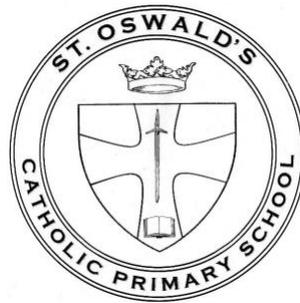


St Oswald's Catholic Primary School



Special Educational Needs & Disability Policy and Guidance Notes

Date finalised – December 2020
Date to be reviewed – December 2021



Mission Statement

This is St Oswald's Catholic Primary School's policy for Special Educational Needs and Disability and is set within the context of the whole school aims and Mission Statement:

"Together with Jesus, we will learn and grow in Faith".

St Oswald's Catholic Primary School Mission Aims are:

Gospel values

With Jesus by our side, we will live out the Gospel values in all that we think, say and do.

Education

We will strive for excellence in our ever-changing world, by promoting a love of lifelong learning.

Community

By welcoming and working in partnership with the wider community, we will celebrate diversity through respect for others.

Name and contact details for the SENDCOs.

Miss Jacqueline Jones.

Bachelor of Arts Hons in English Language and Literature with Qualified Teacher Status.

Post Graduate Certificate of Special Educational Needs Coordination.

Contacted directly at the school on 0151-228-8436 or via email at:

jjones@stoswaldsschool.com

Miss Hayley Kirwan.

Bachelor of Arts in Education Studies and Fine Art with design.

Professional Graduate certificate in Education (PGCE) in Primary English education with QTS.

Contacted directly at the school on 0151-228-8436 or via email at:

hkirwan@stoswaldsschool.com

The SENDCOs will be contactable during school hours and will use their best endeavors to respond within 48 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 SENDCO at St Oswald's Catholic Primary School is a Middle Leadership position (MLT). This policy was developed in 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, making 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 head teacher Mrs. Walsh advocates and works closely with the SENDCOs to ensure reasonable adjustments are made to the curriculum, teaching and 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. Jo Jones.

Aims and objectives of St Oswald's Catholic Primary School in relation to SEND provision – Statement of Intent

St. Oswald's Catholic Primary School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principle equality values to provide high-quality education to all its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, at St. Oswald's Catholic Primary School, we aim to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.
- Create an ethos and educational environment that is person centered; has the views and needs of the child/young person and their families/carers at its heart to encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND.

The school will work with the Local Authority (LA) within the following principles, which underpin this policy:

- The involvement of pupils and their parents/carers in decision making.
- The identification of pupil's needs.
- Collaboration between education, health, and social care services to provide support.
- High quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents/carers over their support.
- Successful preparation for adulthood, including independent living and employment.

At St. Oswald's Catholic Primary School, we will fulfil our aim through the following objectives:

- Reflect the Special Educational Needs and Disability Code of Practice 0 to 25 (January 2015) 6.36 (Page 99) "*Teachers are responsible and accountable for the progress and the development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*" Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- Adopt fully the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early and assessed and catered for within the school/setting with high expectations for the best possible progress.
- Work within a 'person centered approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- Encourage and engage the participation of children and parents/carers in the decision-making and the planning and review of outcomes with regard to their provision.
- Clearly identify the roles and responsibilities of school staff and the SEND governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- Be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

1. Legal Framework

1.1 This policy has due regard to all relevant legislation including, but not limited to the following:

- Children's and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Children Act 1986
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

1.2 This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) ‘Special Educational Needs and Disability Code of Practice: 0-25 years.
- DfE (2017) ‘Supporting Pupils at School with Medical Conditions’
- DfE (2020) ‘Keeping Children Safe in Education’
- DfE (2018) ‘Working Together to Safeguard Children’
- DfE (2018) ‘Mental Health and Wellbeing Provision in Schools’
- DfE (2015) ‘School Admissions Code’

1.3 This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equal Opportunities Policy:
- Data Protection Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Intervention Policy
- Supporting Children with Medical Conditions Policy
- Discipline & Behaviour Policy
- Complaints Procedure Policy
- Accessibility Policy

2. Identifying SEND within St. Oswald’s Primary School

“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.” (Special Educational Needs and Disabilities Code of Practice 2015 6.15)

2.1 The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils. We use a number of indicators to identify a pupil’s Special Educational Needs such as:

- Class teachers carry out and analyse regular assessments, including PIVATS and annual pupil assessments including standardised scores.
- Any teacher or support staff concerns through the use of cause for concerns forms.
- 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 between the infants and junior departments

2.2 With the support of the School Leadership Team (SLT), classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress. Pupil progress meetings then form part of a bigger conversation about concerns.

