

St. Antony's Catholic Primary School



SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

Learning together

In

God's love

At St. Antony's we uphold the protocols of the new legislations that governs SEND:

Article: 28: (Right to Education): All children have the right to a primary education.

Article: 29 (Goals of Education): Children's education should develop each child's personality, talents and abilities to their fullest potential.

Complied: September by AAHT/SENCO Jenella Baptiste and SLT.

Reviewed and amended to comply with new SEN CODE OF PRACTICE (COP): September 2025

Next review date: October 2026



Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument:**

Special Educational Needs (Information) Regulations (Clause 64)

It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- **SEN Code of Practice in England** (which takes account of the SEN provisions of the SEN and Disability Act 2001) **established September 2014**
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- The Equality Act 2010 protects from discrimination
- The Education Act 2011
- Under part 3 of the Children and Families Act 2014

1. Introduction

1.1 This policy promotes the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND) at St Antony's Catholic School.



1.2 St Antony's Catholic School provides a broad and balanced curriculum for all children. We are committed to offering an inclusive education to ensure the best possible progress for all pupils, whatever their needs or disabilities. Not all pupils with a disability have SEN and not all with SEN meet the definition of disability, however this policy covers all relevant to this end.

1.3 Pupils with a disability have SEND if they have any difficulty with accessing the curriculum therefore needing special provision to be made for them. Special provision is anything that is additional and different from what is normally available in school.

1.4 The Early Years Foundation Stage or the National Curriculum is our starting point for planning that meets the specific needs of individual and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Children with barriers to learning mean that they have SEND and may require particular action by the school. This is referred to as SEND support. There is a register that helps to identify these children.

1.5 Children may have SEN either throughout or at any time during their school career. This policy ensures curriculum planning and assessment for pupils with SEN and takes account of the type and extent of the difficulty experienced by the child.

2. Aims and objectives

2.1 The aims of the policy are:

- To create an environment that meets the SEND needs of relevant pupils.
- To ensure that the needs of pupils with SEND are identified, assessed and provided for.
- To identify the roles and responsibilities of staff in providing for pupils with SEND.
- To enable all children to have access to all elements of the school curriculum.

- To promote and maintain effective communication between all those involved with pupils on the Code of Practice, i.e. parents, teachers, staff and external agencies.
- To ensure that the views of all pupils with SEND are taken into account.
- To enable early identification of those children with SEND, either by parents, health services or members of staff.

3. Educational Inclusion

3.1 In our school we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils no matter what their ability and want them to feel that they are a valued part of the school, and the wider community.

- Teachers provide **High Quality Teaching** within the normal day to day lessons and provide **differentiated learning opportunities** for all children and all have full access to the curriculum.
- We endeavour to **achieve maximum inclusion** of all children (including vulnerable learners) whilst meeting their needs.
- SEND may be used to explain when children are delayed or slower in their progress but is never used as an excuse for not making excellent progress linked to each child's potential. We make every effort to narrow the gap in attainment between vulnerable and disadvantaged groups compared to others.

3.2 We respect the fact that children:

- Have different educational and behavioural needs
- Require different strategies for learning
- Have different styles of learning
- Acquire, process and communicate information at different rates
- Need a range of teaching approaches and experiences

3.3 Staff responds to the needs of pupils by:

- Providing support to aid them with accessing the curriculum
- Planning to develop their understanding through the use of their senses and experiences
- Helping children to manage their behaviour, improve their social skills and to take part in learning actively and effectively (as outlined in the school's Behaviour Policy).

3.4- How Do We Identify and Assess Pupils with SEND?

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**.

We Apply The Graduated Approach which means we

Plan, Do, Review.” By virtue of this we will:

- Assess a child's special educational needs
- Plan the provision to meet each child's aspirations and agreed outcomes
- Put the provision in place to meet those outcomes
- Review the support and interventions in place and assess the attendant progress

As part of this approach, we have a **SEN Support Plan or Provision Map** that describes the provisions in place to support pupils learning and ensure their progress. We have structures in place to meet each child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to them having an **Education, Health and Care Plan (EHCP)** because of additional medical challenges that they may have. It is important that pupils needing an EHCP are identified as early as possible. We assess pupils' needs really closely to ensure that this happens.

