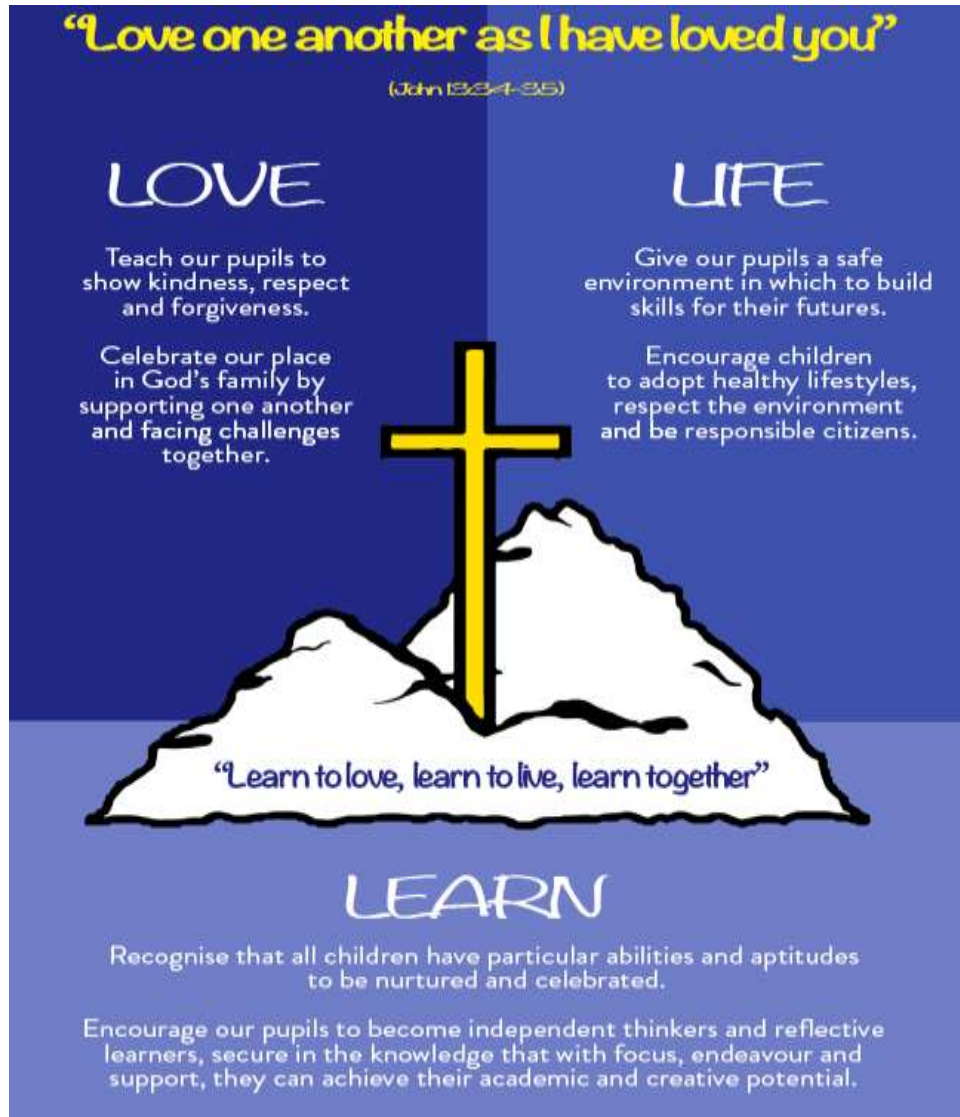


Ladymount Catholic Primary School



Special Educational Needs Policy

Date	Comments	Changes	Governor Committee
September 2022			FGB

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1. Introduction and aims

Ladymount Catholic Primary School provides a broad and balanced curriculum for **all** children and this includes children who may have a special educational need and/or disability (SEND). The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers are responsible for setting suitable learning challenges and responding to the diverse learning needs of the children. Some children encounter barriers to learning which may indicate that they have a special education need and they require a particular action to be taken by the school.

