



**ST MARGARET'S
CHURCH OF ENGLAND
ACADEMY**



*“Achievement by faith and work”
‘Inspired by the knowledge and love of God
we all come together to learn
in a Christian community where we are valued
for who we are and who we could become’*

(School Mission Statement)

POLICY ON A5: Special Educational Needs and Disability

The people responsible for this policy and to whom observations and comments should be made are:

Mrs K Pritchard	SENCO
Mr Brierley	Principal
Mrs A N Penketh	Vice Principal
Mr M D'Arcy	Director of Business & Finance
Mr M Fidler	Link Governor
Mr Peter Oliver	Chair of Governors

Copies of this policy are available on request to: Governors, Staff and parents.

Unless there is a change in legislation this policy will be reviewed every 3 years.

This policy was approved at a meeting of the Standing Committee on 2nd July 2018
This policy is next due to be reviewed in March 2021

St Margaret's Mission and Values

Mission

Our Academy Mission Statement:

**Inspired by the knowledge and love of God,
we all come together to learn
in a Christian community where we are valued
for who we are and who we could become.**

Values

As an Academy we have adopted eight Christian values which we feel are the basis of our community.

- A Christian community is a community of faith, and at the heart of faith is **TRUST**. Trust is about letting go – putting ourselves in God's, and in other people's, hands. Jesus told his followers to "*trust in God; trust also in me*"; so as we work together, we expect members of our community to be trustworthy and reliable, and not to let others down.
- Education is not just about academic learning; it is about personal development too. As we work together, we expect that good working relationships, and **FRIENDSHIPS**, will develop, between students as well as between members of staff. In John 15, Jesus explicitly calls his disciples not servants, but friends. As a community, we celebrate the selflessness of friendship.
- **JUSTICE** is another value that is central to our community. Justice is about appreciating that our well-being is inextricably linked to everyone else's. It is not just about our response when someone acts inappropriately; it is also about ensuring that everyone is accorded the dignity and the respect and that is rightfully theirs. Isaiah encouraged us to "*seek justice!*" – and we do.
- From time to time, however, we all get things wrong. Jesus commanded us to show **FORGIVENESS** to each other, and as a Christian community we seek to obey Him. Someone in the wrong should show self-discipline and apologise, making reparation where appropriate; someone who is wronged should accept an apology and not seek to humiliate.
- Education is about far more than chemicals, conjunctions and crotchets! As a community, we seek to foster **WISDOM** and true insight into the way life works – an understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things. Such wisdom is rooted in a proper reverence for God: as the Psalmist puts it, "*the fear of the LORD is the beginning of wisdom*".
- St Paul looked back on his life and was able to say that he had "*run the race*" right to the end. All those involved in education need to demonstrate similar levels of **ENDURANCE** – learning is the ultimate life-long task, a marathon not a sprint. By showing patience and resilience we will ensure that no-one is left behind, and that all are able to achieve their God-given potential.
- These values will be all the easier for us if we show **COMPASSION**. Compassion is more than just sympathy: like Jesus, we aim to put ourselves in other people's shoes, understand their point of view, then do something about it – and thus to grow in faith.
- Underpinning all of these, we seek to be a community at **PEACE**. St Paul describes God as the God of peace. We therefore seek to demonstrate harmony, stability and security within our Christian community, downplaying dissent and accentuating the positive.

St. Margaret's C E Academy SEND Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and St Margaret's C E Academy documents:

St Margaret's C E Academy SEND Information Report (February 2017)
St Margaret's C E Academy Disability Equality Scheme and Accessibility Plan (February 2018)
SEND Code of Practice (January 2015)
Special Educational Needs and Disability Regulations (2014)
Statutory Guidance on Supporting Pupils with Medical Conditions (2014)
Teachers' Standards (2012)
Equality Act (2010) including Advice for Academics DfE (Feb 2013)

Names and Contact Details

The SENCo at St Margaret's C E Academy is Mrs. K. Pritchard. She can be contacted at the Academy on 0151 427 1825 extension 242 or via email at kpritchard@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 centered 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 centered 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 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 consultation 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 four SEND areas identified within the Code of Practice 2015 are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and Mental Health difficulties
- Sensory and/or Physical Needs

Pupils are identified within these areas. These areas exemplify the range of need for which the Academy is able to 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 to interrogate the Academy tracking data, including RAISE online data, as well as termly and annual subject assessments to identify pupils who are not meeting their expected targets.

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

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC
- Being a child/young person of servicemen/women
- EAL

Teaching and Learning

Differentiated 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**).

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 proactive 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)

The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date.

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, taking into account the individual needs of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

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 behavior 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 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.

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 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.

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 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 consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.

Where, despite the Academy 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 SEND Support.

Working 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 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. 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 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.

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 different 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 as a result 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

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 Mark Fidler. 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 have an understanding of 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.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy' p5). 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.
- Raise online
- 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. CPD afternoons are held weekly within the Academy's timetable and SEND slots are made available for outside specialists and/or the SEND team to provide input.

Funding

The notional SEND budget is for school leader's 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.

Supporting Pupils with Medical Conditions

Medical information is held securely by the Academy's Medication Coordinator. The Medication Coordinator works alongside the SENCo and parents/carers to ensure that Individual Healthcare Plans are updated as regularly as needed. The Medications Policy is available from the Academy.

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 K. Pritchard, our Special Educational Needs and Disability Co-ordinator (SENDCo), in consultation with the students and his 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 particular 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. In this case, the assessor is our SENDCo. 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 hand sign the Form 8 using ink which is not black. The completed Form 8 is needed for the application of Access Arrangements by the SENDCo.

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, perhaps 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 closely 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
 - 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
 - monitor and support a graduated approach of Assess, Plan, Do and Review.
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- 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.

Teaching Staff

Teaching staff are responsible for assessing, planning and carrying out good quality teaching for all pupils regardless of their SEND. They must also plan and work with any other adult within their learning environment.

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

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.