



St Nicholas Catholic Academy

Special Educational Needs & Disability Policy

Adopted: September 2022 Review date: September 2023

Mission statement

‘St Nicholas Catholic Academy is a diverse, nurturing and dynamic community which is faithful to Jesus, welcoming to all and provides a learning community where everyone can succeed’
Following in the example of Jesus

At St Nicholas Catholic Academy 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 the education of all our pupils and to the wider community.

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.

Objectives

- **Staff members 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.
- **Monitor 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.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** Provision will be co-ordinated by the SENCo and Headteacher 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.
- **Work 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.
- **Work with and in support of outside agencies** when the pupils’ needs cannot be met by the school alone. These services include Educational Psychology, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Special Educational Needs Integrated Support Service (SENISS), Occupational Therapy (OT) and CAAT Outreach Team at Springwood Heath.
- **Create 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. Other opportunities for pupil participation such as school council, residential visits, school plays and sports teams are available.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Martin Davies, (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEND is Emma Baines (SENCO)

3. Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND records for individual pupils.

All staff can access:

- The St Nicholas Catholic Academy SEND Policy.
- A copy of the full SEND Register.
- The school's provision mapping system.
- The school's intervention tracking system.
- A copy of the school's Local Offer.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, including pupil profiles, Assessment reports and copies of their IEP.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Liverpool's Early Help Directory.
- 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.
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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

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.

6. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details. The school has a separate policy on managing medical conditions produced by Liverpool School Inclusion Team 'Policy for Supporting Medical Conditions in School'. This can be found on our website.

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. This additional funding might be from a budget. For those with the most complex needs, additional funding (High Needs top up funding) 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 SENCO, Senior leadership team and governors to agree how the allocation of resources is used.

The school allocates SEND funding in the following ways:

- Learning Support Teachers and Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;

- Specialist books and equipment;
- In class and withdrawal support from the SENCO, SEND Teacher or support staff;
- Ramped access to the main buildings of the school;
- Disabled toilet facilities;
- Purchasing and maintenance of ICT and electronic equipment

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

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 and/or do an assessment of their basic skills.
- Through (b) and (d) it can be determined which level of provision the child will need going forward. A child who is showing some difficulties academically may be placed on either the basic skills register or the SEND register, these are reviewed and updated regularly.
- 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 of 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 parents' evenings.
- Parent's evenings are used to monitor and assess the progress being made by children.

SEND Support

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. 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.

An IEP will be written to support the pupil and regularly reviewed, this will be discussed with parents on a termly basis. The school provision map and intervention tracker is regularly reviewed and updated to show the support and resources available for children with SEND.

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 Learning Support 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 regularly. 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 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 or 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 Early Help Directory:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/home.page>

or by speaking to someone from the Early Help Directory:

0800 085 2022

or by contacting the SENDIASS Service on:

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Liverpool City Council, 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.
- b. 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.
- c. 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. What support St Nicholas Catholic Academy offers for improving the emotional, mental and social development of pupils with special educational needs.

St Nicholas School 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

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of low self-esteem or other issues such as neglect.

At St Nicholas School we have clear processes to support children and young people and these are linked to our 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:

Through the following intervention:

- Drawing and Talking

This is run by our Pastoral Care Mentor. Our Pastoral Care Mentor works with pupils and families in a variety of ways, providing support and advice when needed. We also refer to CAMHs as appropriate.

10. 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 the family of schools. 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 tuition 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 celebrating achievements at all levels.

11. Inclusion of pupils with SEND

The Head Teacher and SENCO oversee the school's policy for inclusion and is 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 Consortia meetings.

Advice will be sought from the Pastoral Care Mentor for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

12. 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 through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on a school provision map and tracker, which are updated when interventions and support are changed. All SEND pupils are given an IEP, 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.

13. 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 Head Teacher or SENCO, who will be able to advise on formal procedures for complaint.

14. 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 and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENCO holds a Postgraduate Certificate in Special Educational Needs (SENCO Award) and a Postgraduate Certificate in Specific Learning Difficulties (Specialist Teacher of Dyslexia, PG Cert SpLD with AMBDA/ATS).

We recognise the need to train all our staff on SEND issues. 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).

15. 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.

16. Working in partnerships with parents

St Nicholas Catholic Academy believes that a close working relationship with parents is vital in order to ensure

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

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 Parent Partnership service (SENDIASS) where specific advice, guidance and support may be required.

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.

17. How Senior leaders and governors at St Nicholas Catholic Academy monitor and evaluate the impact of the school's SEND provision.

Whilst the full governing body remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at St Nicholas Primary School is Mr C.Buckley. He can be contacted via the Head Teacher or Chair of Governors. The SEND Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the 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 SEND present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation;
- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitor the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy' p5). The SEND Governor will also liaise with the SENCO/Inclusion Manager in relation to the Local Offer and the SEND Information report.

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

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

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:

- Consideration of each pupil's success in meeting outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from IEPs and Annual Review meetings.
- Raise online
- Reports provided by outside agencies including Ofsted.

18. Links with other schools

The school works in partnership with the other schools in the City & North One Consortia. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

19. Links with other agencies and voluntary organisations

St Nicholas Catholic Academy 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:

- Education Psychology
- Speech and Language Service
- Specialist Outreach Services (SENISS, CAAT team)
- Occupational Therapy

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

Signed _____ (Martin Davies)
(Headteacher)

Date _____

Signed _____ (Emma Baines)
(SENCO)

Date _____

Signed _____ (Karen Green)
(SEND Governor)

Date _____

This policy will be reviewed annually.

APPENDIX

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Liverpool's Early Help Directory website:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

This information is also available by putting the above web address into the browser of a smart phone or tablet. 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 Nottinghamshire 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.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

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.