



# **St Patrick's Catholic Primary School**

## **SEND Policy**

**2019 - 2020**

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### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2015
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEND Report Regulations 2014-08-30
- Accessibility Plan
- Safeguarding Policy
- Inclusion Policy

This policy was created by the school's SENCO/Inclusion Manager in collaboration with the SENDCos within City and North 2 SEND Consortia, the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Key Staff at St Patrick's Catholic Primary school who are involved with SEND are;

**SENCOs** - Miss J Edwards (EYFS and KS1) and Mrs S Lally (KS2)

**Head teacher** - Mrs J Lewis

**SEND Governor** - Mrs Donna Fox

All of the above can be contacted via the school office in person and over the phone (0151 709 1062)

## Aims and objectives of St. Patrick's Catholic Primary School in relation to SEND provision

- To create an ethos and educational environment that is person centered and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the Code of Practice (2015) 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 (p86, para 6.33). 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 within the school/setting with high expectations for the best possible progress;
- To work within a 'person centered approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies;
- To encourage and engage the participation of children and young people 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 SEND 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.

## How Pupils with SEN are identified within St. Patrick's Catholic Primary School

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published **Local Offer**, which was produced in consultation with parents and in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- We recognise the definition of SEND as stated in the Code of Practice 2015: *"A pupil has SEND 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".* (p83)
- The school reflects what the Code of Practice states (p88, sect 637) in that pupils are only identified as SEND if they do not make adequate progress once they have had

relevant adjustments and strategies, including good quality personalised teaching. This is known as 'SEND Support'.

- 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/young people 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 four broad areas identified within the SEND Code of Practice 2015 (p86) are 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health Difficulties' and 'Sensory and/or Physical needs' and the children are identified largely within these areas. These areas exemplify the range of needs for which the school is able to identify and provide support from within the school's provision.
- The purpose of identification is to work out what action the school needs to take. The school identifies the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.
- The ability to identify SEND 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 SENDCo and information is shared appropriately and frequently.
- Although the SENDCo has overall responsibility for supporting the identification of pupils with SEND 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 SEND is a crucial factor in overcoming barriers to learning. The SENDCo works closely with the school assessment co-ordinator to interrogate the school tracking data.

At St. Patrick's School, we also use a number of indicators to identify pupils' special educational needs and/or disabilities. Such as:

- Close analysis of data including: EYFSP, termly and yearly assessments, reading and spelling ages, non-verbal assessments and annual pupil assessments.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools.
- Information from external services providers
- Very close liaison at the outset with EYFS staff, the SENDCo, parents and external providers.
- Communication letters or meetings with health professionals to identify the specific area of need and how to best cater to this.

### What is not SEND but may impact on progress and attainment may include:

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC
- Being a child/young person of servicemen/women
- EAL

### How St. Patrick's School teaches pupils with special educational needs and disabilities

Differentiated, quality first teaching is a priority for all pupils in the school including those with SEND.

- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place.
- The SEND 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).

### How St.Patrick's school adapts the curriculum and the learning environment for pupils with special educational needs and disabilities

- The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this, there is a fully developed accessibility plan which is in writing and which is also available on the school's website.
- The school is proactive in removing barriers to learning and we endeavour to meet the needs of each individual child.
- The school increases and promotes access for disabled 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 strives to improve the delivery of information to pupils with SEND and their families when appropriate for disabled pupils. Information and planning will be adapted (when necessary) to ensure all pupils and families can access and understand it. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

## How St. Patrick's assesses and reviews the progress of pupils with special educational needs and disabilities

**ASSESS:**-In Assessing a child/young person, the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, as well as their previous progress and attainment. This information will be analysed along with background information regarding the child and will be compared to whole school data, local data and national data. The pupil's own views are sought along with 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.

**PLAN:** - We recognise that we **must** formally notify parents if their child is being provided with SEND support, despite prior involvement and communication. The teacher and SENDCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place. Expected impact on progress (outcomes), development or behaviour will be agreed and a clear date for review will be set.

**DO:** - The School's SENDCOs (Miss Edwards and Mrs Lally) supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child. Where the interventions involve group or one to one teaching away from the teacher, it is the teacher who remains responsible for overseeing this. The teacher must ensure they work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how this can be linked to classroom teaching.

**REVIEW:** - Reviews are carried out on the agreed date. 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 SENDCO, will revise what support is required in the light of the pupil's progress and development. Amendments to the existing support will be highlighted and new outcomes established in consultation with the parents and pupils. We strive to provide clear information to parents about the impact of support and interventions as part of our IEP review process. This will enable them to be involved in planning and understanding the 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 SENDCO attending meetings offsite to support the transition process. 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 SENCOS role.

## How St.Patrick's School manages the needs of pupils who qualify for SEND 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 tailored support and interventions targeting an area 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).
- 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 St. Patrick's School include Educational Psychology, SENISS, CAMHS (Child and Adolescent Mental Health Service) and 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. Where relevant, the school 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 SEND Support.

