



**ST. ANNE'S**  
R.C. VOLUNTARY ACADEMY

## **SEND Frequently Asked Questions**

### **What are the aims and objectives of the SEND provision at St Anne's RC Voluntary Academy?**

- To create an ethos and educational environment that meets the needs of every student at St Anne's.
- To ensure that all students with special educational needs and/or disabilities are identified early, assessed and catered for within St Anne's where possible and make the best possible progress.
- To foster and promote effective working partnerships with parents/carers, students and outside agencies.
- To enable full access for students with SEND to all aspects of the curriculum and the wider school life and activities.
- To develop self-esteem, promoting a positive self-image and a 'can do' culture.
- To regularly review and evaluate the progress of students with SEND, ensuring parents/carers and students are fully involved throughout the process

### **How is the coordination for SEND provision arranged?**

The main responsibilities listed in this report fall within the role Special Educational Needs and Disability Coordinator. The SENDCO role is outlined as follows:

- Overseeing the day-to-day operation of the SEND report including reporting the effectiveness of the SEND report to governors
- Coordinating provision for students with SEND
- Liaising with and advising all colleagues on how to support students with SEND.
- Managing and coordinating the work of Learning Support Assistants
- Overseeing the records of all students with SEND
- Liaising with parents/carers of students with SEND
- Contributing to whole school CPD/ training around SEND provision.
- Liaising with and drawing upon the advice of external agencies and Local Authorities.
- Ensuring student profiles and SEND provision maps are in place and regularly reviewed
- Assessing the progress of students with SEND (using all available data) and ensuring that the progress of vulnerable groups is carefully tracked.
- Follow a graduated response to the assessment and provision of SEND with a clear focus on early identification.
- Supporting the Headteacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND report, SEND provision and outcomes for students with SEND
- Ensuring a smooth transition across key stages and phases.
- Plan and monitor interventions for best possible impact.
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching

The SENDCO at St Anne's R C Voluntary Academy is Miss Amy Morgan

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The school acknowledge that the SENDCO shares this responsibility with the rest of the staff within the school and the governing body. The governing body at St Anne's R C Voluntary Academy promotes the development of SEND provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEND
- Following key legislation and up-to-date reports
- Fostering communication between parents/carers of children with SEND and the
- Meeting with the appropriate support staff
- Ensuring staff and parents/carers understand the role of the SENDCO and how students are supported
- Developing an awareness of the types of SEND present within the school cohort
- Understanding how funding received for SEND is allocated by the school
- Attending training in relation to SEND
- Assisting in monitoring the progress of vulnerable students

### **How will St Anne's staff support my child/young person?**

Provision for students at St Anne's R C Voluntary Academy with special educational needs and/or disability is the responsibility of the school as a whole with specialist guidance from the SENDCO, the Governing Body and the Headteacher. All teaching staff are teachers of students with special educational needs. We adopt a graduated response to meeting special educational needs and/or disabilities in line with the 2014 Code of Practice.

The main methods of provision made by the school and coordinated by the SENDCO are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum (Quality First Teaching) and/or access to a Learning Support Assistant if required.
- Tailored intervention assessed and delivered by trained staff.
- In-class support with resources or specialised equipment
- Lexia online reading support for KS3 and KS4.
- Accelerated Reader online reading support for KS3.
- Inference intervention assessed and delivered by literacy specialists.
- Specific SEND homework club is available after school each day
- Support for social emotional and mental health issues is available through individual key worker sessions.
- Additional support where appropriate

### **SEN Support (K)**

A child with a diagnosed or recognised condition or disability may be placed on the school SEND Register. The parents/carers and SENDCO will decide if the condition is impacting on the child's progress in school, and therefore discuss where additional support needs to be put in place.

The SENDCO will take the lead in coordinating additional or different provision to enable the student to learn more effectively. The SENDCO will work closely with the parents/carers, teacher and student.

Recommendations from external agencies (e.g. educational psychologist, speech and language therapist, outreach teachers) will be shared with teachers as appropriate. Any additional strategies will be implemented by the class teacher based on the advice received from outside agencies.

According to the 2014 SEND Code of Practice, 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.

### **SEND Categories:**

- Communication and Integration
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

## **Statutory Assessment**

Where a request for a statutory assessment is made by the school to the Local Authority (LA), the student will have demonstrated significant cause for concern. The LA require information about the student's progress over time and also need documentation in relation to the student's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The SENDCO completes statutory assessment paperwork for the LA in these cases, and liaises with both outside agencies and the LA. If successful, the child will receive an Education and Health Care Plan (EHCP).

## **Provision for children with SEND**

The aim of formally identifying a student with SEND is to help St Anne's ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

### **Assess Plan Do Review**

This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

- **Assess:** *How does the school decide if a child needs extra support?*

The class teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests as well as the views of parents/carers and students is used to identify needs. Advice may also come from external support services.

