



# Much Woolton Catholic Primary School

*'With Jesus we Love, Learn and Grow'*

## School Policy for SEND

Approved by the Governing body in October 2023

Signed \_\_\_\_\_ Chair of Governors

Signed \_\_\_\_\_ Head teacher

To be reviewed and revised in October 2025

# MISSION STATEMENT

## With Jesus we Love, Learn and Grow

### To do this we will:

- Be a Christian community that follows Jesus in living out Gospel values; 'With Jesus' (Christ centred)
- Be a beacon of light that shines out to others, sharing faith, hope and love; 'Love' (Community)
- Provide opportunities for all to grow and achieve by igniting a desire for life long learning; 'Learn and grow' (Education)

### Objectives: Christ Centred

- Provide quality collective worship and enriching liturgical celebrations
- Enable our children to acquire an excellent religious education and develop their relationship with God
- Encourage a sense of justice, peace and stewardship of our global community

### Objectives: Education

- Provide a stimulating curriculum that develops a passion for learning, curiosity about our world and enables children to be agents for change
- Value our pupils and staff, appreciating their uniqueness and individual talents, enabling them to be the best they can be
- Have high expectations of ourselves and others in all that we do
- Strive for all to reach their full potential by building resilience and having high aspirations

### Objectives: Community

- Create a safe, happy environment where all feel valued and welcomed
- Develop positive links between the school and parish
- Recognise that each person is an extraordinary work of art
- Take an active role in the stewardship of our local and global community that enriches the lives of others

## **1. The aims and objective of this policy are:**

- 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's 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, creating an ethos and educational environment that meets the needs of every pupil in the school setting;

With these beliefs in minds 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.

## **2. Responsibility for coordination of SEND provision**

The main responsibilities listed in this policy fall within the role Special Educational Needs Coordinator. The SENCO role is outlined as follows:

- Overseeing the day to day operation of the SEND policy including reporting the effectiveness of the SEND policy to governors.
- Coordinating provision for pupils with SEN.
- Liaising with and advising all colleagues.
- Managing and coordinating the work of Teaching Assistants.
- Overseeing the records of all pupils with SEND.
- Liaising with parents/carers of pupils with SEND.
- Contributing to whole school CPD/ training particularly the induction of new staff
- Liaising with and drawing upon the advice of external agencies and LA.
- Ensuring IEPs, IBPs, Group Plans or provision maps are in place and regularly reviewed.  
Assessing the progress of pupils with SEND (using all available data) ensuring that the progress of vulnerable groups is carefully tracked
- Following a graduated response to the assessment and provision of SEN with a clear focus on early identifications
- Supporting the Headteacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND policy, SEN provision and outcomes for pupils with SEND drawing up further priorities and actions in the School Development Plan.
- Ensuring a smooth transition across key stages and phases.  
Ensuring that all additional interventions are monitored for their impact.
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching.

The SENCO at Much Woolton School is Mrs Wilson/ Miss Corrigan  
They can be contacted directly at the school.

We acknowledge that the SENCO shares this responsibility with the rest of the staff within the school and the Governing Body.

- 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
- ensuring they understand the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEN present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEN is allocated by the schools
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitor the effectiveness of the SEND Policy.

The SEN Governor at Much Woolton School is **Mrs Bradshaw**. She can be contacted via the Headteacher or Chair of Governors

### **3. Arrangements for coordinating SEND provision**

The main methods of provision made by the school and coordinated by the SENCO are:

- Full-time education in classes, with additional help and support by class teacher subject teachers through a differentiated curriculum and/or access to a Teaching Assistant if required
- Tailored intervention that is regularly evaluated for impact.
- In-class support with resources or specialised equipment.
- Assessment/support from specialists within class or as part of an agreed and monitored withdrawal programme.

### **4. Admission arrangements.**

The Governing Body at Much Woolton School believes that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

*'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admissions' (Code of Practice 1:33)*

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignments

(Equality Act 2101 - Advice for school leaders, school staff governing bodies and local authorities)

## **5. Specialist SEND provision**

Provision for pupils at Much Woolton School with special educational needs and/or disability is the responsibility of the school as a whole with specialist guidance from the SENCO, the Governing Body, and the Head Teacher. All teaching staff are teachers of pupils with special educational needs. We adopt a graduated response to meeting special educational needs and/or disabilities.

The Code sets out a graduated response. The categories School Action and School Action Plus are now known as Special Educational Needs Support (SS). The aim is for support to be focused on individual needs and personal outcomes. School will work closely with parents in order for the child to reach his/her potential. We aim to ensure your child is happy, fulfilled and independent

### **Earlier identification of special needs is a priority for us.**

- A Pupil Support Plan is set. This includes specific, measurable, attainable and realistic targets which are set within a timeframe.
- Some children have a number of barriers to learning. They benefit from the involvement of outside agencies. Their needs, next steps and progress are discussed at the LEA Termly SENCO meetings.
- A child who is recognised as having more complex needs may need to access additional funding to that which school already provides. Where this is approved by the LEA a Provision Agreement sets out the provision and objectives for the individual child. This is reviewed annually.
- An education, health and care (EHC) plan for children with complex needs. This will replace the previous Statement level. This plan will place emphasis on personal goals and will describe the support your child will receive. This will coincide with a transition point e.g. when they move to Secondary.

Much Woolton's Information Report can be found on the school website.

- The LEA will be publishing their local offer which lists the services and support you and your child can access. This will be available on the web site.