If a need is identified, the school and staff working directly with the children, take account of these requirements and make provision, where necessary, to support individuals or groups of children to enable them to participate effectively in the curriculum activities. Some children may need additional or different support from that given to their peers. Children may have special educational needs either throughout or at any time during their school career.

The school is committed to raising the aspirations and expectations for all pupils with special educational needs and there is a focus on the *outcomes* for the children following the support they receive.

This SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure processes for referrals and working with other agencies is explained clearly

2. Legislation and guidance

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

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

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

The SEND Code of Practice describes the four broad areas of need as being:

- **Communication and interaction** – *children with speech, language and communication needs have difficulty in communicating with others. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.*
- **Cognition and learning** – *support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties, through to profound and multiple learning difficulties. Specific learning difficulties affect one or more areas of learning, encompassing conditions such as dyslexia, dyscalculia and dyspraxia.*
- **Social, emotional and mental health difficulties** – *children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Other children may have disorders such as attention deficit disorder or attention deficit hyperactive disorder.*
- **Sensory and/or physical needs** – *some children may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided by the school. These difficulties can include vision impairment, hearing impairment or multi-sensory impairment.*

4. Roles and responsibilities

4.1 The SENDCO (Special Educational Needs and Disabilities Coordinator)

The SENDCO is Mrs Helen Caulfield. The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care (EHC) plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

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

4.2 The SEND governor

The SEND governor for Ladymount Catholic Primary is Mrs Suzanne Hoskinson 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 headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

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

4.3 Class teachers

Each class teacher is responsible for:

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

5. SEND information report

In addition to this policy, the school has also produced a separate SEND Information Report which is published on the school's website under the SEND Information link and this report contains further SEND information in the form of potential questions and answers parents may have, which was compiled in consultation with parent partnership. Admission arrangements for pupils can also be found on the school's website. The SEND Information Report compliments the information contained within section 5 of this policy.

5.1 The types of SEND that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

At Ladymount, children's needs are identified by the school as early as possible (if a child's needs are not already made known to the school) in order to work out the appropriate action to be taken. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs or communication and interaction needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND as there may be other factors that need to be taken into consideration.

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

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil (where appropriate) and their parents when identifying whether they require special educational provision. We encourage parents to contact school as soon as possible if they have their own initial concerns over their child relating to possible SEND. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty.
- parents' concerns are listened to and taken into consideration.
- everyone understands the agreed outcomes sought for the child.
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and copies available for parents. We will always notify parents when it is decided that a pupil will receive SEND support.

5.4 Our approach to teaching and supporting pupils with SEND

The school implements a graduated approach to teaching and supporting children with SEND. This begins with **Quality First Teaching** and then the support will be increased depending on the needs of the child. Identification of need is as follows:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being *SEND Aware* due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.
- i) Relevant referrals may be needed at this stage to investigate the pupil's difficulties.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be taken to add the child's name to the school's SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided for the child to address the specific needs identified consists of an on-going four-part process which enables the provision to be refined as the understanding of the needs of the pupil grows. This process consists of:

- Assess
- Plan
- Do
- Review

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, such as Speech and Language, SENAAT and in some cases the Educational Psychologist, 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 directly 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. The SENDCO will support staff involved in drawing up any plans to address a child's special educational needs and she will also liaise with the headteacher to review the work of the school in this area. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

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

Review

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

Alongside the support planned for by the class teachers, there are other interventions within school that children may access, for example:

- Specific literacy-based intervention
- Specific maths intervention (e.g. Number stacks)
- Nessy Online Reading and Spelling Programme (supporting pupils with dyslexia)
- Support / intervention for mental health and well-being intervention
- Sensory circuits (supporting physical needs)/ Motor Skills intervention work
- Time to Talk (social and communication support)
- Lego therapy (supporting social and communication skills)
- Various programmes provided by Edsential e.g. Mini-Mermaids, Personal Best, Young Tritons, The Rainbow Programme (supporting mental health and well-being)
- Specific intervention from the Primary Mental Health Support Team (provided through CAMHS)