3.5. SEN Intervention

3.6 Pupils on the COP will require an Individual Education Plan (IEP). This IEP will record the achievement criteria/targets and teaching strategies to be used to assist these pupils with meeting the standards required by the school and the Local Authority/DfE. It will also indicate the expected outcomes linked to specified time frames/ dates for the achievement of the set targets. The IEP are reviewed half termly.

3.7 If the review identifies that support is needed from outside agencies, we will consult parents/carers prior to adding any extra support. The enhanced level of intervention is called SEN Support. The class teacher will offer interventions that are different or additional to those provided as part of the school's usual working practices. This usually involves work that is task analysed and scaffolded to give the SEND pupils better access to the curriculum in general or the curriculum specifically targeted at them such as the school's **Life Skills Programme for SEND**. The school will keep parents informed and liaise with them to access or provide any additional information.

The **Special Educational Needs Coordinator (SENCO)** will monitor, quality assure and assess the effectiveness of the programmes and initiatives in place to ensure outcomes are secured and will take the lead in further assessments of children's needs if warranted.

3.8 We will record the strategies used to support each child within an Individual Education Plan (IEP). The IEP will show the short term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once per term.

3.9 If the IEP review identifies that further support is needed from outside agencies/services, we will consult parents prior to any intervention. In most cases, children will be seen in school, by external support services. This may lead to further or different strategies to those being applied by the school being put into action. This enhanced level of support is called

SEND Support. External support services will provide information for the child's IEP to be revised. The new strategies within the IEP will, whenever possible, be implemented in the child's normal classroom setting. Otherwise they will be implemented at an agreed and feasible time.

4.0 If the child continues to demonstrate a significant cause for concern, a request for further Statutory Assessment to be made to the LEA to receive funding for even higher levels of support to be applied.

The School's Designated Lead for SEND

The designated person responsible for co-ordinating all programmes falling under the SEND portfolio is Jenella Baptiste.

4.1 The Role of the SENCO

- Manages the day to day operation of programmes and the implementation of the policy
- Coordinates the provision for and manages the responses to children's SEND
- Supports and advises colleagues
- Oversees the records of all children with SEND
- Acts as the link with parents
- Acts as the link with external agencies and other support agencies
- Monitors and evaluates the SEND provision and reports to the Governing Body
- Manages a range of resources, human and material, to enable appropriate provision for children with SEND
- Contributes to the professional development of all staff in terms of SEND support
- Attends cluster group meetings and disseminates information to the staff.

4.2 The Role of the Governing Body

4.3 The Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with SEND. The Governing Body has identified and instituted a designated governor to have specific oversight of the school's provision for pupils with SEND. This Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, acquisition of equipment and deployment of staff/personnel to effect the SEND Policy.

4.4. Allocation of Resources

4.5 The SENCO is responsible for the operational management of the specified and agreed resourcing of the SEND provision within the school, including the provision for children with Educational Health Care Plans.

4.6 The Head teacher and Link Governor informs the governing body of how the funding is acquired and allocated to support pupils with SEND across the school.

