

St William of York Catholic Primary School



SEND Policy

Signed _____ Chair of Governors

_____ Head Teacher

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1. Introduction

In our Mission Statement TEAM we state that Together Everyone Achieves More In Christ. Together we show care and concern for everyone in our community. Our school believes that every child is unique with individual talents and needs. We are continually striving to nurture these talents and ensure that we provide an environment and curriculum which enables every child to reach their full potential.

2. Background

This policy has been written in line with the revised **Code of Practice 2014**

St William of York Catholic Primary School recognises that every child has a right to a broad and balanced education which gives them the opportunity to flourish through realising their full potential and making progress. We aim to ensure that our SEND pupils will be at the "Heart of the System".

We are committed to providing full access to the curriculum by ensuring high quality teaching and differentiation to meet individual needs and address underachievement. We believe in equality of opportunity and we aim to create a supportive, stimulating and challenging environment that values difference and recognises the achievements of all children.

Where a pupil is identified as having additional needs we will take action to remove those barriers to their learning and to work in partnership with their parents / carers and children as part of this approach.

We recognise our duty to plan for and support pupils with medical conditions and to deliver their provision in a co-ordinated way through individual health care plans.

Children may have special educational needs either throughout, or at any time during, their school career. According to the **Children's and Families Act 2014, The Special Educational Needs and Disability (SEND) Regulations 2014;**

Definition of Special Educational Needs (SEN)

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:-

- a. Have a significantly greater difficulty in learning than the majority of children of the same age ;
or
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the area of the local authority; or
- c. Children are under compulsory school age and fall within the definition at a) or b)

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they are taught.

Special Educational Provision means:-

- a) For children of two or over, educational provision which is an addition to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area; or
- b) For children under two, educational provision of any kind.

(Section 312, Education Act 1996, Special Educational Needs Code of Practice 2014)

3. Policy aims

To ensure compliance with;

Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, Equality Act 2010, Articles 12 and 13 of the United Convention on the Rights of the Child.

- All children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- All children are given equality of opportunity to participate fully in school activities
- Maximum opportunities for effective inclusion throughout the school to develop children's maximum independence, as appropriate to the level of need
- All children have opportunities to meet personal standards of excellence
- Early identification of special educational need
- Removal of barriers to learning and achievement
- Effective assessment and monitoring of needs
- A relevant, graduated response to children's needs
- Appropriate provision for children with SEND
- All staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEND.
- Parents are able to participate in supporting their child's education
- Close and effective partnership between parents, schools and outside agencies
- Children's views are valued and listened to

Gifted and Talented

Provision also needs to be made for more able children, both in terms of identification and supplying a suitable curriculum. It is recognised that some children may be able to work at a much higher level than most children, and need a greater variety of challenges in the work that is provided. Further information can be found in our Equal Opportunities Policy.

4. Roles and Responsibilities

Class Teacher

The class teacher has the greatest contact on a day to day basis with the children and must, in accordance with the 1993 Education Act, identify and make provision for those children with special educational needs and disabilities.

All teachers are teachers of children with special educational needs and such children are, therefore, a whole school responsibility. Teachers' specific responsibilities vary according to circumstances but their general responsibilities with regard to SEND, taken from the relevant DfE Teachers' standards are as follows:

- 1) Set high expectations which inspire, motivate and challenge pupils
 - set goals that stretch and challenge pupils of all backgrounds, ability and dispositions
- 2) Promote good progress and outcomes by pupils
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

3) Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

4) Make accurate and productive use of assessment

- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets and plan subsequent lessons

5) Manage behaviour effectively to ensure a good safe learning environment

- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

Teachers must also show an awareness of the school's procedures for children with SEND and have involvement in:

- Implementation of the SEND policy
- Identification of pupils with SEND
- Gathering information
- Planning provision
- Personalised planning for those children requiring individual support
- Planning, monitoring and evaluating individual targets
- Keeping up to date records
- Differentiating activities as appropriate
- Adapting teaching strategies
- Providing additional resources to support learning
- Reviewing and planning with TAs / SENDCO
- Providing a supportive and encouraging environment for all children
- Liaising with parents and carers as well as external agencies and colleagues, where necessary
- Attending and reporting to reviews as necessary
- Attending INSET and training sessions

At the heart of each classroom is a continuous cycle of **assessment, planning , applying and reviewing** of progress which takes account of the wide range of abilities, aptitudes and interests of the children. Most children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs.

