



COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010
- Accessibility Policy
- Safeguarding Policy

1. Name and contact details for the SENCO/ Inclusion Manager.

This policy was created by the school's SENCO/Inclusion Manager with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. It was a co-produced policy in the spirit of current reform (2014).

The SENCO/Inclusion Manager at Kirkdale St Lawrence School is Mrs Cottom. She can be contacted directly at the school on 0151-922-2775 by via email at e.cottom@kirkdale.liverpool.sch.uk

2. Aims and objectives of Kirkdale St Lawrence School in relation to SEN provision.

- To create an ethos and educational environment that inclusive of all needs of the child at its heart along with their families/careers.
- To encourage every child to have high aspirations and support their SEN to enable them to succeed in their education.
- To adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process

- To work in partnership with children/ parents and careers as well as outside agencies to achieve the best possible outcome.
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their SEN provision.
- To enable full access for pupils with SEND to be part, where possible, in the school curriculum and the wider school life and activities, supporting the development of self-esteem.
- To reflect the New Code of Practice (2014) ensuring class teachers are involved in the progress and accountable for the development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.

3. **The policy was reviewed:** October 2016 by Mrs Cottom and ratified by the Governing Body.

4. How Pupils with SEN are identified within Kirkdale St Lawrence School

- The school's particular arrangements for assessing and identifying pupils as having SEN also form a part of our published **Local Offer** which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.
- We recognise the definition of SEN as stated in the Code of Practice 2014:

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that is normally available to pupils of the same age". (p94)

- The school reflects what the Code of Practice states (p100 sect 6.44) in that pupils are only identified as SEN are those that do not make adequate progress once they have had all the interventions and good quality personalised teaching in place over time. This is known as '**SEN Support**'
- The four areas identified within the SEN Code of Practice 2014 (p86-97) are '**Communication and Interaction**', '**Cognition and Learning**', '**Social, Emotional and Mental Health Difficulties**' and '**Sensory and/or Physical needs**' and the children are identified largely within these areas. These areas outline the range of need for which the school is able to identify and provide support for.
- The ability to identify SEN and adapt teaching in response to the needs of pupils is of key importance and in line with the 'teachers' standards (2012). The SENCO works closely with the SMT, assessment coordinator and class teachers to ensure all children's needs are being met.

- At Kirkdale St Lawrence we also use a number of indicators to identify and support any special educational needs of children in our school. Such as:
EYFSP, phonic assessments, half termly, termly and yearly assessments, staff concerns, parental concerns, liaison with feeder schools, information from previous schools and information from other services.

What is not SEN but may impact on progress and attainment may include:

Disability

Attendance and punctuality

Health and welfare

Children/young people in receipt of pupil premium or pupil premium plus.

LAC

being a child/young person of servicemen/women

EAL

5. How does Kirkdale St Lawrence teach children with SEND?

Kirkdale St Lawrence School teaches pupils with special educational needs and ensures there is a differentiated quality first teaching for all pupils in the school including those with SEN. Where a pupil is identified as having SEN, action is taken to remove barriers to learning and effective special educational provision is put in place.

The SEN support takes is carried out in conjunction with a 'SEN Support Plan' which outlines the pupils needs and supports the pupil in making good progress. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

6. How Kirkdale St Lawrence teaches

ASSESS:-In Assessing a child our school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences as well as their previous progress and attainment. The pupil's own views are sought as are those of external support services if involved. Any concerns by parents are actively listened to and recorded. Assessment is reviewed every half term in our school during 'Pupil Progress Meetings'.

PLAN: - We recognise that we must notify parents if their child is being provided with SEN support. The teacher and SENCO agree in consultation with the parent and pupil of the interventions and support to be put in place as well as the expected impact on progress and outcomes along with a date for review.

DO: - The School's SENCO/Inclusion will support the teacher in problem solving and advising on the effective implementation of support. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this. They will work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Reviews are carried out on the agreed date and are part of the SENCO/Inclusion Manager's role and Assessment Coordinator's role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support required and make amendments in light of the consultation with the parents and pupils.

7. How Kirkdale St Lawrence School manages the needs of pupils who qualify for SEN support

- In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published and can be seen on the School's website and the Liverpool Family Services directory. <http://fsd.liverpool.gov.uk/>.
- Where a pupil continues to make less than expected progress despite based support matched with interventions, it may be necessary to involve specialists in the school or gain advice additional support from outside agencies. Parents will always be informed and involved in the decision and their consent will be required by agencies (except in child protection agencies where a child is deemed to be at risk).
- Where assessment indicates that specialist support is required multi-agency involvement may be initiated. Some of the support services used in Kirkdale St Lawrence include: Educational Psychology Service, CAMHS (Child and Adolescent Mental Health Service), Outreach support (Abbot's Lea, Bankview, and Ernest Cookson) and Speech and Language Support through the NHS. Additionally referrals may be made to the Community Paediatrician.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in that an EHAT (Early Help Assessment Tool) is appropriate.

8. How Kirkdale St Lawrence School works with parents and carers in planning for provision and reviewing progress.

At Kirkdale St Lawrence School we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. In creating the School's Local offer, parental consultation was crucial and parent's views on this were sought acted upon and valued. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school. There are other systems to encourage communication such as the HSCA (Home School Community Association), parental questionnaires and open school events.