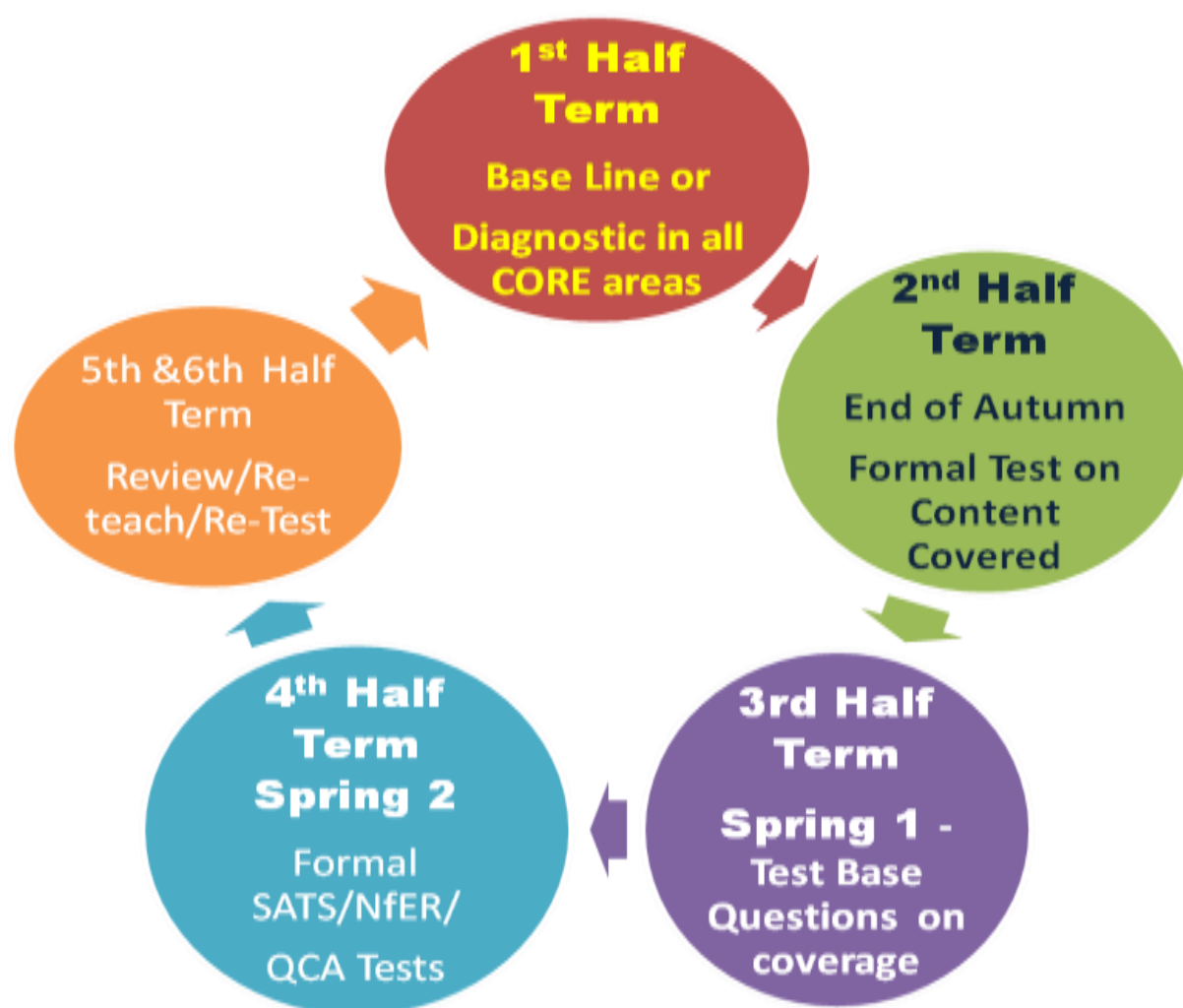
4.7 The Head teacher, Link Governor and the SENCO meet regularly (at least half termly) to discuss and agree how funding received should be allocated.

4.8 All teaching assistants have access to a range of courses offered by the Tunmarsh Centre or online. They are encouraged to attend courses on a termly basis. The need for in-service training is recognised by all staff members therefore and annual audit of training needs is made, taking into account the school priorities as well as personal and professional development needs.

4.9 The Learning Mentors (LM) work within the school. They work individually with pupils or sometimes with small groups to advice on and put strategies in place to assist pupils with behaviour and emotional challenges to develop the coping skills needed to function in accordance with the school's Behaviour Policy Expectations daily. The LM works closely with the SENCO to minimise barriers to learning.

