

St Luke's CE Primary School Special Educational Needs and/or Disabilities (SEND) Policy

**Reviewed at Curriculum and Community Meeting, April 2022
Approved by Full Body, June 2022**

**To be next reviewed summer 2024
Updated November 2023 with new named governor for
SEND**

1 Introduction

- 1.1 At St Luke's, we are committed to identifying and supporting pupils with SEN (Special Educational Needs), providing effective, timely and appropriate support where necessary to enable all pupils to flourish.

Definition of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty 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 learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught.

- 1.2 Our school provides an ambitious, broad curriculum for **all** children. The National Curriculum is the starting point for planning that meets the specific needs of both individuals and groups of children. When planning, teachers set appropriate activities to meet learning objectives and respond to children's diverse learning needs. This may require an adaptive approach to address specific barriers to learning.

- 1.3 The requirement for an adaptive teaching approach may arise as a consequence of a child having SEND. As a school, we recognise that **all teachers are teachers of pupils with SEND**. Teachers take account of the needs of pupils and make adaptations, where necessary, to support individuals or groups of children, thus enabling all pupils to participate effectively in curriculum and assessment activities. Some children may need support that is additional or different from that given to other children of the same age.

- 1.4 Children may have SEND throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the challenges experienced by the child.

2 Aims and Objectives

We aim to provide every child with access to an ambitious, broad, knowledge-rich education. This includes access to the National Curriculum, in line with the *Special Educational Needs Code of Practice*.

Staff members:

- **Seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into school.

- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEND by their class teachers and the SENDCo will help to ensure they are able to reach their full potential.
- **Make appropriate provision** to overcome barriers to learning, and ensure pupils with SEND have appropriate access to the National Curriculum. This will be co-ordinated, monitored and regularly reviewed by the SENDCo, to ensure that individual targets are being addressed and all pupils' needs are met.
- **Work with parents** to gain a better understanding of their child, and to involve them in all stages of their child's education. This includes supporting parents in understanding SEND procedures and practices, and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these agencies include the Special Educational Needs and Inclusion Service (SENIS), Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, ASD & ADHD pathways via Developmental Paediatrics at Alder Hey and Child and Adolescent Mental Health Service (CAMHS)
- **Create an environment where pupils can contribute to their own learning;** pupils are encouraged to, and should feel safe to, voice their opinions of their own needs and evaluate their own learning. We encourage all children to develop skills, attitudes and dispositions that lead to successful independent learning. These are grouped under the acronym L.E.A.R.N. Therefore, great learners at St Luke's, whatever their needs, will:

L Learn for life
E Explore new things
A Ask good questions
R Reflect and Improve
N Never give up

3 Educational inclusion

3.1 In our school we aim to offer excellence and choice to all, regardless of ability; we have high expectations of all of our pupils. We strive to achieve this through removing barriers to learning and enabling participation. We want all pupils to feel they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- require a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through multi-sensory and experiential learning;
- planning for children's full participation in learning, and in physical and practical activities;
- supporting children in managing their own behaviour, allowing them to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly during times of trauma or stress, enabling a continuation of learning.

- recognising and celebrating their individual strengths and talents, creating and supporting opportunities for personal success

4 Special Educational Needs

4.1 When class teachers have concerns that a child may not be making good progress, they will refer a child to the SENDCo, Rebecca Wilson and/ or Assessment Coordinator, Fiona Govan. The child's difficulties will be considered under 4 specific areas, as defined by the SEN Code of Practice:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/ or Physical (S&P)

4.2 This policy works alongside and in conjunction with the *Local Offer* made by Sefton Local Authority. Provision for children with SEND is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher, Deputy Head Teacher, and SENDCo, all other members of staff (both teaching and support staff) have vital day-to-day responsibilities. *All teachers are teachers of children with special educational needs (SEN Code of Practice 2014).*

4.3 High quality teaching (see High Quality Teaching Statement) should be available to all pupils. At the heart of the work of every classroom is a continuous cycle of planning, teaching and assessing, which takes account of the wide range of abilities, aptitudes and interests of our pupils. The majority of children will learn and progress within these arrangements. Some children, whose overall attainment or attainment in specific subjects falls significantly outside the expected range, may have SEND.

