

Special Educational Needs and Disabilities (SEND) Policy

This policy was created by the school's SENCO/Inclusion Manager with the SEN Governor in liaison with the SMT, all staff and parents of pupils with SEND.

It is a co-produced policy in the spirit of current reforms (2014).

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

- Governors are kept informed of pertinent legislation changes and ISI updates through the Curriculum sub-Committee reports.
- Staff are kept informed of pertinent legislation changes and ISI updates during weekly briefing.

Version Control	
Governor Co-ordination:	Curriculum Committee
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Latest ISI Update Check:	Sep 2018
See also - MES Policy Equal Opportunities and Race Policy, Discipline and Behaviour Policy, E Safety Policy, Safeguarding Policy, Health & Safety Policy	



Runnymede St Edward's School: Mission Statement

'Inspire, Challenge, Support through Faith'

Children's Mission:

Into your hands Lord, we put each day
all that we do and all that we say

Child Protection Statement:

Runnymede St Edward's School is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

Runnymede St Edward's School follows guidelines laid down by the **Liverpool Safeguarding Children Board** (LSCB: www.liverpoolscb.org 2018) and **Keeping Children Safe in Education** (www.gov.uk 2018)

School Aims:

Faith

To encourage and foster the spiritual growth of all and to make prayer an integral and enjoyable experience in our daily life.

Individual Opportunities for Learning and Growth

To provide experiences that broaden, enrich and extend the skills, talents and values of each member of the school community. We are an inclusive school and pupils with additional needs or for whom English is an additional Language are fully supported to enable them to achieve their potential.

Relationships

To provide a safe, caring and welcoming environment within which all are treated with respect, courtesy and kindness. Runnymede St Edward's School upholds British values and encourages respect for all.

School and Wider Community

To foster a spirit of co-operation and friendship between home, school and the wider community.

Runnymede St Edward's School is built on the tradition of our founders, the Congregation of Christian Brothers. Based on their vision, Runnymede is a place in which individuals can develop fully, contributing as happy and caring members of a school community. Children's unique talents are valued, and they learn to live as well-mannered, self-disciplined and confident individuals.

For a detailed School Mission Statement please refer to the Mission Statement page of our website



1. Name and contact details for the SENCO/ Inclusion Manager

1.1. The SENCO/Inclusion Manager at Runnymede St Edwards School is **Mrs Stephanie Brophy. Mr Slater is covering the maternity cover of Mrs Brophy.**

1.2. She can be contacted directly at the school on **0151 281 2300** or via email at sbrophy@runnymede-school.org.uk or adenton@runnymede-school.org.uk

2. Aims and objectives of Runnymede St Edward's School in relation to SEN provision

- 2.1. To create an ethos and educational environment that is person centered and has the views and needs of the child/young person at its heart along with their families/carers.
- 2.2. To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- 2.3. 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 or disabilities.
- 2.4. 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/setting with high expectations for the best possible progress;
- 2.5. To work within a 'person centered approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies;
- 2.6. 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.
- 2.7. To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- 2.8. 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.

3. How Pupils with SEN are identified within Runnymede St Edward's School

- 3.1. We recognise the definition of SEN as stated in the Code of Practice 2014
- 3.2. **"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)
- 3.3. 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 (SS).



- 3.4. 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/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.
- 3.5. 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 Issues'** 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 within the school's provision.
- 3.6. 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.
- 3.7. The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2013), teachers are guided and supported in this by the SENCO/Inclusion Manager and information is shared appropriately and frequently.
- 3.8. 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.
- 3.9. 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.
- 3.10. At Runnymede St Edward's School we also use a number of indicators to identify pupils special educational needs. Such as: LUCID, CAT's, SCHONELL spelling tests, NGRT reading tests.
- 3.11. Close analysis of data including: EYFSP, termly and yearly assessments, reading ages and annual pupil assessments.
- 3.12. Any teacher or support staff concerns
- 3.13. Following up parental concerns.
- 3.14. Tracking individual pupil progress over time.
- 3.15. Liaison with feeder schools on transfer.
- 3.16. Information from previous schools. Information from other services.
- 3.17. Very close liaison at the outset with EYFS staff and the SENCO and parents.

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

- 4.1. Disability
- 4.2. Attendance and punctuality
- 4.3. Health and welfare
- 4.4. Looked After Children
- 4.5. Being a child/young person of servicemen/women
- 4.6. EAL



5. How Runnymede St Edward's School teaches pupils with special educational needs

- 5.1. Differentiated quality first teaching is a priority for all pupils in the school including those with SEN.
- 5.2. Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place.
- 5.3. The SEN 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**).

