



**Bishop David
Sheppard**

CE Primary School

Following Jesus, together we succeed

SEND Policy and Information Report

Date: September 2022

Renewal Date: October 2023

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Bishop David Sheppard is an inclusive school, which recognises a child's right to a broad, balanced, relevant and challenging curriculum, appropriate to their individual abilities, talents and personal qualities. We aim to make equality of opportunity a reality through consistent implementation of inclusivity by all staff, who work towards identifying and eliminating the barriers to a successful, accessible education for all our children.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report
- [The Equality Act 2010](#), which protects from discrimination.
- [Working Together to Safeguard Children 2018](#), which sets out schools' responsibilities to safeguard and promote the welfare of children.
- [The United Nations Convention on the Rights of the Child 1989](#), a statement detailing the human rights of children.
- [Supporting Pupils at School with Medical Conditions 2017](#)
- [Keeping Children Safe in Education \(updated September 2021\)](#), which sets out how schools should safeguard children.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 SEND Team

The SENDCo is Mrs. S. Petrie.

The Assistant SENDCo is Mrs. H. Clarke.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure a smooth transition
- Work with the headteacher and SEND governor to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 Teaching Assistants

Teaching Assistants work together with class teachers to best support the needs of all pupils. They may support the needs of pupils by:

- Implementing interventions set by the class teacher or outside agencies.
- Supporting the children in class under the direction of the class teacher, usually on a 1:1 or small group basis.
- Supporting children to make progress towards their own personal targets.
- Supporting children to gain more independence in their learning.
- Liaising closely with class teachers to provide feedback.
- Modelling desired behaviours.

5. SEND information report

5.1 The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction: for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Specific Learning Difficulty: for example Dyslexia, Dyspraxia, Attention Deficit (Hyperactivity) Disorder; Dyscalculia
- Social, Emotional and Mental Health Difficulties: for example, anxiety, depression, challenging or disruptive behaviour
- Sensory and/or Physical needs: for example, visual impairments, hearing impairments, processing difficulties, epilepsy or Type One Diabetes
- Cognition and Learning: for example processing, working memory, comprehension and including Moderate/Severe/Profound and Multiple Learning Difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils through observations, teacher assessment and standardised termly testing.

Class teachers will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If you, as a parent, have concerns regarding your child's progress or in relation to any of the 'special educational needs areas' identified above, then you should make an appointment to see the class teacher along with the school's Assistant SENDCo Mrs. H Clarke and/or the INCo Mrs. S Petrie, and a plan of action can be agreed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear what the next steps are

Notes of these early discussions will be added to the pupil's record and parents will be formally notified when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

Assess

Every child is formally assessed on a termly basis using standardised tests in Reading, Writing and Maths. Alongside this, ongoing monitoring takes place and together they support teachers in identifying any children who are not meeting the expected level or rate of progress.

Plan

When a child is identified as having special educational needs, the class teacher will work with the Inclusion team to carry out a clear analysis of the pupil's needs and draw up a Send Support Plan (SSP). This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Do

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Review

SEND reviews for those children with a SEND Support Plan (SSP) are held on a termly basis. Parents and when appropriate, pupils are invited to this meeting to review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Children can find transition to a new learning environment challenging. We aim to support all children through this with effective partnerships both within and outside of school.

As children move to a new class, all children have the opportunity to familiarise themselves with their new teacher and learning environment. Class teachers share information about all pupils before they start in their new class. Children will be provided with a transition guide, including photos of their new class and environment, to refer to over the summer holiday.

We have close links with our secondary schools. Staff from secondary schools to which our pupils are transferring are invited to a review meeting in the year prior to their end of Key

Stage transition. Where appropriate, the SEND team will work closely with Sefton Inclusion Service to ensure that pupils, who require it, are in receipt of enhanced transition. This ensures that all staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils.

The partnership between parents and school play a key role in successful transition for all of our children. We encourage parents to speak to the school if they have any concerns regarding this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class and will actively promote the inclusion of every child in all aspects of school life.

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils – all staff have access to Sefton's Graduated Response booklet to ensure practice can be adapted to the needs of their cohort.

We will ensure that both class teachers and support staff working with children with SEND fully understand targets, objectives and activities set. We will prepare adapted

resources where applicable, monitor progress, celebrate achievements and further adapt our teaching as and when it is necessary.

We will also provide the following interventions:

- Alternative learning materials used within the classroom
- Reasonable adjustments within the physical environment
- Reasonable adjustments to routines
- Support Staff in the classroom
- A more focused level of support in a small group withdrawn from the class
- Focused work to be completed at home, in the form of differentiated homework.
- One to one programmes

A wide range of materials are sourced, in consultation with outside agencies, and provided by the school in order to assist in drawing up a programme for a child with learning difficulties, funding allowing.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Provide different teaching environments, for example, using an intervention room

5.8 Additional support for learning

Across school, we have a number of teaching assistants who are trained to deliver a variety of interventions based on the needs on the children. (Please see section 5.9 for details of training). These interventions or class support may be on a 1:1 or small group basis.