2.3 'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close an attainment gap
- The attainment gap is widened by the plateauing of progress

2.4 What is not SEND but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- A child being in receipt of pupil premium
- A looked after child
- A child of a serviceman/woman

3. Definitions

3.1 For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

3.2 Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

3.3 The school reviews how well equipped we are to provide support across the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and Physical

Communication and Interaction

3.4 Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty in saying what they want, they cannot understand what is being said to them or they do not understand or use social cues.

3.5 The school recognises that:

- Pupils with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, and language or social communication at different times of their lives.

3.6 The SENDCOs will work with pupils, parents/carers and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and Learning

3.7 Pupils with learning difficulties may require support – the school will offer learning support in line with its Curriculum and Intervention Policy.

3.8 The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENDCOs will ensure that any provision offered will be suitable to the needs of the pupil.

3.9 Specific learning difficulties (SPLDs) affect one or more specific aspects of learning. It encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health (SEMH) difficulties

3.10 Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behavior. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

3.11 The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Discipline & Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or Physical needs

3.12 Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age –related and can fluctuate over time
- A pupil with a disability is covered by the definition SEND if they require special educational provision

3.13 Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

3.14 The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCOs will ensure that their support needs are being met.

4. Objectives

4.1 The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND.

5. Roles and Responsibilities

5.1 The governing body at St. Oswald's Catholic Primary School will be responsible for:

- Communicating with pupils with SEND and their parents/carers when drawing up policies that affect them.
- Identifying, assessing and making provision for all pupils with SEND, whether or not they have an Education Health and Care Plan (EHCP).
- Securing the special educational provision called for by a pupil's SEND.
- Designating appropriate members of staff to be the SENDCOs and having responsibility for coordinating provision for pupils with SEND.
- Appointing dedicated teacher for Looked after Children (LAC) if appropriate.
- Making responsible adjustments for pupils with disabilities to help alleviate substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equal Opportunities Policy
- Preparing arrangements for the admission of pupils with SEND and facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and well-being.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than other, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils.
- Providing suitable, full time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHCP.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Preparing the SEND information report and publishing on the website.

5.2 The headteacher at St. Oswald's Catholic Primary School will be responsible for:

- Ensuring that those who are teaching or working with those with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupil's progress during the academic year.
- Co-operating with the LA during the annual EHCP reviews.
- Ensuring that the SENDCOs have sufficient time and resources to carry out their functions.
- Providing the SENDCOs with sufficient administrative support and time away from teaching to allow them to fulfil their responsibilities.
- Assisting in the governing board in appointing a designated teacher for LAC, who will work closely with the SENDCOs to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring that teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHCPs.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Consulting health and social care professionals, pupils and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's Pupil Confidentiality Policy.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board of the impact of SEND policies and procedures, including on pupil's mental health and well-being.
- Ensuring that the SENDCOs are provided with training, with an emphasis on mental health, on an annual basis.

5.3 The SENDCOs at St. Oswald's Catholic Primary School will be responsible for:

- Collaborating with the governing body and headteacher, to determine the strategic development of the SEND policy and provision in school.
- Working with relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with an EHCP.
- Liaising with relevant, designated teachers where LAC have 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 pupil's needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with Early Years providers, other schools, educational psychologist, health and social care professional, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with potential future providers of education to ensure that pupils and their parents are informed about their options, and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents/carers and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents/carers of pupils with SEND, who do not have an EHCP, that SEND provision is being made.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and in advising on effective implementation of support.

5.4. Teachers at St. Oswald's Catholic Primary School will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENDCo and where appropriate the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring that every pupil with SEND is able to study the full national curriculum
- Being accountable for the progress and the development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCOs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

6. Early Years (EYFS) pupils with SEND.

6.1 The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

6.2 The school will ensure staff listen and understand when parents/carers express concerns about their child.

6.3 The school will listen to any concerns raised by the children themselves.

6.4 The school will ensure that:

- The children with SEND get the support that they need.
- Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
- The SENDCOs are responsible for coordinating SEND provision.
- Parents/carers are informed when the school makes special educational provision for their child
- All information about how children with SEND are supported in school will be shared with families.

