



Send Policy 2023 - 24

Special Educational Needs and Disability Policy.

DATE FINALISED - October 2023

DATE TO BE REVIEWED – September 2024

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. It was a co-produced policy in the spirit of current reform (2015).

St Teresa of Lisieux Catholic Primary School

Name of SENCO – Mrs Elaine Whitehead

National Award for SEN Coordination (NASCO) Status – successfully completed in June 2018

Contact Details of SENCO – email - senco@stteresas.co.uk or call 0151 226 5020

The SENCO will be contactable during school hours and will use their best endeavours to respond promptly. Please expect any responses to be made during working hours and in term time. Appointments can be made for face-to-face consultations or as a phone call meeting one afternoon a week. Appointments can be booked in advance through the school office.

The role of the SENCO at St Teresa of Lisieux School is a member of our Senior Leadership Team (SLT). This policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher Mr Tremarco and our school Inclusion manager/Assistant Head; Mrs Ungi , both work closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND – Mrs Maria Eves

The SENCO team also includes Miss Laura Donaghy and Miss Amy Barker who completed their training for the National SENCO award in 2022.

Section 2

Aims and objectives of St. Teresa of Lisieux Catholic Primary School in relation to SEND provision:

- To ensure children with SEND have a daily sense of success and achievement; brought about through identification and understanding of need, appropriate adaptation, support and resources (including staffing).
- To continually remove barriers to learning in order to raise the aspirations of and expectations for all children with Special Educational Needs and Disabilities to enable them to have equal access to the breadth and depth of exciting learning that is taking place around the school - no child is disadvantaged by their needs.

Objectives:

At St. Teresa of Lisieux Catholic Primary School we will fulfil our aim through the following objectives:

- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- As a reflection of the principles in the SEND Code of Practice (2015); the responsibility and accountability for the progress and development of the pupils in each class, including where pupils access support from teaching assistants or specialist staff; lies with the class teacher.
- To create as a school a learning environment where a range of learning styles can be accessed and differing pupil needs can be catered for.
- 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 and outcomes.
 1. To provide early identification for children and young people who have special educational needs and disabilities and those with additional needs
 2. To work within the guidance provided by the SEND Code of Practice (January 2015)
 3. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
 4. To provide support, training and advice for all staff working with special educational needs pupils
 5. To oversee provision so that pupils who require individualised learning plans can have their needs met by the staff in their class.
 6. To provide adapted teaching and learning opportunities for learners with SEND.
 7. To track progress for children with SEND and make referrals to outside agencies where appropriate..
 8. To provide parents opportunities to communicate about their child's needs.
 9. To keep the school's offer for SEND updated, visible and accessible, in line with requirements necessary to gain quality mark status.
 10. To create an enhanced nurture provision for children, including those who access the Nest.

Section 3: Identifying Special Educational Needs and Disabilities

At St Teresa of Lisieux Catholic Primary School we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCO becomes involved we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- is significantly lower 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

We also recognise that less than expected progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having an SEND. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach** (See Section 4). At this point a pupil will be placed on

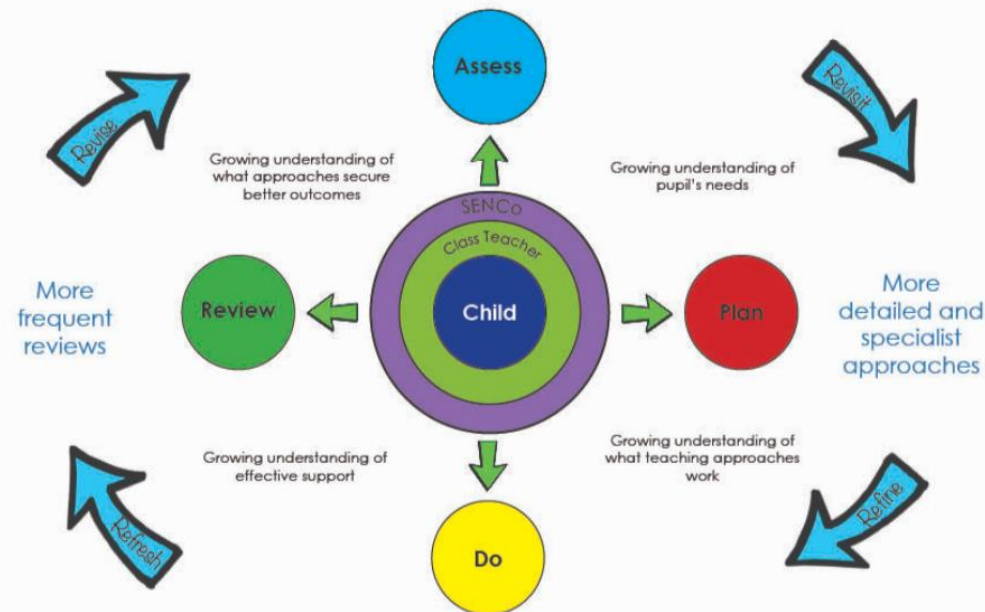
the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

Consider other impactful issues that may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Remember any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which you will aim to recognise and identify effectively.

