



St Paschal Baylon
Catholic Primary School

Following In The Footsteps Of Christ

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY STATEMENT

Revised January 2025

Special Educational Needs and Disability Policy and Guidance Notes

DATE FINALISED - January 2025

DATE TO BE REVIEWED – January 2026

St Paschal Baylon Catholic Primary School



Section 1:

Name of SENCO – Miss L Kavanagh

Assistant SENCOs – Miss L Wilson

National Award for SEN Coordination (NASCO) Status – Passed in 2012 (Clause 64, C & F Act 2014)

Contact Details of SENCO – 0151 7220464

Email: admin@paschalbaylon.org.uk

The SENCO will be contactable during school hours and will use their best endeavours to respond within 48 school hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The role of the SENCO at St Paschal Baylon Catholic Primary School is a member of our Senior Leadership Team. The policy was developed in collaboration with staff and governors with the views of parents/ carers and children in mind to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher, Mr Flood, advocates and works closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND – Mrs C Kelly

Section 2

Aim :

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. Our school is a Rights Respecting School and we strive to ensure all children are aware of their rights (as outlined in the United Nations Convention for the Rights of the Child) and that all children have equal access to all rights, including the right to an education.

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 and the delivery of high quality, adaptive teaching has the potential to reduce fear and to ensure academic progress and also ensure children feel confident and resilient enough to build positive relationships based on mutual respect and understanding.

Objectives

At St Paschal Baylon Catholic Primary School we will fulfil our aim through the following objectives:

1. To identify and provide for children and young people who have special educational needs, disability and additional needs
2. To work within the guidance provided by the SEND Code of Practice (January 2015)
3. To operate a whole school graduated approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, support staff and other key individuals or services
5. To provide support and advice for all staff working with special educational needs pupils

Section 3: Identifying Special Educational Needs and Disabilities

At St Paschal Baylon Catholic Primary School we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. **Before the SENCO becomes involved** we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which 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

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. We understand that there may be a range of emotional or social factors that can affect how a child is learning and progressing and we place an emphasis on class teachers getting to know children individually and ensuring positive relationships are fostered to enable them to offer support and expertise in these areas.

However, the school may use slow progress as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach** (See Section 4). The teacher will begin by reflecting on any adaptations they can make to their practice to support the pupil and put in some short term, planned intervention. If progress continues to be slow after this, it may be appropriate, after discussion with parents/ carers for the pupil to be placed on the School SEND Register at SEN Support Level. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in place additional support through adaptation of the learning environment, teaching methods, learning resources or other interventions designed to secure better progress, where required.

The school will always look at the whole picture and consider what is NOT SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Where a child presents with challenging behaviours in school, this will always be considered as a method of communication from the child in the first instance and staff will always consider if behaviour is a response to an underlying or unmet need which we will aim to recognise, identify and support effectively.

Section 4: The Graduated Approach

- At St Paschal Baylon Catholic Primary School, we believe that all children have the right to high quality teaching. We strive to provide all children with high quality, carefully planned and well resourced lessons delivered by teachers who understand the needs of all of the children in their class. **It is the responsibility of the class teacher to monitor the progress and development of the children in their class through daily observation and informal assessment, followed up by regular, more formal assessments**
- The class teacher is accountable and responsible for identifying if a child in their class is making less than expected progress and should make reasonable adjustments to the learning environment, their teaching delivery and use of resources. They are also responsible for directing any support staff assigned to their class to provide support in lessons for these pupils. **High quality teaching, differentiated and personalised for individual pupils is the first step in responding to pupils who have or may have SEN. The school acknowledges that additional support and/or group intervention cannot compensate for high quality adaptive teaching delivered by a qualified teacher.**
- If a pupil continues to make less than expected process and teachers consider that there may be a barrier to learning related to SEND, they discuss this with the SENCO who may carry out an observation of the pupil in class, look at the pupil's work **over time** and explore the pupil's performance in class assessments. The SENCO may also carry out some informal assessments or screening processes with the pupil in order to identify a likelihood of any specific learning difficulties. Parents are consulted at each stage of this process. At this stage, it may be decided to add the pupil to the school SEND register. This is known as SEN Support and is the **second step** in the Whole School Graduated Approach to supporting pupils with SEND. It means that support is being provided which is above and beyond that which is provided for all children as part of quality teaching (see Section 5 for how a pupil's needs are managed on the school SEND register).
- Some children's needs may require an assessment from an outside agency such as an Educational Psychologist or another outside specialist agency e.g. SENISS. These decisions are made by the SENCo and parental consent is always sought before inviting outside agencies into school to work with a child. Allocation of provision from some outside agencies is operated via a Consortia model where our school works with other schools in the area and time and funding is allocated through this group of schools based on need. Other agencies, such as the Educational Psychologist, operate a traded model and the school sets aside a set amount of money in its budget to purchase a set amount of sessions each academic year from this service.
- Some children's needs may be more complex or profound and require a high level of support that is above and beyond that which a child on SEN Support receives. The child may be unable to access the full Early Years or National Curriculum, may have significant difficulties with speech and/or social communication or may have significant difficulties with moderating and regulating behaviour