7. Children with specific circumstances.

LAC

7.1 Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

7.2 The school has a designated member of staff for coordinating the support for LAC.

7.3 Where the role is carried out by a person other than the SENDCOs, designated teachers will work closely with the SENDCOs to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL

7.4 The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English

7.5 The school will consider the pupil within the context of their home, culture and community.

7.6 Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

7.7 The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

7.8 The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

8. Admissions

8.1 The school will ensure it meets its duties set under the 'School Admissions Code' by:

- Not refusing admission for a child that has named the school in the EHCP.
- Considering applications from parents/carers of children who have SEND but do not have an EHCP.
- Not refusing admission for a child who has SEND but does not have an EHCP because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHCP.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHCP.

9. Involving pupils and parents/carers in decision-making

9.1 At St. Oswald's Catholic Primary School, we aim to work in partnership with parents/carers and to ensure that they are fully informed about all matters relating to

their child's special educational needs. 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.

9.2 Parents/carers of a pupil with SEND will be encouraged to share their knowledge of their child; the headteacher and the SENDCOs will aim to give them the confidence that their views and contributions are valued and will be acted upon.

9.3 Parents/carers will always be formally notified when the school provides their child with SEND support.

9.4 Decisions on whether the school will commission added provisions will be discussed thoroughly with the local consortia, parents/carers and, when appropriate, the pupil involved.

9.5 The planning that the school implements will help parents/carers and pupils with SEND to express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents/carers to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight a pupil's strengths and capabilities.
- Enable the pupil, and those that know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents/carers.
- Bring together relevant professionals to discuss and agree together the overall approach.

9.6 The class teacher, supported by the SENDCOs, will meet with pupils and their parents/carers regularly over the academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities. Personal Provision Plans and Reviews go home each term and parents are encouraged to feedback to school on both the initial plan and the review information.

9.7 At all stages of the SEND process, the school aims to keep parents/carers fully informed and involved. Parent's communications 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/carers, form an important part of monitoring and recording for the school. There are opportunities to talk to the SENDCOs every Wednesday when they have their specific SEND time.

10. Joint commissioning, planning and delivery

10.1 The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes.

10.2 The school will work closely with the local education, health and social care services to ensure that pupils get the right support.

10.3 The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

10.4 The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people at the national level.
- Numbers of local children with EHCP and their main need.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

10.5 The school's Data Protection Policy will be adhered to at all times.

10.6 The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND
- Increasing identification of pupils with SEND prior to school entry.

10.7 Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with their EHCP.

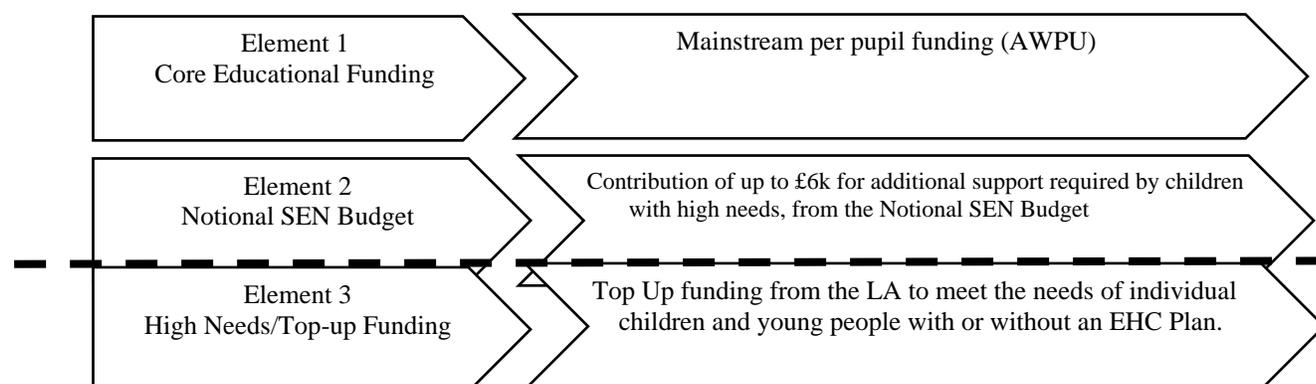
11. Funding

11.1 The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils. This is published on the school website and the Liverpool Family Services directory at:

<http://liverpool.gov.uk/schools-and-learning/special-educational-needs/send-local-offer/>

11.2 All schools receive an amount of money to support children with SEND. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to have a 'notional SEND budget' which caters sufficiently for the special educational needs of the children within their school. The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. This is not a personal budget for specific SEND children. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The Head teacher, SENDCOs and senior leaders have a key role in determining how this budget is used, for example to provide staff, interventions and targeted support.

