



## SEND Policy 2023

*Through Christ we believe, inspire, achieve.*

Completed by: S Walsh  
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## **Rationale**

At English Martyrs Primary School, we are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement, 'Through Christ we believe, inspire, achieve', every teacher is a teacher of every child, including those with SEND.

This policy complies with the requirements of the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 (January 2015)
- Children and Families Act (2014)
- Equality Act 2010: advice for schools DfE (June 2015)
- The Special Educational Needs and Disability Regulations (2014)

## **Aims**

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment, we aim to:

- Create an inclusive environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Support and make provision for pupils with SEND.
- Provide pupils with SEND equal access to all aspects of school life through academic, social and practical experiences so they can engage in activities alongside pupils who do not have SEND.
- Communicate effectively with all persons involved, to ensure everyone is involved in the planning of SEND provision and is aware of the child's progress.
- Identify, through regular discussions and assessment, children with SEND at the earliest opportunity.
- Identify and build upon strengths and achievements to enable pupils with SEND to be aspirational and achieve their potential.
- Ensure the SEND Policy is understood and implemented consistently by all staff.

## **Objectives**

In order to achieve our aims and to ensure that children with SEND achieve their full potential and make progress we will:

- Work within the guidance provided in the SEND Code of Practice 0-25 Years (2015).
- Ensure pupil participation and involvement in their learning, with increasing responsibility for their learning as they move through the school.
- Ensure good parent and carer involvement in their child's learning and development.
- Ensure our school offers a broad and balanced curriculum that is appropriately adapted to meet the needs of pupils with SEND and promotes high standards of attainment and achievement.
- Ensure the needs of pupils with SEND are identified and assessed at the earliest opportunity; outcomes of SEND Provision are determined; and progress towards outcomes is monitored closely.
- Ensure all teachers are responsible for planning and meeting the learning needs of pupils with SEND and for deploying support staff effectively to meet their learning needs.
- Ensure that our school liaises effectively with outside agencies.

## SEN Information Report

The school's SEN Information Report (which contributes to the Local Authority's Local Offer) can be found on the school website: [www.englishmartyrs.co.uk](http://www.englishmartyrs.co.uk)

This sets out how the SEND Policy is implemented in school. It indicates the type of provision the school currently offers to pupils with SEND and is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

### Definition of Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made for others of the same age in mainstream schools.

### Definition of Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

Our school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### The Four Areas of Need

These four broad areas give an overview of the range of pupils' needs. Pupils can have needs that fall into more than one area and their needs may change over time.

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment

The purpose of identification is to be able to effectively plan any provision to support the child. There can be factors other than SEND that might affect progress and attainment. For example:

- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Family circumstances eg. bereavement

Where this is the case, appropriate provision will be made, but this does not automatically lead to the child being identified as SEND.

### Identifying Pupils with SEND

Our school is committed to early identification in order to effectively meet the needs of children with SEND. This starts by gathering information from application forms and on home visits during the summer term prior to pupils joining Nursery or Reception. The transition process can

then be adapted according to individual needs and might involve outside agencies. If a pupil transfers from another school, information will be requested and where relevant a conversation will be held with the previous school's SENDCO and/or class teacher and parents.

Teachers are responsible and accountable for the progress and development of the pupils in their class. Teachers' ongoing assessment provides information about areas where a child is not making expected progress and regular, termly assessments will support these observations. Pupils should be identified where progress;

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making less than expected progress, they will target this area with high-quality teaching including adaptations and interventions as appropriate. If progress does not improve, the teacher and SENDCO will consult to discuss the next steps. The conclusion may be that the pupil requires help that is additional to, or different from, that which is normally available. This would constitute Special Educational Provision and, in consultation with parents, the registering of the child at SEND Support.

### **A Graduated Approach to SEND Support**

Our school will remove any barriers to learning and put effective special educational provision in place by following a graduated approach as advised in the Code of Practice 0-25 Years. The four-part cycle, 'Assess, Plan, Do, Review', is a termly process carried out with the involvement of class teacher, SENDCO, child and parents. The SENDCO will be responsible for liaising with any external agencies. All pupils at SEND Support will have a SEND Support Plan or Profile, to be maintained by the class teacher with the support of the SENDCO.

