St Marie’s Catholic Primary School

SEND Policy



 ‘The Love of Christ, nurture, guide and inspire us.’

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| **Approving Body** | Full Governors CommitteeHead/Leadership team  | **Review Term: 1yr/2yr/3yr**AutumnSpringSummer |
| **Signature:** | Chair of the relevant body |  |
| **Review Date:** |  | **Version:** (applicable if changed within the review period, if no changes this would remain as version 1) |

**MISSION STATEMENT**



‘The Love of Christ, nurture, guide and inspire us.’

**To do this we will:**

* Be a Christian community that lives the Gospel values; ‘Love of Christ’

(Christ centred)

* Provide opportunities for all to grow and achieve by igniting a desire for learning; ‘Guide and inspire’ (Education)
* Be a haven of peace and love that enables all to thrive; ‘Nurture’ (Community)

**Objectives: Christ Centred**

* Provide high quality collective worship and enriching liturgical celebrations
* Enable our children to acquire an excellent religious education and develop their relationship with God
* Share faith, love and hope in the likeness of Mary, Mother of God
* Provide a safe harbour where all can succeed

**Objectives: Education**

* Have high expectations of ourselves and others in all that we do
* Value our pupils and staff, appreciating their uniqueness and individual talents, enabling them to achieve well
* Provide a curriculum that opens the world, in all its awe and wonder, to our pupils

**Objectives: Community**

* Create a peaceful, happy school where all feel welcomed and valued
* Nurture and grow our pupils and community in the Gospel values
* Celebrate each person as a beautiful work of art, created on God’s image

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| **Key Objectives and Priorities**   | **Success Criteria**   |
| ***Christ at the Centre***  1. Priority:   Culture
 | * Ensure that staff and pupils are clear on whole school expectations, routines and behaviours
* Pedagogy, policies and procedures are shared and implemented with fidelity
* Relationships across the school community become strong
* Staff seek every opportunity to promote learning within and beyond the school day
* Pupils and staff have the tools needed to ensure resilience in their learning and wider lives
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|   1. Priority: Aspiration
 | * School has unapologetically high aspiration for our children through a fully understood, common pedagogy
* All children can access a low floor-high ceiling, fully resourced, holistic curriculum that meets our high aspirations which staff are equipped to deliver
* Percentage of children at greater depth standards is rapidly closing the gap with national
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|    1. Priority: Resources
 | * The staff structure, skills and knowledge meet the needs of the school
* ‘The curriculum’ is fully resourced and meets the needs of our children with effective schemes of work, curriculum knowledge and skills progression maps
* All staff receive high quality assured CPD that improves learning for all pupils
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|   1. Priority: Community

   | * Parents are well equipped to support children learning in school and at home
* Families are well supported to meet our aspirations for our children, i.e. through uniform and attendance
* Our community is well involved in school life, e.g. Parent Council, FAF group etc
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|  1. Priority: Environment

   | * The school building and grounds are a safe place to work and play
* The buildings and classrooms promote our high aspirations
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**St Marie’s Key Objectives and Priorities 2024/2025**Reviewed and updated 2024-2025

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (date 2015) and has been written with reference to the following guidance and documents:

* Equality Act 2010: advice for schools: Departmental advice for school Leaders, school governing bodies and local authorities (May 2014)
* SEND Code of Practice 0 – 25 (January 2015)
* Schools SEND Information Report (2014)

Special Educational Needs Co-ordinator (SENCO) – Miss Megan Whitby (Member of the Senior Leadership Team)

Special Educational Needs (SEND) Governor Mrs Lynne Jackson

Contacting the SENCO and SEND Governor:

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**ST MARIE’S CATHOLIC PRIMARY SCHOOL**

SPECIAL EDUCATIONAL NEEDS POLICY

**Our Mission Statement**

‘The Love of Christ, nurture, guide and inspire us.’

In St Marie’s Primary School we recognise that the personal development of pupils spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We, therefore aim to provide an education that gives pupils opportunities to explore and develop their own values, beliefs, spiritual awareness, high standards of personal behaviour and a positive, caring attitude towards other people. As well as an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

We value the abilities of all pupils and are committed to provide them with the best possible learning environment.

**SEND Aims of School**

At St Marie’s Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences, within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

Every teacher is a teacher of every child or young person including those with SEND.

**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.

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

A child or you 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.

At our school we recognise that many children will have special educational needs at some time and that they can be helped to overcome their difficulties.

We strive to raise the aspirations and expectations for all pupils with SEND.

