

# Blessed Sacrament Catholic Primary School



## Special Educational Needs and Disability Policy 2023-2024

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***“Aim high – live life to the full”***

# Special Educational Needs and Disability Policy

## Contents:

1. Definition of Special Educational Needs.....
2. Our Philosophy.....
3. Aims and Objectives.....
4. Responsibility for the coordination of SEND provision.....
5. Arrangements for coordinating SEND provision.....
6. Admission arrangements.....
7. Working in partnership with parents.....
8. Specialist SEND provision and facilities for pupils with SEND.....
9. Allocation of resources for pupils with SEND.....
10. Identification of pupils' needs.....
11. Access to the curriculum, information and associated services.....
12. Inclusion of pupils with SEND.....
13. Evaluating the success of provision.....
14. Complaints procedure.....
15. In service training (CPD).....
16. Links to support services, other agencies and voluntary organisations.....

### **Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

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.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

The 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 Liverpool 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.

Details of Blessed Sacrament Catholic Primary School's local offer can be found on

the school website: [www.bsprimary.com](http://www.bsprimary.com)

## Our Philosophy

**We are a Christian Community working together to encourage and develop in each individual a lifelong love of learning.**

At Blessed Sacrament we acknowledge that the needs of all pupils who may have SEND, throughout or at any time during their school career, must be addressed; and their right to have access to a broad and balanced curriculum, including maximum possible access to the National Curriculum. Our school motto is: *Aim high, live life to the full.*

### 1. Aims and objectives

#### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

#### Objectives

- **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, or early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by the school will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCOs and Head Teacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular meetings between pupils and their families with relevant school staff.

## **2. Responsibility for the coordination of SEND provision**

The person(s) responsible for overseeing the provision for children with SEND is the Head Teacher and SEND Governor.

The people co-ordinating the day to day provision of education for pupils with SEND are the SENCOs; Miss Rachael Johnson and Mrs Gayle Court.

The main responsibilities listed in this policy fall within the role of Special Educational Needs Coordinator. The role is outlined as follows:

- Overseeing the day to day operation of the SEND Policy including reporting of effectiveness of the SEND Policy to Governors
- Coordinating provision for pupils with SEND
- Liaising with and advising colleagues
- Managing and coordinating the work of Learning Support Assistants responsible for delivering additional support or interventions to children
- Overseeing the records of all pupils with SEND
- Liaising with parents/carers of children with SEND
- Contributing to whole staff CPD/training particularly the induction of new staff
- Liaising with and drawing on the advice of external agencies and the LA
- Ensuring Pupil Profiles/ Group Plans or provision maps are in place and reviewed regularly
- Assessing the progress of pupils with SEND (using all available data) ensuring that the progress of vulnerable groups is carefully tracked
- Following a graduated response to the assessment and provision of SEND with a clear focus on early identification
- Supporting the Head teacher, Senior Leadership Team, Leadership and Management Team and Governors to evaluate the effectiveness of the school's SEND policy, SEND provision and outcomes for pupils with SEND drawing up further priorities and actions in the School Development Plan
- Ensuring a smooth transition across key stages and phases
- Ensuring that all additional interventions are monitored for their impact
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching

## **3. Arrangements for coordinating SEND provision**

The SENCOs will hold details of all SEND support records for individual pupils.

### **All staff can access:**

- Blessed Sacrament School's SEND Policy

- A copy of the full SEND Register.
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
  - Information available through Liverpool's SEND Local Offer
  - Information available on the school's website about school's offer
  - Information held in the individual class teacher's SEND file. All children's SEND records are now held safely on our Safeguarding system, CPOMS.

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and/or disabilities and their requirements which will enable them to provide for the individual needs of all pupils.

#### **4. Admission arrangements**

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans or previously a statement of SEN and those without.

Admission for children into The Treehouse is through the SEND Team at the Local Authority.

To enable us to have a full picture of a child's needs we would, in addition to our usual admission arrangements for SEND children, talk to parents about their child's needs, gather background information from them and any professionals working with their child, and if appropriate arrange a meetings and additional visits.

Prior to children transferring schools or classes there is communication, both written and verbal, regarding any children with SEND. Records can now also be transferred via CPOMS.

#### **5. Working in partnerships with parents/carers**

We believe that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
  - b) continuing social and academic progress of children with SEND
  - c) personal and academic targets are set and met effectively
- Parents/Carers are kept up to date with their child's progress through parents'-carers' evenings, progress reviews and reports at the end of each year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. [The SENCOs may also signpost parents of pupils with SEND to the local authority Parent Partnership Service where specific advice, guidance and support may be required.]

The parents and, if possible, the pupil will always be part of the discussion with regards to future provision if an assessment or referral indicates that a pupil has additional learning needs which are not currently being met within mainstream school. Parents will be an integral part of any discussion process regarding their child and will be consulted on any points of action drawn up with regards for future provision.