and emotion. In these cases, the school and parents may choose to apply to the Local Authority for an assessment for an Education Health and Care Plan (EHCP) for that pupil. An EHCP can be banded into categories or Bands of need ranging from 1 -4 and it sets out specific outcomes and provision for that pupil, supplying an allocation of funding to contribute towards the cost of providing this according to the Band the pupil is assessed in. An EHCP is the **third step** in the Whole School Graduated Approach to supporting pupils with SEND.

The role of the SENCO requires that they hold QTS and hold the National SENCO Award or equivalent. The Headteacher and Governors developed the role of the SENCO in accordance to the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families. At St Paschal Baylon Catholic Primary School the SENCO is supported in her role by one Assistant SENCO.

The role of the SENCO in our school includes the following duties and responsibilities:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant designated teacher where a Looked After pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- co-ordinating the liaising with parents of pupils with SEN where outside agencies are involved
- 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 head teacher 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 SEN up to date

Section 5: Managing Pupils Needs on the Send Register through The Graduated Approach and Exit Criteria

When supporting children with SEND, the school adheres to the statutory guidance set out in the SEND Code of Practice (2015)

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. Teachers take the time to get to know individual pupils, what they like and dislike, their areas of strength and areas they need support with. All of this information is included in an Individual Pupil Profile which is produced by the teacher in collaboration with the child and his/her parents.

Assess: Class teachers are constantly assessing children informally throughout the academic year and formally assess them at least half termly. Pupil progress data is analysed by both the class teacher and the Assessment Leader. Pupil progress data is shared with the Senior Leadership team which includes the SENCO on a termly basis. Any pupils who are not making expected progress, are identified and class teachers plan provision to enable those children to make progress.

Where children have significant additional needs or require a highly individualised curriculum, progress is assessed through the use of PIVATs which are a method of measuring small steps of progress within a given level. Whole staff training on using this method of assessment was delivered by a specialist teacher from SENISS and is regularly reviewed and updated. When children are assessed using PIVATs, the information is always shared with the child, parents and outside agencies where applicable.

Plan: Class teachers are responsible for identifying the next steps in children's learning and for planning differentiated lessons, activities and intervention to support children in making progress. They are also responsible for ensuring that they deliver appropriate provision in their classroom environment (such as visual aids, practical apparatus, appropriate seating arrangements etc) to support children with additional needs to access the curriculum. Children on the SEND register also have an Individual Learning Journey with specific targets for children to achieve as well as planned methods for the children to meet those targets. Parents are always invited to attend termly Individual Learning Journey planning meetings and discuss targets with the teacher. Where age and ability appropriate, the child is also included in the discussion about their learning targets.

Do: Class teachers are responsible for ensuring that the planned lessons, activities and/or interventions are carried out. Class teachers ensure that all pupils receive quality teaching and small group/ individual support where necessary from themselves within lessons. There may be times when targeted support including intervention programmes is provided by another member of staff such as a teaching assistant or another teacher. The class teacher works closely with other adults who work with children in their class, over-seeing provision and discussing progress and next steps with them. The class teacher remains responsible for the planning and reviewing of this support even when it is delivered by another member of staff.

Review: The class teacher reviews the child's progress against the targets set. Parents and the child, are included in a review of the Learning Journey. New targets are then set and the assess, plan, do, review cycle continues.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

Children with more complex needs and who have an EHCP will also have an Annual Review meeting each year involving parents, key school staff and any other relevant professionals who are working with the child. At this meeting the child's progress is reviewed in relation to the outcomes on the EHCP and any necessary changes to the EHCP and the provision outlined within it are discussed and sent to the Local Authority for approval.

Some children may reach a point where their learning and progress comes back in line with national expectations and they no longer require support which is above and beyond that which is provided for the majority of children. There may also be some children who are on the SEND register for specific reasons e.g. a speech and language and communication need that is present in the earlier years and requires additional support and provision but this improves over time and the child's needs are no longer a barrier to their progress and development. In these cases, the child's teacher, after discussion with the SENCO, will discuss with the child's parents about removing them from the SEND register and continuing to monitor their progress through universal teaching (Step 1 on the Whole School Graduated Approach). If parents/ carers are in agreement, they sign a form to show that they agree to their child being removed from the SEND register. It is always made clear that if barriers re-occur or new barriers to learning develop, a child may be placed back on the SEND register following the Graduated Approach.

