



THE DISTRICT

CE PRIMARY SCHOOL

SEND Policy

Local Academy Committee Chair	Mrs Tina Thomas
Headteacher	Mrs J Burger
Date adopted: February 2025	Review Date: February 2026

“I am the vine; you are the branches.” John 15:5

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

“I am the vine; you are the branches.” John 15:5

Just as the branches need the vine to grow and bear good fruits, so we need each other. Within the District family, each person is valued and loved, reaching out throughout our school, homes, families and the wider community for a stronger future. This SEN Policy demonstrates the importance of this Christian vision in our approach to inclusive practice, which aims to provide for the needs and abilities of all individuals without discrimination.

	Julia Burger	Headteacher
SENCO	Cath Clark	Assistant Headteacher
	Zoe Miles	EYFS/ KS1 SEND Lead
Inclusion Team members	Sue Swift	Safeguarding & Attendance Lead
	Gemma Holcroft	HLTA
	Donna Barker	Pastoral Lead
	Karen Knox	Senior L3 Behaviour Lead
Designated Teacher for Looked After Pupils	Claire Ryder	Deputy Headteacher
Responsible LAC Member for SEND	Tom Richardson	

OVERVIEW

Any pupil may have special educational needs at some time during his/her time in school and therefore a wide variety of strategies will be used to meet these needs as they are identified. This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities;
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report;
- The SEND Green Paper, March 2022.

It will ensure that no pupil, especially those with SEN or disability, is discriminated against. This policy will be used to ensure that funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

DEFINITION

Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others... Many children and young people will have SEN of some kind at some time during their education... Children and young people with SEN may need extra help because of a range of needs. (Special Educational Needs and Disability – A Guide for Parents 2014)

AIMS AND OBJECTIVES

1. To ensure that all pupils' individual and special needs are met effectively so that they receive their educational entitlement and given equal access to a broad, balanced and relevant curriculum (see St Helens Local Offer, which can be accessed through useful links on the school's website).
2. To ensure that provision for pupils with individual and special needs is central to curriculum planning. Teaching and learning will be adapted appropriately so that learners may achieve high standards and make good progress for their abilities.
3. After identification of particular difficulties, the school will provide for these additional needs in a variety of ways. These may be a combination of approaches to address targets identified for individual pupils, e.g. small group or individual interventions; accessing part of the curriculum in different classes; bilingual support/access to materials for translation; adapted resources; pastoral support; sensory activities; peer mentoring; additional homework, etc.
4. To recognise and record pupils' strengths and successes to encourage a positive self-image.

5. To ensure that staff with leadership responsibility, and individual members of staff, accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs.
6. To ensure pupils with SEND needs are engaged in all activities (trips, residentials, after school enrichment activities, breakfast and after school club, etc.) available to those who do not have SEND.

STRATEGIES

1. Regular monitoring, evaluation and review carried out by the leadership team ensures that our aims for learners' individual and special needs are met to the highest standard.
2. Teachers ensure that all pupils receive quality first teaching, which includes adapted tasks to suit different pupils' needs and preferred learning styles.
3. Identification and referral of pupils, considered as having special educational needs that are different and distinct to other pupils, is the responsibility of every member of staff.
4. The Special Educational Needs and Disabilities Coordinator (SENCO) is responsible for managing the process of the identification and assessment of the specific educational needs and the procedure for formal assessment of SEN involving outside agencies.
5. The assessment of special educational needs is diagnostic in nature and constructive in practice with feedback to relevant members of staff, parents and carers. Pupils and their parents are fully and actively involved at each stage.
6. Parents are appropriately involved at every stage when their child has been identified as having special educational needs.
7. The nominated governor for SEND pupils ensures that they are not treated less favourably than other pupils.
8. INSET opportunities or individual support and advice is provided for staff, to raise awareness and provide practical examples of suitable curricular materials. These include support from the specialist teams in St Helens: inclusion officer; TESSA (behaviour intervention team, TESSA Autism, specialist teachers, visual impairment, hearing impairment); Community Paediatrician; Neurodevelopment Pathway; who identify and support pupils with specific learning difficulties, such as dyslexia, dyscalculia or processing difficulties; the school's Educational Psychologist; Occupational Therapists; Speech and Language Therapists; counsellors or other specialists as required.
9. A flexible approach is used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring and production of appropriate teaching and specific advice to teaching and support staff.
10. The following adaptations are made to ensure all pupils' needs are met: adapting the curriculum to ensure all pupils are able to access it; adapting resources and staffing; using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.; adaptive teaching and access arrangements.
11. The positive achievements of pupils are recognised and celebrated, in line with the school's policy on assessment.
12. All teachers are teachers of special educational needs.
13. EHCP pupils continue to have access to the whole curriculum unless a specific exemption has been made and agreed.