- **Plan:** *What type of support and how much support will my child get?*

Information gathered is then used to develop interventions and adaptations to the environment and to the curriculum. Again, advice from specialist agencies including, the Educational Psychologist and CAMHS may be accessed. The advice and strategies will be shared with the class teachers and if necessary additional support outside the classroom may be provided.

- **DO:** *How will the St Anne's staff support my child?*

Interventions may involve group or one-to-one teaching both in class and away from the main teaching on specific schemes of work. It may also involve use of different equipment or the adaptation of the curriculum. The curriculum may be adapted through differentiation, using prompts, adapted resources and by support from teachers and Learning Support Assistants.

Children who have an EHCP will have the targets and strategies they are working on recorded and discussed with both the students and their families at review meetings. Students at SEN support level will be monitored, and information shared with parents through Parent's evening, when individual appointments will be made with the SENDCO.

- **REVIEW:** *How will St Anne's and I know how my child is doing?*

Intervention work is reviewed each term by the SENDCO, using teacher assessments, specific test results and observations by appropriate staff where appropriate.

Parents/carers will be offered a chance to discuss progress each term or as needed. More regular meetings happen where staff and families feel necessary. Multi-agency meetings where support from other agencies is necessary will also happen as well as EHCP review meetings.

### **Additional Support**

- Some children will have extra help from another adult e.g., Learning Support Assistant, Speech and Language Therapist, Sensory Support Service.
- A few children may benefit from support and advice from other sources and specialists.
- A very small number of children will have exceptional needs that require the school to request a statutory assessment, leading to an EHCP.

### **What are the admission arrangements?**

What are the admission arrangements for students with SEN who do not have a statement if the arrangements differ from those for other students?

The Governing Body at St Anne's R C Voluntary Academy believes that the admissions criteria should not discriminate against students and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

***'All schools should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEN . Students with special educational needs but without statements must be treated as fairly as all other applicants for admission.'* (Code of Practice 1:33)**

It is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

(Equality Act 2011 – Advice for school leaders, school staff, governing bodies and local authorities)

### **How are resources allocated for vulnerable students, those with SEND?**

The Senior Leadership and Governing Body oversees the expenditure of the school budget for SEND and therefore ensures resources are directed to support appropriate provision as outlined in this report.

The school allocates SEND funding in the following ways:

- Learning Support Assistants
- Training for all Teachers and Learning Support Assistants so that they can meet students' needs more effectively
- Specialist equipment and resources
- Specialist assessment materials
- In class and withdrawal support from the SENDCO, or support staff
- Outside providers to deliver targeted programmes
- Purchasing and maintenance of ICT and electronic equipment

### **How does St Anne's know if children/young people need extra help and how will you and I know how my child/young person is doing?**

Early identification of students with SEND is a crucial factor in overcoming barriers to learning. The SENDCO works closely with the primary settings to gather information around any identified needs. The SENDCO also meets with appropriate staff in school to discuss any concerns raised by the core data drop points and any other appropriate information.

At St Anne's R C Voluntary Academy, we also use a number of additional indicators to identify students' special educational needs. Such as:

- Close analysis of data including CATs and KS2 data
- Any teacher or support staff concerns
- Following up parental concerns
- Tracking individual student progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services
- Use of the Lucid screener

These assist the SENDCO and class teachers to:

- provide starting points for the development of an adapted and appropriate curriculum that meets the student's needs
- support the student within the classroom environment
- assess students to identify strengths and areas for development
- provide feedback about the student's achievements and experiences to form the basis for planning the next steps
- inform on-going observation and assessment of each student
- involve parents/carers in supporting students at school and at home

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention.

Where there is uncertainty about an individual student, the school will link with parents (through interpreters if required) to ascertain whether the student is developing in their home language in line with peers and siblings. Parents/carers have individual appointments with the SENDCO through Parents' Evenings and other appropriate times. The SENDCO encourages parents/carers of children with additional needs to maintain contact with the school.

### **How will St Anne's prepare & support my child to join the school and transfer to a new educational setting?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

The School offers two main 'Year 6 into Year 7' transition days, and the SEND team and other appropriate staff work directly with students who need additional support. Transition for learners with additional needs is personalised as some children may require additional visits. The SENDCO visits all the main primary school SEN staff to gather information about our more vulnerable learners. This work also includes attending year 6 reviews and observing learners with special educational needs and disabilities within the primary setting.

Support is also offered to learners with additional needs in Year 9 when choices are being made with regard to option subjects. During Year 10 and Year 11, the school careers advisor offers support to learners with additional needs. Young people have the opportunity to explore post 16 options and gain advice about any areas of interest.

#### **Primary to Year 7:**

- Attendance at Annual reviews and other meetings at the primary schools by the SENDCO.
- Extra visits by SEND students.
- Personalized additional visits, particularly for any students recognized as having social communication difficulties.
- The SENDCO will visit the primary feeder schools to meet the students.
- Information shared along with good practice for students leaving the school to allow a smooth transition onto the next journey of their education

#### **KS3 (Years 7-9) -KS4 (Years 10 and 11):**

- Support with selecting GCSE options for Year 10
  - meetings with students and their parents/carers to discuss their KS4 pathway

- Careers meeting in Year 9 to discuss post-16 aspirations

### **Year 11 to Post 16 Provision:**

- In school careers and guidance at key transition stages.
- For students with an EHCP a representative from the post 16 provider, if known, will be invited to the year 11 review.
- Additional visits may be arranged as part of an individualized transition.