Section 6: Supporting Pupils and Families Throughout the Graduated Approach to SEND

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website and available as a printed copy at our Main Reception and is updated regularly. We guide parents towards the LA Local Offer <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10> for information about wider services which can be found across Liverpool and the wider Merseyside Area. In addition to information about the personalised support we offer your child, we also provide information in our report about:

- Our Admissions Policy (available on the school website)
- Our links with other agencies
- Our arrangements for examination and assessment access
- Our transition arrangements

At St Paschal Baylon Catholic Primary School we operate a person centred approach and we ensure that parents and children are listened to and their views taken into account when we plan, deliver and review our support for the children on the school SEND register.

Parents' views are welcomed and the school actively seeks the views of parents at all review meetings, parents' evenings and annual review meetings. Parental views are recorded on the review sheets at each termly review. If parents have any queries regarding SEND in relation to their child, the class teacher and/or SENCO/ Assistant 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 (at least termly) 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.

Children also contribute to the review meetings and share their views on their own progress and the targets that they are set. Their views are also recorded on the review forms. All records of reviews including pupil and parent voice are stored securely in school and copies are given to parents for their own records.

Section 7: Supporting Our Children/Young People with Medical Needs

At St Paschal Baylon Catholic Primary School we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website.

Section 8: Monitoring and Evaluation of SEND

SEND provision in the school is regularly monitored and evaluated. The SENCO monitors the provision and support in school for pupils on the SEND register through reviewing the Individual Pupil Profiles and Learning Journeys each term. The SENCO has developed a whole school provision map which details the provision for all SEND pupils in the school. The impact of this provision is evaluated and monitored through both the termly review process of Pupil Profiles and Learning Journeys and also through analysis of pupil progress data as part of termly Pupil Progress Meetings with the Headteacher and the Assessment Lead.

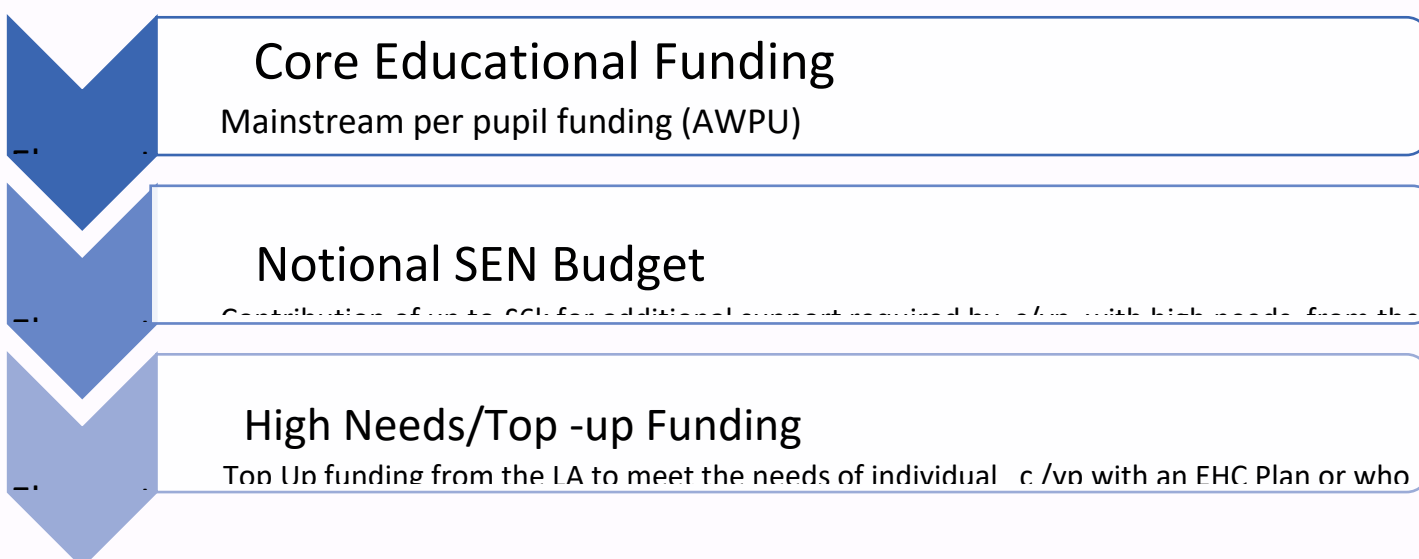
The SENCO has regular meetings with the SEN governor who holds the SENCO to account for the provision for and progress of the pupils with SEND in the school. The SEN governor undertakes Learning Walks with the SENCO where the provision for pupils with SEND can be observed, reviewed and evaluated. This regular process of monitoring and evaluation promotes an active process of continual review and improvement of provision for all pupils. It informs the SENCO's Action Plan for SEND each year and contributes to School Evaluation Forms and School Development Plans. It also informs future staff training plans to ensure that all staff have the knowledge and expertise required to provide high quality, informed support to all pupils.