Early identification is vital and the school uses a graduated approach to children's special educational needs as outlined in the Code of Practice. The class teacher usually makes an initial identification of need and informs the SENDCO and parents at the earliest opportunity to share concerns and enlist their active support and participation.

Teachers will follow a graduated approach to enable all children to access the curriculum. Each stage of the approach must be addressed as appropriate. The first two stages are the responsibility of the class teacher because they are paramount to good classroom practice. Children receiving intervention and enhanced provision will however be noted on the SEND documentation, to ensure that the graduated response has been followed effectively.

If, despite these stages, children fail to make progress in their learning, the class teacher will have a discussion with the SENDCO to decide whether it is appropriate to provide additional specific intervention, call on external agencies for advice and support and place the child on the SEND register. Each of these stages can be accessed at any time if appropriate. All decisions will be evidence-based and tracking data is vital at every stage in this process.

1) Quality First Teaching

Teachers will ensure that first and foremost they provide Quality First Teaching for all children. This may mean making reasonable adjustments to their teaching and/or classroom environment to enable children to participate and access the curriculum. This may be differentiation of task or providing additional resources such as writing frames or word mats. General group intervention may form part of this stage and staff should discuss with parents additional strategies to support their child's learning.

2) Enhanced Quality First Teaching

Teachers may need to adapt their teaching and/or classroom environment further to ensure that children make progress. This may be further differentiation, extra practice of a certain skill, group interventions or increased adult support from a teacher or teaching assistant in a specific subject. Teachers will deploy any TAs to support learning according to the needs of their class. Reports from outside agencies may be received and recommendations will contribute to the in-class support and provision arranged.

3) SEND Register

Staff will work with the SENDCO to discuss and devise further individual and specific interventions, support and strategies, based on specific measurable targets. School have a new SEN Support system called Provision Maps and teachers should complete a SEND Support Plan or SEND Play Plan for the child, and ensure that parents, children and all staff members involved know and agree the targets, strategies and support required. The plan should be used and reviewed regularly, targets updated and progress noted. Children will also have a Pupil Passport to help support the child. Children on our SEND Register will also be identified as needing 'Different from or additional to' support after a time on our monitoring register.

At this level, school may seek parental consent to request support and advice from specialist outside agencies (e.g. Educational Psychologist, Inclusion Consultant, School Nurse, Speech and Language Therapist). Advice on new targets and fresh strategies will be implemented by the class teacher based on the advice they receive from external agencies.

The SENDCO

In St William of York Catholic Primary School there is a designated Special Educational Needs Co-ordinator Mr Chris Davies. Mr Davies' contact details are as follows:

E-mail daviesc.swoy@schools.sefton.gov.uk

Tel: 0151 924 7280

The SENDCO is responsible for the following:

Strategic Development

The SENDCO will work with the head teacher and governing body, in determining the strategic development of inclusion and the development of the SEND policy and provision in the school.

Day to day operational aspects

Day to day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those with Education Health Care Plans.

Professional Guidance

Provide professional guidance to colleagues and will work closely with staff, parents and other agencies and provide a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

Key Responsibilities include

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant agencies for looked after children with SEND
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with other professional agencies e.g. Educational Psychologists, Speech and Language Service, Occupational Therapy services...
- Liaising with secondary educators to ensure that both pupils and parents are informed about options and a smooth transition is planned at appropriate stages.
- Working with 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
- Ensure that the school keep the records of all SEN pupils up to date and all staff are appropriately trained in order to fulfil their responsibilities. The SENDCO is also the Pastoral Lead and Designated Safeguarding Lead to lead TAF'S (Team Around The Family) meetings both externally and internally in the school, to facilitate and organise an appropriate support network to meet a family's requiring additional help.

The Governing Body

The Head teacher and the SENDCO are responsible for monitoring and the implementation of the policy throughout the school. The Governing body has the ultimate responsibility for monitoring the policy and the SEND Governors are aware of the school's SEND provision.

Our SEND Governor with specific responsibility is Mrs Eve Bryning:

Bryninge.swoy@schools.sefton.gov.uk

The SENDCO and SEN Governor meet over the course of the year.

5. Admission Arrangements

Our school welcomes all children including children who have a specific Special Educational Need or Disability. We use the four following categories to identify the particular needs of an individual child with SEND:

1. Cognitive and Learning difficulties
2. Communication and Interaction Concerns
3. Social and Emotional and Mental Health Need
4. Sensory and/or Physical Difficulties

We recognise that children may present with individual needs either within one of these areas or from across more than one of these areas. Successful inclusion is ensured by active engagement and collaboration with parents, teachers, children and further professionals in order to accurately identify, plan and meet pupils' individual needs.

