

**St Leo's and Southmead Catholic
Nursery and Primary School**



Nurture, Inspire, Succeed

**Send Policy
2022-2023**

As part of the St Leo's and Southmead family; our children are happy, resilient and successful. Our school community is enriched by positive role models who nurture and support; delivering a curriculum which embraces memorable opportunities and lifelong skills.

Our Promise

Nurture



We will provide a safe, warm and welcoming environment where everybody is valued

We will develop the whole child through our pastoral approach where inclusive attitudes are modelled every day

Inspire



We will celebrate the skills, talents and natural abilities of everybody in our school community

We will deliver exciting and memorable learning opportunities through our creative curriculum in order to provoke thoughts, dreams and life-long goals

Succeed



We will guide our children so that they are eager to exceed their full potential in all that they do

We will encourage confidence and risk taking through quality first teaching, effective feedback and challenge

Our Values

*Everybody is valued
We are all role models
Talents are celebrated
We never give up*

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

- The Equality Act 2010 and schools: Departmental advice for school Leaders, school staff, governing bodies and local authorities (May 2014)
- SEND Code of Practice 0 - 25 (January 2015)
- School SEN Information Report (2014)

Special Educational Needs Co-ordinator (SENCO) - Mrs Karen Snape

Special Educational Needs and Disabilities (SEND) Governor - Mrs Lorraine Sambor

Contacting the SENCO and SEND Governor

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ST LEO'S AND SOUTHMEAD PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Our Vision Statement

As part of the St Leo's and Southmead family; our children are happy, resilient and successful. Our school community is enriched by positive role models who nurture and support; delivering a curriculum which embraces memorable opportunities and lifelong skills.

Spiritual, Moral, Social and Cultural Development

At St Leo's and Southmead Catholic 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 provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

St. Leo's and Southmead Catholic Primary School values the abilities of all pupils and is committed to provide them with the best possible learning environment.

SEND Aims of School

At St Leo's and Southmead 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, creative 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 and disabilities (SEND) taken from Send Code of Practice (January 2015)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

We strive to raise the aspirations of and expectations for all pupils with SEND and provide a focus on improving outcomes for our children.

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.

Objectives

- **Members of staff 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

- **Monitoring 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.
- **Making 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 carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Working 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. St. Leo's and Southmead believes in developing firm relationships and working in partnership with parents/carers, as this helps pupils to achieve their potential. The school recognises that parents have a unique overview of their child's needs and can help decide how to support them. This gives them a key role in the partnership.
- **Working with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. See section 17 for details of these agencies.
- **Creating 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 pupil voice and wider opportunities such as the school council, cultural and summer, school plays, representing the school at events (for example, the Liverpool Lantern Parade, school choir), 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 Mrs Tambourini, (Head teacher).

The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Karen Snape (SENCO).

Role of Governors

The Governors will ensure that:

- 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 Educational Health Care Plans (SENCO and/or Head teacher).
- The SEND Governor is Mrs Lorraine Sambor.

Role of Headteacher

The Headteacher's responsibilities include:

- Day to day management of all aspects of SEND provision.
- Communicating with the Governing Body regarding the provision of SEND.
- Supporting the SENCO and staff members as needed.
-

Role of the SENCO (Mrs Karen Snape)

- Working alongside the Head teacher and the governing body to determine the strategic development of SEND policy.
- Overseeing day to day operations.
- Coordinating provision.
- Liaising with/advising staff.
- Managing Service Level Agreements.
- Overseeing pupil records.
- Liaising with parents.
- Making a contribution at Inset meetings.
- Liaising with external agencies.
- Monitoring the progress of all pupils with SEND.
- Supporting members of staff in the assessment of a child's learning needs.

Liaising with Staff

The SENCO will disseminate information and reports to appropriate staff.

The SENCO will be available at an agreed time to discuss children's progress.

The SENCO will liaise with the assessment co-ordinators.

The SENCO will liaise with all subject managers with regard to fully inclusive resources.

Role of the Class/Subject Teacher

- To collaborate with the SENCO to collect information and decide on action to assist pupils.
- Collaborate with the SENCO in developing Personal Provision Plans.
- Keeping the SENCO informed of the progress the children are making, (Targets achieved, reading/spelling ages)
- Applying the procedures for the identification, ensuring assessment and provision is made for SEND pupils.
- Responsible for the appropriate provision for the pupils with SEND, liaising with support and external colleagues where relevant.
- Work with or plan support for SEND pupils on a daily basis, delivering individual programmes.
- Keep an up to date SEND file, ensuring relevant documentation is up to date.
- Develop constructive relationships with parents and know the procedure for informing them that their child has SEND.
- To contribute to the annual provision map for SEND.
- All staff are encouraged to attend courses in relation to the teaching and learning of children with SEND.

3. Arrangements for coordinating SEND provision

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

All staff can access:

- The St Leo's and Southmead Catholic Primary School SEND Policy
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including targets set and copies of their provision map.
- 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. Alternative access to this policy will be arranged as necessary (e.g. large print, audio tape, Braille, simplified version and other languages) on request to the Headteacher or SENCO.

