

ST. ANTHONY'S SCHOOL

Special Educational Needs Policy



Written/Reviewed by: Lynne Seabrook
(M.A. Ed. SEN, Post Graduate Certificate in Professional Practice [PGCiPP] NASENCo)
Assistant Headteacher of Teaching and Learning

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The SENCO is Ruth Aspden raspden@st-ants.org

Ruth is a member of the Senior Leadership Team (SLT) and is also a designated member of the child protection team.

Our Ethos/ Vision

To provide high quality teaching that is differentiated and personalised to meet the individual needs of our pupils. This is special educational provision under Section 21 of the Children and Families Act 2014. We endeavour to ensure that such provision is available for all pupils. This policy aims to ensure that pupil's individual needs are identified and addressed with sensitivity and flexibility.

Definition of SEN and Disability (SEND)

At St. Anthony's School we use the definition for SEN and for disability from the SEND Code of Practice (Jan 2015). This states:

- SEN: A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

We also have regard to statutory guidance for supporting pupils with medical conditions (DfE 2014). Our "**Medical Needs Policy**" sets out the support available.

Key Roles and Responsibilities

The overall SENCO is Ruth Aspden a member of the Senior Leadership Team a designated member of the child protection team. The SENCO, SLT and those with the National Award for SEN have day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND. All pupils have EHC plans (or Statements until 2018).

SEN Governor: Our SEN governor is Gillian Miller who has responsibility for monitoring policy implementation and liaising between the SENCO and the Headteacher.

The Designated Safeguarding Lead (DSL) is Sally Davies sdavies@st-ants.org

She has specific responsibility for safeguarding and is the Pastoral Manager. SLT are all DSL trained.

Aims and Objectives

Aims:

We expect that all pupils with SEND will meet or exceed the high expectations we set for them based on their SEN and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

We have four aims for our children at St Anthony's and they are ...

- *To provide an environment where every member of the school community is given the support and encouragement necessary to meet the demands of education and personal change;*
- *To provide a broad and balanced curriculum which includes the full range of National Curriculum subjects;*
- *To allow all pupils access to as much of the National Curriculum as is right and possible for them as individuals;*

- *To foster in our pupils the value of education as life-long process and to assist them in acquiring the necessary skills to develop and adapt as individuals in a changing society.*

Objectives

- To ensure a clear process for assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, Jan 2015.

Identified Special Needs

We recognise the benefits of and making effective provision in improving the long-term outcomes for children with SEN. It is important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice 2015 refers to four broad areas of need:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. 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 and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

SEN Support and Provision

A process of on-going teacher assessments and pupil progress meetings within each department, identifies those pupils making less than expected progress given their SEN and individual starting points. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the tutor, teaching staff, SENCO or SLT. In deciding whether to make adjustments to special educational provision, the teacher, SENCO and SLT will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage additional support may be put in place as a pupil's response to such support can help to identify their particular needs.

Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Autism and Social Communication Team
- Child and Adolescent Mental Health Service (CAMHS)
- Continence Team
- Dance Movement Psychotherapist
- Early Childhood Service
- Educational Psychology Service (EPS)
- Education Welfare Service (EWS)
- Ethnic Minority Achievement Team (EMAT)
- Learning and Behaviour Advisory Team
- Occupational Therapist (visits on a regular basis)
- Play Therapist
- Portage Early Education Service
- Physiotherapist (visits on a regular basis)
- Sensory teaching service
- School Nurse/Paediatric health team
- Social Services
- Special Educational Needs Assessment Team (SENAT)
- Local authority SEND Information and Support Service (SENDIASS)
- Speech and Language Therapy Service (NHS therapists work with pupils in the school)
- Traveller Education Support Team (TES)

Parents are always consulted before we refer to these agencies. In some instances it is necessary for parents to contact their family doctor in order to be referred to further agencies.

Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked. We believe in a person centred approach to information gathering and the cycle of assess, plan, do, review. Termly reviews and target setting meetings are planned and information shared at parents' evenings. Targets are shared with pupils and successes are celebrated.

SEN support can take many forms. This could include:

- An individual learning programme/timetable
- A smaller learning environment e.g within the KS1/2 ASD departments or KS3/4 Support Centre
- Evidence based strategies (document available - strategies used to support learning and well-being)
- Extra help from a teacher or support assistant
- Making or changing materials, resources or equipment
- Working with a child in a small group
- Specialist equipment
- Observing a child in class or at break and keeping records

- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with a child, or play with them at break time
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Access to a shared nurture group with a focus on autism (KS3/4)

Each pupil is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

Roles and Responsibilities

The SENCO and SLT are responsible for:

- The SEND policy and its implementation
- Co-ordinating support for children
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Line managing TAs
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers
- Leading Annual Reviews
- Provision throughout the school
- Maintaining links and information sharing with other schools
- Ensuring Novio is run effectively (a SEND support network led through our school based partnerships). This involves support for parents via the Novio website <http://www.noviosupport.org>

The class teachers and tutors are responsible for:

- The progress and development of pupils
- Ensuring individual plans are implemented in the classroom
- Regular liaison with parents and the pastoral support team
- Effective deployment of additional adults
- Setting and reviewing targets
- Writing and attending Annual Reviews

Support Assistants are responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes, and advice from specialists.
- Assisting with the creation of resources
- Maintaining specialist equipment
- Regular communication with class teacher

The EHCP

An Education, Health and Care Plan (EHCP) brings together the child's health and social care needs as well as their special educational needs. It replaces what were formerly called statements of special educational needs.

Links with other schools/colleges

Work experience and student placements

- St. Anthony's offers work experience to our Y11 pupils. Work Experience introduces young people to the world of work and is a valuable and essential part of their education and preparation for life after school.
- In addition we also arrange placements for Sixth Form students from other colleges and universities at St. Anthony's.

College Courses

- The Key Stage 4 Pathways curriculum has been developed to support St Anthony's pupils with their individual development, learning and appropriate level of accreditation. This equips pupils with the skills, knowledge and experiences required for their transition onto Post 16 provisions. Pupils attend college transition days in Year 11. These commence after Easter for college (1 day per week for 6-8 weeks) and after May half term for Fordwater (1 day per week for 3 weeks). Pupils then continue to build on their learning and attend local provision at either Fordwater College, Chichester College or Brinsbury College.

Outreach

- An Outreach programme is established, where staff from St. Anthony's can, upon request, offer support and advice to mainstream schools.

Parents/Carers

The school places a strong emphasis on working with parents and carers. There is an active St. Anthony's School Trust which offers informal support to parents and organises fundraising and social events. There are termly newsletters for parents and a parent's information notice board in the school foyer which is regularly updated.

Parents are invited to attend the annual reviews and pupils often attend part of the meeting to share their achievements for the year and aspirations for the future. They also have access to Novio (a SEND support network led through our school based partnerships).

Supporting parents/carers and children

We provide support in the following ways:

- The Headteacher and SENCO operate an open door policy for parents/carers seeking support and advice.
- Our Home School Link Pastoral Manager Sally Davies can signpost additional support/information available for families
- The dedicated SEN Governor Gillian Miller is available as a contact point
- Individual arrangements can be made for phased entry into Reception class
- Support for transition between classes
- A transition period for new pupils transferring to us

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trips/residentials. Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes. The school nurse Eleanor Kale is responsible for the administration of medicines and health care plans/protocols.

The school has installed a number of ramps to support wheelchair access and has a programme of ongoing building and development to ensure full access to pupils with physical disabilities.