Please see schools admissions policy for further information.

6. Inclusion Arrangements

The school is committed to inclusion and aims to provide equality of opportunity for all pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have been identified or may have SEND.

All teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from Teaching Assistants or visiting specialist staff. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences enjoyed by their peers. SEND pupils who require a more bespoke curriculum (pupils presenting with additional challenges) will engage in enhanced learning experiences following a personalised daily timetable, assessed regularly using an appropriate tracking system and pupils will be supported to be as independent as possible in their learning.

7. SEND Provision to overcome barriers to learning

The SENDCO in conjunction with the Senior Leadership Team make decisions as to the delivery of special educational needs provision and intervention across the school. This ensures that we co-ordinate approaches and resources in relation to the needs of each SEND pupils.

St William of York uses a range of information to monitor the progress and development of all pupils. At the heart of these arrangements is our commitment to clearly define expected learning outcomes for every pupil, and systematically monitoring their progress towards these outcomes.

The SENDCO assesses SEND pupil's progress on a half term basis to ensure progress and address any potential difficulties.

When an individual child is not making expected progress and attainment, we take early action, ensuring that the quality of teaching being received is good or outstanding and any barriers to learning are removed. Where necessary, we put additional provision in place to ensure that every pupil is given the opportunity to achieve their personalised goals and improve their learning outcomes. Parents are fully informed and encouraged to work with us in developing their child's learning. Pupils are motivated at every stage to take part in a new learning goal, targets or experience and understand that it is a supportive activity to help them move forwards with their learning. Each SEN pupil has a support plan and carefully works through their termly targets through daily structured activities.

8. SEND Areas of Need

A pupil has SEND where their learning difficulty or disability calls for special educational provision. This means provision different from, or in addition to, that normally available to pupils of the same age. The Special Educational Needs and Disability Code of Practice 0-25 Year (2014) identifies Children's SEND in four broad areas of need:

Communication and Interaction. This could include: • Speech, Language and Communication needs (SLCN) - children may have difficulty saying what they want to, difficulty understanding what is being said or do not understand or use social rules. • Autistic Spectrum Disorders (Asperger's, Autism) - may have difficulties with social interaction, language, communication and imagination.

Cognition and Learning. This could include: • General Learning difficulties—children find significant difficulty with learning in many areas of the curriculum. • Severe Learning Difficulties (SLD) where a child is likely to need support in all areas of the curriculum and there may also be difficulties with mobility and communication. • Profound and Multiple Learning Difficulties (PMLD) - a child will 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 includes a range of difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties. This could include: Social and emotional difficulties which may result in a child becoming withdrawn or isolated or displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect under-lying mental health issues e.g. anxiety, depression, self-harm or eating disorders. • Attention deficit disorder. • Attention deficit hyperactive disorder.

Health, Sensory and/or Physical Needs. This could include: A disability which prevents them from making use of the facilities usually provided in a school e.g. Vision Impairment, Hearing Impairment, Multi-sensory Impairment (combination of vision and hearing). These children are likely to need special equipment to access their learning. Physical disability - some children may need additional ongoing support and equipment to access all opportunities available to other children. If a child has been identified as having a special educational need and/or disability, then their needs may fit into one or more of these categories.

9. Process for SEND

St William of York Catholic Primary School organises its support for special educational needs through a four part cycle. This ensures that there is a clear process to follow in responding to a child's needs and overcoming barriers to learning.

- **(Assess) Accurate identification of the nature of individual need(s)**

We consider the child's teacher's assessment of their learning, previous progress and attainment and their individual development in comparison to their peers and national data. We consider parent views, the child's opinion and, where relevant, advice from external specialist services. We use Pupil Progress meetings to regularly update and review pupil assessments and decide next steps to ensure that all pupils are making good progress and secure good outcomes.

- **Plan**

The class teacher, SENDCO and Head Teacher often meet with parents, a joint decision is made to put their child on the SEN Register and permission is sought to gain additional support from outside agencies to meet their child's needs.

We will agree on a pupil SEND Support Plan, which will note key areas of concern, with targets and interventions to address them in school and at home. Parents will be fully involved in the pupil SEND Support Plan review and will be invited back into school on a termly basis to review progress. Teachers have access to 100s of targets from Provision Maps to support further assessment and monitoring.

