



St. Elizabeth's Catholic Primary Special Educational Needs and Disability Policy

March 2022

“Each child is an opportunity to celebrate the whisper of God”

At St. Elizabeth's we value each and every child. We endeavour to provide the best education we can regardless of need or disability. Our skilled and dedicated staff provides quality first teaching, personalised learning and appropriate interventions to foster achievement and progress. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Children and Families Act (2014): Section 69
- Schools SEN Information Report Regulations (2014)

Roles and Responsibilities

The Governing Body

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

- The Curriculum Committee receives a report at every curriculum meeting to update progress on SEND issues
- The SEND Information Report is reviewed annually, and details the effectiveness of provision in the last year, along with any significant changes to policy
- The SEND Information Report explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The SEND Governor is Mrs Cathie McDonald-Hollis.

The Headteacher

The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The SENCO

The Special Educational Needs Co-ordinator is Miss Sparrow and she can be contacted on 0151 922 5752 or via email a.sparrow@stelizabethscps.org.uk .

The SENCO is responsible for

- Co-ordinating SEND provision for children.
- Liaising with and advising teachers, consulting with the class teacher to ensure that appropriate provision is planned, implemented and reviewed.
- Maintaining the school's SEND register and overseeing the records of all pupils with special educational needs.
- Liaising with parents and carers of children with special educational needs.
- Liaising with external agencies including the educational psychology service, inclusion team, medical professionals, social services and voluntary bodies.
- Performance managing 1:1 support staff.
- Auditing and ordering resources to support pupils and staff.

What are special educational needs?

As a school we identify a child as having special educational needs with reference to the 2014 SEND Code of Practice.

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

The New Code of Practice 2014 6.12

We cater for children with a variety of needs and disabilities:

- communication and interaction
- social, emotional and mental health difficulties • sensory and/or physical needs
- cognition and learning needs.

Aims

We recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, creative, social and practical experiences.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and provision.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs to achieve their potential.
- Work towards developing expertise and understanding of all staff.

Objectives

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

- Work within the guidance provided in the SEND Code of Practice 0-25 Years (2014).
- Ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
- Ensure good parent and carer involvement in children's learning and development.
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of enjoyment, participation, attainment and achievement.
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible; that targets and outcomes are determined; and that their progress towards these targets and outcomes is closely monitored.
- Ensure all teachers take responsibility for planning and meeting the learning needs of special educational needs pupils, and of deploying support staff effectively to meet children's learning needs.

- Ensure that the school liaises with outside agencies effectively to meet the needs of staff and pupils.
- Increase capacity of staff through training and professional development.

Quality First Teaching and the Class Teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class and primarily meet the needs of their pupils through Quality First teaching.

To ensure all pupils can access learning, the curriculum and learning environment are adapted. Classrooms are well organised and contain visual supports, with resources accessible to all. Children are seated in the best place to optimise learning. Instructions are clear, concise and unambiguous. Teachers communicate in a way appropriate to a pupil's needs. Learning outcomes are modelled and demonstrated. Children who require greater processing time are given it through the use of strategies such as Think, Pair, Share.

The curriculum is differentiated to fit with a pupil's level of attainment or development. Objectives, outcomes and ways of recording work may all be changed. We provide pupils with the opportunity to work individually and collaboratively. Independence is encouraged. Personalised learning aids such as word banks, number lines, pencil grips, memory prompts and coloured overlays are available. Intervention groups are organised and monitored by the class teacher in both Maths and English. Photocopies are done on dyslexia friendly buff paper when needed. One of the reading schemes we offer is specifically designed to be dyslexia friendly. We also have reading schemes designed especially to encourage and develop the reading of older pupils.

We recognise that pupils have different preferred learning styles so offer a multi-sensory approach to learning. Interactive learning opportunities are offered, and computing is used across the curriculum to enhance learning. Our quality first teaching is monitored by the Senior Leadership Team through termly teaching observations and pupil performance reviews. Our staff are continually working on their professional development, with regular training updates and introductions to new initiatives.