We also work with a number of external agencies to provide additional support to learning (please see section 5.14 for details).

5.9 Expertise and training of staff

Training and CPD is highly regarded at Bishop David Sheppard Primary and this is seen as an on-going process. In recent years, staff members have accessed a range of training to support children with additional needs and by regularly reviewing our children's needs, we identify and organise further training.

Recent training includes:

- Autism Awareness
- TEEACH – ASD program
- Dyslexia Awareness
- Early Reading Programme
- Floppy's Phonics

- Reading: Guided reading, 1:1 and group
- Mastery in Number training
- Precision teaching
- Maths Hub
- Learning Village
- Speech and Language Programme e.g. HANEN and NELI
- Visual aids
- Social Communication and Nurture Interventions
- Emotional Literacy Support Assistant (ELSA) intervention
- Diabetes training
- Paediatric first aid
- Positive handling
- Safeguarding
- Risk Assessment
- Changes to the SEND Code of Practice
- SEND Cycle

One to one support staff receive appropriate training to meet the specific needs of children that they support.

The SEND team attends a termly SEND forum to ensure their knowledge remains current and focused.

5.10 Securing equipment and facilities

Each academic year, the SEND team is provided with a budget, following consultation with the Senior Leadership Team, to ensure that provisions can be acquired to support SEND Pupils across the school.

5.11 Evaluating the effectiveness of SEND provision

The quality of teaching and learning of all pupils is regularly reviewed by the Head teacher and the Senior Leadership Team.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SEND team
- Holding termly SEND reviews

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Bishop David Sheppard CE Primary is an inclusive school and we are committed to providing equality of education and opportunity for all children (see Equality policy for more details). We ensure appropriate measures will be put in place to allow all pupils to, where possible, benefit from all curriculum enhancing activities such as, but not limited to, residential, school trips and sporting competitions.

The school recognises the importance of accessibility with regard to the environment and provision for all pupils, staff and visitors to the school.

Further details can be found in the school's Accessibility Policy which discusses:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide

- Improving the availability of accessible information to disabled pupils

We are happy to discuss access arrangements and meet with parents as appropriate to ensure children are supported in the best way whether in the school building, on excursions or in extra-curricular opportunities.

5.13 Support for improving emotional and social development

The emotional and behavioural needs of a child may also affect the child's potential to learn. All children take part in P.S.H.E lessons on a weekly basis which encourages them to discuss and share their feelings and concerns. Our school has developed a Behavioural Policy which provides guidelines for strategies and procedures to be used with children displaying inappropriate behaviour. Pastoral support is planned on an individual basis where needed.

If you are concerned about your child's social and emotional wellbeing, please speak to your child's class teacher in the first instance.

5.14 Working with other agencies

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when a child:

- Continues not to make adequate progress or continues to work at levels substantially below that of children of a similar age
- Continues to have difficulty in developing Literacy and Numeracy skills
- Has emotional or behavioural needs which regularly interferes with learning despite an individual behaviour plan
- Has sensory or physical needs and requires specialist equipment or advice
- Has learning needs that are either manifesting themselves in a more complex or in a more specific way as they move on through the school.

We work with the following agencies to provide support for pupils with SEND:

- School Health/ Health Visitors/ Paediatric services
- Speech and Language Therapists
- Occupational Therapists
- Sefton Educational Needs and Inclusion Service
- Educational Psychologists
- CAMHS

Links with outside agencies are well established and transition to our transfer schools is good due to our close liaison with these schools. Colleagues from outside agencies continue to advise and support our staff to better understand and address the needs of our pupils.

5.15 Complaints about SEND provision

The school is eager to work in close partnership with parents consulting them at every stage of the special educational needs procedures. However, if a parent wishes to express their concerns they should, in the first instance, arrange to meet the class teacher or Inclusion Manager/Assistant SENDCo to discuss the matter. If they feel the outcome of

this meeting is unsatisfactory, the school has a complaints procedure available to them. They can also seek neutral advice and support from SENDIAS.

5.16 Contact details of support services for parents of pupils with SEND

Sefton offer a number of services to support families and carers of children with additional needs. Information about these services can be found at www.seftondirectory.com.

5.17 Contact details for raising concerns

If, after speaking with the class teacher, you still have concerns about your child's learning please contact the school on 01704 227987 and speak to either the Inclusion Manager or Assistant SENDCo.

The SEND team consists of:

Inclusion Manager (SENDCo): Mrs S Petrie BA, PGCE, QTS, MA

Assistant SENDCo: Mrs H Clarke MA, B Sc.

Governor for SEND: Mr K Hamnett

The Head Teacher, Mrs S Bayliff, takes responsibility for overseeing the provision and ensuring that resources are allocated as part of the annual budget.

5.18 The local authority local offer

The Local Offer provides clear and accessible information about the provision Sefton Council expects to be available locally for our children and young people from 0 to 25 who have special educational needs and/or disability (SEND). Details can be found online: www.seftondirectory.co.uk/localoffer

6. Monitoring arrangements

This policy and information report will be reviewed by the SEND Team annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality policy
- Medical Needs