## **6. How Much Woolton Catholic Primary 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.

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. 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 playgrounds. There is a disabled access toilet situated at the front of the school. The school can adapt information sent out to pupils and their families in the case of disability.

We also carefully monitor the extended out of school provision accessed by pupils with SEND, ensuring it is fully inclusive. Detailed records are kept using the school tracking system

### **7. Allocation of resources for vulnerable pupils, those with SEND.**

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 SEN funding in the following ways:

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

Specialist books and equipment:

- In class and withdrawal support from the SENCO, SEN Teacher or support staff
- Ramped access to the main buildings of the schools
- Disabled toilet facilities:
- Purchasing and maintenance of ICT and electronic equipment

### **8. Identification and review of pupil needs.**

The School operates a graduated approach as outlined in the SEND Code of Practice 2014.

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 child/ 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
- Sensory and/or Physical need.

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, online data or equivalent and other published school data.

P scales are used in accordance with QCA guidance (not for EYFS or EAL pupils) and are integrated with whole school assessment and moderation P scales are only used to monitor the progress of pupils working below National Curriculum Level 1 and those pupils older than mid Y1.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care and attention. Where there is uncertainty about an individual pupil the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings. EMTAS advocate the use of assessment materials and provide LA training to support teachers.

Individual Education Plans are reviewed termly and any necessary changes made. Parents/carers are invited to attend any Annual Reviews and have access to the SENCO through Parents Evening events.

At Much Woolton Catholic Primary 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.

## **9. 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 on pupil premium plus. LAC  
Being a child young person of servicemen/women  
EAL

## **10. Access to the curriculum, information and associated services.**

All pupils at Much Woolton 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.

Individual Education Plans feature significantly in the SEN provision provided by the school IEPs contain SMART targets to ensure that all pupils experience success.

Following the Equality Act 2010 it states that education providers must also make reasonable adjustments to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed providing extra support and aids (such as specialist teachers on equipment)

Relevant information is shared with parents/carers 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.

## **11. Evaluating the success of provision**

The SEN register is a fluid working document that is constantly updated and therefore the numbers of pupils on the register will be subject to change. A key element of evaluating the success of the SEND provision provided at the school is covered in the close monitoring of IEPs and Annual Reviews.

All teaching and support staff parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required.

Where interventions have not made the expected impact over the time frame allocated alternative provision may be offered and IEPs modified



## **12. Working in partnership with parents/carers**

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. It is hoped that this will assist in supporting pupils to reach their full potentials. Parents/carers are encouraged to make a full and active contribution to their child's education. The school prospectus contains details on special educational needs and parents/carers may request a copy of this policy.

This policy and a summary of this policy are available on the school's website.

## **13. Complaints procedure for parents/carers.**

Any complaints should first be raised with the SENCO, then if necessary with the Headteacher and finally, if unresolved with the SEN Governor

### **Managing parental complaints related to SEN (any of the following may apply)**

- All SEN complaints must follow the school's formal complaints procedure.
- The SEN Governor is consulted
- External advice may be sought
- Key legislation regarding the matter is identified
- Good levels of communication with the parents/carers are maintained throughout the process.
- Meetings with the parents/carers are arranged perhaps involving a mediator such as Parent Partnership
- Key issues are identified
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- IEPs are reviewed examining what progress the pupil has made.
- Any behaviour logs should include strategies included and shared with parents/carers.

## **14. CPD and training of staff**

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.

- Read Write INC (Phonics)
- Literacy and Language,
- Diabetes
- Allergy/ EpiPen training
- Epilepsy
- Dyslexia

Following the latest audit, training and support for this academic year is planned as follows:

Attachment

Emotional / Mental Health

Social skills training

ASD/ADHD training.

Speech and Language

### **15. Links to support services**

Much Woolton School works in partnership with outside agencies such as:

- SENISS
- Outreach support
- Health and Social Services
- Educational Psychology
- Educational Welfare.
- SEN Consortia
- Speech and Language
- YPAS

Members of these agencies are invited to meetings in school to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into IEPs and intervention/provision.

The school promotes the team around the school approach' and draws upon EHAT, where appropriate, to ensure early identification and assessment of SEN.

### **16. Links with other schools and clusters**

Prior to admission to Much Woolton Schools contact is made between the SENCO and the SENCO or class teacher at the previous school in order to contribute to a transition plan should one be required. When a pupil with SEND transfers to another schools all relevant documentation is passed on to the SENCO at the receiving school.

Liverpool has 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 primary schools are part of a SEN Consortia within their area, that shares best practice and offers support within the locality.

### **16. Reviewing the effectiveness of this SEND Policy**

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and objectives of this policy' (Page 1).

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

- Reports presented by the Headteacher, 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 IEP targets.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATS
- The school's tracking systems and teacher assessments
- Evidence generated from IEPs and Annual Review meetings.
- Reports provided by outside agencies including Ofsted

**Key legislation informing this policy includes:**

The Education Act (1996)

The Code of Practice (2001)

The Equality Act (2010)

Key Local and National Agencies who advice SENCOs or Parents.

Parent Partnership Service (PPS) [christopher.leceliverpool.gov.uk](mailto:christopher.leceliverpool.gov.uk)

Contact a Family - SEN National Advice Service:

Contact a Family' has been awarded the DRE contract to establish a nationwide advice service for families of children with SEND.

There will be a one stop shop' covering all aspects of child's education including:

- Early Years
- School support
- Statutory Assessments and Statements

Annual Reviews

- Transition Planning.

Contact: 0808 808 3555