

OVERVIEW



Identification, Assessment and Provision

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them. (Code of Practice September 2014)

Classroom teachers will have evidence that certain children are still not making good progress and refer children to the SENCO (Mrs Hooper, 0151 924 4447) who, if deemed appropriate, will arrange intensive **Enhanced Quality First and/or Intervention Support** (via teacher, teaching assistants, 1:1 booster sessions, support staff and outside agencies) in any or all of the four areas; **Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health and Sensory and /or Physical**. If a child is identified as having specific SEN/D, St Mary's will ensure that the child is assessed and observed using the process known as the Graduated Approach (SEN Code of Practice).

1. Assess

School will assess information available concerning the identified child to gain an accurate picture of the child's needs. This will include the views of the class teacher, pupil, parents, external services and the SENCO.

2. Plan

The teacher, SENCO, parent and child (where appropriate) will agree on interventions and support as well as expected outcomes. Then a Pupil Profile and SEN Support Plan will be put into place to outline strategies that will be used in order to achieve specific outcomes. These plans will include:

- High quality teaching approaches that are effective in enhancing the pupil's learning.
- Interventions to achieve specific targets and how they will be delivered and monitored.
- Highly focused support from a teaching assistant in class which should develop pupil independence.
- Multi- sensory resources to ensure access to curriculum or environment.

3. Do

Once the SEN support plan has been implemented, this becomes a working document which can be annotated on a regular basis to show progress towards outcomes and for new targets to be set. The class teacher remains responsible for working with the child on a daily basis and assessing the impact of the plan. Any concerns the class teacher has over the plan will be discussed with the SENCO.

4. Review

Assessment of progress along with the views of the parent and child, should be used to review the overall impact of support. The class teacher will then revise the plan in light of any outcomes. Parents should contact class teachers and the SENCO should they have questions or concerns. Staff are always willing to help so parents should contact the school office to arrange this. SEND plans will be reviewed termly.

This SEN Policy works alongside and in conjunction with The Local Offer offered by Sefton Local Authority. Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, Assistant Head, the SENCO and all other members of staff both teaching

and support staff have very important day-to-day responsibilities. **All teachers are teachers of children with special educational needs (SENCO 2014)**. Teaching such children is therefore a whole school responsibility. High quality teaching which is personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainment or attainment in specific subjects falls significantly outside the expected range may have special educational needs.

Many pupils experience delay in their learning and may not make expected progress for a variety of reasons. Many will receive adapted approaches by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age. Progress at this stage will be tracked three times per year by the schools tracking systems and parents will be kept informed via parents' evenings and annual reports. School Reward Systems will be paramount at this stage to encourage self-esteem.

Expertise and Training of staff for pupils with Special Educational Needs

Training Needs are reviewed regularly and training provided if and when required. The SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policies to support pupils with Special Educational Needs.

Schools will have an identified amount in their overall budget, called the notional SEN budget. When children with SEN receive allocation of monies known as the notional amount, Pupil Premium for Free School Meals, Looked After and Armed Forces it will be specifically used to help bridge the delay/gap in one of the four areas as stated above.

This will be reviewed weekly by the class teachers and termly by the SENCO and/or Head Teacher. An overview of progress will be presented by the SENCO to the full governing body.

Once a potential special educational need is identified, six types of action should be taken to put effective support in place. The six actions in the process are:

1. **Assessment and Tracking:** the class teacher will assess and track all children throughout the year using various systems. These will be monitored by the SENCO, Assistant Head and Head Teacher.
2. **Quality First Teaching:** The class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN/D support. The child must receive the schools full Quality First Offer and evidence must be in place to show this. If the pupil is making no or little progress, then the SENCO and class teacher would work together to identify what area of difficulty the child had. This would fall under one or more of the broad areas of SEN/D which are:
 - * Communication and interaction
 - * Cognition and learning
 - * Social, mental and emotional health
 - * Sensory and/or physical

The teacher will then receive a list of resources to aid the child in these difficulties. If then the child was still making little or no progress, then the class teacher and SENCO will move to step 3.

3. **Enhanced Quality First (In-class support):** The teacher will plan for extra support within the class. This will be through adaptations to teaching and possibly TA support if necessary. The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she should still retain responsibility for the child's targeted planning and support. If progress is being made, then the child will stay at step 3 with close monitoring. If no progress is made, then step 4 will be followed. Clear monitoring and tracking will continue.
4. **Intervention (SEN/D Support):** At this stage parents may be informed as there may be a need for outside agencies to become involved to offer advice and support to the class teacher on how best to move the child forward. The child will also receive small group or 1:1 interventions outside of the main class teachings. Parents must be notified whenever it is decided that a pupil is to be provided with

SEN/D support. The class teacher and/or SENCO will discuss steps and support to help the child make progress. This will be a discussion about what interventions and support the child may need to help their area of SEN/D. It may also include access arrangements if appropriate. Clear monitoring and tracking will continue.

5. **Cause for Concern (Additional SEN/D Support):** At this point your child will have been identified by the class teacher and SLT as a cause for concern due to the lack of progress in one of the four areas of SEN/D (ref to step 2). If external agencies had not been involved previously they would be contacted at this point such as; Educational Psychologists, Inclusion Consultants, Together Trust, CAHMS and CAF. Clear monitoring and tracking will continue.
6. **SEN:** At this stage your child will be identified as having a clear SEN/D difficulty. Clear monitoring and tracking will continue within school and other agencies. This will also be the stage that may require High Needs Funding and the final stage within school of an Education, Health and Care Plan.

Throughout all stages and steps your child will be monitored and tracked during each term by the class teacher, Assistant Head and Head Teacher. The SENCO will monitor each term and discuss targets with the class teacher. Each target will be reviewed by the date arranged. Parents and children when possible will also be involved in target setting and a meeting should take place with the SENCO and if necessary the class teacher.

Children may skip steps if essential and can move forwards and backwards at any given time when necessary.

A report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor is encouraged to take a full challenging role regarding the progress of these children with both the SENCO and Head-teacher.

Schools are not expected to meet the costs of more extensive support from the core funding. St Mary's will have provided additional support which costs up to a nationally prescribed threshold per pupil per year. However, when the cost exceeds this level then Sefton Council may provide Top-Up/High Needs Funding if evidence of a graduated approach is in place. This would need to include clear costs of what the school is providing and what is in excess of the national threshold.

Complaints from parents of pupils with SEN are dealt with in accordance with the School's Graduated Response. In the unlikely event of a parent being dissatisfied with the school's response to a complaint, the parents would be advised to follow the school's agreed complaints procedure.

OUTCOMES

In this school all learners, including those with special educational needs, will have their needs met fully so that they thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEN/D are included, treated as favourably as others, and given appropriate access to the curriculum teaching and learning.

(Note: If a family discloses any information about illness or disability affecting the child or members of the family, any sharing of that information will be done on a need-to-know basis and only with the consent of the pupil/parent unless there is a safeguarding issue).