Use of Arbour to track progress
2. Pupil Progress Meetings
3. Benchmarking against national (APS)
4. Linked to Performance Management targets