

St Andrew the Apostle Catholic Primary School

Special Educational Needs and
Disability (SEND) Policy

Succeeding Together in Faith and Love



Revised: May 2022

Date of next review: To be reviewed annually

Signed: K. Rice

Role: SENDCO

Adopted by the Governing body:

Succeeding Together in Faith and Love

Contents:

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEN information report
6. Monitoring arrangements
7. Links with other policies and documents

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This policy establishes guidelines for meeting the Special Educational Needs and Disabilities (SEND) of children within St Andrew the Apostle Catholic Primary School. It is the responsibility of every class teacher, the SEND Co-ordinator and the Head teacher to implement the policy. All adults working with children with SEND, at St Andrew the Apostle Catholic Primary School, should be aware of the policy. At St Andrew the Apostle Catholic Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community

- We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- To provide a differentiated curriculum specific to an individual's needs
- To provide for early identification of Special Educational Needs and Disabilities.
- To ensure that pupils take a full as possible part in the curriculum.
- To ensure parents/carers are informed/involved.
- To ensure that pupils are fully informed/involved (as practicable).

Access to the curriculum is the right of every pupil; differentiated activities are provided where necessary to meet the child's differing ability, learning style and need and may be linked to a child's Personal Provision Plan (PPP).

2. Legislation and Guidance

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This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have:

- a) A significantly greater difficulty in learning than the majority of others of the same age; or
- b) A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, being a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Katharine Rice

They will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor is Lee Russell.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The head teacher

The head teacher is Jennifer Webster.

The head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, processing difficulties, epilepsy, Type 1 Diabetes
- Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

A graduated response:

Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Instead they will be monitored on the differentiation register. Any concerns will be discussed with parents informally or during parents' evenings.

i) Parents' evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning and promote emotional wellbeing. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Reviewing Personal Provision Plans/Behavioural Plans

Personal Provision/Behavioural Plans will be reviewed three times each academic year where the class teacher, parent/carer and any other agency involved will discuss the progress and outcomes of each target set - coinciding with parents evening. Where appropriate, pupils will be actively involved in the review. The class teacher and SENDCO will also discuss the progress of the child and adapt the PPP/IBP as appropriate.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including, but not exclusively:

- Parents
- Teachers

- SENDCO
- Other Educational professionals involved
- Social Care
- Health professionals

Information will be gathered relating to current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment.

Further information about EHC Plans can found via the SEND Local Offer:

www.knowsleyinfo.gov.uk

Education, Health and Care Plans [EHCP]

- Following Statutory Assessment, an EHC Plan will be provided by Knowsley Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5.3 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. A transfer of information document will be completed in line with GDPR.

5.4 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Speech and Language – BLAST, small group sessions following SALT report and recommendations
- Coloured exercise books, paper and overlays for pupils with dyslexia
- Specialist SEN teacher SpLD groups
- INSYNC
- Sensory Circuits

- Reading boost
- BRP
- Precision Teaching

5.5 Adaptations to the curriculum and learning environment

St Andrew the Apostle Catholic Primary School complies with all relevant accessibility requirements. Please see the school accessibility plan for more details which can be located on our school website. (www.standrewapostle.co.uk)

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example by grouping, 1:1 work, teaching style, content of lesson, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Disabled toilet facilities and shower room
- Purpose built classroom for pupil's with a physical disability on ground floor
- Wide doors in some parts of the building
- Access ramps
- Carpeted rooms
- Interactive Whiteboards facilitated in each classroom (enables class teacher to change background colours/font type/size of print to enable all children full access to the curriculum.
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, coloured exercise books, visual timetables etc

5.6 Expertise and training of staff

Our SENDCO has 15 years' experience in this role.

They are allocated 1 full day a week to manage SEND provision.

We have a team of 13 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in;

- Supporting children with SpLD (Dyslexia)
- ASC strategies
- Behavioural strategies
- WELLCOMM
- ELSA
- Makaton

We use specialist staff for SpLD small group work

5.7 Evaluating the effectiveness of SEN provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of termly parents' meetings for the SEND children, termly SEND meetings for all staff and Interim and Annual review's for the children who have an EHCP.

Pupil progress is monitored on a termly basis in line with the SEND Code of Practice.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to monitor interventions
- Use of PIVATS to measure progresss
- Holding annual and interim reviews for pupils with EHC plans

5.8 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

St Andrew the Apostle Catholic Primary School welcomes all children irrespective of race, ethnicity, gender, special needs and disability in line with the Admissions Policy as a Catholic school. On entry to Nursery and Reception, parent(s)/carers are asked to complete an admission form. However, if parents/carers have any concerns, or information which could help the school, it is important to inform the school. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to our school Admissions Policy for more information which can be located on our school website. (www.standrewapostle.co.uk)

5.9 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of School Buddies and Green Knights to promote teamwork/building friendships etc.
- Each class has an ISHI area for emotional wellbeing. This is high profile within school.

We have a zero tolerance approach to bullying

5.10 Working with other agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

St Andrew the Apostle Catholic Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following:

- Educational Psychology Service
- Behaviour Support Service
- Speech and Language Service
- Occupational Therapy
- Specialist Outreach Services
- School Nurse/Community Paediatricians/Other health professionals

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

5.11 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENCO/ in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
-

5.12 Contact details for raising concerns

Jennifer Webster

5.13 The local authority local offer

Our contribution to the local offer is: www.standrewapostle.co.uk

Our local authority's local offer is published here: www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send

Signed *J. Webster* [Jennifer Webster]

(Head teacher)

Date May 2022

Signed *K. Rice* [Katharine Rice]

(SENDCo)

Date May 2022

Signed *L. Russell* [Lee Russell]

(SEND Governor)

Date May 2022

This policy will be reviewed annually.