5.5 Assessing and reviewing pupils' progress towards outcomes

By following a graduated approach and the four-part cycle of **assess, plan, do, review** as outlined above, the class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

When a child requires specific additional support or intervention, they may be given an individual Outcome Support Plan (OSP) to document the outcomes on which they are working. The OSP is formally reviewed termly, however it may need amending or the outcomes renewing before the formal review if they have been met for example. These are updated by the class teacher and are monitored by the SENDCO. They reflect information passed on by the SENDCO and are adapted following any assessments that have taken place. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.6 Referrals for additional support

If a child has persistent, severe and/or complex difficulties which require a high level of individualised actions over and above what can be expected to be provided by the school from within their own resources, they may undergo an assessment for an Education Health Care Plan (EHCP). This is usually requested by the school but can also be requested by a parent. It is a statutory assessment and may be required 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 to the Local Authority for an EHCP will be taken at a progress review. The Wirral Local Authority also offers schools the opportunity to apply for a Pupil Funding Agreement (PFA) which provides the school with top-up funding to offer support that is over and above the general provision available to all pupils. This is a non-statutory process. The application for both PFAs and EHCPs will combine information from a variety of sources including:

- Parents
- Teachers
- Support staff
- SENDCO
- Headteacher
- Advice from Educational professionals e.g. Educational Psychologist, SENAAT
- Social Care Professionals
- Health Professionals

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

Pupil Funding Agreement (PFAs)

- a) If an application for a Pupil Funding Agreement is successful, it results in the Local Authority agreeing to 'top up' the funding already provided by the school in order to further support a pupil who may have more complex Special Educational Needs. The outcomes for the pupil are clearly detailed in the PFA and the school must use the additional funding to ensure that the outcomes are being addressed.
- b) The agreement is reviewed annually and it remains in place while it continues to support and meet the needs of the pupil. Changes can be made to the agreement at the annual review, for example, reducing or increasing levels of support or to reach a decision that an EHCP application should be made.

Education, Health and Care Plans (EHCPs)

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

5.7 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. When pupils transfer between classes or phases within Ladymount, there is an in-depth transition process which includes a discussion about the child and their needs as well as the provision that is required. Additional transition opportunities may be planned in for the child, for example getting to know their new teacher before moving classes or phases. When pupils make the transition to secondary school, the SENDCO liaises with the receiving school's SENDCO and, when required, a more in-depth transition can be planned for. This may include the SENDCO accompanying parents to the new school to meet with the SENDCO and/or new staff to support discussions about the child's needs, or provision being made for the child have additional induction opportunities at the school.

5.8 Adaptations to the curriculum and learning environment

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 the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, breaking down instructions or teaching points into smaller steps etc.

All children named on the SEND register (and any other children who require support / adaptations and those who are listed as being on the school's SEND monitoring list) have a One Page Profile in place. This document details the support or any adaptations that they need in order to access the curriculum, for example it may be that the child has a hearing impairment and must be seated at the front. This document is fully accessible by staff within the classroom as it informs any new staff working with the children of the support required and it also serves as an excellent transition document both internally between members of the Ladymount staff team, and also between schools.

5.9 Additional support for learning including working with other agencies

We have a small team of teaching assistants who are trained to deliver interventions and support high quality teaching in the classroom. Teaching assistants may be assigned to support pupils on a 1:1 basis when the child requires significant support over and above that made generally for other children or young people of the same age by mainstream schools. Teaching assistants may also support small groups of children under the direction of the class teacher. They may also deliver specific intervention to small groups or on a 1:1 basis when required. It is highly likely that children who require 1:1 support will have an Education Health EHCP or PFA in place providing the school with top-up funding to enable this support to be put in place.