11.3 The Educational Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:



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:

- Appropriate expertise staffing
- Specialist training for SEND roles.

- Learning Support Teachers and Teaching Assistants.
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively.
- Specialist books, resources and equipment.
- In class and withdrawal support from support staff
- Bought in professional services

11.4 Personal budgets are allocated from the LA's High Needs Funding block: the school will continue to make SEND provision from its own budgets, even if a pupil has an EHCP.

12. Local Offer

12.1 In developing and reviewing the Local Offer, the school will adopt the following approach:

- **Collaborative:** The school will work with LAs, parents/carers and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupil's and parent's/carer's needs, e.g. by broad age group or type of special educational provision. It will be well signposted and publicised.
- **Comprehensive:** Parents/carers and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision and appeal against decisions
- **Up-to-date:** When parents/carers and pupils access the Local Offer, the information will be up-to-date.

13. Graduated Approach

13.1 Differentiated and personalised quality first teaching is a priority for all pupils in the school including those with SEND. Teachers are responsible and accountable for the progress and development of all pupils in their class.

13.2 When deciding to make Special Educational provision for a child, the class teacher, SENDCOs and parents/carers should be involved. Where a pupil is identified as having SEND. Adjustments to teaching are made to try and remove barriers to learning and put effective provision in place.

13.3 Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- **Assess** – Establishing a clear assessment of the pupil's needs
- **Plan** – Planning with the pupil's parents/carers, the interventions and support to be put in place, as well as expected impact on progress, development and behaviour, along with a clear date for review.
- **Do** – Implementing the support and interventions, with the support of the SENDCOs
- **Review** – Reviewing the effectiveness of the support and interventions and making any necessary revisions

14. Assessment

14.1 The school will, in consultation with the pupil's parents/carers, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

14.2 Consideration of whether SEND provision required, and thus an Education Health and Care Plan (EHCP), will start with the desired outcomes and views of the parents/carers and pupil.

14.3 The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

14.4 The school will gather advice from relevant professionals and outside agencies about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve the desired outcomes. Parents/carers will always be informed and involved in the decision to procure the advice from a specialist, and consent will be required (except in child protection cases where a child is deemed to be at risk).

14.5 Where assessment indicates that support from specialist services is required, the school strives to ensure that the pupil receives this as quickly as possible. School prioritises the needs of the SEND children and specialist appointments are allocated on need. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in St Oswald's School include, Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, Sensory services and the ADHD Foundation.

14.6 Some children may have multi-agency involvement, and school will consider the criteria for the levels of need; where relevant it 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.

14.7 In tracking learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents/carers.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

14.8 Detailed assessments will identify the full range of the individual's needs, not just the primary need.

14.9 Where possible, pupils' needs will be identified under the 'SEND Code of Practice 0-25 years' broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

14.10 In the 'Review' stage of the Graduated Approach, if a pupil is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their need, then the school can ask for further support from the Local Authority. This can be via High Needs Funding or a request for an Educational, Health and Care Assessment (EHC) of Need.

14.11 All pupils are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND register are made in partnership with the parent/carer at the end of each monitoring process.

14.12 If a pupil has fully achieved outcomes recommended by a specialist agency and progress has been made with no further targets set, then the child will be removed from the school's SEND register. Their progress will continue to be monitored as

part of the school's assessment process. If necessary, the child can be re-referred. In some cases, children are discharged from a service when time is needed to consolidate targets given with the proviso that they will be referred once targets have been met. This is particularly the case for children working with the Speech and Language Team

14.13 For those pupils on the school's SEND register for Cognition and Learning difficulties, they will be removed from the register once significant progress is made and the gap is closed. Their progress will continue to be monitored as part of the school's assessment process.

15. Training

15.1 All primary schools in Liverpool belong to SEND Consortia, which provides opportunities to share best practice and offers support within the locality. Training on SEND is arranged with the support and involvement of the services attached to Consortia. 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 SENDCOs, Teaching Assistants, whole school and parents. Liverpool School Improvement service provides two SENDCO Briefings and an annual SENDCO 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. Training can also be accessed outside Consortia if it is needed.

