

St. Margaret's Anfield Church of England Primary School

Jesus said, "Love one another as I have loved you" John
13:34.

Therefore, by faith and work, be the change you want
to see.

With God, all things are possible.



Policy for Special Educational Needs and Disabilities (SEND)

Miss T. Owens

Version	Date	Action	Review Date
Version 1	March 2023	Adopted by Governing Body	March 2024
Version 2	March 2024	No changes	March 2025

Introduction

- The school's Special Educational Needs Coordinator (SENCo) is Miss T Owens.
- email: t.owens@st-margaretsanfield.liverpool.sch.uk
- Telephone: 0151 260 5522
- SEN Governor: Ms R Andrew

St. Margaret's Anfield CE Primary School has a named SENCo (Special Educational Needs Coordinator) and a named Governor responsible for SEN. They ensure that the School's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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.

A student has a learning difficulty or disability if he or she:

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

Aims

At St. Margaret's Anfield C.E. Primary School we support and value the abilities of all our pupils. We are committed to inclusion within the school curriculum and participation in all aspects of school life. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. The school is dedicated to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

This SEN policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Objectives

The objectives of our SEN policy and practice at SMA are:

- To identify, at the earliest possible opportunity, any barriers to learning and participation for pupils with SEN
- To make appropriate provision to overcome all barriers to learning and enable full access for pupils with SEN to all manageable aspects of the school curriculum and wider school life
- To work in partnership with parents and carers to gain a better understanding of their child and involve them in all stages of support
- To seek and respond to pupil's views and value their contribution when making decisions concerning their education
- To support full inclusion for pupils with medical conditions in all school activities
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To be proactive in developing pupils' self-esteem, with a long-term goal of independence and preparation for adulthood.

Co-ordination of SEN Provision

The SENCo has day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The key responsibilities of the SENCo are:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- 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
- 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

Identification

Early identification of SEN is vital. Teachers, the SEN team, head teacher and parents will be included in the identification and assessment process.

The SEND code of Practice identifies four areas of need within SEN: communication and interaction; cognition and learning; social, emotional and mental health; physical and sensory needs. If individual children require provision 'additional to or different from' that of their peers in any of these areas to access learning or engage in school, then they may be identified as having SEN.

Pupils at SMA are identified as having SEN in a variety of ways including:

- Teacher assessment and knowledge of the pupil
- Data on the pupils progress, attainment and behaviour
- The individuals development in comparison with their peers
- The views and experiences of parents
- The pupils own views
- Advice from external support services
- Liaison with preschool/previous schools

Once a cause for concern has been identified in relation to having SEN, pupils will be closely monitored by staff in order to gauge their level of learning and possible difficulties. This cycle of initial monitoring includes:

- Identifying the specific area of concern and gathering available information about the pupil
- Seeking to discuss concerns with the pupil's parents/carers
- Responding to less than expected progress with high quality teaching targeted at the pupil's area of weakness; putting in place appropriate strategies to meet the identified needs and monitoring these, keeping records, to evidence the impact.

Procedure for Initial Concern

What	Who	How
Analysis of pupil needs	School Parents Pupil	Professional Dialogue Pupil Progress Meetings Views and experiences of parents/carers Pupil's own views
Further information gathered Observation and/ or additional assessment	Class Teacher TA SENCo Outside Agencies Senior Leadership Team	Examples may include: Attendance data Initial Dyslexia Screener / RWI reading and spelling assessment Speech, Language and Communication Screeners Behaviour Skills and Difficulties Questionnaire (SDQ)
Evaluation of provision already in place: Adaptive teaching Classroom and/ or resource modifications Targeted support <i>(Are these having an impact? What works well? Is the pupil making progress?)</i>	Class Teacher TA SENCo	Implement strategies/ recommendations from school SEN Toolkit

Complete Cause for Concern form and send to SENCo
 Discussion with SENCo regarding next steps
 Arrange meeting with parents/carers to discuss next steps and provision

School may involve specialists at any point to advise on early identification of SEN and effective support and intervention

In identifying a child as needing SEN Support (special educational provision)		
Parents informed of intention to make additional provision	Class Teacher SENCo (if required)	Meeting Telephone call
Pupil added to SEN register	SENCo	SIMS update
SEN Inclusion Profile created <i>(Overview of a pupil's additional needs. Suggested recommendations and advice).</i>	SENCo Class Teacher	Staff knowledge of 'what works well' Specialist Reports/ Advice SEN Information
Individual Provision Map written <i>(Outcomes defining what we want the pupil to be able to do with effective targeted support).</i>	Co-produced	School template

The SEND code of Practice states that 'every school is required to identify and address the SEN of the pupils that they support' and record when they decide a child has special educational needs in the school records. This is commonly known as the SEN register. If it is decided that a pupil requires special educational provision to be made for them then parents/carers will be consulted over their child receiving SEN Support and being added to the school's SEN register. Parents will be formally informed that special educational provision is being made.

Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school.

We identify the needs of pupils by considering the needs of the whole child and are aware that there are groups of pupils who require different or additional special education provision who do not necessarily have SEN.

These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Funding
- Being a Child Looked After (CLA)
- Being a child of Serviceman/woman

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, class teachers, along with the SENCo and EAL Lead will look carefully at

all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Special Educational Provision/ SEN Support

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. However, some children and young people need educational provision that is additional to or different from this. This is known as SEN Support.

SEN Support is about making 'reasonable adjustments' and doing things a bit differently. This may include:

- Additional materials and/or equipment
- Intervention or programmes for the individual child
- Interventions in small groups
- Focused work with the class teacher, SENCo or other school staff
- Help for a child to join in class activities
- Advice and support from other professional, such as educational psychologist, speech and language therapist

A further example of reasonable adjustments within a classroom can be seen below:



We use reasonable adjustments to help remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

At St. Margaret's Anfield, in order to support children with special educational needs, we carry out the graduated approach. We first, assess needs, we then plan for this (identify barriers to learning, intended outcomes, and detail what additional support will be provided). We put provision in place and we then review it to see if it is successful and consider whether changes to that support need to be made. **(Assess, Plan, Do and Review).**



The teacher and SENDCo agree in consultation with the parents and pupils (where appropriate), as to the adjustments, intervention and support to be put in place, as well as the expected impact and development. 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.

Pupils' SEN Support will be recorded on their Individual Provision Map. Pupil outcomes will be monitored to ensure that support and intervention is matched to need, barriers to learning are clearly identified and overcome and that the support/interventions being used are developing and evolving as required.

This cycle will continue until it is agreed that the child or young person no longer needs SEN Support. However, should they require further SEN Support at a later date, the cycle can start again.

Request for an Education Health and Care Plan

If despite the planned support, the child or young person has not made expected progress, the school or the family may decide to apply for an Education, Health and Care Needs Assessment.

An education, health and care (EHC) plan is for children and young people aged up to 25 **who need more support than is available through special educational needs support**. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

A request can be made by anyone who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents and family friends.

Requests can be made by the school to the Local Authority (LA). The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational need(s) and any other action taken to support those needs, including any resources or special arrangements put in place.

The evidence will include:

- observations/ picture of the child
- records of regular reviews and their outcomes
- records of the child's health and medical history where appropriate
- attainment in literacy and numeracy
- education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- views of the parents

Once a pupil has an EHC plan, the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEN change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer which can be found on their website.

Monitoring and Evaluation

As a school, we regularly and carefully review 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 support vulnerable pupils and their knowledge of SEN.

The SENCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO and the head teacher hold regular meetings to review the work of the school in this area.

In Service 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 SEN.

The SENCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

Links with Other Schools

The SENCo attends regular network meetings to share advice, updates on future initiatives, training and development activities and expertise. Liaison is made between secondary schools to which children with special educational needs will be attending in the new school year of September, during the summer term.

Role of the Governing Body.

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. 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.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

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 Headteacher.

List of personnel involved in SEND issues

Mr M Griffiths	Headteacher
Mrs W Jones- Ward	Deputy Headteacher/ Assessment and Data Lead
Miss T Owens	SENCo
Mr P Winn and Ms R Andrew	Chair of Governors and SEN Governor
Ms L Hird	Designated Safeguarding Lead
Mr M Bishop	Deputy Safeguarding Lead/ Learning Mentor
Ms H Cragg	Assistant Pastoral Headteacher/ Designated Teacher for CLA
Ms A Cavanagh	Attendance Officer

Liverpool SEND Local Offer

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

Appendix 1

Statutory timescales for EHC needs assessment and EHC plan development