Information shared along with good practice for students leaving the school to allow a smooth transition onto the next journey of their education.

### **How will the curriculum be matched to my child's/young person's needs?**

All students at St Anne's R C Voluntary Academy have equal access to a broad and balanced curriculum, differentiated to enable ALL students to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that leads to students making relevant progress that is closely monitored. Teachers use a wide range of strategies to meet student's additional needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. The school's achievement for all ethos promotes best practice towards students with SEND.

The Equality Act 2010 states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. At St Anne's R C Voluntary Academy, we ensure students have access to best:

- practices or procedures
- accessible physical environment
- learners assessment
- extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of students identified as having Special Educational Needs and Disability. They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments. Staff and trainees receive regular training from the SENDCo and other appropriate staff.

### **How does St Anne's evaluate the success of provision?**

The SEND register is a fluid working document that is constantly updated and therefore the numbers of students on the register will be subject to change. A key element of evaluating the success of the SEND provision provided at the school is covered in the close monitoring of data (with an emphasis on progress), particularly in English and Maths, as well as any additional intervention/support provided.

All teaching and support staff, parents/carers, outside agencies and the students themselves are vital to this process. Their feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Where interventions have not made the expected impact over the time frame allocated alternative provision may be offered and interventions modified.

### **How are parents/carers of students with SEND encouraged to work in partnership with St Anne's?**

Parents/carers have opportunities to become involved in decision-making processes.

- The parents/carers have individual invitations to speak to the SENDCO at Parent's Evenings.
- Individual meetings are arranged with parents/carers where concerns are raised by staff or parents/carers request it.

Our parent-school partnerships are based around the following objectives:

- Being a welcoming and friendly place for parents/carers.
- Providing parents/carers with relevant and user-friendly guidance and information to help them support their child's learning.

- Producing and implementing parent/carer friendly policies to establish effective home-school links and improve student/student attendance, punctuality, behaviour and progress and positive participation from school.
- Providing good support for transition for parents/carers when their children leave the school.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Meetings are scheduled to share the progress of the students with parents/carers and take account of their views. It is hoped that this will assist in supporting students to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. The school website contains details on special educational needs.

### **How do I make a complaint?**

Any complaints should first be raised with the SENDCO, then if necessary, with the Headteacher and finally, if unresolved, with the Governing Body.

#### *Managing parental complaints related to SEND (any of the following may apply)*

- All SEND complaints must follow St Anne's formal complaints procedure
- The Governing Body is consulted
- External advice may be sought
- Key legislation regarding the matter is identified
- Good levels of communication with the parents/carers are maintained throughout the process
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Independent Advisory Service (previously Parent Partnership).
- Key issues are identified including where there is agreement
- Discussions should take place with the SENDCO
- Reports provided by outside agencies should be considered
- Student progress is reviewed
- Any behaviour logs are included and shared with parents/carers

### **What training have the staff supporting children/young people with SEND had?**

All teaching and support staff have attended courses and training that assist them in acquiring the skills needed to work with students with SEND. The SENDCO has provided school-based INSET and delivered training for teaching staff around supporting students with specific learning difficulties. This is to support staff to develop awareness of resources and practical teaching strategies for use with students with SEND.

Recently, the following areas have been covered:

- SEND register – codes, descriptors, interventions
- How to effectively identify SEND
- Working Memory
- Knowing who is in front of you
- Checking for Understanding and Chunking Learning.
- The Code of Practice
- ADHD training for all staff

Access Arrangements

### **What specialist services and expertise are available at or accessed by St Anne's?**

St Anne's R C Voluntary Academy works in partnership with outside agencies such as:

- CAMHS/ Healthy Young Minds
- School Nurse
- Educational Psychology
- Pendlebury Centre
- Secondary Jigsaw

- ASC Team part of Stockport's Inclusion Team
- Team Around the School
- Highfields PRU

Members of these agencies may be invited to meetings in school to review any programmes in place for individual students in order that their specialist advice may be incorporated into the student's intervention/provision. The school promotes the 'team around the child approach' and draws upon EHA, where appropriate, to ensure early identification and assessment of SEND.

#### **What links with other schools and cluster does St Anne's have?**

Prior to admission to St Anne's R C Voluntary Academy, contact is made between the SENDCO and the SENDCO or class teacher at the previous school to contribute to a transition plan should one be required. The SEND department can facilitate extra transition days for vulnerable learners in the summer term. When a student with SEND transfers to another school, all relevant documentation is passed on to the new provision by St Anne's R C Voluntary Academy.

#### **Who can I contact for further information?**

Please contact our SEND co-ordinator;

**Miss Amy Morgan**

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