The Graduated Response

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. If interventions above and beyond what we consider Quality First Teaching or Enhanced Quality First are needed, the pupil may be given a SEN Support Plan. Parents/carers and children are encouraged to take an active and vocal role in this. The aim of this document is

to provide a series of SMART targets for the child to work towards. At this time it may be appropriate to involve external agencies to advise and support. These agencies include Speech and Language Therapists, Educational Psychologists, Inclusion Consultants, Well Young Person's Team, Occupational Therapists, the School Nurse and Community Paediatricians. We will always include parents/carers in this process. The school SENCO, Miss Sparrow, will now be involved and will work alongside home and the class teacher to ensure that the pupil's needs are met most effectively. All classes have a Teaching Assistant to provide additional support.

Some pupils may require further support. This can include bespoke 1:1 interventions with our SEN Teaching Assistant, an application for additional High Needs funding or in some cases an Education, Health and Care Plan.

Working alongside other agencies we will implement their advice. More personalised small group or one to one sessions may be required, for example to follow a specific speech and language programme or a daily reading intervention. These are delivered by experienced teaching assistants. The SMART targets on a pupil's SEN Support Plan will be reviewed at least once a term, and then next steps will be planned for. Again, we hope that pupils and parents/carers take an active role in this. It is important to us that pupils are aware of what they need to do to move their learning forward.

SEND Information Report

The school's SEND Information Report can be found on the school website <http://www.st-elizabethsprimary.co.uk/>. This indicates the type of provision the school currently offers to pupils with SEND and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

Admissions

Pupils with special educational needs will be admitted to St. Elizabeth's in line with the school's admissions policy. The school meets with the statutory requirements of the Children and Families Act 2014 and the Equality Act 2010. When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school.

Transition

Children with additional needs may require more support during the transition process. This may be when they enter our school, when they change classes, when they change key stages and when they transition to high school. Class teachers and key stage leaders work together to address this. A child may require extra visits to their new class, or a photo book to prepare them for new staff and a new learning environment. Children new to our school may wish to have more than one visit at different times of the day. Children with special needs moving to high school will be invited for more visits. The SENCO from the high school will liaise with our SENCO and class teachers to ensure that they have as much information as possible about how best to meet the pupil's needs. Enhanced transitions to high school will be monitored by SSENIS, Sefton's Inclusion Team. Parents/Carers and the child will be involved in this process and we aim to make transition as smooth and anxiety free as possible.

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) 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 and the SEND Code of Practice (2014) is followed.

Monitoring and Evaluation

During termly pupil progress meetings the Senior Leadership Team meet with class teachers to discuss children's progress. Assessment and other progress information are inputted from whole school systems already in place, to inform teachers and senior leaders on the progress of pupils. This is used to inform future decisions and can be used to inform discussions in person-centred review sessions with parents and pupils. It also helps us to determine the effectiveness of our provision for pupils with special educational needs and disabilities and ensure that provision of resources is equitable among pupils according to their needs.

SMART targets from SEN Support Plans are also reviewed termly. If a child has not achieved their target or made the anticipated progress, then adjustments will be made. This may involve a change in provision/timeframe or a change in target. Further advice from other agencies may be sought or in some cases High Needs Funding or an EHCP may be considered.

Training and resources

Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored. Training for teachers and teacher assistants is provided both within school and through other professional development activities. The school uses funding to provide external professional advice and support for individual pupils in relation to their needs. The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENCO. The SENCO will keep abreast of current research and thinking on SEND matters. The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals. The SENCO will disseminate knowledge or skills gained through staff meetings, whole school In-service Training (INSET) 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 school and individual staff members. Funding is deployed in the budget to meet the cost of:

- additional staff support
- purchasing materials and resources
- training for staff
- provision of external specialists and advice, where required

Accessibility

The Disability Discrimination Act (1995), as amended in 2005, placed a duty on all schools and LAs to implement and review, every three years, the accessibility of schools for pupils with disabilities. St. Elizabeth's Catholic Primary publishes its accessibility plans, which can be found on the website. This therefore allows those with disabilities to be as fully included as other SEND students.

Complaints

In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher. If concerns are still unresolved parents may wish to engage with the school's complaints procedure, which can be found on the school website.

Revised and adopted by the Governing Body Date: Spring Term 2022. To be reviewed annually or in line with any change in legislation or DFE guidance.