Section 4: The Graduated Approach



- The Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching
- At St Teresa of Lisieux, the 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.
- When a child is added to the 'Watch list' a programme of high quality teaching, adapted and personalised for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of high quality teaching.
- **Describe the process of how** the school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

- Initially the class teacher and parents will consider whether adaptations are needed and the child may be added to the 'Watch' list. The SENCO, parents and the class teacher will see if the adaptations made can now meet the need of the child or whether further measures or referrals are needed. After considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. At this point the child may be added to the SEND register
- For higher levels of need, outside agencies may be called on to complete reports to support staff in school and the child. This might also be used as evidence when an application for further measures is submitted.

The role of the SENCO requires that they hold QTS. The Headteacher and Governors developed the role of the SENCO in accordance to the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families.

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN 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 SEN
- 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 next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Section 5: Managing Pupils Needs On The Send Register Through The Graduated Approach And Exit Criteria

Some children and young people identified as having SEN may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to provision map). Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle.


Section 6: Supporting Pupils and Families Throughout the Graduated Approach to SEND

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website and available as a printed copy at our Main Reception www.stteresaoflisieux.co.uk and is updated regularly. We guide parents towards the LA Local Offer <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10> for information about wider services which can be found across Liverpool and the wider Merseyside Area. In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy <https://www.stteresaoflisieux.co.uk/admission-arrangements/>
- Our links with other agencies <https://www.stteresaoflisieux.co.uk/sen-special-education-needs/>
- Our arrangements for examination and assessment access
- Our transition arrangements (from class to class, school to school, etc.)

Parents are now offered a range of support services to help them with any need their child may have. They can:

- Book in for a phone consultation or face to face meeting with Mrs Whitehead.
- Leave a message with the office staff.
- Attend parent workshops, targeting specific areas of SEND; for example ASD, ADHD or Dyslexia.
- Meet their child's teacher termly at parent meetings, or more informally after school, when needed.
- Ask for support from our mentoring team; Andy and Briahr.
- Our pupil passport will be updated each term or half term as part of the ASSESS – PLAN - DO- REVIEW process. Here is an example;

Child's name		Curriculum Support Student Passport	
Date of birth:	Current photo here		
2022 - 2023		Teacher: X	Last updated: September 2022
Class: Key Staff: Highlight as appropriate <i>SEN Action/ SEN Support/ EHC Plan</i> Category of need: Cognition and Learning Communication and interaction Social, Emotional and Mental Health Sensory / Physical		Pupil voice I would like you to know that:	I find it difficult to:
Access arrangements	Other agencies involved	It would support me if you could:	I will support myself by:

Long term goal: To <ul style="list-style-type: none"> • Step one – to 		Entry data: (end of last year .	
Name of Intervention Include start and end date	Focus What is the outcome you are trying to achieve? (SMART Target)	Delivery Number of sessions per week, who delivered by, ratio of pupils to adult	Impact What was achieved
Year ?			
e.g; English – Small Group Work (Jan 2020 – Ongoing)	To focus on writing CVC words containing set 2 sounds.	3 x 15 minutes per week with TA 1:5	
Additional Reading Time (Jan 2020 – Ongoing)	To recognise and blend set 2 sounds.	3 x 10 minutes per week TA 1:1	
Speech and Language: Language for Thinking (Jan 2020 – Ongoing)	To answer ‘how’ and ‘why’ questions (Blank’s Level 3/4).	2 x 15 minutes per week with TA 1:4	
End of year assessments and attendance data.		End of year review	

Section 7: Supporting Our Children/Young People with Medical Needs

At St. Teresa of Lisieux School we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website.