4.4 Some pupils experience a delay in their learning and may not make expected progress; there is a wide variety of reasons why this may happen, including but not limited to SEND. These pupils may follow a differentiated programme of work, with targeted adult support, that may be different or additional to the curriculum offering and level of support available to the majority of children of their age. Progress will be formally tracked for all pupils, and parents will be kept informed via parent teacher meetings and annual reports.

4.5 Early intervention is crucial to support pupils with SEND. The following *Graduated Approach* will ensure appropriate, timely support is put in place:

1. Assessment and Tracking: the class teacher will assess and track all children throughout the year using St. Luke's formal tracking system. The resultant data will be monitored by the SENDCo, Deputy and Head Teacher.
2. High Quality First Teaching: The class teacher should carefully assess and analyse a pupil's needs before discussing with the SENDCo whether the child may need SEND support. The child must receive school's full High Quality First Offer, and evidence of this must be in planning, pupil work, marking and assessment. The teacher may deploy classroom support staff to help meet the pupil's needs; this could be through pre- or post-tutoring, breaking tasks down into smaller steps, alternative means of recording or small-

group/occasional 1:1 support (TA or teacher) where appropriate. The class teacher will remain responsible for the child's progress on a daily basis.

3. Enhanced Quality First (in class support): If, after receiving Quality First Teaching, the pupil is still not making expected progress, the class teacher should alert the SENDCo to their concerns, via a Record of Concern. This document enables the class teacher and SENDCo to work together to identify the area of difficulty the child is experiencing. This may fall under *one or more* of the broad areas of SEN/D noted above. The teacher and SENDCo will then agree a range of strategies and resources to help the child overcome their difficulties. This may include specific interventions or may take the form of group or 1:1 sessions. If the intervention is delivered by a member of classroom support staff, the class teacher still remains responsible for the child's targeted planning and support. If, following evaluation of the intervention, it is clear that progress is being made, the child will then return to step 2, with close on-going monitoring. If no progress is made, then step 4 will be followed. Close monitoring and tracking will continue.

Intervention (SEND support): the child may also receive longer-term interventions in school, such as Power of 1 / 2 (Maths recovery), additional phonics, Catch-Up Literacy or additional maths or literacy booster sessions outside of the main class teaching. These interventions may be small group or individual work. The class teacher and SENDCo will identify next steps and required support to help the child make progress; this may also include access arrangements for formal assessments if appropriate. Close monitoring and tracking will continue, with parents informed of their child's difficulties and the actions taken to support them.

4. Cause for Concern (additional SEND support): at this point the child will have been identified by the class teacher and Senior Leadership Team as a cause for concern, due to lack of progress in one or more of the above four areas of SEN/D. Once again, teachers will keep parents informed, especially as there may be a need for the involvement of outside agencies to access advice and support on how best to aid the pupil progress. In this case, parents must be notified, and their permission sought, before an external agency is consulted about their child.
5. SEND: at this stage the child will have been identified as having a specific SEN/D that impacts on their learning. Close monitoring and tracking will continue within school and by other agencies, e.g. SENIS (Special Educational Needs Inclusion Service) or Speech & Language Therapy. At this stage, an application for High Needs Funding may be required and, in some cases, application for an Education, Health Care Plan (EHCP); additional funding will usually be applied for as part of the EHCP process. If the child is working at a level that is significantly behind that expected of most children of the same chronological age, an alternative tracking system such as B-Squared will be used to measure progress in small, achievable steps.

4.6 Throughout all stages of this process, all pupils are treated according to their individual needs. They will be monitored and tracked at regular intervals by the class teacher, Deputy and Headteacher. From stages 3-6, the SENDCO will monitor pupils each term and discuss progress and targets with the class teacher. Pupils and parents are actively encouraged to contribute to individual Enhanced Quality First, SEN Support and EHC Plans, and parents will be invited to discuss progress with the class teacher on a termly basis.

