



ST MARGARET'S CHURCH OF ENGLAND ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Review Period	3 Yearly
Person Responsible for Policy	Bianca Parry
Governing Committee	
Date of LGB Approval	September 2020
Date For Review	September 2023

Vision and Values

Vision

Our Academy Vision Statement:

“All things are possible for one who believes.”

Mark 9:23

We are an inclusive, ambitious,
transformational learning community.

*Through our faith and work,
and by living out the values of
compassion, resilience and **respect**,
our whole community will flourish
and become more fully the people
God
calls us to be.*

Values

As outlined above, we have adopted three Christian values which we feel are the basis of our community.

- Our journey will be all the easier if we show **COMPASSION**. Compassion is more than just sympathy: like Jesus, we aim to put ourselves in other people’s shoes, see their point of view, then do something about it. As teachers and leaders, our actions must show that we understand the world from others’ perspectives; as students, we must learn to do that ever more effectively.
- Perhaps we are more accurately described not as human *beings*, but as human *becomings* – people who are always learning, always growing. Growth is rarely pain-free. Learners make mistakes; that is how we learn. Like Jesus we do not shy away from those painful times – times when we will grow more, when we will learn more. As James put it, “*the testing of your faith produces perseverance*” (James 1:3). We will persevere, and show **RESILIENCE**, on our learning journeys.
- The apostle Peter encourages us to “*show proper respect to everyone*” (1 Peter 2:17). We believe that this is necessary, but not sufficient, if we are to be a respectful community. Property, creativity and protected characteristics are all worthy of **RESPECT** too; it is hard for us to claim to be followers of Christ if we do not respect, for example, the different backgrounds represented in our school community.

In talking to staff and students about our values, a recurrent theme has been that of community. By ensuring these values are woven deep into our life as a school, by ensuring that we *all* live them out on a daily basis, we will build a deeply Christian community which will flourish and which will fulfil the vision set out above.

St. Margaret's C E Academy SEND Policy

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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:

- 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
- St Margaret's C E Academy Disability Equality Scheme and Accessibility Plan (2018)
- St Margaret's C E Academy SEND Information Report (September 2020)

Names and Contact Details of the SENCO

The SENCO at St Margaret's C E Academy is Mrs. A.Keegan. She can be contacted at the Academy on

0151 427 1825 extension 242 or via email at admin@stmargaretsacademy.com

Aims and Objectives

- To ensure all pupils at St Margaret's C E Academy have access to a broad and balanced curriculum.
- To adopt a whole Academy approach to SEND where SEND pupils are all fully integrated in mainstream classes.
- To provide a differentiated curriculum appropriate to the needs of individual pupils.
- To ensure that parents of SEND pupils are kept fully aware of their progress and attainment.
- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person 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 (2015) 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.
- 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 Academy/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 regarding their provision.
- To clearly identify the roles and responsibilities of Academy 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

Academy curriculum and the wider Academy life and activities thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

Identification of SEND

The Academy's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published Local Offer, www.liverpool.gov.uk/localoffer, which was produced in liaison with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

“A pupil has SEND 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”. (SEND Code of Practice 2015)

The Academy reflects what the Code of Practice states in that pupils at St Margaret's C E Academy 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 'SEND support'. Pupils with sensory impairments and physical needs will be supported to enable them to fully access the curriculum. We ensure that there is effective liaison with feeder schools so that individual SEND needs are shared. This informs planning for SEND 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/young people themselves. Equally it is not

assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

The 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.

Pupils are identified within these areas. These areas exemplify the range of need for which the Academy can identify and provide support from within the Academy's provision. The purpose of identification is to work out what action the Academy needs to take, not to fit a pupil into a category. The Academy identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. The ability to identify 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 SEND in the Academy 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 Academy. **Early identification** of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCO works closely with the Academy assessment coordinator and teaching and learning coordinator to identify pupils who are not meeting their expected targets.

Issues that may impact on progress and attainment but are not SEND include:

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium
- Being a Looked After Child (LAC)
- Being a child/young person of servicemen/women
- EAL (English as an Additional Language)

Teaching and Learning

Quality first teaching is a priority for all pupils in the Academy including those with SEND. Where a pupil is identified as having SEND, action is taken to remove barriers to learning and 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).