1. How Runnymede St Edward's school adapts the curriculum and the learning environment for pupils with special educational needs

- 1.1. 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.
- 1.2. The school is committed to removing barriers to learning.
- 1.3. The school increases and promotes access for disabled pupils to the school curriculum. 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.
- 1.4. The school improves access to the physical environment of the school by having double doors and a ramp at the front of the building for disabled access and a disabled toilet on the ground floor.
- 1.5. The school strives to improve the delivery of information to pupils with SEND and their families when appropriate for disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

2. How your school assesses and reviews the progress of pupils with special educational needs

- 2.1. **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 reviewed every term in our school.



- 2.2. PLAN:** - We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. 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.
- 2.3. 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.
- 2.4. REVIEW:** - Reviews are carried out on the agreed date. In the event that a child has a Statement or 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.

3. How Runnymede St Edward's School manages the needs of pupils who qualify for SEN support

- 3.1.** In many cases the pupil's needs are effectively met within school. 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 support in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist. As Runnymede is a fee paying school, all external advice and specialists from outside agencies will be at an additional cost to the parents. (Except in child protection cases where a child is deemed to be at risk).
- 3.2.** Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. Support Services used in Runnymede St Edward's School include for example Educational Psychology and Speech and Language Therapy Services to name a few.
- 3.3.** Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or



parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

4. How Runnymede St Edward's School works with parents and carers in planning for provision and reviewing progress, and how you support them in accessing information

- 4.1.** At Runnymede St Edward's 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 needs which they can provide.
- 4.2.** Where a pupil is receiving SEN Support the school endeavors 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.
- 4.3.** 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 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.

5. How Runnymede St Edward's School enables pupils with SEN to participate in all activities together with pupils who do not have SEN

- 5.1.** At Runnymede St Edward's School we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments for disabled children, to prevent them being put at significant disadvantage. We also recognise 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.
- 5.2.** Children/young people are encouraged to participate fully in the life of the school. This includes extra-curricular 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.



6. What support Runnymede St Edward's School offers for improving the emotional, mental and social development of pupils with special educational needs.

- 6.1. Runnymede St Edward's School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:
- 6.2. becoming withdrawn or isolated
- 6.3. displaying challenging, disruptive or disturbing behaviour
- 6.4. 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.
- 6.5. Other children and young people may have disorders such as:
 - 6.5.1. Attachment Disorder (AD)
 - 6.5.2. Attention Deficit Disorder (ADD)
 - 6.5.3. Attention Deficit Hyperactive Disorder (ADHD)
- 6.6. 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 Runnymede St Edward's School we have clear processes to support children and young people and this is linked to the Discipline and Behaviour Policy.

7. How senior leaders and governors at Runnymede St Edward's School monitor and evaluate the impact of the school's SEN provision.

- 7.1. Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work.
- 7.2. The SEN Governor at Runnymede St Edward's School is **Mr G Taylor**. He can be contacted via the Head Teacher or Chair of Governors.
- 7.3. The SEN Governor promotes the development of SEN provision by:
 - 7.3.1. championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
 - 7.3.2. being familiar with key legislation and policy;
 - 7.3.3. fostering communication between parents/carers of children with SEND and the school
 - 7.3.4. meeting regularly with the SENCO and visiting classrooms;
 - 7.3.5. ensuring they have an understanding of the role of the SENCO and how pupils are supported;
 - 7.3.6. developing an awareness of the types of SEN present within the school cohort;
 - 7.3.7. reporting regularly to the Governing Body;
 - 7.3.8. understanding how funding received by parents for SEN, is used within the school
 - 7.3.9. attending training in relation to SEND;
 - 7.3.10. assisting in monitoring the progress of vulnerable pupils
 - 7.3.11. reviewing and monitoring the effectiveness of the SEND Policy.
- 7.4. The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy').



- 7.5. The SEN Governor will also liaise with the SENCO/Inclusion Manager in relation to the SEN Information report.
- 7.6. In evaluating the effectiveness of this policy, the school will consider the views of:
 - 7.6.1. The Headteacher, SENCO and Link SEN Governor, presented in reports
 - 7.6.2. Parents/carers
 - 7.6.3. Pupils
 - 7.6.4. Outside Agencies
- 7.7. 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:
 - 7.7.1. Consideration of each pupil's success in meeting outcomes.
 - 7.7.2. Use of standardised tests including reading, spelling and numeracy ages
 - 7.7.3. An analysis of tests including SATs or equivalent qualifications
 - 7.7.4. The school's tracking systems and teacher assessments
 - 7.7.5. Evidence generated from IEPs and Annual Review meetings.
 - 7.7.6. Reports provided by outside agencies including ISI and LACE.

