



**FEDERATION OF ST ANNE'S AND ST
MARTIN'S CATHOLIC PRIMARY SCHOOLS**
St Anne's and St Martins



Learning to live by faith and to be known by love

**Special Educational Needs & Disability
Policy and Procedure**

Policy Management

Policy owner	Headteacher
Approved by:	Resources Committee
Date of next review	September 2025
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Type of Policy:	Statutory
Template Based on:	School
Statutory Guidance	<i>Insert any link to any statutory guidance relating to the policy</i>

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0- 25 (September 2014). It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

This policy has been created by Governors in consultation with **stakeholders** of St Martin's and St Anne's Catholic Primary Schools

It should be read in conjunction with all other school policies, particularly: RE and Catholic Life, Equal Opportunities, all curriculum policies, Child Protection/Safeguarding, Accessibility and the Equality Schemes. It is an essential part of all curriculum policies.

At St Martin's Catholic Primary School, the Special Educational Needs Co-ordinator, known as SENCO, is Mrs Chloe Jenkins.

Contact details: 01189375544 or email admin@stmartins.reading.sch.uk. This policy can be accessed through the school website or as paper copy, if requested, from the school office.

At St Anne's Catholic Primary School, the Special Educational Needs Co-ordinator, known as SENCO, is Mrs Gemma Burnitt.

Contact details: 01189375537 or email admin@st-annes.reading.sch.uk. This policy can be accessed through the school website or as paper copy, if requested, from the school office.

As Catholic schools, we hold the Gospel of Jesus Christ at the heart of our school families. We therefore value every pupil as a child of God, entitled to be educated to his/her full potential. At all times, we promote inclusivity and celebrate diversity; this means that children (and adults) accept and support one another, that we try to be a good friend to all and also that, regardless of any specific learning difficulties or barriers, all children are given every opportunity to reach their full potential.

All staff have a responsibility for maximising opportunities and achievements for all learners specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

Aims and Vision

Context

All children have a right to learn. For some children this will be more difficult than for others.

At St Anne's and St Martin's Catholic Primary Schools, we believe that all children have rights to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking in to account their needs and wishes. We will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success. Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience thus developing the whole child, academically, socially, physically morally, emotionally and spiritually.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. SEN Code of Practice (2014: Para 1.24)

Partnership with Parents/Carers

The schools aim to work in partnership with parents and carers. They will do this by:

- 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
- encouraging parents and carers to inform the 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
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). 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
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition, pupils who have an Education and Health Care Plan are invited and encouraged to participate in:

- Annual reviews

Through our SEND policy we aim to

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have every opportunity to achieve their full potential **We will achieve this by:**
- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- Identifying those with special educational needs
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day-to-day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs, is value for money and leads to good outcomes.

Definition of Special Educational Needs

Taken from Section 20 of The Children and Families Act 2014.

A child or young person has 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 they:

- *Have significantly greater difficulty in learning than the majority of children of the same age: or*
- *Have disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

Identifying Special Educational Need

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At St. Anne's and St Martin's Catholic Primary Schools, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

1. *Communication and Interaction*

This includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.

2. *Cognition and Learning*

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3. *Social, Mental and Emotional Health*

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

4. *Sensory and/or Physical Needs*

This includes children with sensory, multi-sensory and physical difficulties.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

Supporting Children with SEND: A Graduated Approach to Support Quality First Teaching is an entitlement for every child (see appendix a)

Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and senior leaders and supported with school resources. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. Scaffolding is the first step in responding to pupils who may have SEN. The schools regularly and systematically review the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual curriculum offer, to enable the pupil to learn more effectively. Whatever the level of difficulty the key test of how far the learning needs are being met is whether the child is making expected progress.



Expected progress can be defined in a number of ways:

- Closes the gap between the child and peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's attitude and behaviour for learning

Teachers will identify the specific support needed to address the pupils' weaknesses. A record will be kept of support and outcomes. Progress will be reviewed at parents' evenings each term and at pupil progress meetings with the Head/SENCO.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving scaffolded learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by the therapeutic behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Where a child continues to have difficulties, despite quality support, advice will be sought from external services. This involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. It will be important to record all external advice and support received this will be kept in the child's file and copied to the SENCO.

In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care plan, which will be drawn up in consultation with parents, child and services. If an EHCP is issued by the local authority, this will be reviewed annually.

Supporting Children and Families

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Reading Information, Advice and Support Service for SEND (IASS) available as part of the LA Local Offer and keep our school website up to date with relevant information.

The views of the child with SEN will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

Further information can be found on the school and LA website (www.reading.gov.uk) about the Reading Local Offer, which outlines service provision in the local authority and support available to parents and children with SEND.

National Tests

Children entering SATs, phonics screening and timetables y4 national tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENCO will make the necessary arrangements in line with statutory guidance.

