

SEND Policy

Our Schools' Curriculum Aim

The staff of St. Cuthbert's and St. Sebastian's will work to give each child full access to a broad and balanced curriculum, relevant for our school community and the diverse experiences of our children, encouraging in each individual a sense of self-worth and self-esteem.

Introduction

This document was created by the schools' SENCOs, in liaison with the SLT and approved by the Federated Governors. It was a co-produced policy in the spirit of current reform (2014). This policy acknowledges our commitment to identifying and supporting all children with special education needs within our schools and outlines the way in which this is achieved through a graduated approach.

Statement of intent

Using early intervention strategies and adopting a whole school approach, we strive to identify and support the specific needs of children as early as possible. The involvement and views of parents/carers and other professionals are regularly sought so as to ensure that differentiated, quality first teaching is a priority for all pupils regardless of their individual needs.

Safeguarding

Our schools are committed to safeguarding and promoting the welfare of children, and expect all staff, parents and visitors to share this commitment.

Aims & Objectives

- To create an ethos and educational environment that is child-centred which holds the views and needs of the child and parents as integral.
- To encourage a strong focus on high aspirations and on improving outcomes for children with SEN which will enable them to succeed in their primary education and make a successful transition into secondary school.

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- To reflect the Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p93, para 6.4). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for accordingly, with high expectations for the best possible progress.
- To work within a 'person-centred approach' fostering and promoting effective collaboration with children, parents/carers and other professionals.
- To encourage and engage the participation of children and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

Identification of Special Educational Needs

We recognise the definition of Special Educational Needs (SEN) as stated in the Code of Practice 2014:

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".

(p.94 para 6.15)

Our schools reflect what the Code of Practice states (p100 sect 6.44) in that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching (known as '**SEN Support**').

- The purpose of identification is to establish what action the school needs to take, not to fit a pupil into a category. The school identifies

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the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

- The four broad areas identified within the SEN Code of Practice 2014 (p97) are:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health Difficulties**
4. **Sensory and/or Physical needs**

These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.

- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently.
- Although the SENCO has overall responsibility for the identification of pupils with SEN in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking in order to monitor and analyse each child's progress.
- At the Federation of St Cuthbert's and St Sebastian's we also use a number of indicators to identify pupils' special educational needs. Such as:
 - Close analysis of data including: EYFSP, termly and yearly assessments, reading ages and annual pupil assessments.
 - Any teacher or support staff concerns.
 - Following up parental concerns.
 - Tracking individual pupil progress over time.
 - Information from previous schools. Information from other services.
 - Close liaison at the outset with EYFS staff and the SENCO and parents.

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Equal Opportunities & Special Needs

- No child will be refused admission to school specifically because they have special needs. Where a child with SEND is identified as having SEN, appropriate action is taken to remove barriers to learning and put effective special educational provision in place. It is common practice for the previous setting to be contacted to obtain relevant information which will then be used to inform staff of how best to support the child according to their individual needs.
- Pupils requiring additional support have the same entitlement to the curriculum as their peers. Differentiated quality first teaching is a priority for all pupils in the school including those with SEN.
- We recognise our duties regarding equality and inclusion for individual children with disabilities, under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for children with disabilities to prevent them from being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children/young people are encouraged to participate fully in the life of the school. This includes extra-curricular clubs and activities where the SENCO monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.
- The SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**)

Adapting the Curriculum & Learning Environment for Pupils with Special Educational Needs

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for pupils with disabilities and to

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implement their plans. In line with this there is a fully developed accessibility plan document which is also available on the school's website.

- The school is proactive in removing barriers to learning and through regular consultation with external agencies (such as the ADHD foundation, SENISS, Educational Psychologists) we adopt a whole school approach to applying recommended and up to date strategies and approaches to teaching.
- The school increases and promotes access for ALL pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- The school improves access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.
- The school strives to improve the delivery of information to pupils with SEND and their families and in doing so takes into account the preferred formats, with consideration of pupils' disabilities.

Assessing & Reviewing the Progress of Pupils with Special Educational Needs

ASSESS - In assessing a child the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behavior and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed in accordance with the time scales advised by the agency conducting the assessment.

PLAN - We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review. This information is documented and shared in the format of a 'Play Plan' (Foundation Stage

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pupils) or a 'Pupil Profile' (Key Stage 1 and Key Stage 2 pupils). All plans / profiles are signed by the pupil, parent and staff class teacher.

DO - The SENCO supports the class teacher by advising on the effective implementation of support and further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW - Reviews are carried out on the agreed date. Some children have an EHCP (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

Managing the Needs of Pupils who Qualify for SEN Support

- In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published and can be seen on the School's website and the Liverpool Family Services directory.
- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions addressing areas of need it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).

