



## St Margaret's Anfield CE Primary School

NAME OF POLICY: SEND Policy

DATE: 24/02/2021

PRODUCED BY: R Crist

### DOCUMENT STATUS

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## **Overview**

The policy was developed in collaboration with staff, parents/carers and governors to promote the inclusive practice and approach which 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 Griffiths, works with the SENDCo 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).

Designated SENDCo: Mrs R Crist

Contact details: 0151 260 5522

SEND Governor Mrs P Doyle

Contact details: available upon request from the School Office

The policy was approved by Governing Body

### **1. Definitions of special educational needs (SEND) set in the legislative context**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age, or a young person 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 in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy will be used alongside and in conjunction with the Local Offer offered by the Local Authority and various other school policies. It is embedded in the teaching and learning framework of the school. Provision for children with special educational needs is a matter for the school as a



whole. In addition to the Governing Body, the Head teacher and the SENDCo, this policy applies to all other members of staff in their day to day responsibilities.

This policy will underpin all other policies in the school and is set within the context of:

The Children and Families Act (2014)  
The SEND Code of Practice (January 2015)  
The Equality Act (2010)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DFE Feb 2013  
SEND Code of Practice 0 – 25 (September 2014)  
Children and Families Act (2014): Section 69  
Schools SEN Information Report Regulations (2014)

The Special Educational Needs and Disability Code of Practice: 0-25 years 2014 states, “All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential” (Chapter 6.1).

In line with the SEN and Disability Regulations 2014 (Part 3), the school has a designated SENDCo, Mrs R Crist, who will monitor and track the progress of children with SEND, inform parents of any provision made and will ensure that all pupils with SEND are included in the whole school curriculum and extra-curricular activities, allowing them to achieve their full potential. We will not discriminate against any pupils and will make reasonable adjustments to the curriculum where required in accordance with the Equalities Act 2010 (Part 6, chapter 1).

This Special Educational Needs Policy will provide guidance to ensure that the school meets its statutory responsibilities for children with SEND in line with this Government guidance.

At St Margaret’s Anfield, it is our belief that all children have an equal right to a full and rounded education, which enables them to achieve their full potential. We provide a broad, balanced and creative curriculum for all children. All children benefit from “Quality First Teaching”: this means that teachers expect to assess, plan and teach children at the level which allows them to make progress with their learning. The National Curriculum is the starting point for our planning, in order to meet the specific needs of individuals and groups of children.

When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs.

All of our teachers are teachers of every child or young person, including those with SEND.

## **2. What are Special Educational Needs?**

A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional



to, or different from, that made generally for others of the same age in a mainstream setting in England.

### **3. Aims and Objectives:**

At St Margaret's Anfield, we endeavour to provide:

- High quality teaching which is differentiated, personalised and available to all pupils.
- A continuous cycle of planning, teaching and assessing which will take into account the wide range of abilities, aptitudes and interests of children in all classes.
- Staff members who seek to identify the needs of pupils with SEND as early as possible.
- Robust systems which involve parents/carers at every stage in plans to meet their child's additional needs.
- Support which enables a clear understanding of SEND procedures and practices for parents/carers, children and all staff in school.
- An outcomes focussed approach to providing the best possible support for our children with Special Educational Needs and Disabilities.
- Effective and continuous monitoring of the progress of all pupils, including those with SEND, in order to ensure that the children are able to reach their full potential.
- Appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Systems which involve the children themselves in planning and in any decision making that may affect them and close involvement of parents/carers.
- A school environment where pupils can contribute to their own learning and an ethos which encourages supportive relationships with adults in school where pupils feel safe to voice their opinions of their own needs.
- Support of outside agencies if a pupil's needs cannot be met by the school alone.
- Provision which enables children to move on from us in their education and life journey well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of their future.
- To meet legislative requirements outlined above.

### **4. Broad Areas of Need**

These four broad areas give an overview of the range of needs that may be planned for:

- Communication and interaction  
Autistic spectrum and Asperger's
- Cognition and learning  
Dyslexia and moderate learning difficulties
- Social, emotional and mental health difficulties  
ADHD and emotional difficulties
- Sensory and/or physical impairment  
Visual or auditory impairment



## **5. Lines of Responsibility**

If parents/carers have any concerns about their child, the class teacher should be the first point of contact who will then liaise with the SENDCO (Mrs R Crist). The Head teacher (Mr M Griffiths) is aware of any children with SEND who require provision that is different from, or additional to, the support already given in class.

The SEND Governor is Mrs P Doyle.