Assessing and Reviewing Progress

Assess

In assessing a child/young person, the Academy 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 Academy'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 Academy liaises fully with outside agencies who may conduct such assessments. Any concerns by parents are actively listened to and recorded.

Plan

We recognise that we must notify parents if their child is being provided with SEND support despite prior involvement and communication. The teacher and SENCO agree in liaison 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 behaviour along with a clear date for review.

Do

The Academy'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 Academy at least annually. These reviews are arranged at Academy and are part of the SENCO's role. When we review, we evaluate the impact and quality of the support and consider the views of the parents and pupils. These feedback 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 liaison 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 and young people identified as having SEN may have more significant or complex SEND, and there may be several specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the Academy or services that are commissioned through the Local Authority Services such as 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 Academy 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 the Academy. 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.

Adapting the Curriculum and Learning Environment

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 learning establishments for disabled pupils and to implement their plans. In line with this, there is a fully developed Disability Equality Scheme and Accessibility Plan (January 2017) which is in writing, and which is also available on the Academy's website. The Academy is initiative-taking in removing barriers to learning to ensure that all pupils have equal access to a broad and balanced curriculum that is differentiated to enable all pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored. Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

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 Academy continues to improve access to the physical environment. The site has become less difficult over time to access by pupils who are wheelchair users and those who have mobility issues. The Academy increases and promotes access for disabled pupils to the Academy curriculum. All adaptations and building work have been built to be DDA compliant. The Academy strives to improve the delivery of information to pupils with SEND and their families when appropriate for disabled pupils, considering the individual needs of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Managing the Needs of Pupils who qualify for SEND

In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the Academy's Local Offer which is published on the Academy's 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 Academy 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 include Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, Occupational Therapy, Physiotherapy and LA Specialist Teacher Advisors. Some children may have multi-agency involvement and the Academy will consider the criteria for the levels of need and where relevant may decide in liaison with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.

Collaborating with Parents and Carers

The Academy's SEND Information Report and Academy Offer can be found on our Academy website. We recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We value and welcome the essential information on the impact of SEND 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. We operate an open-door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. 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. Thorough records of outcomes, actions, and support as well as contact with parents form an important part of monitoring and recording for the school.

Enabling SEND pupils to Participate in Activities

We recognise 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 recognise that these are anticipatory duties and strive to plan to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed. All pupils 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.

Improving Emotional, Mental and Social Development

St Margaret's C E Academy recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in diverse ways. These 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)

The Academy also recognises that children may display certain behaviours because of self-esteem or other issues such as neglect. At St Margaret's C E Academy, we have clear processes to support children and young people, and this is linked to our policies on behaviour management, safeguarding and child protection. 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:

- Referrals to external agencies such as CAMHS
- School counselling services
- Referral to or own Well-Being and Intervention Support Coordinator

Monitoring and Evaluation

Whilst the full governing body remains responsible for SEND, they often appoint a SEND Governor to support their work. The SEND Governor at St Margaret's C E Academy is Vicky Merriman. He can be contacted via the Principal 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 SEND 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 understand the role of the SENCO and how pupils are supported.
- developing an awareness of the types of SEND present within the school cohort.
- reporting regularly to the Governing Body.
- understanding how funding received for SEND is allocated by the school.
- attending training in relation to SEND.
- assisting in monitoring the progress of vulnerable pupils.
- Reviewing and monitor the effectiveness of the SEND Policy.

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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 SATs, GCSEs, or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from IEPs and Annual Review meetings.
- SISRA
- Reports provided by outside agencies including Ofsted.

Continuing Professional Development

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with

SEND. A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. 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, and all staff are encouraged to access this. SEN specific training related to SpLD and Neurodiversity and Sensory Services are held annually. 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.

Funding

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. This expenditure is overseen by the Governing Body and ensures resources are directed to support appropriate SEND provision as outlined in this policy. 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 from the SENDCO. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from three 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 several elements 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 five 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).

Supporting Pupils with Medical Conditions

At St Margaret's C E Academy, 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 'Medical Conditions and Administration of Medication' Policy that can be found on our website.