Where a pupil is receiving SEN Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, termly meetings are held to reflect and set new outcomes for the following term.

9. What support Kirkdale St Lawrence School offers for improving the emotional, mental and social development of pupils with special educational needs.

Kirkdale St Lawrence recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways.

These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour
- struggling with self confidence
- Other issues such as neglect.

At our school we have clear processes to support children and young people and this is linked to behaviour policy. This policy includes details on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils.

The school provides support for pupil's emotional, mental and social development in the following ways:

- Intervention groups or 1:1 support with teachers/ support staff
- Through our PSHE program
- Outreach support from our advisory teacher at Ernest Cookson School
- Referral to outside agencies.

10. How senior leaders and governors at Kirkdale St Lawrence monitor and evaluate the impact of the school's SEN provision.

Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The SEN Governor, Reverend Mike Griffin can be contacted via the head teacher.

This role includes:

- Championing inclusion and promoting a greater understanding of issues related to SEN.
- being familiar with key legislation and policy;
- fostering communication parents and children in school
- meeting regularly with the SENCO and visiting classrooms
- ensuring they have an understanding of the role of the SENCO and how pupils are supported
- developing an awareness of the types of SEN present within the school cohort
- reporting regularly to the Governing Body
- understanding how funding received for SEN is allocated by the school;
- assisting in monitoring the progress of vulnerable pupils
- reviewing and monitor the effectiveness of the SEND Policy

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENCO and Link SEN Governor
- Parents/carers
- Pupils
- outside Agencies

II. What training on SEN will be available for teachers, support staff and the SENCO?

All primary schools within an SEN Consortia share best practice and offer support within the locality. Training on SEN is arranged through these and with the support and involvement of the services attached.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical strategies for use with pupils with SEND.

The school budget is overseen by The Governing Body and therefore ensures resources are directed to support appropriate SEN provision as outlined in this policy.

The school allocates SEN funding in the following ways:

- Learning Support Teachers and Teaching Assistants;
- Training for all Teachers and Learning Support Assistants so that they can meet pupils' needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support for the SENCO
- Any adaptations or equipment that may be needed

12. How Kirkdale St Lawrence supports pupils with medical conditions. Please see 'Policy for supporting medical conditions in school'.

13. How Kirkdale St Lawrence School approaches its statutory duties in terms of increasing its accessibility over time.

All pupils at Kirkdale St Lawrence children have equal access to a broad and balanced curriculum which is differentiated to enable them to access all areas of the curriculum as well as extra-curricular activities.

Teachers use a wide range of strategies to meet pupil's special educational needs.

Provision Mapping features significantly in the SEN provision provided by the school.

Intervention Plans contain outcomes to ensure that all pupils experience success.

The school's teaching and learning policy promotes best practice for students with SEND.

Following the Equality Act 2010 it states that education providers must make 'reasonable adjustments' to ensure that disabled students aren't discriminated against.

This could include:

- adjustments to practices or procedures
- adjustment to physical features
- adjustment to how learners are assessed
- the provision of extra support aids (such as specialist equipment)

All relevant information will be shared with parents/ carers of pupils and they will receive regular details on the agencies involved with their child's education. Key information will also be shared within the school to ensure a holistic approach to accessibility.

13. How Kirkdale St Lawrence handles complaints from parents/carers of pupils with SEN about SEN provision.

Any complaints should be raised with the SENCO, then if necessary, with the Head teacher. If unresolved you may contact the chair of governors Reverend Mike Griffin. All complaints follow the school's complaints procedure.

14. Who is responsible for what?

We acknowledge that the SENCO shares responsibility, with the rest of the staff and the governing body. Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The SEN Governor at Kirkdale St Lawrence is Reverend Mike Griffin

The Governing Body will report annually on the success of this policy under the statements listed in

'The aims and objectives of this policy'

In evaluating the effectiveness of this policy, the school will consider

- Findings of the SEND information report including its Local Offer.
- Reports presented by the Head teacher, SENCO and Link SEN Governor
- Parents/carers
- Pupils
- Outside Agencies with evidence of joined together working.

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- parents and carers feedback
- The school's tracking systems and teacher assessments
- Use of standardised tests
- Evidence generated from provision mapping, related interventions and person centred planning reviews from Education, Health and Care plans and EHATs.
- Raise online
- Reports provided by outside agencies including Ofsted.
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The role of the SENCO involves:

- Ensuring all practitioners in the setting understand their responsibility to children.
- Ensuring parents are closely involved in their child's education
- Advising and supporting colleagues
- Overseeing the day to day operation of the school's SEN policy
- Advising on the graduated approach to providing SEN support
- Coordinating the provision for SEN children
- Liaising with parents of pupils with SEN if necessary
- Liaising with early year's providers, other schools, educational psychologist, health visitors and social care professionals and other voluntary agencies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with other settings to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Ensure that the school keeps records of pupils with SEN.
- Monitor and support a graduated approach of Access, Plan, Do and Review.
- Be actively involved with the analysis and interpretation of data.
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010.

To be reviewed October 2017