Section 8: Monitoring and Evaluation of SEND

How senior leaders and governors at St. Teresa of Lisieux Catholic Primary School monitor and evaluate the impact of the school's SEN provision. Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The school's SEND governor can be contacted via the head teacher or Chair of Governors. The SEN Governor promotes the development of SEN provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEN present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEN 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'. The SEN Governor will also liaise with the SENCO/Inclusion Manager in relation to the Local Offer and the SEN Information report. In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENCO and Link SEN 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:

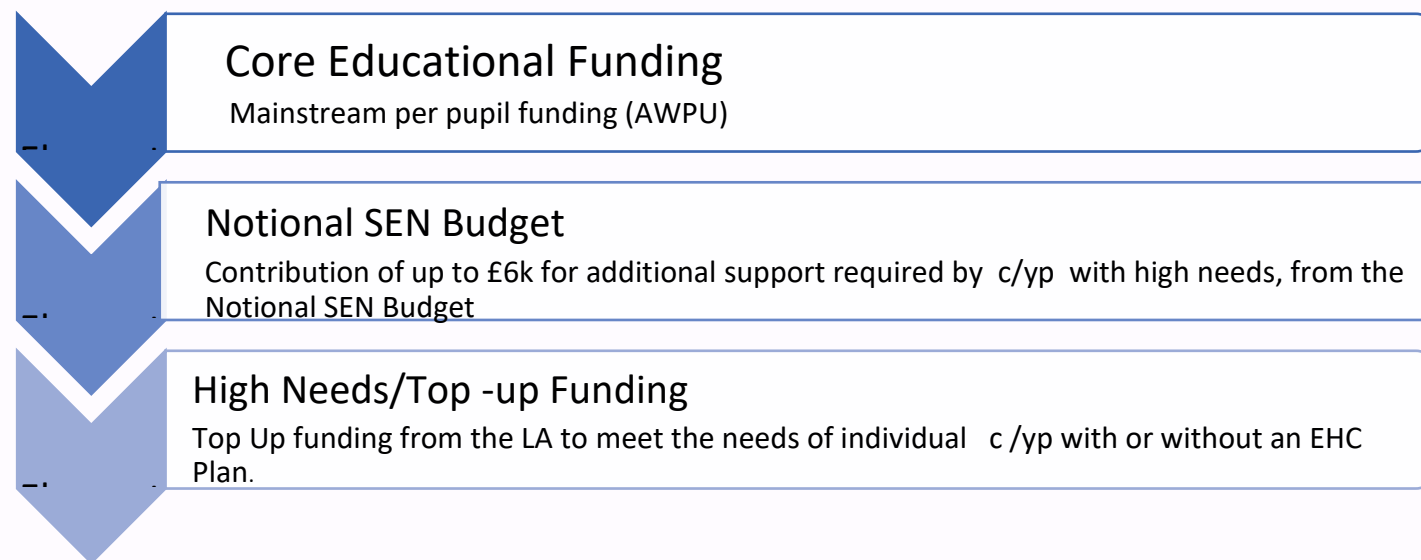
- Consideration of each pupil's success in meeting outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from Annual Review meetings.
- Reports provided by outside agencies including Ofsted.
- Privats & other assessment data

Section 9: Resources and Training

a) Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENCO.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

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

All primary schools within our SEND Consortia share best practice and offer support within the locality. This supports the SENCO at St. Teresa of Lisieux and the whole staff. Training on SEND is arranged through these and with the support and involvement of the 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 SENCO, Teaching Assistants, whole school and parents. Liverpool school Improvement service provides two SENCO Briefings and an annual SENCO 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 SENCO 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 SEN Information report

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this. The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools.

The SENDCO is a member of NASEN, a professional body who offer training and guidance to changes in policy and practice across the country.

Section 10: Roles and Responsibilities

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High Quality Teaching to support children and recognise how the SENCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at St. Teresa of Lisieux CP School these include;

- The SEN Governor meets with the SENCO termly) and monitors the progress of pupils/students with SEND

- The school employs over 20 (number) of support staff. They carry out a range of roles across the school (specify) and are line managed by They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Mrs Ungi
- The member of staff responsible for Looked After Children is Mrs Ungi
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students is Mrs Cannon

Section 11: Storing and Managing Information

Documents about children are kept in files securely on a private drive accessible by the SENCO team. These are shared, when appropriate, with relevant staff to ensure the child's individual needs are understood and can be met. Occasionally these files may be shared with an outside agency, such as the NHS, this is with the consent of the child's parent or guardian.

Section 12: Reviewing the Policy

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working,

Section 13: Dealing with Complaints

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEN Governor. All complaints follow the school's complaints procedure. Managing parental complaints related to SEN Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership). Key issues are identified including where there is agreement. Discussions should take place with the SENCO Reports provided by outside agencies should be considered. Outcomes are reviewed examining what progress the pupil has made. Any behaviour logs should ensure strategies are included and shared with parents/carers

Compliance

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

Authored by – Mrs. Elaine Whitehead

Contributions by - Miss Amy Barker.