

St Mary & St Paul's  
C of E  
Primary School.

'Life in all its fullness through learning and  
love'



Special Educational  
Needs policy.

(September 2019)

This document is a statement of the aims, principals, strategies and organisation of special educational needs at St Mary and St Paul's.

It has been revised and updated during the summer term 2014 through a process of consultation and discussion with staff and the Governing body.

The implementation of the policy is the responsibility of all teaching staff and will be monitored by the head teacher and SENCO.

It was presented to the governing body and will be reviewed in the autumn term annually. **(last review Autumn term 2019)**

**This policy takes into account:**

**SEND code of Practice (0 -25) 2014**

**Equality act 2010**

**Safeguarding policy**

**Accessibility plan**

**Teachers Standards 2012**

**Statutory Guidance on supporting pupils at school with medical conditions**

**April 2014**

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**Tel: 0151 426 6869**

**Assistant SENCO - Alison Watson**

**Family Support Worker – Kathy Strong**

**Learning Mentor – Tina Neil**

## **Rationale.**

St Mary & St Paul's values the abilities and achievements of **all** its pupils and is committed to providing for each pupil the best possible environment for learning. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced curriculum which is accessible to them, and to be fully included in all aspects of school life.

Every teacher at St Mary & St Paul's is a teacher of pupils with SEN.

The school SENCO is **Mr Philip Eastwood** (Assistant Head) who is a member of the senior leadership team supported by **Mrs Alison Watson**. A member of the Governing body, Mr Peter Cowley takes a special interest in SEND, but the Governing body as a whole is responsible for making provision for pupils with special educational needs and disabilities.

## **Aim:**

St Mary & St Paul's primary school is committed to an inclusive approach to learning raising the aspirations of and expectations for all pupils with SEND so that all pupils make the best possible progress whatever their needs or abilities.

## **Objectives:**

- To identify, assess and provide support for pupils who have special educational and additional needs so that learning becomes more accessible and achievable.
- To work within the guidance provided in the SEND code of Practice.
- To ensure that all pupils have access to a broad and balanced curriculum which is clearly differentiated to support individuals.
- To ensure that SEND pupils take part as full a part as possible in their school activities.
- To work in partnership with parents/carers and ensure that they are kept fully informed including their child's progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEN provision.
- To provide training, support and advice for all staff working with special educational needs pupils.

## **Definition:**

*SEN Code of Practice 2014: A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*

A child has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age.

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. The SEN Code of Practice identifies four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

### **Identification and Assessment of Special Educational Needs**

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. All class teachers are responsible and accountable for the progress of all pupils in their class.

St Mary & St Paul's is committed to early identification of special educational needs and adopts a graduated approach to meeting special educational need in line with the Code of Practice. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. As a school we are also fully aware of the emotional, mental health and social barriers that can affect children's learning and progress and we provide support and interventions as required.

Where a pupil is identified as having SEN, school will take action to remove barriers to learning and put in place effective special educational provision – **SEN support**. This will be on a four part cycle of **assess – plan – do – review**. Parents, the class teacher, the pupil, SENCO and potentially external agencies will be involved in planning the provision that is put in place.

An **SEN Individual Education Plan (IEP)** will be written to include information about the parent and pupil views as well as individual needs, key barriers to learning and strategies to overcome them. Advice and recommendations from external agencies will be included as well as details of any interventions that the pupil has previously and currently accesses. In addition to this information, the previous and current attainments of the pupil are also stated. Individual targets will be put in place and formally reviewed termly with ongoing review as required. The class teacher is responsible for maintaining and updating the **SEN IEP**. The class teacher is responsible for evidencing progress against the desired outcomes even when support is provided by external agencies and specialists.

## **External Agencies**

If your child is receiving SEN Support, advice may be sought from external providers. The school works and liaises closely with:

- SAST (Knowsley Educational Psychology Service) – The schools current Educational psychologist is **Dr Jan Hope**
- Area Outreach manager – **Jan Lee**
- Speech and Language
- Occupational Therapy
- Community Pediatrician
- CAMHS (Child and Adult Mental Health Services)
- School Nurse and Health Visitors – The schools current School nurse is **Carla McEwan**
- Social Services/ Family First.
- Early help team
- Inclusion Support worker
- Autistic Specialist Teachers – **awaiting appointment**
- Parent Partnerships

These professionals offer advice, assessments, intervention programs and support to address individual pupils' specific needs.