The school's SEND governor (Clare Fitzgerald) may be contacted (via the school) at any time in relation to SEND matters.

## **6. Specialist SEN provision and facilities for pupils with SEND**

Provision for pupils at Blessed Sacrament Catholic Primary School with special educational needs and/or disability is the responsibility of the school as a whole with specialist guidance from the SENCOs, the Governing Body and the Head teacher. **All** teaching staff are teachers of pupils with special educational needs. We adopt a graduated response to meeting special educational needs and/or disabilities.

The school opened an Enhanced Provision in April 2022 for 30 children who have ASD or a social communication need. The provision is separate from the mainstream school and offers a learning base specifically designed to support children with ASD. Admission for The Treehouse is via the SEND team at the Local Authority. Children require an EHCP to access the provision

## **7. Allocation of resources for pupils with SEN**

The school has an annual allocation for SEND. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy. Further information about allocation of resources is available on the school website: [www.bsprimary.com](http://www.bsprimary.com)

## **8. Identification of pupils' needs**

### **Identification**

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCOs work closely with the School Assessment Manager (Mrs Woodhouse) to review school, local and national tracking data.

At Blessed Sacrament Catholic Primary School we also use a number of additional indicators

to identify pupils' special educational needs/disabilities, such as:

- Close analysis of supplementary data including: vulnerable group data, diagnostic testing and annual pupil assessments. EHCP Annual reviews.
- Termly teacher assessments/pupil progress meetings/formal assessments
- Any parent, teacher or support staff concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools/settings.

### **A graduated approach:**

#### ***Quality First Teaching***

- 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 SENCO/Inclusion Manager 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 list 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) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

#### ***SEND Support***

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.

This is an on-going 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 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 where relevant and 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.

### **Plan**

Planning will involve consultation between the teacher, SENCO/Inclusion Manager 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. 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 when the interventions may involve group or one-to-one teaching away from the main class / subject teacher. The SENCOs will work closely with the class teacher and support staff, and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

### **Review**

Reviews will be undertaken in line with agreed dates. 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, where possible, and their parents. The SENCOs, in conjunction with the class teachers 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. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

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

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which can be requested by the school or parent. This will occur 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 for a statement will be taken at a pupil progress review or Learning Plan review.

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

- Parents
- Teachers
- SENCO/Inclusion Manager
- 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 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 be found via the SEND Local Offer:

<http://liverpool.gov.uk/schools-and-learning/special-educational-needs/>

or by contacting the Parent Partnership Service on:

<https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/liverpool-parent-partnership-service/>

telephone: 0151 225 3535

## ***Education, Health and Care Plans [EHC Plan]***

- Following Statutory Assessment, an EHC Plan may be provided by Liverpool City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school, the child's parents and any other professionals involved in the support and care of the child will be involved in developing and producing the plan.
- 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.
- 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.

## **9. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate and support pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCOs will consult with the child's parents for other flexible arrangements to be made.

As a school we:

- Keep staff fully informed of the special educational needs of any pupils in their care including sharing progress reports, medical reports and teacher feedback
- Provide regular training and learning opportunities for staff in all departments on the subject of SEN and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Make use of all class facilities and space
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- May decide to provide group/paired/1-1 teaching outside the classroom.
- Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEND**

The head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Head teacher, senior leadership team (SLT) and Leadership and Management (LMT) to ensure that it promotes the inclusion of all pupils.

The school will seek advice, as appropriate, about individual pupils, from external support services as required.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Formal reviews of Learning Plans will be recorded on Edukey.

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

Annual reviews will be held for children with EJCPS

Evidence collected will help inform effective school self-evaluation and improvement planning.

## **12. Complaints procedure**

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCOs/Head teacher who will be able to advise on formal procedures for complaint. A copy of the school's compliant procedure is available from the school or is on the school website.

## **13. 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 SEND.

The SENCOs attend relevant SEND courses, LA SEND meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

The SENCOs, with the senior leadership team, ensure that training opportunities are matched to school development priorities and those identified through the use of provision mapping and management.

The SENCO also attends a termly consortium meeting with head teachers and SENCOs from within our local area.

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

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; this includes health, social care and education.

Sharing knowledge and information between our support services is key to the effective

and successful SEND provision within our school.

The SENCO / Inclusion Manager is the designated person responsible for liaising with external agencies including the following:

- Schools and Families Support Service
- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Teams
- Specialist Outreach Services

Representatives from appropriate external agencies are invited to consortium meetings throughout the year to discuss SEND provision and progress and keep SENCO/Inclusion Manager up to date with legislation.

**[This policy will be reviewed annually]**

**Next review: September 2024**

**Blessed Sacrament Catholic Primary School**