Types and Categories of SEND:

Cognition and Learning

Social Emotional and Mental Health Difficulties

Communication and interaction

Physical and or Sensory needs

**Objectives:**

* **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 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 their teachers 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 SEND have full access to the National Curriculum**. This will be co-ordinated by the SENCO and Head teacher and will be 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 and providing regular feedback on their child’s progress. In St Marie’s we believe in developing firm relationships with parents/carers as this helps pupils achieve their potential. School recognises that parents have a unique overview of their child’s needs and can help decide how to best support them. This gives them a key role in the partnership
* **Work with and in support of outside agencies** when the pupils’ needs cannot be met by the school alone. (see section 16 for details of agencies)
* **Create a school environment where pupils can contribute to their own learning.**

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and play leaders in the playground.

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

The person responsible for overseeing the provision for children with SEND is the Headteacher Mr M White

The person co-ordinating the day to day provision of education for pupils with SEND is Miss Megan Whitby (SENCO).

**Role of Governors:**

The Governors will ensure:

* They are fully involved in developing and reviewing SEND policy and that all their actions have regard for the Code of Practice.
* Continuing provision of a high quality curriculum meeting the needs of pupils with SEND.
* SEND pupils are fully involved in all aspects of school life.
* Parents are aware of the school’s policy.
* A reasonable person manages the application and review of Education Health Care Plans (EHCPs)

SEND Governor – Lynne Jackson

**Role of the SENCO:**

* Working alongside the Head teacher and governing body to determine the strategic development of SEND policy.
* Overseeing day to day operations.
* Co-ordinating provision.
* Liaising with/advising staff.
* Overseeing pupil records.
* Liaising with parents.
* Making a contribution to or organising Inset.
* Liaising with external agencies including making or overseeing applications for additional support or assessments.
* Assessing, tracking and monitoring the progress of all pupils with SEND collecting progress data.
* Supporting members of staff in the assessment of a child’s learning need.
* Overseeing, analysing and evaluating intervention for SEND children.
* Attending Professional Development courses for updates of SEND including Senco Forums
* Oversee the Nurture provision and sensory circuit.
* Ensure the SEND page on school website is up to date and contains relevant links for parents which provide them with support for learning and information from outside agencies including the LA.

**Liaising with Staff**

The SENCO will:

Disseminate information and reports to appropriate staff.

Be available to discuss children’s progress.

Liaise with Assessment Co-ordinator and Headteacher

Liaise with Subject Co-ordinators regarding fully inclusive resources.

Attend Pupil progress meetings if requested by Headteacher

**Role of the Class Teacher:**

* Provide quality first teaching to all children in their class
* To work with the SENCO to collect information and decide upon actions to assist pupils.
* To devise Personal Provision Plans (PPPs) and/or Group Provision Plans (GPPs) (following advice from the SENCO and Specialist Support Teacher if appropriate.)
* Keep the SENCO and Headteacher informed of pupil progress.
* Apply procedures for the identification and assessment for pupils with SEND.
* Be responsible for the appropriate provision for pupils with SEND, liaising with support and external colleagues where relevant.
* Work with or plan support for SEND pupils delivering individual programmes.
* Keep an up to date SEND file with up to date relevant documentation.
* Develop and maintain communication and relationships with parents to keep them informed about their child.
* Attend any appropriate courses in relation to teaching and learning for children with SEND.
* Direct teaching assistants where available to implement appropriate interventions to help SEND pupils

**3. Arrangements for coordinating SEND provision**

The SENCO and class teachers will hold details of all SEND records for individual pupils. They will be transferred to their new class teacher, new school or on transition to Secondary School.

**All staff can access:**

* St. Marie’s Catholic Primary School SEND Policy.
* A copy of the full SEND Register.
* Advice from the Specialist support teacher
* Guidance on identification of SEND in the Code of Practice
* Information on individual pupils’ special educational needs, including pupil profiles, targets set, PPPs.
* Practical advice, teaching strategies, and information about types of special educational needs and disabilities
* Information available through Knowsley’s SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school’s SEND provision.

**4. Admission arrangements**

Please refer to the information contained on our school website.

Children with a Statement of Special Educational needs or an Education, Health and Care Plan, that names the school, will be offered a place without using the admissions criteria.

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 and those without.

**5. Specialist SEND provision**

 In St. Marie’s Catholic Primary School we are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary. Provision includes:

Head teacher and Deputy Head teacher

All Class Teachers.

Teaching/Support Assistants.

 Learning Mentors.

Specialist Support Teacher.

Nurture group

Sensory circuit

Well-being/sensory room

ELSA programme with trained TA (SEMH)

Outside agencies including Educational Psychologists, Speech and language therapists (Chatty Therapy)

**6. Facilities for pupils with SEND- Accessibility**

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

We have access for people using wheelchairs

Carpeted rooms

Ramps for access

Accessibility toilets

Support for pupils with medical conditions (see separate medical policy)

**7. Allocation of resources for pupils with SEND**

All pupils with SEND will have access to Element 1 and 2 of a school’s budget which equates to approximately £6000, some pupils with SEND may access additional funding.

