



St Margaret's Anfield CE Primary School

NAME OF POLICY: SEND Policy

DATE: 12/09/2017

PRODUCED BY: E. Doran

DOCUMENT STATUS

Version	Date	Action	Review Date
Version 1		Adopted by Governing Body	PENDING



This policy was created by the school Special Educational Needs and Disability Coordinator (SENDCo) with the SEND Governor in liaison with the Senior Leadership Team, all staff and parents of pupils with SEND. It is a co-produced policy in the spirit of the current reform (2014).



Designated SENDCo: Ms Emma Doran (NASCO Award Liverpool John Moores/LA collaboration). Qualified

SEND Governor: Miss Ruth Andrew

The policy was approved by Governing Body

Aims and Objectives

- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families and carers.
- To reflect the Code of Practice in stating that teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from specialist staff.
- To fully adopt a 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 their best possible progress.
- To work within a person centred approach fostering and promoting collaboration with children, parents, carers and outside agencies.
- To clearly identify the roles and responsibilities of school staff and the SEND governor in providing an appropriate education for pupils with special educational need and/or disabilities.
- To be pro-active in enabling full access for pupils with SEND to all manageable aspects of the school curriculum, the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

Identification

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 in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

We recognize the definition of SEND as stated in The Code of Practice 2014:

'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'

The four broad areas identified within 'The Code of Practice 2014' are 'Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs.' Children are identified largely within these areas.

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.

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.

At St Margaret's we use a number of indicators to identify pupils' special educational needs. These are as follows:

- Information from parents and any previous schools or Early Years provision.
- Evidence obtained by teacher observations and assessments.
- The use of standardised screening or assessment tools.
- Reports or observations from outside agencies.
- The monitoring of interventions and their impact.

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

- Attendance and punctuality
- Health and Welfare
- Children in receipt of pupil premium and pupil premium plus
- Looked after children
- Being a child of servicemen/women
- EAL

Provision for Pupils with Special Educational Needs

The school recognises that children are at different levels in their development and learn in different ways. To support all children, the school delivers a wide, varied and differentiated curriculum.

Teachers, Teaching Assistants and other support staff may work with children in discreet, small group settings during lesson time, offer one-to-one support where appropriate and sometimes can provide intervention groups outside of the classroom.

A range of resources to support the four areas of need set out in the SEN Code of Practice 2014 are provided within an inclusive environment.

We understand that children learn at their own pace so we use both formal and informal assessment to monitor progress.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. Children's personal social and emotional development is supported in school through our school Learning Mentor, RE schemes of work, time within our Personalised Learning Centre and the PSHE SEAL topics.

We have a strong Christian ethos which encourages Christian moral values, positive behaviours and a shared mutual respect. We have an anti-bullying policy which is upheld in school by pupils and staff.

We have a School Council for children to share their views and ideas.

We have access to some specialist services and outreach providers that can work with school to support social, emotional and mental health difficulties such as CAMHS and Clifford Holroyde.

Provision mapping is carried out by the SENDCo and impact of provision and interventions are measured through liaison with outreach providers, discussion with parents, pupil's views and monitoring of pupil's individual progress. There is a termly report to the Governing Body and our annual SEND information report is posted on the school website.

Assessment and Review of Progress

We adopt a graduated response, which means we follow the 'Assess, Plan, Do, Review' system as outlined in the SEN Code of Practice 2014.

Assess: In assessing a child the school will carry out an analysis of the pupils needs which draws on the teachers assessments, their experiences of the pupil and their previous progress and attainment. The pupil's own views are sought as are those of external support services if involved. 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 SEN 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 as well as the expected impact on progress, development or behaviour along with a clear date for review.

Do: The school SENDCo supports the class teacher in problem solving and advising on the implementation of support and further assessments. The teacher remains responsible for working with that child and where

interventions involve group or individual teaching away from the teacher, they remain responsible for overseeing this and work closely with Teaching Assistants or other specialist staff involved to plan and assess impact of support and how they can then be linked to classroom teaching.