5. ASSESSMENT CYCLE

Across the School and For SEND



5.1 Assessment is a vital part of the teaching and learning cycle at St Antony's.

5.2 In line with the school's assessment cycle, which is conducted half termly with all children across the school; pupils on the SEND Code of Practice are assessed officially 6 times per year.

a. A baseline test is applied to ascertain pupils' on entry attainment levels and progress from the previous year. This information is used by teachers to inform planning, teaching and learning as well as to determine any additional support SEND pupils may require.

b. A structured, formal End of Autumn Term Test is done to assess how well pupils have learned and absorbed what has been taught/ covered over the first term. Outcomes are used to inform the review of IEPs and to influence what interventions will be applied to close learning gaps.

c. Another diagnostic test is done at the end of Spring Term 1 to determine how well pupils are progressing with the curriculum being taught/covered.

d. A structured, formal End of Spring Term 2 Test is done using: **past SATS, NfER, QCA or Rising Stars, Optional Test Papers or a bespoke test compiled by the SENCO or CT from TEST BASE** to assess how well pupils have learned and absorbed what has been taught/ covered over the second term. Outcomes are used to inform the review of IEPs and to influence what interventions will be further applied to continue to close learning gaps and diminish the differences between SEND and Non-SEND as well as to assess how well SEND pupils have progressed when compared to their starting points at the beginning of the year.

e. The final terms are used to **REVIEW, RE-TEACH and SECURE** areas of the curriculum that all pupils including SEND need to consolidate.

5.3 The SENCO works closely with teachers and parents across the school to evaluate pupils' performances in their assessments and plan appropriate programmes of additional support for those SEND pupils in need of a further push towards meeting National Standards.

6. Full Access To The Curriculum

6.1 All children have an entitlement to a broad and balanced curriculum, which is suitably differentiated to meet their needs and it is for this reason that the SENCO and her Inclusion team ensures that staff all across the school are apprised of SEND needs and the most effective strategies for addressing them.

6.2 Teacher's use a range of strategies to meet children's SEND needs as all lessons must have clear learning objectives inclusive of a SEND objective; we differentiate work appropriately to challenge all abilities inclusive of SEND and we use assessment to inform the next steps for learning.

6.3 Individual education plans, which employ a small-step-by-step approach feature significantly in the provision that we make across the school daily for SEND. By breaking down the existing levels of attainment into graded steps and targets, we ensure that our SEND children experience greater success with meeting and (some with the ability to) surpassing National Standards.

6.4 We support children in a manner that acknowledges their entitlement to share the same high quality learning experiences their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. However, there are times when one to one or group support outside the classroom environment is appropriate and even necessary.

7. Partnership with parents

7.1. The school works closely with parents in the support of those with SEND.

We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this and SENDS WEEK strengthens this link.

7.2 The Governor's Annual report to parents contains an evaluation of the policy in action. Named Governors take a special interest in SEND and actively talk with parents particularly during SEND week about the importance of their cooperation, support and input.

7.3 We have 3 regular meetings each term to share the progress of children with SEND with their parents. We inform the parents of any outside intervention, and we share the progress of decision making by providing clear information relating to the education of children.

8. Pupil Participation

8.1 In our school we encourage children to take responsibility and to make decisions to take responsibility for their learning. This is the culture of our school which relates to all children.

8.2 Children are involved at an appropriate level in setting targets for their IEPs in the termly review meetings. Pupils are encouraged to record their own view about their targets and progress/ performance.

9. Monitoring and Evaluation

9.1 The SENCO rigorously tracks the progress of children on the SEND programme and provides staff and governors with regular summaries of the impact of the policy, interventions and provisions on pupils.

9.2 All IEP's are fully annotated and evaluated half termly by CT/EAs documenting the outcomes and progress of pupils. **Intervention Tracking Sheets** are used by all EAs and HLTAs to record and evidence progression via the programmes being done.

9.3 Completion of SEND reviews in PPMs further aids the monitoring process.

9.4 Pupils who receive Exceptional Resource Provision/High Needs Funding also have annual reviews. All reports are sent to the Head, Governors and Local Education Authority.

9.5 Advanced planning for pupils in transition from years 2 & 5 to years 3& 6 is given special focus. Transition from year 6 to Secondary School is also given special focus by the SENCO who meets annually with the SENCO from our feeder secondary schools. The SENCO and Learning Mentor attend the yearly transition meeting planned by the Deanery and the LA for Year 6 who are on the Code of Practice.

9.6 The SENCO and the head teacher hold regular progress meetings to monitor and assess all SEND pupil progress. Additionally all class teachers are asked to identify and highlight the progress of the pupils on the SEND COP in their classes.



Special Educational Needs and Disability (SEND) and Inclusion Policy

The name and contact details of the SEND coordinator

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