Section 9: Resources and Training

Funding for SEND in Mainstream Schools

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENCO.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development and CPD

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Early Career Teachers) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of the individual children who will be in their care. The Whole School Graduated Approach to supporting children with SEND and the format of the Individual Pupil Profiles and Learning Journeys is explained to all new permanent and long-term temporary members of staff. The training needs of all staff are identified and regularly reviewed and any updates to training or new training that is required is sourced and put into action as soon as is practically possible. This can be in the form of individual staff members attending specific training relevant to their role or whole staff training. The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools.

Section 10: Roles and Responsibilities

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High Quality Adaptive Teaching to support children and recognise how the SENCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at St Paschal Baylon Catholic Primary School these include;

- The SEN Governor is Mrs Colette Kelly. She meets with the SENCO and monitors the progress of pupils with SEN
- The school employs 14 support staff. They carry out a range of roles across the school including 1:1 support for children with high levels of need, small group work and the delivery of various intervention programmes alongside the general role of classroom assistant. They work closely with the class teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Miss L Kavanagh
- The member of staff responsible for Looked After Children is Miss L Kavanagh
- There are designated members of staff responsible for managing the medical needs of pupils. All staff in the Early Years also have an enhanced Paediatric First Aid certificate.

Section 11: Storing and Managing Information

All paper information relating to SEND children is stored securely in school in individual files in a locked cupboard in school for the duration of the child's time in the school. When the child leaves the school to transfer to a new setting, consent is sought from the parents of the pupil to transfer these SEND files to the new setting. This is done securely and the files are signed for by both the current SENCO and the SENCO of the new setting. Prior to this handover, all information is electronically scanned and stored securely in the school's data base for a minimum of 15 years (or until the pupil is 25). They are then deleted from the system. The school does not share any SEND information about a child with any agency (other than that which is on the school census at point of transfer) unless consent is obtained from the parents of the child or with the consent of the pupil once they are over 18.

Section 12: Reviewing the Policy

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve staff, governors, children and parents in policy development and make sure the SEND Policy reflects our current working.

Section 13: Accessibility

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed regularly, barriers are identified, and plans put in place to remove them.

Parents/carers can contact key staff about accessibility by phoning or emailing school during school hours and requesting to speak to the Headteacher or Deputy Headteacher.

Section 14: Other Policies Relating to SEND

- The Equality Policy
- The Accessibility Plan
- Mental Health and Well-being Policy
- SMSD Policy
- Curriculum Policies
- Admissions Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding/ Child Protection Policy
- Supporting Medical Conditions Policy
- Remote & Blended Learning Information

Section 15: Emergency Planning (e.g. Covid-19 Response)

In the event of an emergency incident e.g Covid-19 pandemic leading to the closure of school sites, the school will always strive to ensure that the needs of all children continue to be met.

Where schools are allowed to remain open for face to face teaching for vulnerable group, children with an EHCP and those on the SEND register will always be offered a place in school wherever it is possible.

In the event of children needing to work from home, class teachers will provide work that is differentiated to suit the level and needs of the learner and will contact children (and parents) via telephone and/or Zoom to offer support and input with home learning and also to check on pupil well-being.

The school will make learning tasks as accessible as possible via Google Classroom but will also provide work in paper format if this suits the needs of the child more.

The SENCO will oversee this provision throughout the period of time that the emergency plan is in operation and will also carry out weekly phone calls to parents of children with an EHCP or who are on the SEND register and who are not in school to ensure that parents and children are receiving the education and support they need.

Section 16: Dealing with Complaints

St Paschal Baylon Catholic Primary School always strives to ensure that all children access the education they deserve and receive the support they need and we always act in the best interests of the children in our care. However, if a parent/ carer has any issues with the support or provision the school provides, we would urge them to contact school and ask to speak to the SENCO or Headteacher where we will always listen to their views and endeavour to resolve any issues as quickly and efficiently as possible. However, if parents/ carers feel that their issues are not resolved after this, a copy of the school's Complaints Policy is available on the school website or a hard copy can be obtained from the school office.

Compliance

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

Policy completed by – Miss L Kavanagh