**ASSESS** - The teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress (pupil's books, termly assessments) alongside national data and expectations of progress. From this, we identify the child's current attainment (Small Steps Journal for Early Years; BSquared for Cognition & Learning; Autism Education Trust progression document for pupils with ASD), achievements and learning profile to determine the exact areas of need and strategies recommended. Where the school requests the involvement of external specialists, for example speech and language therapy service, parental views and consent will be sought first. Information will also be gathered to discover what is important to the pupil and how they feel would be the best way we can support them.

**PLAN** - Pupils, parents and staff working together in the planning process is essential to ensure outcomes for the child in the short and longer term are appropriate and aspirational. We adopt a person-centred approach, ensuring the child and their needs are at the forefront of any decisions. Parents and pupils are fully involved in the planning stage and their views are sought and recorded. Parents have online access to their child's SEND Support Plan or Profile, which includes information about their area of need, adapted approaches to be implemented, expected outcomes, strategies and provision and named staff who are involved. A review date will be set.

**DO-** The child's teacher retains overall responsibility for their progress. They will work closely with any teaching assistants or specialists to plan and assess the impact of support, adaptations or interventions and to ensure they are linked to classroom teaching. The strategies and interventions agreed in the plan are implemented during this stage.

**REVIEW-** A review is held at the time specified on the SEND Support Plan to evaluate the effectiveness of the support and intervention. This evaluation will be based on the pupil's and parents' views; staff views and the level of progress the child has made towards their outcomes. Progress will be measured in a number of ways including monitoring of classwork, BSquared Assessments, Small Steps Journal monitoring, AET Progression Document, specific intervention programme assessments and/or through qualitative observations. Pupils will discuss their progress with teachers and their comments will be recorded on the review document. Parents are also invited to record their comments on the document. This review will form the basis of further assessment and planning. Meetings with class teacher, SENDCO, pupils and parents occur at least termly.

### **Education, Health and Care (EHC) needs assessment and plan**

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite receiving SEND provision, the school may request an Education, Health and Care needs assessment from the Local Authority, which may lead to an Education, Health and Care needs Plan. This is a legal document that describes the needs of the child, the provision that will be put in place and the outcomes sought.

The school will provide evidence about the child's progress over time; documentation relating to the child's SEND provision; and any action taken to address their needs, including any resources or special arrangements in place. This information may include:

- the child's SEND Support Plans
- records of reviews with pupils and parents, and their outcomes
- medical information where relevant
- attainment information, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to an Education, Health and Care needs assessment, it will request advice and information about the child and the provision that is required to be in place to meet those needs from:

- parents/ carers and child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it will then be decided whether to issue an Education, Health and Care needs plan (EHC plan). Further information about this process is available on the LA website [www.sefton.gov.uk](http://www.sefton.gov.uk)

## **Annual Review of the EHC Plan**

It is a requirement to review all EHC plans at least annually. The SENDCO initiates the process by inviting relevant people to the meeting. This will include pupils, parents and others involved with the child who the pupil and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA (at key transition points). The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how to best support the child
- next steps

Any amendments to the EHC plan will be recorded. The SENCO will record the outcomes of this meeting.

## **Criteria for exiting Special Educational Provision**

A child may no longer require Special Educational Provision, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined in consultation with parents at the review stage.

## **Monitoring and evaluating the effectiveness of SEND provision**

The effectiveness of our provision for pupils with SEND is evaluated by;

- tracking pupils' progress and discussing this at Pupil Progress Reviews each term
- carrying out the review stage of the graduated approach each term
- holding annual reviews for pupils with EHC Plans
- reviewing the effectiveness of intervention programmes
- SENDCO monitoring
- Pupil surveys
- Parent surveys
- Feedback from pupils and parents
- Discussions with external agencies eg. Occupational Therapy

## **Supporting pupils and families**

Sefton's Local Offer can be found at [www.sefton.gov.uk](http://www.sefton.gov.uk)

English Martyrs Catholic Primary School is committed to working closely with parents. Parents meet regularly with school staff to share concerns or successes. Parents are made aware of the information, advice and support services available to them and are supported to engage with external agencies. Information to support families and pupils is shared via the school newsletter.

Parents will be involved at every stage of their child's progress, initially through liaison with the class teacher and then with the involvement of the SENDCO. Parents are encouraged to be involved in the target setting and review process of SEND Support Plans. Parents of children with EHC plans will also be invited to an annual review, along with relevant external agency personnel connected to the child, and the pupil themselves. The SEN Information Report is updated annually on the school's website.