The Special Educational Needs and Disabilities Co-Ordinator (SENDCo) is

Mrs R Crist and she can be contacted via the School Office: 0151 260 5522 or via email - [admin@st-margaretsanfield.liverpool.sch.uk](mailto:admin@st-margaretsanfield.liverpool.sch.uk).

## **6. Admissions Process**

All applications will be considered at the same time and we will not discriminate against any child. Please see our Admissions Policy on the school website. <http://www.st-margaretsanfield.liverpool.sch.uk>.

## **7. How is SEND identified?**

- Every teacher is responsible for the teaching and learning of all pupils in their class and by following the graduated approach of assess, plan, do, review, any individual learning needs are quickly identified and addressed.
- On-going teacher assessments and termly progress meetings are held with pupils and parents to discuss the provision, pupil's progress and review any support required for the following term.
- Children will be assessed at the start and end of every term to monitor and track progress.
- Upon assessment, if the pupil is considerably behind their peers, appropriate provision will be made to identify specific learning needs and involve external agencies if required.
- When a child is moving between different phases of transition (i.e. Key Stage), regular meetings will be held between the teachers/schools to discuss any concerns and share necessary information.

## **SEN Support**

In addition to high quality first teaching and the adaptation of resources where necessary additional support in the form of 1 to 1 or small group teaching and/or access to additional supports as required will be provided.

Parents/carers will be advised at all stages. The aim of identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning and promote emotional wellbeing. The support provided consists of a four – part process:

- Assess
- Plan



- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

- **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/carers. The pupil's views and where relevant, advice from external support services, 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 involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

- **Plan**

Planning will involve consultation between the teachers, SENDCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or approaches expected and a clear date for review. 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 class teacher. They will work closely with teaching assistants, to plan and assess the impact of support and interventions and 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 discussed with the SENDCO.

- **Review**

Reviews of a pupil's progress will be made termly (or sooner if appropriate). 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/carers. The 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.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may undergo a statutory assessment process which is usually requested by the school, but can be requested by a parent/carer. This will occur where the complexity of need, or a lack of clarity around the needs of the child, are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer of Liverpool Local Authority.

### **Education, Health and Care Plans [EHCP]**

a. Following Statutory Assessment, an EHC Plan will be provided by the relevant Local Authority, dependent upon home address, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also 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.

## **8. Strategies**

- In St Margaret's Anfield, all learners, including those with special educational needs, will have their needs fully met so they may thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEND are included, treated as favourably as others and are given appropriate access to the curriculum teaching and learning.
- Regular monitoring, evaluation and review carried out by the leadership team will ensure that our aims for learners' individual and special needs are met to the highest standard.
- All teachers are teachers of special educational needs and follow the graduated approach of assess, plan, do, review. Identification and referral of learners, considered as having special educational needs will be the responsibility of every member of staff.
- The SENDCO will be responsible for managing the process of the identification and assessment of the specific educational needs and a procedure will be put into place for formal assessment of SEND involving outside agencies.
- The assessment of special educational needs will be diagnostic in nature and constructive in practice, with feedback to relevant members of staff, parents and carers. Learners will be fully and actively involved at every stage.
- Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO. In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within school about the pupil's progress and discussions will be held with parents/carers. This will lead to a growing understanding of the pupil's needs and how they can make good progress.
- Children identified as having SEND and requiring provision that *is different from or additional to*, will have a SEND One Page Profile, which will be reviewed termly and shared at Parent/Carer meetings. The child will be placed on the SEND register at 'SEN Support'.
- INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials.
- A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual intervention, monitoring and production of appropriate teaching and specific advice to teaching and support staff.
- The positive achievements of learners must be recognised and celebrated, in line with the school's policies.
- Learners with an Educational Health Care Plan (EHCP) will continue to have access to the whole curriculum, unless a specific exemption has been made and agreed.

## **9. Additional Support**

We work alongside other agencies to provide support for those children whose needs require multi-agency partnerships. Support in school can take many forms, such as adult support in class, one-to-one, or small group intervention, additional resources in class, access to a wide range of IT, or supporting the use of auxiliary aids. We have staff trained to deliver evidence-based interventions to support all children, including those with SEND. Individual teachers and support





staff also attend training courses run by outside agencies, which are relevant to the needs of specific children in their class.

## **10. Accessibility and Inclusion**

The Head Teacher, and SENDCO oversee the school's policy for SEND and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. There is a strong ethos of involvement of all pupils in all aspects of the wider life of the school – cultural, sporting and social.

All children are welcome at our after school activities and support is appropriately organised.

The school will ensure that all children have access to a balanced and broad curriculum, and that the National Curriculum objectives for each year group and subject are taught with enough flexibility to ensure that the needs of each child are met. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then reasonable adjustments or alternative activities, which will cover the same curriculum areas, will be provided in school.