PROCEDURES (See also 'Graduated Approach' using the link on the school website to Local Offer)

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that

is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In school, the following process is followed:

1. Concerns about a child will normally be raised by a parent or teacher through conversation with each other. Parents should raise their initial concerns with the class teacher so that the teacher can advise and/or make adaptations to learning experiences if needed. Agreement will be made about the best course of action to be followed. Parents may be advised to check the child's hearing, eyesight, etc. These conversations are recorded on the school's signs of safety document.
2. The class teacher will consult with the SENCO, utilise the St Helens Graduated Approach document and complete an individual learning plan. If interventions planned do not resolve the issue, then the SENCO may advise other steps to be taken.
3. The pupil may be added to the school's SEND register. Parents will be asked to give their consent for school to discuss their child's needs with TESSA (Triage for all Education Support and Specialist Advice – St. Helens LA).
4. A learning plan written by the class teacher identifies the child's strengths, exactly what the difficulties are and what strategies will be used to try to address them. The learning plan will be discussed with and signed by parents/carers. The strategies and targets are shared with the pupil concerned through age-appropriate conversations. Learning plans are reviewed each term to evaluate the success and decide on the next step with the child and parent. The learning plan will continue until either the difficulties are overcome or the SENCO and teacher agree no further action is required. External advice/support will be sought as required. A copy of the learning plan is given to parents for their reference.
5. Where further support from external services is required, the SENCO will discuss the identified pupil with TESSA. This may result in a request for assessment from e.g. Occupational Therapy, Speech Therapy, TESSA support for suspected dyslexia, dyscalculia or other language processing problems, TESSA Autism team (for suspected autistic or social and communication difficulties), TESSA BIT (behaviour or emotional difficulties), Educational Psychologist assessment, CAMHS etc. Each of these services will expect school staff to have tried and evaluated a number of recommendations and will need completed request forms and/or assessment tools for their services, signed by the parent. Liaison regarding any referrals occurs between the SENCO and the parent.
6. In some circumstances the SENCO may apply to the child's home local authority for additional funding for a specific purpose.
7. For some pupils, it may be necessary for an EHCP (Education and Health Care Plan) to be drawn up to identify their particular needs and how they can be best met. If this is the case, the LA will liaise with the SENCO and any other agencies to draw up a plan. The SENCO will consult with the pupil and the parent in drawing up this plan. Where an EHCP is written, school may apply for further funding through a written costed provision map. If the LA agree to this, then additional funding will be received. The school is required to put in place the first 15 hours of any additional adult support. This may not be on a one-to-one situation and each scenario is assessed by the SENCO and decisions about levels of support are made on a needs-led basis.
8. When pupils transfer to other schools the SENCO will liaise with the receiving school to ensure there is a smooth transition for the pupil.

SEND support at The District CE

Our school mission statement, Christian and core values underpin every aspect of school life, but especially the way our pupils who need additional support are treated. School staff will do all they can to support pupils with SEN and/or disabilities and their parents (see accessibility plan and supporting pupils with medical needs policy). Pupils are admitted into The District CE using the agreed admission policy for that year, which does not discriminate against pupils with additional needs or disabilities. Where a pupil has an EHCP naming The District CE Primary School, a place will be agreed. This is agreed in advance through consultation with the LA and parent. In exceptional circumstances, should there be any concern about whether the child's needs can be met by the school, this will be discussed with the LA and parents to agree the best place for the child.

