

St. Andrew the Apostle Catholic Primary School

Special Educational Needs and Disability (SEND) Policy

Succeeding Together in Faith and Love



Revised: October 2024

Date of next review: To be reviewed annually

Signed: K. Rice

Role: SENDCO

Adopted by the Governing body: November 2024

Legislation and Guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Children and Families Act (2014): Section 69
- Schools SEN Information Report Regulations (2014)

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 value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievement of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND, disability or any other factor that may affect their attainment.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision.
- Assess children regularly so that those with SEND are identified as early as possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

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).

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Work within the guidance provided in the SEND Code of Practice 0-25 Years (2014).
- Ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
- Ensure good parent and carer involvement in children's learning and development.
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible; that outcomes of Special Educational Provision are determined; and that their progress towards these outcomes is closely monitored.
- Ensure all teachers take responsibility for planning and meeting the learning needs of special educational needs pupils, and of deploying support staff effectively to meet children's learning needs.
- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

What are Special Educational Needs?

A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Roles and responsibilities

The SENDCO

The Special Educational Needs Co-ordinator (SENDCO) is Katharine Rice and can be contacted via the school office: 0151 288 8940 or via email on standrewapostle@knowsley.gov.uk

The SENDCO is responsible for:

- Co-ordinating SEND provision for children
- Liaising with and advising teachers
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs
- Liaising with parents of children with special educational needs
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- Consultation with the class teacher to ensure that appropriate provision is planned and implemented and that reviews take place.

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.

The Head Teacher

The head teacher is Jennifer Webster.

The head teacher will:

- Have overall responsibility for the provision and progress of learners with SEND and/ or a disability. T
- Keep the Governing Body informed about the special educational needs provision made by the school.
- Work closely with the SENDCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy.
- The Head teacher and the SENDCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

Class teachers

Each class teacher is 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.

- Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning.
- They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND.
- They work together with the SENDCO to formulate provision and review progress and impact.
- They maintain a class SEND file that is kept in the classroom for reference by staff including supply staff and students as appropriate

SEND information report

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction Autistic spectrum and Asperger's
- Cognition and learning Dyslexia and moderate learning difficulties
- Social, emotional and mental health difficulties ADHD and emotional difficulties
- Sensory and/or physical impairment. Visually impaired

A Graduated Approach to Send Support

The school is committed to early identification in order to meet the needs of children with SEND. 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. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, end of key stage tests and standardised assessments. Teachers will then consult the SENDCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision and the child would be registered as receiving SEN Support. We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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.
- Fails to make progress with wider development or social and emotional needs.
- Fails to make progress in self-help, social and personal skills.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCO will be responsible for liaising with those agencies. The SENDCO will also provide advice and guidance throughout the process and may carry out some additional assessment. The SENDCO will update all records of provision

and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

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 strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

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.

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.

The school's SEN Information Report (which contributes to the Local Authority's Local Offer) can be found on the school website www.standrewapostle.co.uk. This indicates the type of provision the school currently offers to pupils with SEND and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

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 Plan will combine information from a variety of sources including, but not exclusively:

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

If the Local Authority (LA) agrees to an assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate.

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.knowsley.gov.uk. Parents have the right to appeal against a decision not to initiate a statutory assessment.

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 in 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.

Criteria for exiting Special Educational Provision

A child may no longer require Special Educational Provision, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers This would be determined at the review stage.

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.

Our approach to teaching pupils with SEND

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 SEND. 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
- Precision Teaching

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

Expertise and training of staff

Our SENDCO has 18 years' experience in this role and is also a qualified diagnostic assessor and teacher of SpLD (Dyslexia).

They are allocated one and half full days a week to manage SEND provision.

We have a team of teaching assistants, including 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
- Think Yourself Great

Evaluating the effectiveness of SEND 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 SEND 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 progress
- Holding annual and interim reviews for pupils with EHC plans

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

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 SEND 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)

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 SEND are encouraged to be part of the school council
- Pupils with SEND 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

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

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school's policy on medical needs can be found on the school website at www.standrewapostle.co.uk

Storing and managing information

The confidential nature of SEND information is fully recognised at St. Andrew the Apostle Catholic Primary School.

Reviewing the policy

This policy will be reviewed annually by SENDCO, Head, staff members and governors.

Accessibility

The Disability Discrimination Act (1995), as amended in 2005, placed a duty on all schools and LAs to implement and review, every three years, the accessibility of schools for pupils with disabilities. St Andrew the Apostle Catholic Primary School publishes its accessibility plans, which can be found on the website at: www.standrewapostle.gov.uk. This therefore allows those with disabilities to be as fully included as other SEND students.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher/SENDCO/ 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

Contact details for raising concerns

Jennifer Webster (Head Teacher)

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] Date Oct 2024

(Headteacher)

Signed K. Rice [Katharine Rice] Date Oct 2024

(SENDCo)

Signed L. Russell [Lee Russell] Date Oct 2024

(SEND Governor)

To be reviewed annually or in line with any change in legislation or DFE guidance.