8. What SEND training is available for teachers, support staff and the SENCO

- 8.1. Specific training can be provided for the SENCO, Teaching Assistants, whole school and parents.
- 8.2. Liverpool School Improvement Service provides two SENCO Briefings and 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.
- 8.3. 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.
- 8.4. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.
- 8.5. A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually.
- 8.6. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN Information report.

9. How your school supports pupils with specific medical conditions

- 9.1. Runnymede St Edwards follows the guidance on medical conditions in the Code of Practice and adheres to the statutory guidance - Supporting Pupils with Medical Conditions).
- 9.2. We also follow the guidance given in the Liverpool School Inclusion Team document 'Policy for Supporting Medical Conditions in School'.



10. How Runnymede St Edward's School approaches its statutory duties in terms of increasing its accessibility over time. (See Accessibility Plan)

- 10.1.** All pupils at Runnymede St Edward's 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.
- 10.2.** 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.
- 10.3.** Provision Mapping features significantly in the SEN provision provided by the school. Intervention Plans contain outcomes to ensure that all pupils experience success.
- 10.4.** 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:
 - 10.4.1.** changes to practices or procedures
 - 10.4.2.** changes to physical features
 - 10.4.3.** changes to how learners are assessed
 - 10.4.4.** providing extra support and aids
- 10.5.** The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date.
- 10.6.** 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.
- 10.7.** Key information is also shared within the school to ensure teachers are up to date with developments.

11. How Runnymede St Edward's School handles complaints from parents/carers of pupils with SEN about SEN provision.

- 11.1.** Any complaints may be raised with the SENCO, and if necessary with the Headteacher and finally, if unresolved, with the SEN Governor. The school also has a full and detailed Complaints Procedure which is published on the website.
- 11.2.** Managing parental complaints related to SEN (any of the following may apply)
 - 11.2.1.** Meetings with the parents/carers are arranged
 - 11.2.2.** Key issues are identified including where there is agreement.
 - 11.2.3.** Discussions should take place with the SENCO
 - 11.2.4.** Reports provided by outside agencies should be considered
 - 11.2.5.** Outcomes are reviewed examining what progress the pupil has made.
 - 11.2.6.** Any behaviour logs should ensure strategies are included and shared with parents/carers.



12. Who is responsible for what?

- 12.1. We acknowledge that the SENCO shares responsibility with the rest of the staff within the school and the governing body.
- 12.2. Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The SEN Governor at Runnymede St Edward's School promotes the development of SEN provision by:

- 12.2.1. The Governing Body will report annually on the success of this policy under the statements listed in **'The aims and objectives of this policy'**

- 12.3. In evaluating the effectiveness of this policy, the school will consider
- 12.4. Findings of the SEND information report.
- 12.5. Reports presented by the Head teacher and/or SENCO
- 12.6. Parents/carers
- 12.7. Pupils
- 12.8. Outside Agencies

- 12.9. 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:

- 12.9.1. Consideration of each pupil's success in meeting their agreed outcomes.
- 12.9.2. Use of standardised tests including reading, spelling and numeracy ages
- 12.9.3. An analysis of tests including SATs or equivalent qualifications
- 12.9.4. The school's tracking systems and teacher assessments
- 12.9.5. Evidence generated from Provision mapping and related interventions and person centered planning reviews from Education, Health and Care plans.
- 12.9.6. Reports provided by outside agencies including ISI.

13. The role of the SENCO

- 13.1. The role of the SENCO involves:

- 13.1.1. ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- 13.1.2. advising and supporting colleagues
- 13.1.3. ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- 13.1.4. liaising with professionals or agencies beyond the setting when necessary.
- 13.1.5. The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- 13.1.6. Overseeing the day-to-day operation of the school's SEN policy and updating it annually and overseeing and updating the school's SEND information report in line with statutory guidelines.
- 13.1.7. co-coordinating provision for children with SEN



- 13.1.8.** liaising with the relevant Designated Teacher where a looked after pupil has SEN
- 13.1.9.** advising on the graduated approach to providing SEN support
- 13.1.10.** advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 13.1.11.** liaising with parents of pupils with SEN
- 13.1.12.** liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- 13.1.13.** being a key point of contact with external agencies
- 13.1.14.** liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- 13.1.15.** working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- 13.1.16.** ensuring that the school keeps the records of all pupils with SEN up to date
- 13.1.17.** Monitor and support a graduated approach of Assess, Plan, Do and Review.
- 13.1.18.** To ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision. of support staff in our schools including Teaching Assistants, Learning Mentors, Behaviour Support Staff and others.
- 13.1.19.** Review the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis.
- 13.1.20.** Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.

B.Slater Autumn 2018