For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The SENCO will refer individual applications to a multi-agency panel, (KAPP) which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It would then be the responsibility of the, Headteacher and Governors to agree how the allocation of resources is used in discussion with the SENCO

Practical resources can be purchased through the SEND budget allocated to the SENCO yearly.

**8. Identification of pupils needs**

See definition of Special Educational Needs in section 1

**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 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 register they may also fall into this category as continued monitoring will be necessary.

g) Parents will be kept informed 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) The child is recorded by the school as being monitored due to concern by parent or teacher but this does not automatically place the child on the school’s SEND register. Any concerns will be discussed with parents informally or during parent’s evenings.

i) Parent’s evenings are used to monitor and review the progress being made by children. Parents of SEND children will be allotted additional time at these meetings.

**SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. 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 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. 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. The specialist support teacher may be called upon to carry out an assessment.

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.

The child may be placed on the Pivats tracking system as a means of monitoring their progress.

**Plan**

Planning will involve consultation between the teacher, SENCO 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.

If you require support in any parent meetings it must be a member of your family for example a sibling or grandparent. We request that it is a member of the family and not a friend or another member of our school community as there could be a conflict of interest for what is best for the child and the outcome of the meeting. Therefore, we advise that other parents in the same class/key stage/setting do not attend any SEND meetings.

When meeting with your child’s teacher/SENCO/Headteacher and want to bring support along we ask that there is 48 hours’ notice of all attendees. If this is not followed it may be that the meeting is postponed to ensure the best outcome for all involved.

**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 main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching.

**Review**

Reviews of a child’s PPP will be held termly. It will take account of the views of the pupil and where necessary their parents. In addition to this the class teacher and will attend pupil progress meetings where the review process will evaluate the impact and quality of the support and any interventions. The class teacher, in conjunction with the SENCO 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. A specialist support teacher may carry out further assessment if necessary.

**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. 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 an Education, Health and Care Plan will be taken at a progress review or in consultation with the professionals working with the child. Parents may also apply for an EHC Plan.

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

Parents

Teachers

SENCO

Educational Psychologists

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 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 SENDD Local Offer:

<https://www.knowsleyinfo.co.uk/> or call 0151 443 3247 for further information.

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

a. Following Statutory Assessment, an EHC Plan will be provided by Knowsley, if it is decided that the child’s needs are not being met by the support that is ordinarily available. The school, the child 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. If necessary interim reviews can be held in addition to the annual review.

**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, taking into account the wishes of their parents and the needs of the individual.

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

Regular training and learning opportunities for staff, on the subject of SEND and SEND teaching, are provided both in school, across the collaborative and authority. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. Opportunities for nurture and alternative learning will be available as resources allow.

We 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 to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly Planning and Review Meetings or Early Help.

**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. This is done in the form of a parent review meetings, discussion and through progress meetings with parents.

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

SEND provision and interventions are recorded by applicable professional.

These interventions are monitored and evaluated termly by the SENCO and Headteacher information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

**12. Complaints procedure**

If a parent or 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 Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

**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 SENCO attends relevant SEND courses this includes the Knowsley Senco forums which take place half termly. SENCO facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the Senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section **11**).

**14. Links to support services**

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 SENCO who will then inform the child’s parents.

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 Knowsley 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 SENDD 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. Working in partnerships with parents**

Our School believes that a close working relationship with parents 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 children 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 SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership 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 and the pupil will always be consulted with regards to future provision. Parents 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 governors may be contacted at any time in relation to SEND matters.

**16. Meetings with parents, staff and external agencies in school**

If you require support in any parent meetings regarding your child and SEND it must be a member of your family who comes for support for example, a sibling or grandparent. We request that it is a member of the family and not a friend or another member of our school community as there could be a conflict of interest for what is best for the child and the outcome of the meeting. Therefore, we advise that other parents in the same class/key stage/setting do not attend any SEND meetings.

When meeting with your child’s teacher/SENCO/Headteacher and want to bring support along we ask that there is 48 hours’ notice of all attendees. If this is not followed it may be that the meeting is postponed to ensure the best outcome for all involved.

Further information for parents can be found via the local authority SEND offer

<https://www.knowsleyinfo.co.uk/>

Parents can contact SENDIASS for advice

<https://www.knowsleyinfo.co.uk/content/sendiass>

**16. Links with other agencies and voluntary organisations**

St. Marie’s Catholic Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

Inclusion Support Team

Learning Support Teacher

Educational Psychologists

Medical Officers

Community Paediatricians

Health professionals

Speech and language Therapists

Physiotherapists

Occupational Therapists

Hearing Impaired Service

Visually Impaired Service

School Support Centres

LA Inclusion Officers

Local Nurseries

CAHMS

Advisory Teachers for ASC

Neuro Developmental Pathway

Forest Schools

 Learning Mentor:

Social Care

School Nurse

Family First

Sure Start

Early Help

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.