## How St.Patrick's School works with parents and carers in planning for provision and reviewing progress, and how you support them in accessing information

- At St.Patrick's School, we recognise that the impact of SEND 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 SEND 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 is 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, questionnaires and coffee mornings to name a few.

- Where a pupil is receiving SEND Support, the school endeavors to talk to parents/carers regularly to set clear outcomes and review progress towards them existing outcomes. They will also discuss the activities and support that will help the child achieve their targets and identify the responsibilities of the parent, the pupil and the school.
- At all stages of the SEND 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.

### How St. Patrick's School enables pupils with SEND to participate in all activities together with pupils who do not have SEND

- At St. Patrick's School, we recognise our duties regarding equality and inclusion for individual disabled children under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services, for disabled children to prevent them being put at a 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 relationships and promote equality of opportunity generally so that barriers to learning are removed.
- Children are encouraged to participate fully in the life of the school. This includes extra-curricular clubs and activities where the SENDCO monitors the attendance of those with Special Educational Needs and Disabilities to ensure that there is good representative participation from these groups.

### What support St. Patrick's School offers for improving the emotional, mental and social development of pupils with special educational needs and disabilities

St. Patrick's School recognises that some children and young people 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, self harming, substance misuse, eating disorders 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.

At St.Patrick's School, we have clear processes to support children and this is linked to Safeguarding and behaviour policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils.

How senior leaders and governors at St.Patrick's School monitor and evaluate the impact of the school's SEND provision.

Whilst the full governing body remains responsible for SEND, they often appoint a SEND Governor to support their work. The SEND Governor at St. Patrick's School is Mrs D Fox. She can be contacted via the head teacher or school office. The SEND Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENDCO and taking part in Learning Walks
- ensuring they have an understanding of the role of the SENDCo and how pupils are supported;
- developing an awareness of the types of SEND present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitor the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy' (p5). The SEND Governor will also liaise with the SENDCo in relation to the Local Offer and the SEND Information report.

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

- Reports presented by the Head teacher, SENDCo and Link SEND Governor
- Parents/carers
- Pupils
- 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 reading, spelling and non-verbal scores
- An analysis of external tests including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from IEPs and Annual Review meetings.
- Raise online
- Reports provided by outside agencies including Ofsted.

### What training on SEND will be available for teachers, support staff and the SENDCO.

All primary schools within an SEND Consortia share best practice and offer support within the locality. Training on SEND is arranged through these and with the support and involvement of various 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 SENDCO, Teaching Assistants, whole school and parents. School Improvement Liverpool service provides two SENDCO Briefings and an annual SENDCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

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 SENDCo 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 SEND Information report.

### How SEND is funded at St. Patrick's School

The notional SEND 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 SENDCo, along with other key staff in the school, has a key role in determining how this budget is used, for example to provide interventions and targeted support.

Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Team teaching across all classes throughout the school
- Learning Support Teachers, Teaching Assistants and Learning Mentors;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist books and equipment;
- Support form specialist agencies (such as Educational Psychologist Service and SENISS)
- Additional teaching staff between classes to form team teaching opportunities or targeted support
- In class and withdrawal support from the SENDCO or support staff;
- Purchasing and maintenance of ICT and electronic equipment
- Building accessibility and modifications

### How St. Patrick's school supports pupils with medical conditions

Please see Policy for Supporting Medical Conditions in School'.

### How St. Patrick's School approaches its statutory duties in terms of increasing its accessibility over time

All pupils at St. Patrick's School have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs and disability requirements. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The school's Teaching and Learning Policy promotes best practice towards students with SEND.

Provision Mapping features significantly in the SEND provision provided by the school. Intervention Plans contain outcomes to ensure that all pupils experience success.

The Equality Act 2010 states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

### How St. Patrick's School handles complaints from parents/carers of pupils with SEND about SEND provision.

Any complaints should first be raised with the SENDCo, then if necessary with the Head teacher and finally, if unresolved, with the SEND Governor. All complaints follow the school's complaints procedure.

### The role of the SENDCO

The role of the SENDCO involves:

- ensuring all practitioners in the school understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- 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 SENDCO has day-to-day responsibility for the implementation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually and overseeing and updating the school's SEND Information Report in line with statutory guidelines.
- co-coordinating provision for 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 pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years 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 providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher 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 SEND up to date

- Monitor and support a graduated approach of Assess, Plan, Do and Review.
- To ensure that resources and support are allocated and maintained for all those individual pupils who may need additional provision from support staff in our schools including Teaching Assistants, Learning Mentors, Behaviour Support Staff and others.
- Review the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENDCOs should review targeted support on a regular basis.
- Be actively involved with the analysis and interpretation of data for the whole school
- Be actively involved in the planning and intervention for those pupils not making expected progress and plan appropriate support plans.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- being a key point of contact with external agencies, especially the local authority and its support services

**Written By:** Mrs S Lally

**Written:** September 2019

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