

# St. Paul & St. Timothy's Catholic Infant School's



In conjunction with  School Improvement  
Liverpool

## Policy for Special Educational Needs and Disability (SEND)

Current Leader: Kirsty Palmer  
Review Schedule: Annual



## *St. Paul and St. Timothy's Catholic Infant School*

### *Mission Statement*

***Love, Learn, Believe, Achieve***

At St. Paul and St. Timothy's Catholic Infant School we celebrate the individual differences and gifts that God has blessed each and every one of us with.

*Education "is about forming the human person, equipping him or her to live life to the full." The Catholic ethos, "needs to inform every aspect of school life." (Pope Benedict XVI)*

We believe each new day brings the opportunity to express our love for God and one another. We provide a supportive, yet challenging, learning environment where each individual is able to develop their abilities and gifts. Our school is a place where children and adults can express their belief in God; develop belief in themselves and others. We believe everyone in our school community can achieve, whatever their ability. Each achievement is as unique as each individual and all are celebrated. We aspire to equip all in our school community to proclaim the Good News and "live life to the full".



## St. Paul & St. Timothy's Catholic Infant School

A policy for

# SEND

### COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance, documents, information and policies:

- Special Educational Needs and Disability Regulations 2014
- Children and families act 2014
- Special Educational Needs Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Equality objectives
- Accessibility Plan
- Safeguarding Policy
- Admissions policy
- Teaching learning and assessment policy
- Supporting medical conditions policy
- SEN information report
- Local offer



## **SECTION 1: Introductions**

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. It was a co-produced policy in the spirit of current reform (2015).

**Name of SENCO** – Miss Kirsty Palmer

**National Award for SEN Coordination (NASCO) Status** –Achieved in July 2017 (Clause 64, C & F Act 2014)

**Contact Details of SENCO** – [0151 228 2114](tel:01512282114)

**Email Details of SENCO** – [k.palmer@spst.liverpool.sch.uk](mailto:k.palmer@spst.liverpool.sch.uk)

The SENCO will be contactable during school hours and will use their best endeavours to respond within 24 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. Paul & St. Timothy's Infant School is a member of our Senior Leadership Team Leadership Team (SLT). The policy was developed in collaboration with staff, parents/carers and governors 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 Mrs Starkey 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 Trish Gillon

## **Section 2: Aims and Values of St. Paul and St. Timothy's Catholic Infant School in relation to SEND provision**

- Continually raise the aspirations of and expectations for all pupils with SEN and Disability, our school provides a focus on outcomes for children and young people and not on the hours of provision/support.
- Create an Inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood.
- To create an ethos and educational environment that is person centred and has the views and needs of the child at its heart along with their families/carers.
- To foster and promote positive, effective partnerships with parents/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children with SEND which will enable them to succeed in their education and make a successful transition into the next key stage and on into adulthood.
- To develop self- respect and self- esteem for all individuals into our school.
- To encourage respect, tolerance and co-operation among all members of our school family.
- To reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupil's access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress;
- To work within a 'person centred approach' fostering and promoting effective collaboration with children, parents/carers and outside agencies;

- To 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.
- To 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;
- To 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 the next stage of education and on into adulthood.

## OBJECTIVES.

**At St. Paul & St. Timothy's Infant 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 pupil, whole school" 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

#### How Pupils with SEND are identified within St. Paul and St. Timothy's Catholic Infant School

The school's particular arrangements for assessing and identifying pupils as having SEN also form a part of our published Local Offer which was produced in consultation with parents, in cooperation with the Local Authority and with due regard to the general duties to promote disability equality. Our local offer can be found on our school website. Further information can be found on the [Liverpool Early Help Directory Website](#).

- 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 SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEN Support'.
- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEN Code of Practice 2014 (p86) are '**Communication and Interaction**', '**Cognition and Learning**', '**Social, Emotional and Mental Health Difficulties**' and '**Sensory and/or Physical needs**' and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of the pupil by considering the whole child, not just the special educational needs of the child.
- The ability to identify SEND 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 and RAISE online data.

At St. Paul & St. Timothy's 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.
- Termly pupil progress meeting
- Any teacher or support staff concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with PVI, school nurseries and schools on transfer
- Information from previous schools
- Information from other services
- Very close liaison at the outset with EYFS staff and the SENCO and parents.