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- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in our schools include for example Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services to name a few.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

Working in Partnership with Parents & Carers

At St Cuthbert's and St Sebastian's we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child and any changes in needs which they can provide.

In creating the School's Local offer parental consultation was crucial and parents views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child. There are other systems to encourage communication such as PTA meetings, questionnaires, feedback forms etc.

Where a pupil is receiving SEN Support the school endeavors to communicate with parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school. Jackie Hilton (Child Protection Officer) offers

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educational home visits for for any families who might benefit from extra support.

At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

Supporting the Emotional, Mental & Social Development of Pupils with Special Educational Needs

Staff within our schools are aware that some children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect.

Within the federation we have clear processes and highly trained staff to support children. The schools manage effects of any disruptive behaviour so that it does not adversely affect other pupils. Examples of how our schools provide support for pupil's emotional, mental and social development include:

- Think Yourself Great (TYG)

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- Emotional Literacy
- Philosophy for Children (P4C)
- Rainbows

Monitoring and Evaluating the Impact of SEN Provision

Whilst the full governing body remains responsible for SEN an appointed SEN Governor supports their work. The SEN Governor for the Federation of St Cuthbert's and St Sebastian's is Ms F Murphy and can be contacted via the head teacher or Chair of Governors. The SEN Governor promotes the development of SEN provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body.
- Being familiar with key legislation and policy.
- Fostering communication between parents/carers of children with SEND and the school.
- Meeting regularly with the SENCO and visiting classrooms.
- Ensuring they have an understanding of the role of the SENCO and how pupils are supported.
- Developing an awareness of the types of SEN present within the school cohort.
- Reporting regularly to the Governing Body.
- Understanding how funding received for SEN is allocated by the school.
- Attending training in relation to SEND.
- Assisting in monitoring the progress of vulnerable pupils.
- Reviewing and monitoring the effectiveness of the SEND Policy.

The SEN Governor will also liaise with the SENCO in relation to the Local Offer and the SEN Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENCO and Link SEN Governor
- Parents/carers
- Pupils

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➤ Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes.
- Use of standardised tests including e.g. reading and spelling ages.
- An analysis of external tests or equivalents.
- The school's tracking systems and teacher assessments.
- Evidence generated from Pupil Profiles and Annual Review meetings.
- Raise Online.
- Reports provided by outside agencies including Ofsted.

Staff Training

All primary schools within an SEN Consortia share best practice and offers support within the locality. Training on SEN is arranged through these and with the support and involvement of the services attached to these, The training is needs led and linked to the school development plan, needs of the particular consortia and the school's Local offer. Specific training can be provided for the SENCO, Teaching Assistants, whole school and parents. Liverpool School Improvement Service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in the summer term where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be implemented.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN Information report.

SEN Funding

The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCO along with other key staff in the school has a key role in

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determining how this budget is used, for example to provide interventions and targeted support.

The school budget allocation for SEND is detailed in the SEND information report. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

Listed below are examples of ways in which the schools allocate SEN funding:

- Learning Support Teachers and Teaching Assistants.
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively.
- Specialist books and equipment.
- In class and withdrawal support from the SENCO, SEN Teacher or support staff.
- Ramped access to the main buildings of the school.
- Accessible toilet facilities.
- Purchasing and maintenance of ICT and electronic equipment.

The Role of the SENCO

The role of the SENCO involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with professionals or agencies beyond the setting.
- The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEN policy and updating it annually.
- Overseeing and updating the school's SEND information report in line with statutory guidelines.
- Co-coordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and

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- other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.
 - Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
 - Being a key point of contact with external agencies, especially the local authority and its support services.
 - Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
 - Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
 - Ensuring that the school keeps the records of all pupils with SEN up to date.
 - Monitor and support a graduated approach of Assess, Plan, Do and Review.
 - Ensuring that resources and support are allocated and maintained to all those individual pupils who may need additional provision of support staff in our schools including Teaching Assistants, Learning Mentors, Behaviour Support Staff and others.
 - Reviewing the work of other adults regularly. (In reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis).
 - Being actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.
 - Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
 - Ensuring that the school keeps the records of all pupils with SEN up to date for example participation of pupils in clubs and activities.

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In line with good practice reference to children with SEND is included in all our policies. Policies and documents closely relating to the content of this policy (and should be referred to) include:

- *Accessibility Plan*
- *Supporting Pupils with Medical Conditions*

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Staff Responsible:	Kate Lunt
Statutory Review as per DfE:	Annually, or as soon as any changes occur