Support for pupils and for staff is available from the SENCO who will call on 'expert' advice when needed. The school has disabled access and access to disabled toilets. Many pupils with temporary or permanent additional needs or disabilities have been successfully supported at The District CE. The school's register of SEND pupils is updated termly and pupils who have emerging needs may be recorded at cause for concern on the system. Staff treat each pupil as an individual and recognise that they may have complex needs at times and may display a number of differing needs in differing situations. Parents have reported that their children feel safe and welcomed at school and that they are included in all aspects of school life.

Pupils' additional needs/ disabilities successfully supported may be described as outlined in the SEND Code of Practice (2015):

- Physical e.g. needing to use a wheelchair or having hypermobility
- Medical e.g. heart problems, asthma, feeding or toileting difficulties
- Sensory e.g. visual or auditory impairment
- Social communication difficulties including Autistic Spectrum Condition
- Cognition and learning
- Social, emotional and mental health

The nominated LAC Member for SEND will liaise with the SENCO to ensure that provision for pupils with SEND is well thought out and effective. They will ensure that allocated money in the school budget and from LA Provision Agreement/ EHCP funding is used effectively to provide for the pupils' needs. This may not always be used as one-to-one support, as this can lead to reliance of pupils on individual members of staff and does not encourage independence. Each pupil's individual needs will be considered when deciding on staffing ratios.

PARENTAL SUPPORT

Support for parents can be found from IAAS, who are a support group specifically for parents in St Helens. www.sthelensgateway.info/organisations/st-helens-helens-information-advice-support-st-helens-iaas/

Additional support and advice is available for parents of children with diagnosed or potential neurodevelopmental conditions at <https://www.advancedsolutions.co.uk/home.html>

Regular newsletters and SEND updates from the Local Authority are shared on Class Dojo and on the community noticeboard.

OUTCOMES

In this school, all pupils, including those with special educational needs or disabilities, will have their needs met fully so that they thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEND are included, treated as favourably as others, and given appropriate access to the curriculum teaching and learning. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The impact of this work is monitored and evaluated in the following ways:

- Classroom observations by the SENCO, Leadership Team and external agencies
- Assessment of progress made by intervention groups
- Work sampling
- Scrutiny of planning, resources and learning plans
- Teacher interviews with the SENCO/Leadership Team
- Pupil interviews
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with school's pastoral team if appropriate
- Regular meetings about pupils' progress between the Inclusion team and the Headteacher
- Headteacher's termly report
- Informal feedback from all staff

ROLES AND RESPONSIBILITIES

The SENCO

The SENCO at our school is Cath Clark. In accordance with Section 6 of the SEND Code of Practice 2015, the Special Educational Needs Coordinator is a qualified teacher working at our school and will have statutory accreditation and will gain statutory accreditation within three years of appointment.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCPs
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- With the headteacher and SEN LAC Member, advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and LAC to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Regularly attend regular network meetings with the LA and academy trust.

The Local Academy Committee

The LAC is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need

- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND Link LAC Member

The SEND link LAC Member is Tom Richardson.

The SEND link LAC Member will:

- Help to raise awareness of SEND issues at LAC meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the LAC on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEND link LAC Member to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and LAC to make sure 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
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class Teachers

Every class teacher is a teacher of SEND.

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil
 - Review the pupil's learning plan

Parents and Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. Where appropriate, they will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Monitoring Arrangements

This policy will be reviewed by SENCO, EYFS/KS1 SEND lead and SEND LAC Member every year. It will also be updated if any changes to the information are made during the year.

Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour and wellbeing policy
- Supporting children with medical needs policy
- Child protection and safeguarding policy
- Equality information and objectives
- PEEP (Personal Emergency Evacuation Plans)

Appendices

Appendix 1: The District CE Primary School Graduated Approach

Appendix 2: SEND Process – a guide for parents

Appendix 3: SEND Process – a guide for teachers and teaching assistants

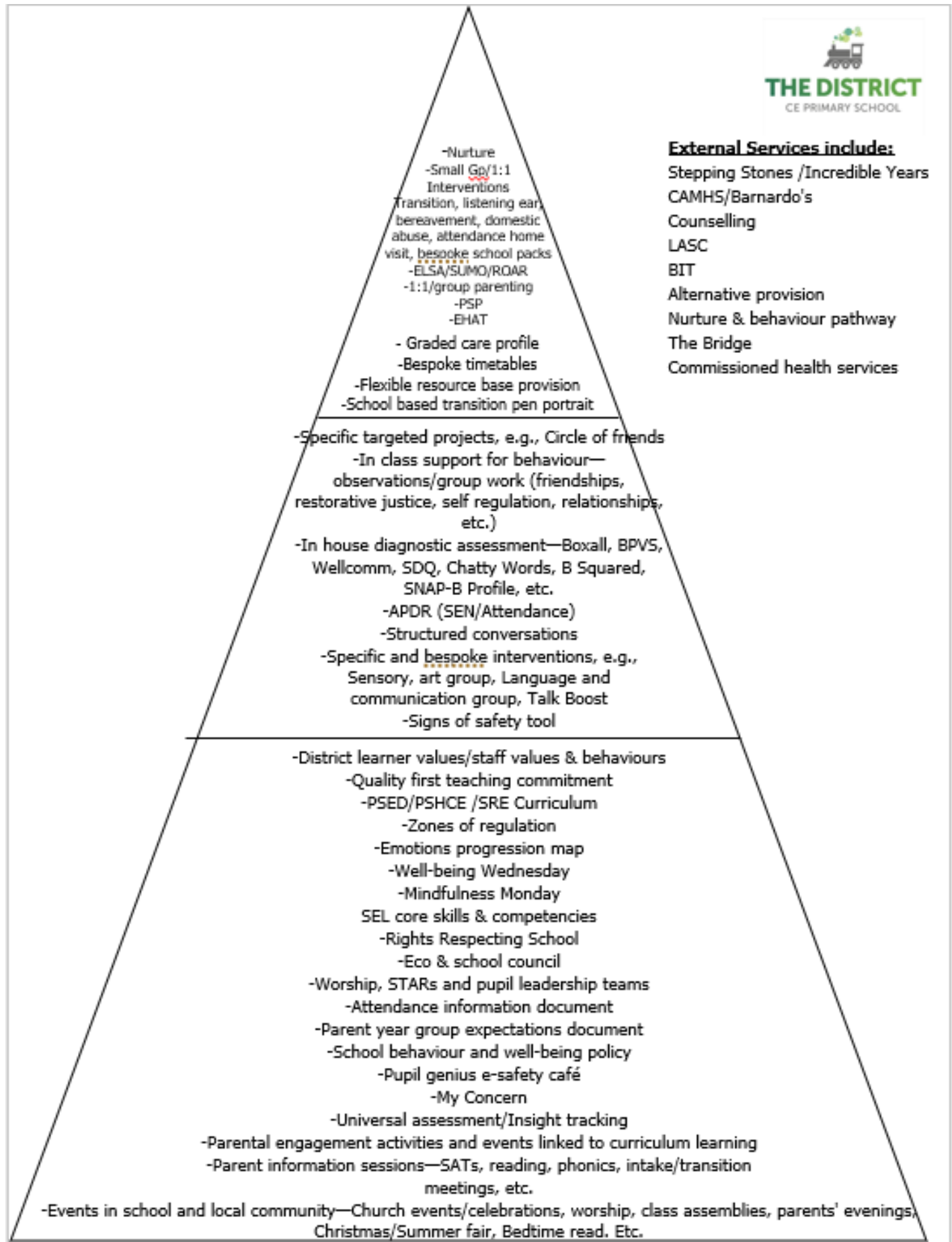
Appendix 4: Learning Plan

Appendix 1: The District CE Primary School Graduated Approach

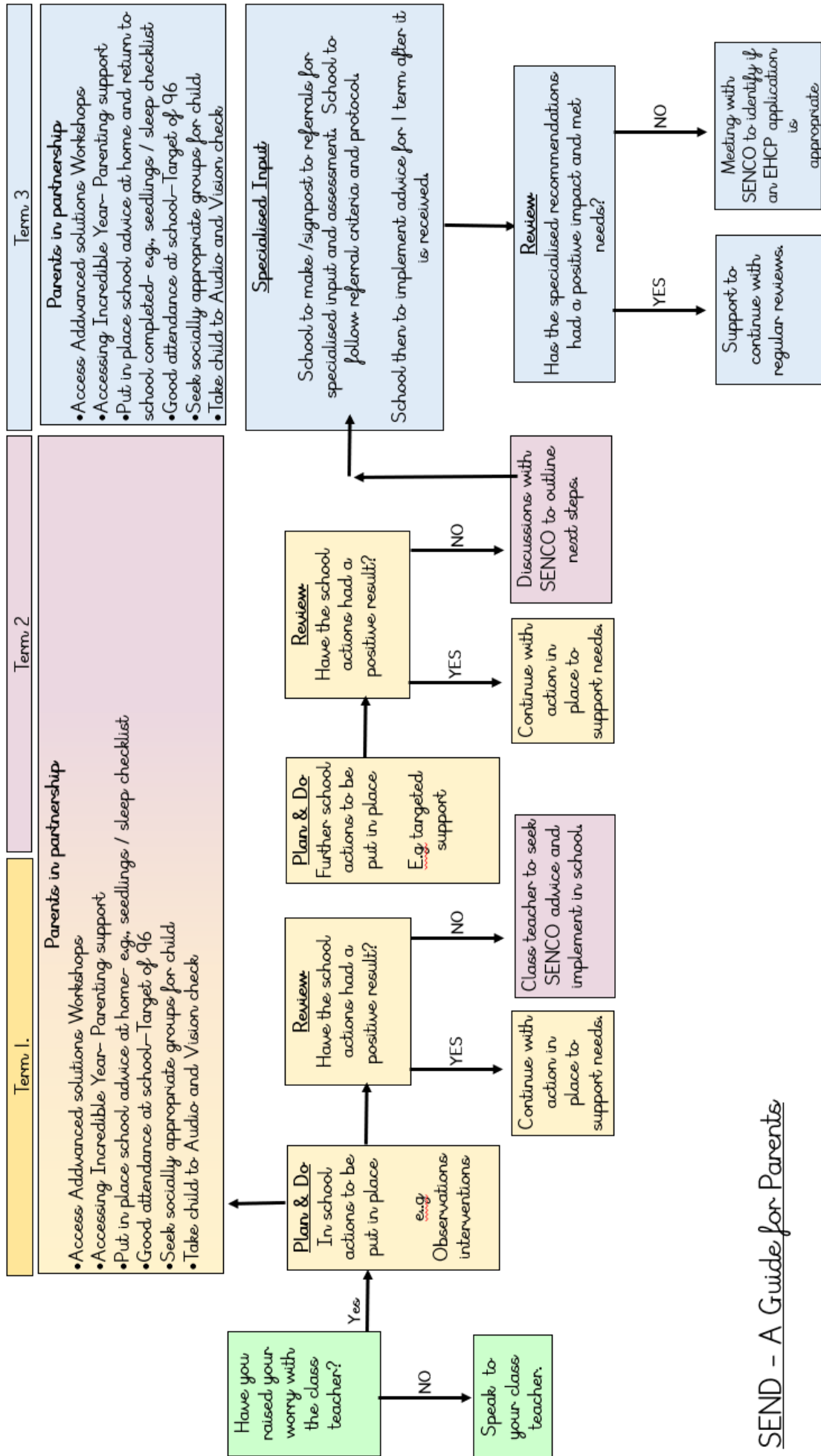


External Services include:

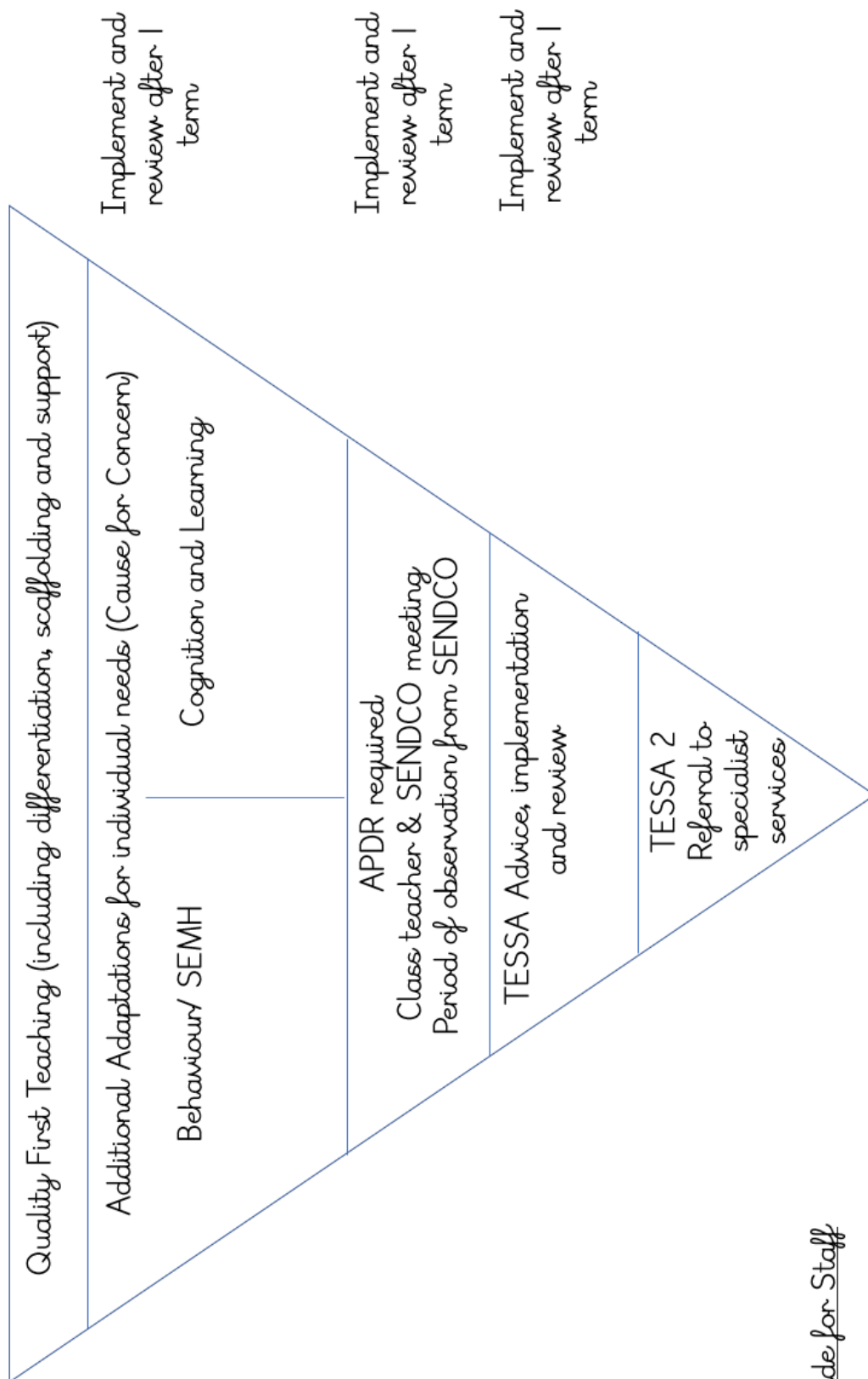
Stepping Stones /Incredible Years
 CAMHS/Barnardo's
 Counselling
 LASC
 BIT
 Alternative provision
 Nurture & behaviour pathway
 The Bridge
 Commissioned health services



Appendix 2: SEND Process – A Guide for Parents



SEND – A Guide for Parents



SEND – A Guide for Staff

Appendix 4: Learning Plan

The District CofE Primary School

(Child's Name) – Learning Plan

Date Created:

Review Date:



Strengths

Teaching strategies / reasonable adjustments

Area of concern	Target	Success criteria	Strategies	Provisions	Review

Pupil comments

Parent comments

Teacher comments