Element 1

- Core Educational Funding
- Mainstream per pupil funding (AWPU)

Element 2

- Notional SEN Budget
- Contribution of up to £6k for additional support required by c/yp with high needs, from the Notional SEN Budget

Element 3

- High Needs/Top -up Funding
- Top Up funding from the LA to meet the needs of individual c /yp with or without an EHC Plan.

Exam Access Arrangements

Students who have difficulty accessing the curriculum in KS3 are given various degrees of support before making their option choices for KS4. Students who hold an Education Health Care Plan from the Local Authority are supported with option choices. Discussions take place with Mrs N. Kavanagh, our Special Educational Needs and Disability Co-ordinator (SENDCo), in liaison with the students and parents/carers. Access arrangements allow candidates/learners with SEN or disabilities to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind access arrangements is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under The Equality Act 2010 to make reasonable adjustments. Reasonable access arrangements need to be agreed by JCQ prior to an assessment period. Such access arrangements should be the usual way of working for the student within lessons to ensure that the Academy can evidence the needs of the student. If a student is to apply for access arrangements on medical grounds, The Academy must have recent medical assessments, of no older than 6 months, along with any other supporting medical evidence. Laptops will only be provided for public examinations if this is the usual way of working for the student due to learning or physical disability. There may also be grounds for the use of a laptop on medical grounds. This is at the discretion of The Academy and medical evidence is required. For KS4 examinations, applications are made to JCQ within the first term of Year 10. Applications are made for those students who have been assessed by a Specialist Assessor using an up to date nationally recognised standardised test. If a student has been privately assessed, for example in the case of dyslexia, The Academy must be supplied with the most recent assessment that has taken place within the current Key Stage, in order to submit the scores to JCQ. Please be mindful that JCQ must recognise the assessment carried out. It should also be noted that the Specialist Assessor must hold the appropriate qualifications as set out by JCQ, complete the relevant sections of Form 8 as required by JCQ as well as sign and date the Form 8. The completed Form 8 is needed for the application of Access Arrangements by the SENCO. Access arrangements are made on an individual basis and therefore if you have any queries, please contact our Academy SENDCo directly. It should be noted that access arrangements only last for up to 2 years and re-assessment may need to take place at the beginning of post-16 studies. Parental requests regarding access arrangements, for example extra time, will not be accepted or investigated if communicated after Year 10.

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. In managing parental complaints related to SEND any of the following may apply:

- Meetings with the parents/carers are arranged, involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership).
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO.
- Reports provided by outside agencies should be considered.

- Outcomes are reviewed examining what progress the pupil has made.

Roles and Responsibilities

Governing Body

The full Governing Body, with representation from the SEND Governor, is responsible for SEND provision within St. Margaret's C E Academy and will report annually on the success of this policy as described above.

Principal

The principal has the overall responsibility to ensure that this policy is applied throughout the Academy.

SENCO

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- advising and supporting colleagues
- ensuring parents are integrally involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting
- The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually and overseeing and updating the school's SEND information report in line with statutory guidelines.
- co-coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND 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 SEND
- 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

- collaborating with the principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access

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arrangements

- ensuring that the school keeps the records of all pupils with SEND up to date
- monitor and support a graduated approach of Assess, Plan, Do and Review.
- 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 Educational Support Assistants.
- Review the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis.
- 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.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, 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 Principal 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 SEND up to date for example participation of pupils in clubs and activities.

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 Margaret's

CE Academy these include.

- The SEN Governor is Vick Merriman he meets with the SENDCO termly and monitors the progress of pupils/students with SEN
- The Designated Teacher for Safeguarding is Dr Daniel Silverstone
- Deputy Designated Teacher for Safeguarding is Mrs Veerle Wyke and Mr Kingston
- The member of staff responsible for Looked After Children is Vice Principal Andrea Penketh

Educational Support Assistants

ESAs work alongside pupils and/or small groups of pupils to assist in the attainment of those who require further support. This support is allocated by the SENCO. They should be directed by the classroom teacher to provide the correct support necessary for the individuals to make small steps of progress. Some ESAs are further trained to provide specialised provisions and interventions.

Parents/Carers

We ask that all parents/carers liaise with us regularly to ensure that we work to successful outcomes for your child. It is vital that we are kept up to date with any changes in your child's condition and that we are made aware of any changes or circumstances that would have an adverse effect on your child's progress.