Transition

The respective SENCO at each of St. Anne's and St. Martin's Schools will link with the SENCOs of the secondary schools to which children are transferring to pass on information/records regarding the nature of support required to allow children to reach their potential at their next placement. Transition programmes are put in place where required. Less confident children can be accompanied to the secondary school on visit days by a member of the support staff. In the event of in year transfer the SENCO at each of St. Anne's and St. Martin's Schools will link with the SENCOs of the primary schools to which children are transferring to or from to pass on information/records regarding the nature of support required to allow children to reach their potential at their next placement. Transition programmes are put in place where required. Children entering school into Foundation Stage, visit the school prior to the beginning of the new school year and have an extended transition into school in September. Additional visits are offered for children who may need it. Parents are offered visits to meet the teaching team and pass on information relevant to the development of their child. Teachers visit pre-school settings to meet children and their key workers. Pre-school providers involve the SENCO and class teacher in pre-school meetings for children causing concern.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, and appropriately scaffolded curriculum.

Managing Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At St. Anne's and St Martin's Catholic Primary Schools, we support children, where possible, with medical conditions. Staff will be trained as need arises.

Refer also to policies for Health & Safety and Accessibility Plan.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The Governing Body is the admitting authority for St. Anne's and St Martin's Catholic Primary Schools.

Facilities for Pupils with SEN

The schools comply, as much as possible within the constraints of their buildings, with relevant accessibility requirements, with some limited space for small groups and individual withdrawal sessions. Parts of the buildings in both schools can be accessed by wheelchair users and both include a toilet for disabled. Staff are trained and have experience of working with a wide range of agencies. The accessibility plan is monitored regularly, is updated biannually and is available from the website.

Responsibilities

The Federation Governing Body endeavours to ensure the best possible provision for

Special Educational Needs at St. Anne's and St Martin's Catholic Primary Schools.

All governors understand their duty of care. The SEN Governor has responsibility to:

- assist and advise the governing body on fulfilling its Special Educational Needs and Disability responsibilities
- ensure children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring for example:
 1. The existence of accurate and up to date record keeping, including achievements
 2. Feedback from pupils, parents and staff
 3. The standards and progress of pupils with SEN
 4. Awareness of the nature of needs and the demands these make

The Headteacher has overall responsibility for the quality of education for all pupils. They work closely with the senior leadership team (including the Senco) to ensure quality provision for all and to keep the governing body fully informed regarding issues relating to SEND in the school.

The SENCO has responsibility for:

- The day-to-day operation of the school's Special Educational Needs and Disability Policy
- Advising class teachers
- Liaising with external agencies including, educational, medical, social and voluntary services
- Drawing up and revising provision maps as part of the pupil progress meeting cycle
- Deployment of Teaching Assistants to meet the needs of the children
- Monitoring effectiveness of support programmes and services
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Implementing a programme of annual review
- Overseeing records of all children with SEN
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with SEN governor and keeping abreast of national/local developments through network meetings and relevant training

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEN support. All teachers are teachers of SEND. At all stages, teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

Training and Resources

Training needs are identified by staff themselves or by SENCO to meet the needs of children in school or those known to be coming into school.

The SENCO regularly attends LA training and briefing meetings to keep up to date with local and national developments and to share best practice.

Monitoring and Evaluation

Pupils' progress is monitored using the chosen assessment methods, including standardised tests. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews. Interventions are evaluated for their effectiveness and value for money.

Parent and pupil surveys, feedback on reports and at parent's evenings, and SEN review meetings, inform our work.

Complaints

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the SENCO or Head, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages parents can seek advice from IASS. *Refer to Federation Complaints Policy.*

Inclusion

As Catholic schools we are deeply committed to equity and inclusivity, the dignity of the human person is the central principle which informs our commitment to equity and inclusivity. This principle is rooted in the biblical account of man and woman's creation in the image and likeness of God. (Gen 1, 27) The dignity of the human person gives rise to certain rights and responsibilities that all of us must abide. The Second Vatican upholds this fact: [T]here is a growing awareness of the sublime dignity of human persons, who stand above all things, and whose rights and duties are universal and inviolable. [T]his council lays stress on reverence for the human person: everybody should look upon his or her neighbour (without any exception) as another self, bearing in mind especially their neighbour's life and the means needed for living a dignified way of life.

We make all pupils feel included in our activities. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to learning and participation so that all pupils can engage in school activities. We acknowledge the need for high expectations and suitable targets for all children.

Equality Statement

At St. Anne's and St Martin's Catholic Primary Schools, we seek actively to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against.

Appendix A
St. Anne's and St Martin's Primary Schools SEND
Graduated Support Provision

Stage of Support	SEN receiving additional support	Education, Health and Care Plan
Nature of Support	Quality First teaching/additional support using school's resources. Specialist support may also be sought (This may be advisory or direct input with the pupil It may or may not require some level of funding from the school)	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will be available to meet the child's needs
Criteria for placement	Working below age expectation Making below expected progress. Some children will go straight to this stage if they have a specific need requiring specialist advice e.g., children requiring input from Speech and Language Team.	Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan
Moving on	Child will remain at this stage if making progress but still below standard or if their additional needs continue to require outside agency support/monitoring	Child will remain at this stage whilst need remains subject to annual review
Criteria for exiting	Child is making expected progress and attaining at the expected, the expected standard for their age. (Children with a diagnosis may remain at this stage to ensure their needs continue to be met)	It is agreed by all at Annual review that an EHCP is no longer required