



Our Lady of Good Help

Catholic Primary School

Special Educational Needs and Disability Policy and Guidance Notes

Date Reviewed:	Next Review Date:
Autumn 2025	Autumn 2026

‘Like Our Lady, we live wisely, think deeply and love generously, in Christ’

Section 1:

Name of SENCO – Mrs J Foster

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

Contact Details of SENCO – School Office (0151 733 6937) & email (jfooster@olgh.co.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 Our Lady of Good Help Primary School is a member of our Senior 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, Mr McQuiston, 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 S Devereux

Section 2

Aim:

Our Lady of Good Help Catholic Primary School (OLGH) is a mainstream primary with inclusion at the heart of all we do. This commitment has been recognised through our achievement of the *Inclusion Quality Mark*. We are dedicated to raising the aspirations and expectations of all pupils with Special Educational Needs and Disabilities (SEND), ensuring that every child has equal access to education. We recognise that some pupils may require personalised provision to thrive, and we are committed to identifying and meeting these needs effectively.

Objectives

At Our Lady of Good Help Catholic Primary School, we will fulfil our aim through the following objectives:

- 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 encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood;
- 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 pupils access support from

teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs and disabilities;

- To fully adopt the graduated approach to ensure that all pupils with SEND are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress;
- To work within a 'person-centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies;
- To encourage and engage the participation of children and young people and parents 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 SEND;
- 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 adulthood.

Section 3: Identifying Special Educational Needs and Disabilities

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

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

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

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

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions

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

Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach** (See Section 4). At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

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

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

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

Section 4: The Graduated Approach

- At Our Lady of Good Help Catholic Primary School, we believe that all children have the right to high quality teaching. We strive to provide all children with high quality, carefully planned and well-resourced lessons delivered by teachers who understand the needs of all of the children in their class. It is the responsibility of the class teacher to monitor the progress and development of the children in their class through daily observation and informal assessment, followed up by regular, more formal assessments.
- The class teacher is accountable and responsible for identifying if a child in their class is making less than expected progress and should make reasonable adjustments to the learning environment,

their teaching delivery and use of resources. They are also responsible for directing any support staff assigned to their class to provide support in lessons for these pupils. High quality teaching, differentiated and personalised for individual pupils is the **first step** in responding to pupils who have or may have SEN. The school acknowledges that additional support and/or group intervention cannot compensate for high quality adaptive teaching delivered by a qualified teacher.

- If a pupil continues to make less than expected progress and teachers consider that there may be a barrier to learning related to SEND, they discuss this with the SENCO who may carry out an observation of the pupil in class, look at the pupil's work over time and explore the pupil's performance in class assessments. The SENCO may also carry out some informal assessments or screening processes with the pupil in order to identify a likelihood of any specific learning difficulties. Parents are consulted at each stage of this process. At this stage, it may be decided to add the pupil to the school SEND register. This is known as SEN Support and is the **second step** in the Whole School Graduated Approach to supporting pupils with SEND. It means that support is being provided which is above and beyond that which is provided for all children as part of quality teaching (see Section 5 for how a pupil's needs are managed on the school SEND register).
- Some children's needs may require an assessment from an outside agency such as an Educational Psychologist or a specialist teacher from an outside agency e.g. SENISS. These decisions are made by the SENCO and parental consent is always sought before inviting outside agencies into school to work with a child. Allocation of provision from some outside agencies is operated via a Consortia model where our school works with other schools in the area and time and funding is allocated through this group of schools based on need. Other agencies, such as the Educational Psychologist, operate a traded model and the school sets aside a set amount of money in its budget to purchase a set amount of sessions each academic year from this service.
- Some children's needs may be more complex or profound and require a high level of support that is above and beyond that which a child on SEN Support receives. The child may be unable to access the full Early Years or National Curriculum, may have significant difficulties with speech and/or social communication or may have significant difficulties with moderating and regulating behaviour and emotion. In these cases, the school and parents may choose to apply to the Local Authority for an assessment for an Education Health and Care Plan (EHCP) for that pupil. An EHCP can be banded into categories or Bands of need ranging from 1 -4 and it sets out specific outcomes and provision for that pupil, supplying an allocation of funding to contribute towards the cost of providing this according to the Band the pupil is assessed in. An EHCP is the **third step** in the Whole School Graduated Approach to supporting pupils with SEND.