Review: When we review we evaluate the impact and quality of support taking into account the views of the parents and pupils. This information feeds into our analysis of the pupil's further needs. The teacher working with the SENDCo will revise the support in the light of the pupil's progress and development. Any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to other settings information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings. Some children have an EHC Plan (Educational Health and Care plan). These are to be reviewed by the Local Authority in partnership with the school at least annually. These reviews are arranged by school and are part of the SENDCo's role.

Managing the Needs of Pupils who Qualify for SEND Support.

We are proactive in removing barriers to learning and in many cases pupil's needs are effectively met through quality first teaching within school. Where a pupil continues to make less than expected progress despite evidence-based support, matched with interventions addressing areas of need, it may be necessary to involve specialists within 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 pupils receive this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed.

Some children may have multi agency involvement, the school will consider the criteria for the levels of need and where relevant, may decide in consultation with Liverpool's 'Responding to Needs Guidance and Levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.

Working with Parents and Carers

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 essential information on the impact of SEND support outside school as well as the parents/carers particular knowledge of their child and any information around changes in needs, which they can provide.

In creating the School's Local Offer, parental consultation was crucial and parent's 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.

Where a pupil is receiving SEND support, the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.

Participation

At St Margaret's Anfield CE Primary school, we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010 and we make reasonable adjustments to remove any barriers to participation.

All children are encouraged to participate fully in the life of the school. This includes after school clubs, leisure, cultural activities and school trips. The SENDCo regularly monitors the attendance of those with Special Educational needs and/or disabilities to ensure that there is good representative participation from these groups.

Improving the Emotional, Mental and Social Development of Pupils with SEND

We recognise that some children and young people may experience a wide range of social and emotional difficulties that manifest themselves in different ways. These may include:

- becoming withdrawn and isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

We have clear processes to support children and young people, which are linked to our PSHE schemes of work. The school provides the following support for pupil's social, emotional and mental health development in the following ways;

- Access to our School Learning Mentor
- Art Therapy
- Lego Therapy
- Self Esteem Workshops
- Counselling Sessions
- CAHMS Seedlings Project
- Peer Massage
- Heart Prayer
- Referrals to a range of outreach providers for support and advice.

Monitoring and Evaluation of the Impact of the School's SEND Provision

Whilst the full Governing Body remains responsible for SEND, a specific SEND Governor has been appointed to support their work. The SEND Governor promotes the development of SEND provision in the following ways:

- championing inclusion and promoting a greater understanding of issues related to SEND 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 SENDCo;
- ensuring they have an understanding of the role of 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;
- Reviewing and monitoring the effectiveness of the SEND Policy.

The SEND Governor will liaise with the SENDCo in relation to the Local Offer and the SEND Information Report. When evaluating the effectiveness of this policy the school will consider the views of:

- Reports presented by the Head teacher, SENCO and link SEND Governor
- Parent/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 pupils' success in meeting outcomes,
- Use of standardised tests including reading and spelling ages
- An analysis of external tests including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from pupil profiles and review meetings.
- Raise online
- Reports provided by outside agencies including Ofsted,

Training around SEND for Teachers, Support Staff and SENDCo

All primary schools within the SEND Consortia share best practice and offer support within the locality. Training is arranged through these and with the support and involvement of the services attached to these. Training is needs led and linked to the School Improvement Plan, the needs of the particular consortia and the school's Local offer. Liverpool School Improvement services provide two SENDCo Briefings and an annual SENDCo Transition Forum where any pupils with SEND and/or vulnerable pupils can be discussed and transition plans put into place.

All teachers and teaching Assistants are actively encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND.

SEND Funding

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 such as pupil premium to optimise impact. The school allocates SEND funding in the following ways:

- Learning Support Teachers and Teaching Assistants
- Training for Teachers and Teaching Assistants so they can meet pupils needs more effectively
- Specialist equipment and resources
- In class and withdrawal support from Learning Support Teachers, SENDCo and/ or Support Assistants
- Purchasing and maintenance of ICT and electronic equipment

Where needs are in excess of this notional SEND budget then Higher Needs Funding can be applied for to the Local Authority.

Support of Medical Conditions

For more information on how we at St Margaret's Anfield CE Primary School support and manage medical conditions please see our policy entitled 'Policy For Supporting Medical Conditions in School'. This can be obtained from our school website.

Policy written by:

Ms E. Doran

Review Date September 2018