## **Admissions**

Pupils with SEND will be admitted to English Martyrs Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the requirements as outlined. We will use the initial meeting with parents and starter pack information as a starting point to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. Further information is gathered on home visits. A personalised transition programme, involving external agencies where relevant, will be prepared in consultation with parents as appropriate for the child. The SENDCO endeavours to ensure that all of the necessary information is in place prior to a child starting so that best suited provisions are established for the child.

In the case of a pupil joining our school from another school, staff at English Martyrs Primary School will seek to ascertain from parents whether the child has special education needs and will access the previous school's records as quickly as possible. If school is alerted to the fact that a child may have SEND needs, we will make the best endeavours to collect all relevant information and plan accordingly. The Admissions policy is available on the school website. [www.englishmartyrs.co.uk](http://www.englishmartyrs.co.uk)

When a pupil transfers to another school, transfer documents, including full records of their SEND needs, will be forwarded to the receiving school. Prior to transfer to secondary school, the SENDCO will meet with the SENDCO of the receiving school to discuss SEND needs of the individual pupils. Enhanced transition is arranged for identified pupils and relevant documentation is also forwarded to the secondary school.

## **Accessibility arrangements**

English Martyrs Catholic Primary School aims to treat all pupils, prospective pupils, staff, governors and other stakeholders favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. School aims to work closely with pupils with a disability, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to people with disabilities.

Our school currently has children with a range of disabilities that include visual, hearing and physical impairment. External services (Occupational Therapy; SENIS Visual Impairment Team; SENIS Hearing Impairment Team; Guide Dogs Charity) regularly visit school to complete appropriate assessments and observations of the child. A report with strategies and recommendations to be implemented is shared with school staff. These strategies and recommendations are included on the child's SEND Support Plan or Profile.

Provision is also made through the use of auxiliary aids, for example sloped writing boards, use of Chrome books, pencil grips, easi-grip scissors, ear defenders and Heathfield chairs. A stairlift has been installed to enable a Year 6 pupil to access the classroom that is located on the first floor of the building.

The school's accessibility plan can be found on the school website at [www.englishmartyrs.co.uk](http://www.englishmartyrs.co.uk)

## **Medical Needs**

The school recognises that pupils at school with medical conditions are entitled to full access to education, including school trips and physical education. Some children with medical conditions may have a disability and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have SEND needs and may have an Education, Health and Care (EHC) plan, which brings together health and social care needs, as well as their special educational provision; it ensures the SEND Code of Practice (2015) is followed.

Medical issues are first discussed with parents/carers. If support is required, the school nurse will be contacted. A multi-agency approach may be initiated if school staff require further knowledge, understanding or training regarding a child's medical needs, or if adaptations need to be made. Depending on the needs of the child, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist. Parents will be informed and involved in this process.

The school's policy on medical needs can be found on the school website at [www.englishmartyrs.co.uk](http://www.englishmartyrs.co.uk)

## **Training and resources**

Governors will ensure there is a suitably qualified SENDCO who has the time necessary to undertake the role. The SENDCO will keep informed of current research on SEND matters. The SENDCO will be supported to enhance their knowledge, skills and abilities through attendance at courses or from the support of other professionals. The SENDCO will disseminate knowledge or skills gained through whole school INSET, staff meetings or consultation with individual members of staff. External agencies may be invited to take part in INSET. SEND training is included within INSET days and staff meetings to reflect the needs of the pupils and staff. Training for teachers and teaching assistants is provided both within school and through other professional development activities. Governors will ensure they are kept fully informed of their statutory responsibilities by attending training and receiving regular updates from the Headteacher.

## **Links with external professional agencies**

In order to meet the needs of pupils, when required, the school will work with external support services such as:

- Sefton Special Educational Needs Inclusion Service (SSENIS)
- Educational Psychologists
- Inclusion Consultants
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists



- Child and Adolescent Mental Health Service (CAMHS)
- School nurses
- General Practitioners or Paediatricians
- Social Services

## **Roles and Responsibilities**

### **The Governing Body**

The SEND Governor, will support the Governors to fulfil their statutory obligations by ensuring:

- There is a qualified teacher designated as SENDCO and that the key responsibilities of the role are set out. The governors will monitor the effectiveness of how these are carried out.
- The school publishes information on the school website in a SEN Information Report, about how the SEND Policy is implemented.
- Information is published about the arrangements for the admission of disabled children and the school's accessibility plan is available.
- The school informs parents when the school is making special educational provision for their child.
- The school has a clear approach to identifying and responding to SEND.
- The school provides access to a broad and balanced curriculum
- The school makes sure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- The school does all it can to make sure every pupil with SEND receives the support they need.
- The school has arrangements in place to support any pupils with medical conditions.
- The school keeps accurate records of the provision made for pupils with SEND

### **The SEND link governor**

The SEND link governor will:

- Help to raise awareness of SEND at Governing Body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and provide updates on this to the Governing Body.
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in school.