## **Education Health Care Plan**

If despite action to identify, assess and meet the SEN needs of a pupil, they are still unable to make expected progress; the school or parents can request an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

## **Provision available for Children with SEND**

We see the teaching of SEN pupils as a whole school responsibility. The core of teachers work is a continuous cycle of planning, teaching and assessing taking into account the differences in pupils abilities, aptitudes and interests – **assess, plan, do, review.**

Some pupils may need increased levels of provision and support. The code of practice advocates a graduated approach to meeting the needs of pupils. When children are identified as having SEN and require SEN support the school can intervene by:

- Provision of additional 1:1 adult support.
- Provision of additional small group intervention/ support either Teacher or teaching assistant led.
- Provision of alternative learning materials, resources or specialist equipment
- Supported playtimes or lunchtimes eg lunch club
- Support through our Nurture group

- Support from the Learning Mentor
- Support from our Family Support worker
- Access to Local Authority services/ support eg ASC specialist teacher, Educational Psychologist.
- Access to various health services eg Speech and Language therapy, Community paediatrics.

As part of our schools ongoing provision to support SEND pupils and identify potential barriers to learning we hold a weekly internal pastoral meeting to discuss any vulnerable children/ children causing concern.

We also hold a termly multi agency meeting (Termly Planning and review meeting) chaired by the Area outreach manager to review children on the SEN register and any new children causing concern and what services and support are available.

More information about the provision we provide for children in school can be found in our **SEN School Information report** that can be found in the appendix of this document or on the school website.

Information about the wider Knowsley local offer can be found at [www.knowsleyinfo.co.uk](http://www.knowsleyinfo.co.uk)

## **Admissions and Transitions**

St Mary & St Paul's supports a policy of inclusive education and therefore we have a commitment to the admission of children with SEND. Admission arrangements for pupils with SEND will not differ from the arrangements for other children. A copy of our full admission policy is available from the school office.

Transition between phases or provision in Education is accomplished through:

New starters:

Before your child starts school we will meet with parents so that we can ensure a positive start into school. New starters will be invited to spend time with their new class prior to starting school and this is usually done in conjunction with the previous school, Nursery or Daycare provision.

When children are moving on to a new school we will arrange extra transfer visits. Parents are encouraged to visit the new school and a member of staff from school is happy to visit with the parent if they need support, or we can arrange for Parent Partnership to support these visits. The SENCO will always meet with the new school to ensure that all information is passed on about the child. If an Early help assessment is in place, staff from the new school will be invited to a transition meeting, so that the parents can have the opportunity to speak with them together with any other professionals involved.

Transition within school:

Transition arrangements are in place for transition between key stages and year groups. Pupils are given the opportunity to meet with their new teacher and to spend

time in their new environment. If required, transition books can be put in place to support pupils in preparing for their new class over the holidays.

Transition to secondary school:

Pupils will have the opportunity to visit their new school. All key information about pupils' needs will be passed onto the new school, including information on attainment, intervention, needs and key barriers to learning. The SENCO will also meet with key members of staff from feeder secondary schools and in some cases these staff will meet children in school as well.

## **Partnership with parents**

At St Mary & St Paul's we firmly believe in developing strong partnerships with parents and carers. The school recognises that parents have a unique overview of their child's needs and how best to support them and that gives them a key role in partnership with the school enabling children with SEND to achieve their full potential.

If a child is identified as having additional needs parents will be fully involved in the planning and review process. They will be invited to a formal review each term which will be recorded on the child's Individual education plan

## **Supporting Pupils with Medical Conditions**

As a school we recognise 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 we will comply with our duties according to the Equality Act 2010.

Some may also have special educational needs (SEN) 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.

All pupils who require medication during the school day must have an Individual Medical Care Plan in place, the school nurse can assist with this. Medication must be provided to the school office in a secure container. Any medication will be administered according to pupils' Care Plans by two members of staff.

## **Roles and Responsibilities**

Roles and Responsibilities with regard to SEN are designated in the following way:

### **SENCO:**

- Day to day management of SEND provision.
- Maintain and up date the school's SEND policy.