We also work with the following outside agencies to provide support for pupils:

- Educational Psychologist
- Community Paediatrician
- School nurse (0-19 team)
- Speech & Language therapist
- Physiotherapist
- Occupational Therapist
- Special Educational Advice and Assessment Team (SENAAT)
- CAMHS team
- Vision Support Team
- Hearing Support Team
- Social services (not solely relating to SEND pupils – headteacher liaises with this agency)
- Child Bereavement

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

5.10 Expertise and training of staff

Our SENDCO has over thirteen years experience in this role and has worked in both Key Stages 1 and 2. Mrs Caulfield holds the statutory national award for coordinating SEND (NASENDCo award) and is a member of the school's leadership team.

We have a team of teaching assistants (TAs), including two higher level teaching assistants (HLTAs) who are trained to deliver SEND provision, where required. In order to maintain and develop the quality of teaching and provision, all staff are encouraged to undertake training and development. The SENDCO attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENDCO is responsible for co-ordinating any internal

staff training in response to meeting the needs of the pupils. This also includes regular CPD for staff and Inset training. The SENDCO attends Local Authority's network meetings in order to keep up to date with local and national updates in SEND.

5.11 Evaluating the effectiveness of SEND provision

The SENDCO continually strives to ensure that the SEND provision offered by the school is of excellent quality. Following careful monitoring and evaluation, each year an action plan is written and shared with staff and governors identifying possible areas for improvement within the SEND provision.

Any interventions taking place across the school are monitored and evaluated regularly by the SENDCO to ensure that they are having an impact on learning and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The SENDCO attends the termly Pupil Progress meetings in order to monitor progress of SEND children, evaluate the success of current interventions or support and identify any further support needed.

For children with a PFA or EHCP in place, an annual review meeting is held with the SENDCO, relevant school staff, parents and any relevant outside agencies in attendance in order to evaluate the success of the current provision and the progress made towards the outcomes set, as well as identifying next steps for the child.

Pupil voice is extremely important and the SENDCO seeks the views of pupils in a variety of ways e.g., through informally speaking with the children, pupil voice questionnaires, asking for children's input with the One Page Profiles.

The SENDCO monitors the movement of the SEND children within the school system and keeps the School Administrative Officer informed so that records are kept up to date.

5.12 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) and adaptations can be made where needed.
- 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.

5.13 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 all wider areas of school life e.g. attending clubs
- Providing specific support or intervention e.g., Lego Therapy, CAMHS support from the Primary Team who work with school.

As a school, we have a zero-tolerance approach to bullying.

5.14 Complaints about SEND provision

If there are concerns or complaints relating to the SEND provision in our school, contact should be made with the class teacher or the SENDCO in the first instance. This concern may then be referred to the headteacher in order to try and resolve the matter. If this is not possible or a parent feels that the matter has not been dealt with, they will then be referred to the school's complaints policy located on the school website.

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

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

5.15 Contact details for raising concerns

The class teacher should be contacted in the first instance if there are any concerns relating to your child and / or possible SEND concerns. This can be done by telephoning or emailing the school office (schooloffice@ladymount.wirral.sch.uk) in order to make an appointment. We do operate an open-door policy at Ladymount and it may be possible to speak to your child's class teacher at the end of the day. The SENDCO can also be contacted for all SEND-related queries or concerns, again by contacting the school office initially.

5.16 The local authority local offer

Our local authority's local offer is published here: <https://localofferwirral.org/> or this can be accessed via our school website, clicking on the SEND tab and following the link to the Local Offer.

5.17 Website access

By following the SEND/Inclusion tab on the school website, it will provide easy access to this policy document, the school's SEND information report, the SEND Code of Practice plus other relevant SEND-related resources or useful links.

• 6. Monitoring arrangements

This policy and the SEND information report will be reviewed by the SENDCO. **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

• 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