### **The Headteacher**

The Headteacher will:

- work with the SENDCO and the SEND link governor to determine the strategic development of the SEND policy and provision in school.
- work with the SENDCO and governors to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- make sure the SENDCO has time to carry out their role effectively.
- ensure that all staff implement the SEND policy consistently.
- have an overview of the needs of pupils on the SEND register.

- with the SENDCO, review and evaluate the impact of the SEND provision available to pupils.
- with the SENDCO, identify any staff training needs in relation to SEND and incorporate this into the school's plan for continuous professional development.
- with the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, within school and in comparison to the national data, and use these to reflect on and reinforce the quality of teaching.

### **The Special Educational Needs and Disability Co-ordinator (SENDCO)**

The SENDCO for English Martyrs Catholic Primary School is Suzanne Walsh.

They will:

- work with the Headteacher and the SEND link governor to determine the strategic development of the SEND policy and provision in school.
- work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- have day-to-day responsibility for the operation of the SEND policy.
- inform parents/carers that their child may have SEND and then liaise with them about the pupil's needs and any provision being made.
- coordinate any SEND provision for pupils
- provide professional guidance to staff.
- be a point of contact to liaise with staff, parents and outside agencies to ensure pupils with SEND receive appropriate support.
- maintain the school's SEND register and keep records of pupils with SEND up to date and accurate.
- liaise with the SENDCO from the pupil's choice of secondary school, prior to transition, to ensure all relevant information about their needs and any provision that has been made has been communicated.
- with the Headteacher, review and evaluate the impact of the SEND provision available to pupils.
- with the Headteacher, identify any staff training needs in relation to SEND and incorporate this into the school's plan for continuous professional development.
- with the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, within school and in comparison to the national data, and use these to reflect on and reinforce the quality of teaching.
- prepare, review and update information for the SEN Information Report and this policy.

### **Role of Class Teachers**

Class teachers are responsible for:

- following the SEND Policy and the SEN Information Report
- planning and providing high-quality teaching that is adapted to meet the needs of pupils through a graduated approach
- the progress and development of the pupils in their class, including pupils who access support from teaching assistants or specialist staff
- working with the SENDCO to review pupil progress and development in order to identify any needs at the earliest opportunity or to make changes to the provision in place
- working closely with teaching assistants to plan and assess the impact of any support and interventions and to consider how they can be linked to classroom teaching

- communicating regularly with parents so they understand how the school will support their child and how they can also provide support
- listening to parents' concerns

### **Role of Parents or carers**

Parents or carers should inform school, at the earliest opportunity, if they have concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will be included at all stages and involved in any discussions and decisions in order to provide information and express their views about their child's needs and the provision to be implemented.

Parents or carers will be:

- involved in termly reviews
- invited to provide information about the impact of SEND support outside school
- asked to inform school of any changes in the pupil's needs
- given the opportunity to share their concerns
- provided with an annual report on their child's progress

### **Role of the Pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support they receive. Whenever possible, they will be involved in discussions and decisions and their views will be considered.

Pupils will be given the opportunity to:

- explain what their strengths and difficulties are
- contribute to setting targets or outcomes
- contribute to reviews
- give feedback on the effectiveness of interventions

### **Complaints**

Should a parent or carer have a concern about the SEND provision made for their child, they should in the first instance discuss this with the class teacher and/or SENDCO. If the matter is not resolved satisfactorily, parents should discuss their concern with the Headteacher. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

The school's complaints policy can be found on the website at [www.englishmartyrs.co.uk](http://www.englishmartyrs.co.uk)

### **Reviewing the policy**

The SEND policy will be reviewed annually by the SENDCO and Headteacher or updated with the introduction of any new legislation, requirements or changes in procedure during the year.