



St Paschal Baylon  
Catholic Primary School

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Following In The Footsteps Of Christ

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**SPECIAL EDUCATIONAL NEEDS AND  
DISABILITY POLICY STATEMENT**

Revised September 2017

## BACKGROUND INFORMATION

St. Paschal Baylon Primary School presently has approximately 367 boys and girls aged 4-11 on roll who come from the residential areas of Bowring Park and Childwall. Within each year group there are identified pupils with specific educational needs.

This policy document is a statement of the aims, principles and procedures for the provision of Special Education at St. Paschal Baylon School. It emanates from the aspirations of our Mission Statement and is based on:

- the SEND code of Practice (2014)
- Identification and Assessment of Special Educational Needs (Education Act 1994)
- Other relevant documentation.

### Contact Details regarding SEND

- The class teacher should always be the first point of contact regarding any questions or queries about a child in their class.
- The school SENCO is: **Miss L. Kavanagh**. She can be contacted by ringing the school directly or calling into the school office to make an appointment.

### Aims and Objectives of this Policy

All SEND provision is based on robust Policy, practice and procedures.

We value the individuality of all our children and are committed to giving all of our children every opportunity to achieve the highest of standards. We actively seek to remove the barriers to learning that can hinder or exclude individual pupils, or groups of pupils. We promote the individuality of all our children, irrespective of ethnicity, religion, attainment, disability, gender or background.

We believe that all children have the right to learn together. Children should not be devalued or discriminated against because of their disability or learning difficulty. Only inclusion has the potential to reduce fear and to build friendship, respect and understanding.

With these beliefs in mind, we therefore intend that the school curriculum is developed to be more inclusive by:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals or groups of pupils.

## Identification of SEND

- The School operates a graduated approach as outlined in the SEND Code of Practice 2014.
- The school's particular arrangements for assessing and identifying pupils as having SEN also form a part of our published **Local Offer** which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality. The local offer is available on our school website and online at the Children's Services Directory.
- We recognise the definition of SEN as stated in the Code of Practice 2014:  
    **"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age"**. (p83)
- The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEN Support'.
  - We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEN Code of Practice 2014 (p86) are **'Communication and Interaction'**, **'Cognition and Learning'**, **'Social, Emotional and Mental Health Difficulties'** and **'Sensory and/or Physical needs'** and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently.
- Although the SENCO has overall responsibility for the identification of pupils with SEN in the school, it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking data, RAISE online data or equivalent and other published school data.

At St Paschal Baylon School we also use a number of indicators to identify pupils' special educational needs. Such as:

- Close analysis of data including: EYFSP, termly and yearly assessments, reading ages and annual pupil assessments.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools. Information from other services.
- Very close liaison at the outset with EYFS staff and the SENCO and parents.

**What is not SEN but may impact on progress and attainment may include:**

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC
- Being a child/young person of servicemen/women
- EAL

**How St Paschal Baylon School teaches pupils with special educational needs**

- The school follows the guidance outlined in the SEND code of practice 2014 to inform and support our teaching of pupils with SEND.
- Differentiated quality first teaching is a priority for all pupils in the school including those with SEND.
- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place. Class teachers in collaboration with both the child/young person and parents/carers create an Individual Learning Journey with specific learning targets and provision designed to move that child/young person's learning forward.
- The SEND support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).

## How St Paschal Baylon school adapts the curriculum and the learning environment for pupils with special educational needs.

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and which is also available on the school's website.
- The school is proactive in removing barriers to learning and staff have attended training on the successful teaching of and provision for pupils with dyslexia, ASD and ADHD. Teachers strive to incorporate all of these strategies into their teaching and adapt their learning environments to suit the needs of these learners.
- The school increases and promotes access for disabled pupils to the school curriculum through adapting the curriculum and adapting learning environments and ensuring that activities, trips and opportunities offered to pupils are equally available to all pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- The school has improved access to the physical environment of the school with ramps that allow easy access to the main school building and the playground. There is a disabled access toilet situated at the front of the school. The school is all on one level and is open plan, allowing easy access to all learners, staff, parents and visitors.
- The school strives to improve the delivery of information to pupils with SEND and their families when appropriate for disabled pupils. The school can adapt information sent out to pupils and their families in the case of disability.