Monitoring and evaluation

The SLT regularly monitor and evaluate the quality of provision for all pupils. The school uses a range of strategies used in school to enhance pupils learning and well-being that have proven outcomes and are evidence based. (Documentation is under the Teaching and Learning area of the school intranet – section 11). The impact of SEN provision on the progress and outcomes for children is measured through:

- Analysis of pupil tracking data
- Progress against SEN and starting points (St. Ants Levels).
- Progress against individual targets
- Pupils' work

The Headteacher, SENCO and Bursar map and cost provision across the school. Each year we review the needs of the cohort and if necessary make changes to our provision. Additional support (including S.A.L.T., OT, physiotherapy, SSA, specialist equipment, access to the Support Centre) will be allocated according to need and availability and reviewed regularly to ensure individual needs are met.

The SEN Governor is responsible for:

- Monitoring the effective implementation of the SEND policy
- Liaising regularly with the SENCO and SLT
- Reporting to the governing body on SEND
- Ensuring that pupils participate fully in school activities

How the governing body evaluates the success of the education

As in all schools, annual targets for pupil performance are agreed with the governors and locality advisor. These are monitored by the governors' management board throughout the year. In addition, there is a monitoring and evaluation calendar which involves the governing body in monitoring the quality of education provided in each curriculum area. Reports from Ofsted, external advisors, examination body inspections and external accreditation visits are provided for the governing body to support them in evaluating the success of the education that is provided.

Success criteria:

- An audit of pupils will be undertaken each year to identify additional special educational needs
- All pupils have individual targets which are reviewed regularly
- Governors will have access to planning and targets
- The majority of pupils will achieve the targets set
- Most students/parents will be involved in the annual review of their statement
- All pupils in Year 11 will receive advice/support from West Sussex SENAT during their annual review and receive support for transition into post 16 provision.
- Parents of children with additional special needs will receive advice at the annual review from relevant professional agencies

Training and development

Training needs are identified in response to the needs of pupils. Staff attend externally accredited courses such as "TEACCH" (for pupils with autistic spectrum disorders), TEAM TEACH (de-escalation and positive handling training) and other courses for pupils with SEN up to Masters level. All staff also receive in-house training throughout the year to support children with a wide range of complex needs. This includes the use of multi-sensory teaching, P.E.C.S., Makaton, handling and intimate care training. The SENCO attends network meetings to share good practice and is involved in running Novio (a SEND support network led through our school based partnerships).

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet in our front office. Individual files are transferred to receiving schools when pupils leave St Anthony's School.

Reviewing the SEND Policy

Given the climate of reform, the policy will be updated annually (starting Nov 2016) as recommended by nasen (www.nasen.org.uk).

Complaints

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at St. Anthony's to speak to us as soon as possible. In the first instance, please speak to the class teacher or tutor. If parents/carers feel their child's needs are still not being met they should make an appointment to see a member of SLT or the head teacher. If concerns are still unresolved parents may wish to engage with the School complaints procedures. The governing body subscribes to the West Sussex County Council scheme for the treatment of formal complaints received by the governing body from parents of children attending the school and has a nominated body of governors for this purpose.

How the policy was put together

This policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (January 2015). The SEN policy was written by Lynne Dearlove the Assistant Head of Teaching and Learning (PGCiPP NASENCo), in liaison with the SENCO, SEN Governor, SLT and teaching staff. Each update is put on the school website and comments from the wider school community are welcomed.

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website
- hard copy on request at the school office.

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (Jan 2015) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEND Information Report Regulations (2014)
- The National Curriculum in England framework document July 2014
- Safeguarding Policy
- Teachers Standards 2012

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Local Offer Website <https://st-ants.org/web/wp-content/uploads/2022/09/Local-Offer-school-2022.pdf>

APPENDIX 2: Related School Policies/Documents

These are available from the school office upon request

- Admissions Policy
- Assessment
- Anti-Bullying
- Behaviour and Discipline
- Curriculum Planning
- Complaints Procedure
- Single Equality Policy
- Inclusion
- Intimate Care of Pupils
- Medical Needs
- Pastoral Care
- School Information Report
- Safeguarding and Child Protection
- Sex and Relationship Education
- Teaching and Learning