- **Do** - Class teachers ensure that children receive quality teaching in the classroom plus any additional support to address specific needs as agreed on their Pupil SEND Support Plan.

This may involve them working with teaching assistants or visiting specialist staff. The class teacher will identify how additional support can be linked to classroom teaching to ensure the learning can reinforce where it is appropriate. The SENDCO will monitor this progress to ensure that needs are being addressed. SEN pupils work through B' Squared termly targets accessed through structured activities.

- **Review** - Class teachers review a child's pupil SEND Support Plan formally on a termly basis, evaluating the effectiveness of the support and interventions planned and discuss this with parents. This review will be based on the progress towards the outcomes which have been

agreed. Further discussions may take place with parents, SENDCO and class teacher where necessary.

Where necessary, this four-stage cycle is repeated in order to continue to meet the needs of the child and best match support and interventions so that good progress and outcomes are achieved.

School will refer to external agency advice, for support and guidance. In some cases, we may consider a request for an Educational Health Care Assessment. This will be fully discussed with parents and will only be appropriate when a child continues not to make progress, despite planned support and clear information about the child's special educational need from the SEND Support Plan review meetings.

10. Involvement of External Agencies

We work with a range of external professionals, where appropriate, to ensure that every pupil experiences the highest quality of teaching and support. As a school, we meet on a termly basis with external agencies to agree programmes of work and to identify staff training needs.

Some of the external specialists typically providing support for individuals and groups of children, and support for professional development include, but are not limited to:

**SENIS -
Sefton SEN and Inclusion Service,
PDC
225 Park Road, Formby, Merseyside L37 6EW
Telephone: 0151 934-2347
Email: SENIS@sefton.gov.uk**

Special Educational Needs Department Contact – Mrs Rachel Wild / Mrs Lynn Barber
Senior Educational Psychologist Contact - Mrs Anita Bennett Warne
SAIS School Advisory Inclusion Service Contact - Mrs Lorraine Chester (ICON)
The Together Trust Team - Service Support Officer Contact - Paula Rimmer

**SALT -
Children's Speech & Language Therapy Department
Netherton Health Centre
Magdalen Square
Netherton
Telephone: 0151- 247-6109
Fax: 0151 523 5455**

Speech and Language Therapist Contact – Mrs Rachel Mannering

**Children's Physiotherapy Service
The Sterrix Centre - Alder Hey
South Sefton Community Physiotherapy
Sterrix Lane, Bootle,
Liverpool L21 0DA
Telephone 0151 - 252 - 5729**

Senior Physiotherapist Contact - Mrs Hillary Jones

**Children's Occupational Therapy Service
Maghull Health Centre
Westway, Maghull**

Liverpool L31 – 0DJ
Telephone 0151 – 924- 5656

Occupational Therapist Contact - Mrs Ceira Morgan

Liverpool Community Health
School Health / School Nurse
Formby Clinic
Phillips lane
Formby
Liverpool L37 4AY
Telephone 01704 -831-483

School Nurse Contact - Kirsty Malthouse

CAMHS Children's / Adults Mental Health Service
3TC Building
16 Crosby Road North
Waterloo
Liverpool L22-0NY
Telephone 0151- 285- 4000
Fax 0151 285 4062

11. Requesting an Education, Health and Care Plan (EHCP)

Parents have the right to request an Education, Health and Care assessment at any stage if they feel that their child's special educational needs cannot be met over time, even if the school continues to take relevant and purposeful action as outlined above in the four stage process. An EHC assessment can be obtained throughout any point of the child's development.

Where a request for an Education, Health and Care assessment is made to Sefton Local Education Authority, it needs to be supported by information about the child's attainment and rate of progress and evidence of the action already taken by the school in support of the child's specific special educational needs.

The assessment is conducted in close collaboration with the parents, school and other agencies. The school is aware that Statutory Assessment does not always lead to an Education & Health Care Plan (EHCP). The LA/other Advisory Body seeks evidence from the school that strategies and programmes implemented over a period of time have been unsuccessful.

If the LA services, in particular the Educational Psychologist, have been involved previously, the LA should be able to make a decision relatively quickly on whether a Statutory Assessment is necessary. In the meantime – and whilst any assessment is being made – the child will be supported through their SEN support plan.