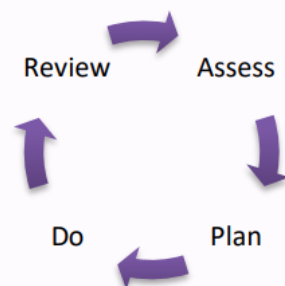
The role of the SENCO requires that they hold QTS. The Headteacher and Governors developed the role of the SENCO in accordance with the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families.

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN

- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Section 5: Managing Pupils Needs On the Send Register Through the Graduated Approach and Exit Criteria

When supporting children with SEND, the school adheres to the statutory guidance set out in the SEND Code of Practice (2015) Underpinning ALL our provision in school is the graduated approach cycle of:



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

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 behaviour 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 reviewed every term in our school.

PLAN: We recognise that we must formally notify parents when their child is being provided with SEN Support, even where there has already been prior involvement and communication.

At this stage, the class teacher and the SENCo agree, in consultation with the parent and pupil, the adjustments, interventions and support to be put in place. Together, they also set out the expected impact on progress (outcomes), development or behaviour, along with a clear date for review.

We recognise that children may present with different levels of need. Our graduated approach ensures that provision is tailored appropriately to each individual.

- Pupil Profiles

Some children may not require specific targets but benefit from staff having a clear understanding of their strengths, areas of difficulty, and strategies that best support them. In these cases, a Pupil Profile is created. This document summarises the child's needs and provides practical guidance for staff to ensure the pupil is included, supported, and able to access learning alongside their peers.

- Individual Targets

Other children may require more focused, measurable support in order to make progress. For these pupils, specific targets are set. These may form part of an Individual Education Plan (IEP). Targets are reviewed regularly in consultation with the child, parents/carers, and relevant staff, to ensure progress is monitored and provision remains effective.

DO: The School's SENCo, Mrs Foster, 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.

Some children may reach a point where their learning and progress comes back in line with national expectations and they no longer require support which is above and beyond that which is provided for the majority of children. There may also be some children who are on the SEND register for specific reasons e.g. a speech and language and communication need that is present in the earlier years and requires

additional support and provision but this improves over time and the child's needs are no longer a barrier to their progress and development. In these cases, the child's teacher, after discussion with the SENCO, will discuss with the child's parents about removing them from the SEND register and continuing to monitor their progress through universal teaching (Step 1 on the Whole School Graduated Approach). If parents/carers are in agreement, they sign a form to show that they agree to their child being removed from the SEND register. It is always made clear that if barriers re-occur or new barriers to learning develop, a child may be placed back on the SEND register following the Graduated Approach.

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

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

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

At Our Lady of Good Help Catholic Primary School, we operate a person-centred approach and we ensure that parents and children are listened to and their views taken into account when we plan, deliver and review our support for the children on the school SEND register. Parents' views are welcomed and the school actively seeks the views of parents at all review meetings, parents' evenings and annual review meetings. Parental views are recorded on the review sheets at each termly review. If parents have any queries regarding SEND in relation to their child, the class teacher and/or SENCO are always available by appointment where parental views are listened to. Where a pupil is receiving SEND 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 achieve them and identify the responsibilities of the parent, the pupil and the school. At all stages of the SEND process, the school keeps parents/carers fully informed and involved. Regular meetings (at least termly) are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school. Children also contribute to the review meetings and share their views on their own progress and the targets that they are set. Their views are also recorded on the review forms. All records of reviews including pupil and parent voice are stored securely in school and copies are given to parents for their own records.

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

At Our Lady of Good Help Catholic Primary School, we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website.