15.2 Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCOs, as well as external agencies, where appropriate.

15.3 Training will cover both the mental and physical needs of pupils with SEND.

15.4 The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

15.5 Mental health will be a key consideration for all training that the SENDCOs participate in, along with any training that staff are given.

15.6 During staff induction, all staff will be given SEND training.

15.7 Training will cover the following:

- Identifying SEND pupils
- Liaising with the SENDCOs

- Implementing support measures
- Monitoring success of those support measures
- De-escalation techniques
- How to develop learning environments
- How to develop lessons so they are engaging for pupils with carrying forms of SEND
- Reasonable adjustments
- How to help with emotional development

16.Promoting mental health and wellbeing

16.1 The school employs staff to work with children who may have an SEMH need

16.2 The school will implement a Social, Emotional and Mental Health (SEMH) Policy.

16.3 The curriculum for PHSE will focus on promoting pupils' resilience, confidence and ability to learn.

16.4 Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

16.5 A child psychologist referral will be made where a pupil requires such services.

16.6 Where appropriate, the school will support parents/carers in the management and development of their child.

16.7 Family support officer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of the mentee.

16.8 When in-school intervention is not appropriate, referral and commissioning will be used instead. The school will continue to support the pupil as best as it can.

16.9 For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one to one support for the pupil.
- One to one therapeutic work with the pupil.
- An Individual Health Plan (IHP). All schools must comply with the statutory duty of caring for pupils with medical needs.

- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of health professional

16.10 The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

16.11 The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour. The school provides support for pupils' emotional, mental and social development through one to one and small group interventions.

16.12 The school employs two home/link officers to support families.

17. EHC Plans (EHCP)

17.1 The school will fully cooperate with the LA when research about the pupil is being conducted.

17.2 The school will provide the LA with any information or evidence needed.

17.3 All relevant teachers will be involved in contributing information to the LA.

17.4 If the school decides to implement an EHCP, the parents/carers and the pupil will be informed, including the reasons for this decision.

17.5 The school will meet its statutory duty to provide the parents/carers of the pupil with 15 calendar days to consider and provide views on the draft EHCP.

17.6 If the decision is taken not to issue an EHCP, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

17.7 If the LA decides not to issue an EHCP, the parents/carers of the pupil will be informed within a maximum of 16 weeks from the initial request of the EHCP.

17.8 The school will admit any pupil that names the school in an EHCP or EHC needs assessment process.

17.9 The school will ensure that all those teaching or working with pupil named in an EHCP are aware of the pupil's needs and that arrangements are in place to meet them.

17.10 All reasonable provisions will be taken by the school to provide a high standard of education.

17.11 Staff will be briefed about any potential problems and a procedure will be put in place to deal with certain situations.

17.12 The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

17.13 The school will ensure that each pupil's EHCP includes the statutory sections outlined in the 'SEND Code of Practice: 0 to 25 years', labelled separately from one another.

17.14 If a pupil's needs significantly change, the school will request a re-assessment of an EHCP at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a reassessment of the pupil whenever they feel it is necessary. Following the reassessment, a final EHCP will be issued within 14 weeks from the request being made.

17.15 The school will ensure that any EHCP information is kept confidential and disclosed on a need-to-know basis.

17.16 The school will ensure that any EHCP will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan.

17.17 The school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHCPs.

17.18 Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

17.19 The school will ensure that parents/carers are constantly kept involved throughout the implementation of an EHCP.

17.20 The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

18. Reviewing the EHCP

18.1 The school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least 2 weeks' notice of the date of the meeting.
- Contribute any information and recommendations about the EHCP to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHCP in order to create the greatest confidence amongst pupils and carers.
- See advice and information about the pupil prior to the annual review meeting from parties invited, and send any information gathered to all those invited, at least 2 weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of a meeting, which sets out any recommendations and amendments to the EHCP.
- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comments and make representations.
- Clarify to the parents/carers that they have the right to appeal the decisions made in regard to the EHCP.

19. Safeguarding

19.1 The school recognises that evidence shows that children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are a greater risk of abuse, including but not limited to, neglect and sexual violence or harassment.

19.2 The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or

disability without further exploration, e.g. peer group isolation, injury and changes to behaviour and mood.