When the LA/other Advisory Body has completed its assessment of a child, it will decide whether to issue an EHCP. The EHCP should specify clearly the provision necessary to meet the needs of the child. St. William of York Catholic Primary School endeavours to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and curriculum, any modifications to the application of the National Curriculum and any appropriate exclusions from the application of the National Curriculum and changes needed to maintain a broad and balanced curriculum. All children with a EHCP should have short-term targets set out in a Support Plan.

Where the LA declines to provide an EHCP the school can request a reassessment after 6 months. Parents, too, have a right of appeal against the decision to the SEN tribunal.

All EHCPs must be reviewed at least annually, when parents, the LA, the school and other professionals involved, consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the Special Educational Provision. The timing of the review should reflect the circumstances of the child, for example, if leaving primary school.

The purposes of the review are:

- To assess the child's progress towards meeting the objectives specified in the EHCP
- To review the special provision made for the child
- To consider the appropriateness of the Plan in the light of the child's performance
- To consider if the EHCP is to be maintained.

Annual Review Procedures

At St. William of York Catholic Primary School, the Head Teacher has delegated responsibility for the administration of Annual Reviews to the SENDCO. The Head Teacher assists with reviews where appropriate.

- The SENDCO and Head Teacher should provide the LA with a report following each annual review.
- The SENDCO/Head seeks written advice from: the child's parents, anyone specified by the authority, anyone else the SENDCO/Head considers appropriate.

The SENDCO circulates a copy of all advice received to those invited to the meeting, at least two weeks in advance.

- The school's advice should contain commentary on:
 - o The child's progress towards meeting
 - o The application of the National Curriculum
 - o The progress in behaviour and attitude towards learning
 - o The continued appropriateness of the EHCP

The review meeting will normally be arranged in the school and should be chaired by the SENDCO. The SENDCO will convene the meeting, inviting the child's parents/carer (parents should be encouraged to attend and contribute their views), a relevant class teacher, a representative of the LA, any person whom the LA/other Advisory Body considers appropriate and any other person whom the Head Teacher thinks appropriate. Wherever possible, all pupils at St. William of York Catholic Primary School will be included in one of the following ways:- A: Written statement B: Discussion with Parents/SENDCO/Class teacher. Agenda items should consider:

- Whether the EHC Plan will remain
- Whether any amendments are required
- Whether the LA/other Advisory Body maintain the EHCP
- Any new targets to meet the objectives set out in the Plan

- Whether any additions or amendments should be made to an existing transition plan.

When organising the annual reviews, St. William of York Catholic Primary School will consider the following points before the child's transfer to Secondary school:

- The move to Secondary school will be considered in the review in Year 5.
- In most cases, it is possible in the Year 5 review to give clear recommendations on the type of provision the child will require at Secondary stage.
- Parents will be encouraged to visit the Secondary schools to consider the options available to them.
- If the options are not clear, an interim review will be held early in the Autumn Term of Year 6.
- The child's EHCP should be amended by the end of March of the year of transfer, in light of the recommendations of the annual review,
- All the arrangements for a child's placement should, therefore be completed no later than the end of March before transfer.
- It is important for placements to be finalised as early as possible in order for advance arrangements to be made.
- The SENDCO of the receiving school will be invited to the final annual review. Further advice on the annual review process can be found in the Code of Practice and the SEN Toolkit.

12. Evaluating the effectiveness of this policy

Our success criteria are as follows:

- All staff are aware of the contents of the policy and the procedures contained within it
- Children with SEND will be identified early and correctly supported
- Effective provision is made for all children with SEND
- Continuous monitoring of children's progress takes place in relation to targets set
- All children will be given equality of opportunity to participate fully in school activities
- All staff will work collaboratively to remove barriers to learning and raise levels of self-esteem and achievement
- All children will meet personal standards of excellence
- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet the individual needs
- There will be effective partnership between parents, school and outside agencies
- The views of the children will be valued and considered
- Governors will understand their role for SEND and be fully involved in monitoring provision

13. Complaints Procedures

We work to involve parents / carers at all times in their child's educational provision. This includes informal discussions and formal arrangements such as annual reporting / parent's evenings. However if a parent / carer has a complaint about the SEN provision for their child, they should follow our complaints procedure, which in summary is to;

- Talk to their child's class teacher
- If concerns continue, contact the SENDCO
- If there are still concerns make an appointment to see the Head teacher
- If the matter is not resolved, put their concerns in writing to the Chair of Governors

We will endeavour to act swiftly and positively to address the issue directly.