Section 8: Monitoring and Evaluation of SEND

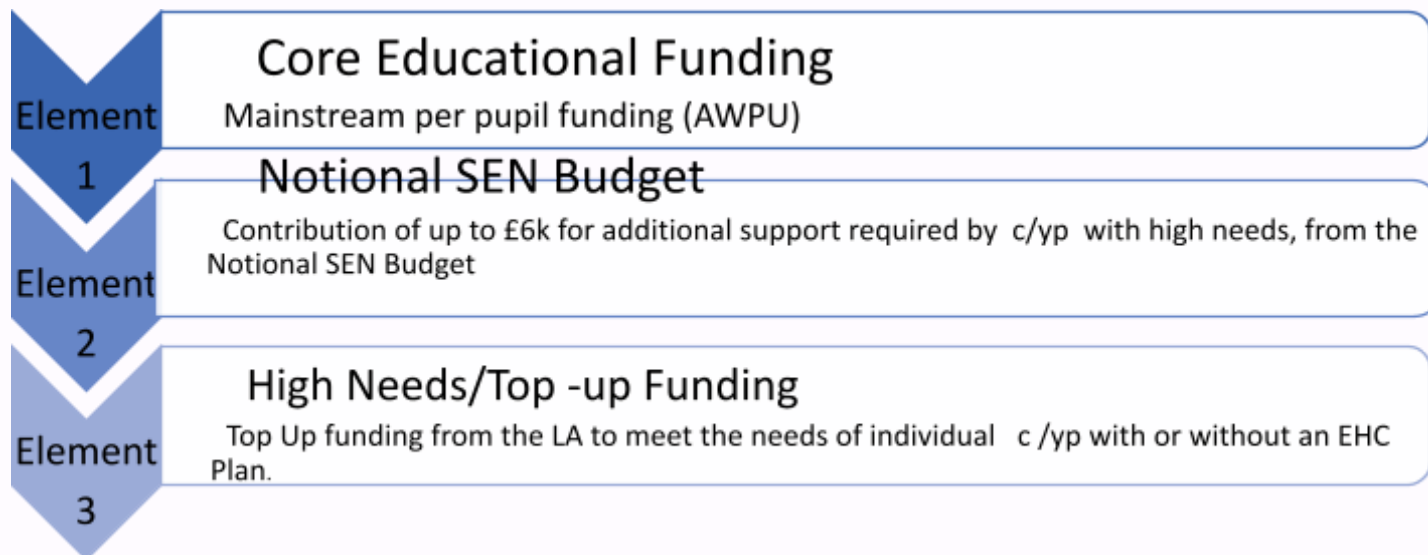
SEND provision in the school is regularly monitored and evaluated. The SENCO monitors the provision and support in school for pupils on the SEND register through reviewing the Individual Education Plans each term. The SENCO has developed a whole school provision map which details the provision for all SEND pupils in the school. The impact of this provision is evaluated and monitored through the termly review process of Individual Education Plans, exit data from interventions and analysis of pupil progress data as part of termly Pupil Progress Meetings with the Headteacher and the Assessment Lead. The SENCO has regular meetings with the SEN governor who holds the SENCO to account for the provision for and progress of the pupils with SEND in the school. The SEN governor undertakes Learning Walks with the SENCO where the provision for pupils with SEND can be observed, reviewed and evaluated. This regular process of monitoring and evaluation promotes an active process of continual review and improvement of provision for all pupils. It informs the SENCO's Action Plan for SEND each year and contributes to School Evaluation Forms and School Development Plans. It also informs future staff training plans to ensure that all staff have the knowledge and expertise required to provide high quality, informed support to all pupils.

Section 9: Resources and Training

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 to have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENCO.

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



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

Workforce Development and CPD

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

Section 10: Roles and Responsibilities

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High Quality 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 Our Lady of Good Help Catholic Primary School these include;

- The SEN Governor is Mrs H. Yates she meets with the SENCO and monitors the progress of pupils/students with SEN.
- The school employs 8 support staff. They carry out a range of roles across the school including 1:1 support for children with high levels of need, small group work and the delivery of various intervention programmes alongside the general role of classroom assistant. They work closely with the class teachers who oversee their work and plan with them.
- The Designated Teachers for Safeguarding are Mr McQuiston, Mrs Foster, Mrs Olushonde and Mrs McGorry.
- The members of staff responsible for Looked After Children are Mr McQuiston, Mrs Foster and Mrs Olushonde.
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students is Mrs Blythe and Ms Harris.

Section 11: Storing and Managing Information

Documents for SEND are stored on the School's Google Drive system and on CPOMS recording system. All paper information relating to SEND children is stored securely in school in individual files in a locked cupboard in school for the duration of the child's time in the school. When the child leaves the school to transfer to a new setting, consent is sought from the parents of the pupil to transfer these SEND files to the new setting. This is done securely and the files are signed for by both the current SENCO and the SENCO of the new setting.

Section 12: Reviewing the Policy

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve 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 regularly, barriers are identified, and plans put in place to remove them.

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

Section 14: Other Policies Relating to SEND

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

Section 15: Dealing with Complaints

Any complaints should first be raised with the SENCo, then if necessary with the Head Teacher and, finally, if unresolved, with the SEND Governor. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEND may involve:

- Meetings with the parents/carers, perhaps involving a mediator such as the 'Information, Advice and Support Service'
- The identification of key issues, including where there is agreement;
- Discussions with the SENCo;
- Considering outside agency reports;
- Reviewing outcomes.

Compliance

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

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