No child will be excluded from any learning activity due to their SEND, unless it is clearly of benefit to that individual and leads towards inclusion. The school works hard to ensure that extra-curricular activities are barrier free and do not exclude any pupils.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly SENDCO meetings and all relevant consultation with relevant external agencies.

We ensure that equipment used is accessible to all children regardless of their needs. The school site is wheelchair accessible, with a disabled toilet large enough to accommodate changing.

## **11. Use of external agencies**

We have established relationships with a range of professionals in health and social care. These include;

Educational Welfare,  
School Health,  
Educational Psychology Service,  
Social Care,  
Virtual Schools,  
Educational support services, ie SENISS,  
Speech and Language Therapy,  
Physiotherapy



Occupational Therapy.

Parents/carers are informed if any outside agency is involved.

### **12. In service staff training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO will attend relevant specialist meetings and courses to ensure all staff are well informed and able to meet the most recent guidance in the provision of SEND support. The SENDCO will also signpost relevant training opportunities for Staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

All staff have access to Continued Professional Development opportunities and are able to access additional needs, or inclusion training, where a need is identified, either at an individual pupil or whole group level. Similarly, support staff are encouraged to extend their own professional development and the Senior Leadership Team ensure tailor-made or whole-school training where this is appropriate.

### **13. Working in partnership with parents/carers**

We at St Margaret's Anfield, believe that a close working relationship with parents/carers is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of pupils with SEND
- c) personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents/carers of pupils with SEND to the local authority parent support service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers and the pupil, will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted in relation to SEND matters.



#### **14. Links to support services, other agencies and voluntary organisations**

St Margaret's Anfield invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with support services and outside agencies.

There are many voluntary organisations supporting SEND. Parents/carers will be offered details of these groups upon request or may be signposted to resources as appropriate by the SENDCO.

Details of these can also be found within the LA Local Offer. Information sent from organisations, will be posted on the school website.

The school regularly consults various health service professionals. Concerns are initially brought to the attention of School Health by the Pastoral Team and referrals will be made as appropriate. Social Services and the Education Welfare Service will be accessed by the School Safeguarding Team. All staff alert the School Safeguarding and Welfare Team if they have any concerns.

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents/carers.

The Local Authority SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in the Local Authority that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

#### **15. Links with other schools**

Creating and maintaining links with other schools, has enabled us to build a bank of joint resources. We are able to share good practice, advice, training and development activities by working in collaboration with local and partner schools.

#### **16. Complaints Procedure**

If parents or carers have concerns or are dissatisfied with the support provided, they should directly contact their child's class teacher, or the SENDCO as necessary. Should the parent or carer wish to seek further reassurance they should contact the Head teacher.

#### **17. Evaluating the success of provision for pupils with SEND**



The Senior Leadership and School Governing Body evaluates the success of the education that is provided by the school for all pupils. Primarily, this is achieved through a termly report to Governors which includes information relating to the number of pupils receiving special educational provision and the forms of provision which they receive. The Head teacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that Governors are kept up to date with any legislative or local policy changes.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents/carers.

Pupil progress will be monitored in line with the SEND Code of Practice. We analyse pupil attainment and progress data on at least a termly basis, with particular focus on vulnerable groups. We use appropriate national data to compare performance of vulnerable groups with other children in our school and with national statistics. We also analyse data relating to attendance and involvement in wider school life.

Through the School Improvement Plan, we set targets for the year ahead. We report progress against these targets to the Governing Body.

Whole-school monitoring and evaluation procedures include scrutiny of work and observations of classroom practice. The SENDCO and Head teacher both facilitate these processes.

Outcomes pertinent to SEND and Inclusion provision and planning will be taken forward by the whole staff and used to build upon successful practice.

SEND provision and interventions are recorded on a provision map, this is updated as and when interventions change. These interventions are monitored and evaluated termly by the SENDCO to help to identify whether provision is effective.

St Margaret's Anfield encourages the inclusion of pupil's voices in the School Council and Ethos Team.

We aim to include pupils in their target setting and encourage and support them to take an active part in their termly reviews on their One Page Profile.

### **18. Review and amendments to policy**

This policy will be reviewed and amended annually, or sooner if there is a change to any Government legislation relating to SEND.

### **19. 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:



- 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

The full school complaint procedure can be found on the school website, <http://www.st-margaretsanfield.liverpool.sch.uk>. or a paper copy can be provided on request via the school office.

Revised and adopted by the Governing Body.

Policy review date: September 2022