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

- Disability
- Attendance and punctuality
- Health and welfare
- Children in receipt of pupil premium or pupil premium plus
- LAC ( Looked After Child)
- Being a child of servicemen/women
- EAL ( English as an additional language)
- Bereavement, loss and separation

#### SECTION 4: THE GRADUATED APPROACH

**How St. Paul & St. Timothy's Catholic Infant School teaches pupils with special needs:**

- Differentiated quality first teaching is a priority for all pupils in the school including those with SEN.
- Where a pupil is identified as having SEND, appropriate action is taken to remove barriers to learning and/or external professional advice is sought to put effective special educational provision in place.
- The SEND support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**)
- Parents/carers have the opportunity to meet with their child's class teacher three times a year to review and write **One Page plans/ Play Plans** together. This plan sets targets and looks at provision that can be put into place to support your child using the Graduated Approach as a basis.



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

**PLAN:** - The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behavior along with a clear date for review. Discussions may take place during parents' evenings prior to intervention, at the beginning or end of a school year or through an appointment with parents / teacher /SENCO.

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

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

#### **How St Paul and St Timothy's Catholic Infant School adapts the curriculum and the learning environment for pupils with special educational needs**

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and available on the school website.
- The school is proactive in removing barriers to learning.
- The school increases and promotes access for disabled pupils to the school curriculum through modification of lessons and activities to suit the needs of all. We promote increased participation to the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- The school continually strives to improve the physical environment in response to the needs of our children and their families and by consideration of future building projects. This covers improvements to the physical environment of the school and physical aids to access education. We do this in conjunction with specialist agencies where appropriate.
- The school strives to improve the delivery of information to pupils with SEND and their families. The information should take account of children's parents/carers preferred formats and be made available within a reasonable time frame.

### **Section 5: Managing pupils needs on the SEN register through the Graduated Approach and exit criteria**

- In many cases the pupil's needs are effectively met within school. The way this is done is outlined in the School's Local Offer which is published and can be accessed from the schools website and the Liverpool Family Services Directory.
- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions addressing areas of need, it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in St. Paul and St. Timothy's Catholic Infant School include, for example, Educational Psychology, SENISS, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services to name a few.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- Some children and young people on the SEND Register may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the GRADUATED APPROACH, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to provision map). Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.
- All the children and young people 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 SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

### **Section 6: Supporting pupils and families through 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 [St. Paul & St. Timothy's Catholic Infant School SEN Information report](#) and available as a printed copy from our Main Reception and is updated annually. 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.

- At St. Paul & St. Timothy's Infant School we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child/young person and any changes in need which they can provide.



- In creating the school's local offer parental contribution was sought, valued and acted upon. This is an ongoing process the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have concerns regarding their child. There are other systems to encourage communication such as parents meetings, questionnaires, curriculum meetings and more informal drop-in sessions.
- Where a pupil is receiving SEN support the school endeavours to talk to parents/ carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help them achieve them and identify the responsibilities of the parent, the child and the school.
- At all stages of the SEN process the school keeps parents/ carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share progress of the pupils with parents and to take account of their views. Parents/ carers are encouraged to make a full and active contribution to their child's education. It is hoped that this will assist in supporting children to meet their full potential.

**How St. Paul & St. Timothy's catholic Infant School enables pupils with SEN to participate in all activities together with pupils who do not have SEN.**

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

**What support we offer as a school for improving the emotional, mental and social development of pupils with special educational needs.**

St Paul and St Timothy's Catholic Infant School we recognise that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. This may include

- Becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect.

At St. Paul & St. Timothy's we have clear processes to support children and young people and this is linked to our Behaviour Policy together with our Safeguarding policies . These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- Pastoral support in school
- Pastoral HLTA
- PSHEE
- Time To Talk
- RSE education
- P4C
- Working closely with outreach providers
- Working alongside the social inclusion team

#### **SECTION 7: SUPPORTING OUR CHILDREN/YOUNG PEOPLE WITH MEDICAL NEEDS**

At St. Paul & St. Timothy's Catholic Infant 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.

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At St. Paul & St. Timothy's Catholic Infant School we support pupils with medical conditions in the following ways:

- Working closely with parents/ carers/ the school nurse/ the community paediatrics team and other specialist staff in terms of care plans and Education Health Care Plans.
- Training for teachers and teaching assistants so that they can meet pupils' needs more effectively.
- Attending and contributing to Team around the Child/ Team around the Family meetings.
- Working closely with nurseries and schools to ensure smooth transition for pupils with medical needs.
- Purchasing specialist equipment upon the advice of medical specialists.

#### **SECTION 8: MONITORING AND EVALUATION OF SEND**

Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The SEN Governor at St .Paul and St. Timothy's Catholic Infant School is Trish Gillon. She can be contacted via the head teacher or Chair of Governors. The SEND Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEN present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEN is allocated by the school;
- attending training in relation to SEND;

- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitoring the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy'. The SEND Governor will also liaise with the SENCO in relation to the Local Offer and the SEND Information report.