- To assist with and advise on, the teaching and assessment of children with SEND.
- To monitor SEND pupils' progress.
- To ensure Pupils IEPs are completed by the class teacher and reviewed termly.
- To ensure that the school's SEN register is updated regularly.
- To make contact with the Educational Psychologist and other external services in consultation with the Headteacher and class teachers.
- To liaise with the SEND governor.
- To organise / lead INSET and other staff training on SEN in school as appropriate.
- To attend relevant training.
- To work closely with the Deputy Head to identify potential interventions and monitor / evaluate the impact of said interventions.
- The SENCO is a member of the SLT and ensures that the SLT is aware of existing and future SEND needs.

#### **Class teachers:**

- To identify the Special Educational Needs of individual children in their class.
- To put in place and regularly review intervention for pupils on the SEN list at monitoring, EHC and SEN support stages.
- To evidence strategies, intervention and approaches put in place to meet pupils individual needs.
- To know which pupils in their class are on the SEN Register and at what stage.
- To maintain their class SEN file.
- To write Pupil IEPs for all pupils on SEN support/ SEN register.
- To ensure that these learning Plans are reviewed and updated with the parents and pupil three times a year.
- To provide a detailed record of the targets and the strategies adopted and their relative success for each child with SEN in their class.
- To ensure TAs are supporting pupils in their class and implementing relevant intervention.
- To monitor the progress of pupils' with SEN and the impact of intervention programmes.
- To ensure that the Head teacher and other colleagues are aware of pupils' needs.
- To provide a differentiated learning environment and differentiated learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and courses.
- To be fully aware of the school's SEND policy.

#### **Teaching Assistants:**

##### **Under the guidance of the class teacher and/or SENCO/ assistant SENCO to:**

- Carry out activities and intervention programmes planned by the class teacher.
- To keep records of this work as requested.

- To support children in class or by withdrawing individuals and small groups.
- To support children on a 1:1 basis as required.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

### **Governors:**

- A named governor to have responsibility for the implementation of the SEND policy.
- To be fully involved in developing and monitoring the SEND policy.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that financial resources are available to carry out the SEND policy.
- To ensure the quality of SEND provision is continually monitored
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Head teacher, SENCO and staff

In addition to the above roles and responsibilities, Paul Brooksbank (Deputy Headteacher) is the schools named safeguarding lead and is the member of staff responsible for managing and tracking Pupil Premium funding.

### **Training**

St Mary & St Paul's recognises the importance of the continued professional development of all its staff across all areas including SEND and inclusion. This policy does not just include teaching staff but also for teaching assistants and ancillary staff:

- The SENCO/ assistant SENCO attends regular cluster meetings and conferences in order to keep up to date with local and national updates in SEND.
- As required additional whole school SEND training is sourced and delivered for groups or the whole staff.
- In house SEND training is provided through staff meetings and inset as required.
- All staff have access to CPD and are able to apply for training where a need is identified either individually or at a whole school level.

### **Monitoring and Evaluation of SEND**

St Mary & St Paul's has a robust cycle of whole school monitoring and evaluation:

- The quality of Learning and teaching is monitored on a termly basis through a variety of activities including classroom observations, pupil interviews, book scrutiny, learning/ board walks and moderation of pupil work.
- Pupil attainment and progress is monitored and tracked at 3 points during the school year – October, February and June.

This cycle of evaluation and monitoring promotes an active process of continual review and improvement of provision for **all** pupils including those with identified SEND. Any children who receive SEN support and have an IEP will have a termly review when targets and progress are reviewed and any adjustments made to provision. Additional intervention meetings also take place throughout the year to review the progress and attainment of all children and identify children whose progress has slowed and may require additional support.

Children who have an EHCP ( Education health care plan) will have an annual review as well as ongoing termly reviews of targets, provision and progress.

Direct monitoring of the SEN policy and SEND provision is the responsibility of the SENCO and assistant SENCO and is reported to the Head teacher and Governors as required.

## **Complaints**

Occasionally parents / carers may have concerns or worries about their child and the provision that is being provided by school. In the first instance a parent should arrange a meeting with the classteacher or SENCO. The query or concern can then be investigated.

If parents wish to make a formal complaint they will have to follow the schools designated channels as laid down in the schools complaints procedure ( contact the school office)

Further information is available in the Special Educational needs and Disability code of practice: (0 – 25) 2014.

## **Reviewing the policy**

The SEND policy will be reviewed on an annual basis during the Autumn term each year.