4. Admission arrangements

Please refer to the information contained in our school prospectus.

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

At St Leo's and Southmead 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:

- Support staff - All class teachers, Mrs Moss (HLTA), TAs - Miss M. Ryan, Mrs A Sankey, Mrs J Webb Mrs P Bennett, Miss S Swatton, Mrs D Parker, Mrs E Sinclair, Miss J Ryan, Mr S Mass, Mrs Lyons,
- Learning Mentor - Mrs L. Sambor
- Specialist Support Teacher - Mrs Z Atkins (Knowsley Southern Support Centre).

6. Facilities for pupils with SEND

As a school we comply with all relevant accessibility requirements. Please see the school accessibility plan for more details.

Special Facilities

- We have access for people using wheel chairs through the main corridor entrance.
- Most of our rooms are carpeted or partially carpeted.
- Ramps to doors in Yr N, R, 5 & 6.
- Accessibility toilets (1)
- Support of pupils with medical conditions

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 £6,000. 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, 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 parents, SENCO, senior leadership team and governors to agree how the allocation of resources is used.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs in section 1.

A graduated approach:

Quality First Teaching

- 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.
- 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.
- 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.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through (b) and (d) it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation 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 termly parents evenings.
- Half termly(EYFS)/termly (KS1 and 2) individual SEND review meetings are used to monitor and assess the progress being made by children.

SEND Support

For more information regarding the school provision for pupils with SEND refer to the school SEND Information Report on the school website

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. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made termly (November, March and June). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO/Head teacher 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.

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.

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

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

Education, Health and Care Plans [EHCP]

- Following a 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 and the child's parents will be involved developing and producing the plan.

- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, 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 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 and across (also funded by) the Southern Area Collaborative. 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 provision is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

10. Inclusion of pupils with SEND

The Headteacher and SENCO oversee the school's policy for inclusion and are 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' and/or Early Help Unit.

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 an annual parent (all parents), discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and 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, Southern Area SENCO Forums and 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, in addition to courses funded by the Southern Area Collaborative. 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 SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The website URL is:

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

15. Working in partnerships with parents

Our school believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively.

St. Leo's and Southmead believes in developing firm relationships with parents/carers, as this helps pupils to achieve their potential. The school recognises that parents have a unique overview of their child's needs and can help decide how to support them. This gives them a key role in the partnership.

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 SENDIASS service where specific advice, guidance and support may be required. The details for which are below

Special Educational Needs & Disability Information Advice and Support Service (SENDIASS),
Stoneycroft Children's Centre, 38 Scotia Road

www.fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=bPa4bJNDWDo

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. Links with other agencies and voluntary organisations

St Leo's and Southmead Catholic Primary 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:

- Southern Area Support Team (Based at Yew Tree Primary, Halewood)
- Inclusion Support Worker
- Educational Psychologists
- Medical Officers
- Speech Therapists
- Physiotherapists
- Occupational Therapists
- Hearing Impairment Service
- Visual Impairment Service
- The LEA/School Support Centres
- School Nurse
- Sure Start
- Family First
- The Southmead Children's Centre
- The local play groups/childminders/nurseries (to provide continuity between providers)
- Social Services.
- Police

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

SAFEGUARDING STATEMENT

In the light of current legislation, we fully acknowledge our duty to safeguard and promote the welfare of all children. We recognise and uphold the statutory duties regarding Child Protection.

Through our day to day contact with pupils and direct work with families, we have a crucial role to play in identifying indicators of possible abuse or neglect and referring them to the appropriate agency.

We acknowledge all children can be subject to abuse regardless of age, culture, race social background, gender or ability. All children have a right to grow up safe from harm.

This policy sets out how St Leo's and Southmead governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

In line with Working Together to Safeguard Children 2013 and Keeping Children Safe in Education 2014, the definition of Safeguarding for this policy document is as follows:-

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Supporting children in need undertaking that role so as to enable those children to have optimum life chances and enter adulthood successfully.

Child protection is a part of safeguarding and promoting welfare, which refers directly to activity that is undertaken to protect specific children who are suffering, or are at risk of suffering significant harm.

Promoting British Values at St Leo's and Southmead Catholic Primary School Serving the Community

At St Leo's and Southmead Primary School we aim to help, guide and prepare our children as future citizens. As our Mission Statement says, our school is "A place to allow everyone to flourish!" This statement permeates everything that we do in school and captures what British Values are about:-

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs.

We grasp every opportunity throughout the school day to teach, model and show by examples all of the above. We have provided further information on our school website. We are proud of our school and are proud of the British Values that we live and learn about.

SEND Policy Review

- The SEN Policy Document is reviewed in terms of policy and practice each year.
- The outcomes of the review are used to inform the School Improvement Plan.

Signed: Mrs Tambourini (Head teacher)

Signed: Mrs Lorraine Sambor (SEN Governor)

Signed: Mrs Karen Snape (SENCO)

Signed: Mr Ian Jardine (Chair of Governors)

Reviewed and Amended January 2022

Review set for January 2023