## How St Paschal Baylon School assesses and reviews the progress of pupils with special educational needs

- The school follows the guidance as outlined in the SEND code of Practice 2014 in combination with our own assessment policy for the assessment and review of pupils with special educational needs. Therefore we follow the **assess, plan, do review** cycle as outlined below.

**ASSESS:**-In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behavior and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed at least termly in our school and in some cases of pupils with SEND, half termly.

**PLAN:** - We recognise that we **must** formally notify parents if their child is being provided with SEND support despite prior involvement and communication. The teacher (and SENCO – where

necessary) agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

**DO:** - The School's SENCO is available to support the class teacher if required in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

**REVIEW:** - Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan – formally known as statements of special educational needs). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO's role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

### How St Paschal Baylon School manages the needs of pupils who qualify for SEND support

- In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published and can be seen on the School's website and the Liverpool Family Services directory.
- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions addressing areas of need it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in St Paschal Baylon

School include for example Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services to name a few. Copies of all paperwork such as reports of assessments and recommendations are given to parents and the SENCO is available for discussion around these reports. The SENCO keeps up to date records of any involvement of external agencies with pupils with SEND and shares relevant information with the pupil's class teacher and other relevant parties with the permission of parents. This information is also passed on to future education providers as times of transition. (for example when a pupil transfers into secondary education)

- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEND Support.

**How St Paschal Baylon School works with parents and carers in planning for provision and reviewing progress, and how you support them in accessing information** (The school's SEND information report is available on the school website.)

- At St Paschal Baylon School we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEND support outside school as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide.
- The school's Local Offer outlines the provision available for children with SEND in our school and is available on our school website. Parents are encouraged to access the local offer online. Parents' views are welcomed and the school actively seeks the views of parents at all review meetings, parents evenings and annual review meetings. If parents have any queries regarding SEND in relation to their child, the class teacher and/or SENCO are always available by appointment where parental views are listened to.
- Where a pupil is receiving SEND Support the school endeavors to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities

and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.

- At all stages of the SEND process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.
- The SENCO produces an annual SEND information report which details the school's provision for pupils with SEND and analyses the impact of this provision. The SEND information report will be published on the school website.

#### **How St Paschal Baylon School enables pupils with SEND to participate in all activities together with pupils who do not have SEND**

- At St Paschal Baylon School we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children/young people are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the SENCO monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.

#### **What support St Paschal Baylon School offers for improving the emotional, mental and social development of pupils with special educational needs.**

St Paschal Baylon 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 self esteem or other issues such as neglect.

At St Paschal Baylon School we have clear processes to support children and young people and this is linked to our policies. These policies include detail 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:

- KSI nurture group
- KS2 nurture group
- Circle time and PSHCE sessions
- Participation in the Seedlings project
- Training staff on how to recognise and manage symptoms of anxiety in children

**How senior leaders and governors at St Paschal Baylon School 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 Paschal Baylon School is **Mrs C Kelly**. She can be contacted via the head teacher or Chair of Governors. The SEN Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN 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 to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitoring 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'. The SEND Governor will also liaise with the SENCO 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 SEN 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 Individual Learning Journeys and Annual Review meetings.
- Raise online or equivalent
- Progress made through 'small steps programmes of assessment' such as PIVATS.
- Reports provided by outside agencies including Ofsted.

### **What training on SEN will be available for teachers, support staff and the SENCO.**

The SENCO has successfully completed the National SENCO award qualification.

All primary schools within a SEN Consortia share best practice and offers support within the locality. Training on SEN is arranged through these and with the support and involvement of the services attached to these. The training is needs led and linked to the school development plan, needs of the particular consortia and the school's Local offer. Specific training can be provided for the SENCO, Teaching Assistants, whole school and parents. Liverpool school Improvement service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN Information report.