In some cases, it may be appropriate for a pupil to progress directly to stage 4, 5 or 6, e.g. if a child arrives at school with identified SEN. The Graduated Approach is fluid, in that pupils

may move forwards or backwards between levels of provision, according to their individual needs. As with all aspects of high-quality education, the process follows the 'Assess, Plan, Do and Review' approach.

5. The role of the SENDCo

In our school the SENDCo (Rebecca Wilson):

- manages the day-to-day operation of the policy;
- co-ordinates provision for, and manages responses to, pupils' special needs;
- supports and advises colleagues;
- oversees the records of all children with SEN, ensuring information is shared with relevant staff, parents and external agencies in a timely and secure manner;
- acts as the link with external agencies and other support agencies and, where appropriate, as a link to parents additional to the role of the class teacher;
- liaises with SENIS to secure, where possible, additional funding for pupils with high levels of need;
- conducts annual EHCP reviews, completes relevant paperwork in line with legislative requirements and liaises with SENIS and families to ensure EHC plans are updated appropriately;
- monitors and evaluates SEN provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate and effective provision to be made for children with SEN;
- contributes to the professional development of all staff, both in formal INSET training and in ad-hoc coaching/instruction as required;
- contributes to the leadership team;
- completes any other necessary paperwork;
- supports the SLT by acting as Designated Safeguarding Lead as/when required.

6 The role of the governing body

6.1 The identified SEND Governor (Sarah Walker) is encouraged to take a full, challenging role regarding the progress of these children alongside the SENDCo and Headteacher.

6.2 The governing body has due regard to the Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs.

6.3 The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. They consult Children's Services and other schools, when appropriate, and report annually to parents via the School Profile on the success of the school's policy for children with SEND. The governing body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.

7. Allocation of resources

7.1 Schools have an identified amount in their overall budget, called the notional SEN budget; however, they are not expected to meet the costs of more extensive support from core funding. At St Luke's we aim to provide additional support, reflecting each individual SEN pupil's needs, up to the nationally prescribed threshold per pupil per year. However, when costs exceed this level, an application will be made to Sefton Council who may agree to provide Top-Up/ High Needs Funding, if evidence of a Graduated Approach is in place. This would detail costs of what school is providing and what is in excess of the threshold. It is important to note that such funding is not exclusively used to provide an additional adult to support a child (as this will not promote independence and may distance the child from both classroom experiences and contact with their peers) and may instead be used to facilitate group support, access to wider learning opportunities, materials and/or equipment to meet specific individual needs.

7.2 The senior leadership team is responsible for the operational management of the specified and agreed resourcing for SEN provision within the school, including the provision for children with Education Health and Care Plans.

7.3 The Headteacher informs the governing body of how the funding allocated to support SEN has been employed, with the Headteacher, the Deputy Head and the SENDCo meeting regularly to agree on how to use the funds directly allocated to individual pupils and group interventions.

8. Partnership with parents

St Luke's CE Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- 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.

Parents are invited to attend meetings with, or should have access to copies of reports from, 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 SEN Governor may be contacted at any time in relation to SEN matters

9. Monitoring and review

9.1 Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

9.2 SEN provision and interventions are recorded as part of weekly planning where the child is working at stages 1 or 2 of the Graduated Approach and also on whole-school provision maps for stages 3,4,5 and 6. These are updated by the SENDCo on a half-termly basis. Interventions are monitored and evaluated termly by the SENDCO (and, where High-Needs Funding/ EHC Plan is in place, annually by SENIS) and information is fed back to staff, parents and governors. This helps to identify whether provision is effective.

9.3 The governing body reviews this policy every two years through the Curriculum and Achievement Committee and considers any amendments in the light of the annual review findings. The SENDCo reports the outcome of the review to the full governing body.

Rebecca Wilson
SENDCo