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

- Reports presented by the Head teacher, SENCO and Link SEND Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

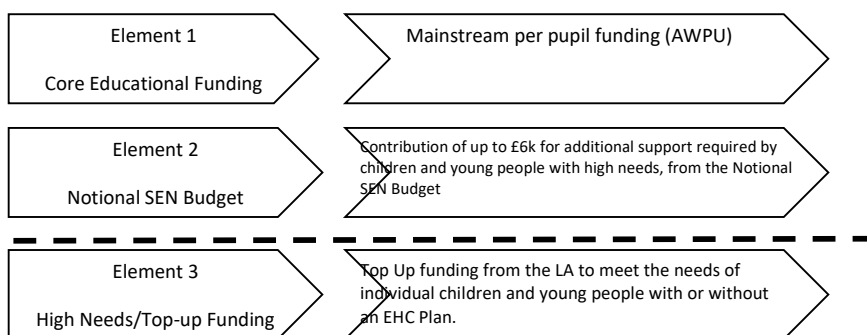
- Consideration of each pupil's success in meeting outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including Baseline, SATs, phonic screening etc
- The school's tracking systems and teacher assessments
- Evidence generated from IEPs and Annual Review meetings.
- Raise online
- Reports provided by outside agencies including Ofsted.

## SECTION 9: RESOURCES AND TRAINING

### a) Funding for SEND in Mainstream

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 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 coming 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).

The school allocates SEN funding in the following ways:

- Learning Support Officer, HLTA and Teaching Assistants
- Training for all Teachers and Support Staff so that they can meet pupils' needs more effectively
- HLTA support for children with SEN especially SEMH needs
- 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 school
- Disabled toilet facilities

Purchasing and maintenance of ICT and electronic equipment and any additional provision or intervention as identified through the School Development Plan or Education Health Care Plans.

#### **B) Workforce development and CPD**

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place linked to the school development plan, and all staff are encouraged to access this either through in house, Consortia led or specialist CPD courses. 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 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. Paul & St. Timothy's Catholic Infant School these include;

- The SEN Governor is Mrs Trish Gillon she meets with the SENCO termly and monitors the progress of pupils/students with SEN
- The school employs sixteen support staff. They carry out a range of roles across the school such as class support, interventions, boosters and are line managed by the senior leadership team. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Joanne Starkey supported by Maria Reichinger, Vanessa Belshaw and Kirsty Palmer.
- The member of staff responsible for Looked After Children is Kirsty Palmer
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are Anne Pimblett, Kirsty Palmer and Alison McCleod.

## **SECTION 11: STORING AND MANAGING INFORMATION**

At St. Paul & St. Timothy's Catholic Infant School we follow the guidelines from the information management toolkit for schools which is GDPR compliant. SEN files and information are stored in a locked filing cabinet and information shared only with consent from parents and stakeholders. Records and files are passed on to the next school as children leave us and a chronology of information kept for our records.

## **SECTION 12: REVIEWING THE POLICY**

We will review this Policy within our school policy review cycle which is annually. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders 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 annually, barriers are identified, and plans put in place to remove them. Please see our Accessibility Plan and Equality Objectives which can be found on the school website

Parents/carers can contact a member of the senior leadership team to discuss this further.

### **How St. Paul & St. Timothy's approach our statutory duties in terms of increasing its accessibility over time**

All pupils at St. Paul and St. Timothy's Catholic Infant School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils enjoy, make progress and have full access to 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.

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 or equipment)

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

The school's teaching and learning policy promotes best practise towards children with SEN. Provision mapping features in our SEN provision. Intervention plans contain challenging yet achievable outcomes to ensure all pupils experience success.

#### SECTION 14: OTHER POLICIES RELATING TO SEND

- The Equality Policy
- Equality Objectives
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions
- Safeguarding Policy
- Supporting Medical Conditions Policy
- Wellbeing Policy
- Mental Health Policy
- Curriculum Subject Policies

#### SECTION 15: DEALING WITH COMPLAINTS

How St. Paul & St. Timothy's Catholic Infant School handles complaints from parents/ carers of pupils with SEN about SEN provision:

**Any concerns regarding a child's progress and welfare should first be discussed with the class teacher.**

If it is felt concerns have not been resolved any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEN Governor. All complaints follow the school's complaints procedure.

##### **Managing parental complaints related to SEND**

- Discussion should take place with the SENCO
- Key issues are identified including where there is agreement
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress has been made
- Any behaviour logs should ensure strategies are included
- Meetings with parent/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service '(currently Parent Partnership). <http://liverpool.gov.uk/schools-and-learning/special-educational-needs/parent-partnership-service/>

Authored by Kirsty Palmer: October 2022

##### Review schedule

November 2014
September 2015
November 2016
October 2017
October 2018
October 2019

<b>October 2020</b>
<b>October 2021</b>
<b>October 2022</b>