### **How SEND is funded at St Paschal Baylon School.**

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCO along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The school budget allocation for SEND is detailed in the SEND information report. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

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 resources;
- In class and withdrawal support from a specialist teacher or support staff;
- Specific resources for learning environments;

Some individual pupils with a high level of additional or complex needs may need specialist resources and/or provision that cost above and beyond what the school's notional SEND budget can allow. In these cases the SENCO can apply to the Local Authority for Top Up Funding to help support that individual pupil. This process is done in consultation with parents and involves providing detailed evidence of how the funding will be spent and proof of the need for this level of funding. The application is considered by a panel before being approved. This application process needs to take place annually.

### **How St Paschal Baylon school supports pupils with medical conditions**

- The school follows the Local authority guidance and the guidance outlined in the special educational needs code of practice 2014 when supporting pupils with medical conditions.
- The school has a policy on administering medication and supporting pupils with medical conditions which can be accessed on the school website.
- Where a child has a medical condition, a medical care plan is devised in consultation with and with the permission of parents/carers and a medical opinion is sought where appropriate and possible.
- This care plan is reviewed with parents/carers regularly.

How St Paschal Baylon School approaches its statutory duties in terms of increasing its accessibility over time.

- The school has an Accessibility Plan and Disability Equality Scheme which can be accessed via our school website.
- All pupils at St Paschal Baylon School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self esteem and confidence that will lead to pupils making relevant progress that is closely monitored.
- Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.
- The school's Teaching and Learning Policy promotes best practice towards students with SEND.
- Provision Mapping feeds into the SEND provision provided by the school. There is a focus on outcomes to ensure that all pupils experience success.

Following The Equality Act 2010 which states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments in our school may also include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

How St Paschal Baylon School handles complaints from parents/carers of pupils with SEND about SEND provision.

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEND Governor. All complaints follow the school's complaints procedure. A copy of the school Complaints Policy is available at the school office.

Managing parental complaints related to SEND may involve any of the following:

- Meetings with the parents/carers are arranged, perhaps involving a mediator
- Key issues are identified including where there is agreement.

- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made.  
Any behaviour logs should ensure strategies are included and shared with parents/carers.

### **Roles and Responsibilities for SEND at St Paschal Baylon School.**

- The school follows the guidance in the SEND code of practice 2014 and promotes the philosophy that the class teacher has full responsibility for the teaching and learning of all pupils in their class including those with SEND. It is the responsibility of the class teacher to assess pupil progress and to ensure progress and attainment for all pupils in their class.
- The SENCO shares responsibility with the rest of the staff within the school and the governing body, with the particular support of the SEND governor. The SEND Governor at St Paschal Baylon School promotes the development of SEND provision in the ways outlined earlier in this policy.

The Governing Body will report annually on the success of this policy under the statements listed in 'The aims and objectives of this policy'

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

- Findings of the SEND information report including its Local Offer.
- Reports presented by the Head teacher, SENCO and Link SEND Governor
- Parents/carers
- Pupils
- Outside Agencies with evidence of joined together working.

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 their agreed 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 Provision mapping and related interventions and person centered planning reviews from Education, Health and Care plans and EHATs.
- Raise online
- Reports provided by outside agencies including Ofsted.

### **The role of the SENCO**

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- advising and supporting colleagues

- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting.
- The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually and overseeing and updating the school's SEND information report in line with statutory guidelines.
- Co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- Monitor and support a graduated approach of Assess, Plan, Do and Review.
- Ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision.
- Review the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis.
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Ensuring that the school keeps the records of all pupils with SEND up to date for example participation of pupils in clubs and activities.

In line with good practice reference to children with SEND is included in all our policies.

This SEND Policy was produced in **November 2016** and reviewed in **September 2017** by the SENCO (Miss L. Kavanagh) in consultation with the Head teacher and governing body with reference to Local Authority guidelines and the SEN code of practice 2014 (updated in 2015.) It will be reviewed in **September 2018**.