19.3 The headteacher and governing body will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

19.4 Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes to behaviour or mood, or any injuries, and these indicators will be investigated by the Designated Safeguarding Lead in collaboration with the SENDCOs.

20. Transferring between different phases of education

20.1 EHCPs will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for, and where necessary, commissioning of support and provision at the new phase.

20.2 The review and amendments will be completed by 15 February in the calendar year of transfer at the latest for transfers into or between schools

20.3 The key transfers are as follows:

- Early years provider to school
- KS1 to KS2
- KS2 to KS3

21. SEND tribunal

21.1 All disagreement about an EHCP will be resolved as quickly as possible, without the child's education suffering.

21.2 In all areas, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

21.3 Following a parent/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHCP is in place.

- Where necessary, the headteacher will make relevant parties aware of the disagreement resolution service.

- EYFS parents/carers are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

21.4 The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'.

21.5 Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school.

21.6 If disagreements are not resolved at a local level, the case will be referred to the ESFA.

21.7 The school will fully cooperate with the LA by providing any evidence or information that is relevant.

21.8 All staff involved in the care of a pupil will cooperate with parents/carers to provide the pupil with the highest standard of support and education.

22. Supporting successful preparation for adulthood

22.1 The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next.

22.2 The school will engage with secondary schools, as necessary, to help plan for any transitions.

22.3 The school will transfer all relevant information about pupils to any educational setting that they are transferring to.

22.4 If a pupil has been excluded, the school has a duty to arrange suitable, full time education from the sixth day of the fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.

22.5 If it is the best interest of the pupil, the school may commission alternative provision, in line with any EHCPs in place, for pupils who face barriers to participate in mainstream education.

23. Data and record keeping

23.1 The school's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and involvement with specialists as part of its standard management information system to monitor progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of provision made for pupils with SEND.
- Show all the provisions a school makes which is different or additional to that offered through the school curriculum on a provision map.

23.2 The school keeps data on the levels and types of need within the school and makes this available to the LA.

23.3 The SEND information report will be prepared and published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years.

23.4 All information will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

24. Confidentiality

24.1 The school will not disclose any EHCP without the consent of the pupil's parents/carers, except for disclosure:

- To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabilities Persons (Services Consultation and Representation) Act 1986, or from the Children's Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and Las.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

24.2 The school will adhere to the Pupil Confidentiality Policy at all times.

25. Resolving disagreements

25.1 The school is committed to resolving disagreements between pupils and the school.

25.2 In carrying out its duties, the school:

- Supports early resolution of disagreements at local level.
- Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHCPs and tribunals.

25.3 The school's complaints Procedures Policy will be published on the school website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

26. Publishing Information

26.1 The school will publish information on the school website about the implementation of the SEND policy.

26.2 The SEND information report will be published on the school website.

27. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

28. Monitoring and review

28.1 The SEND policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents/carers of the pupils of SEND, and the relevant stakeholders.

28.2 All members of staff are required to familiarise themselves with this policy as part of their induction programme.

28.3 The next scheduled review date for this policy is **December 2021.**

How St Oswald's Catholic Primary School has responded to and supported children with SEND during the COVID-19 pandemic

As a result of the COVID-19 pandemic, St Oswald's Catholic Primary school has followed the relevant Government guidance regarding children with SEND, who have spent some time out of education, to return to full provision.

SENDCOs have ensured the continuation of the statutory requirements laid out in the SEND Code of Practice by:

- Making weekly KIT (keep in touch calls) to families of SEND children
- Continuing referrals to outside agencies
- Providing differentiated home learning packs for children with SEND
- Ensuring remote learning is accessible for SEND children and their families
- Writing and evaluating risk assessments for children with SEND
- Providing relevant support for all staff to maintain the learning, progress and wellbeing of all SEND children in our care
- Liaising with outside agencies on a weekly basis to provide the necessary provision for SEND children – arranging remote sessions with agencies to ensure this provision continues
- Continuing to implement the Graduated Approach of 'Asses, Plan, Do, Review' cycle in school
- Applying for and reviewing Educational, Health and Care Plans for individual children with SEND throughout national and local lockdown
- Applying for new High Needs applications and reviewing current High Needs applications for individual children
- Meeting with families and outside agencies remotely
- Attending SEND training remotely and feeding back to all staff
- Continuing professional development of SEND needs through on-line training sessions
- Keeping up to date with local and national SEND updates and changes and informing all staff.

Agreed at full governors December 2020.