

Runnymede St Edward's Catholic Primary School

Special Educational Needs and Disabilities Policy and Procedures



Date written: November 2024

Date Agreed by Governors: December 2024

Date to review: November 2025

Section 1: Introductions

This policy was created by the school's SENCO in liaison with the SEN Governor, the Senior Leadership Team, all staff and pupils with SEND.

Name of SENCO – Mrs. S Brophy

National Award for SEN Coordination (NASCO) Status – November 2015

Contact Details of SENCO – 0151 281 2300

senco@runnymede-school.org.uk

The SENCO will be contactable during school hours and will use their best endeavours to respond within 5 working days of contact being received by the school, please expect any responses to be made during working hours and in term time.

The SENCO at Runnymede St. Edward's Catholic Primary School is a member of our Middle Leadership Team (MLT). The policy was developed in collaboration with staff, pupils and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Deputy Head Teacher, advocates and works closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND – Mrs Joanne Lewis.

Section 2: Aims and objectives

At Runnymede St. Edward's Catholic Primary School, we aim to:

- Create an inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood
- Create a curriculum that is inclusive to all, including accessing education in and out of the classroom and extra curricular activities.
- 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
- To work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies
- To reflect the SEND Code of Practice (January 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 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

Objectives:

At Runnymede St. Edward's Catholic Primary School, we will fulfil our aim through the following objectives:

- To identify and provide for children and young people who have special educational needs, disability and additional needs
- To work within the guidance provided by the SEND Code of Practice (January 2015)
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
- To provide support and advice for all staff working with special educational needs pupils

Section 3: Identifying Special Educational Needs and Disabilities

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

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

We recognise the definition of SEND as stated in the Code of Practice: “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”. (p83)

We also recognise, as stated in the Code of Practice (pg88), that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

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

Communication and Interaction

- Speech, language and communication needs (SLCN). Children and young people with SLCN have difficulty in communicating with others. This may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication

- Autistic Spectrum Condition Diagnosis (ASD) with differences in social communication, interaction and flexibility of thought

Cognition and Learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD) where children and young people are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication
- Profound and multiple learning difficulties (PMLD) where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as 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 hyperactive disorder or attachment disorder

Sensory and/or Physical Needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:
- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI) (a combination of vision and hearing difficulties)
- Physical disability (PD)

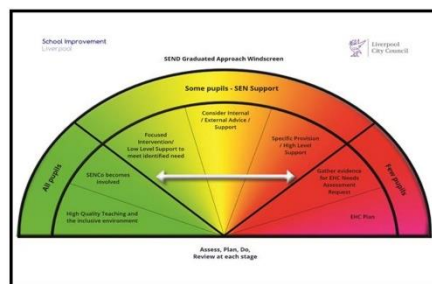
Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach** (See Section 4). At this point a pupil will be placed on the SEND register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

What is not SEND but may impact on progress and attainment may include:

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

Section 4: The Graduated Approach

At Runnymede, we follow the SEND Graduated Approach Windscreen. (Please see below)



- The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching
- 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.
- High-quality teaching, differentiated and personalised for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of high-quality teaching.
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- When considering special educational provision, the teacher and SENCO and parents, will study all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, Runnymede is part of a Consortia consisting of 9 schools in the local area. This provides funding and access to more specialised assessments from external agencies and professionals, such as Educational Psychologists, Specialist Teachers, Therapeutic Practitioners.

Role of the SENCO

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

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with 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 Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

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

ASSESS:-In assessing a child, school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents/carers are actively listened to and recorded.

PLAN: - We recognise that we must formally notify parents/carers if their child is being provided with SEN Support, despite prior involvement and communication. The teacher and SENCO agree, in consultation with the parent/carer and pupil, the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour. This is documented in a Pupil Profile which is written with the child, teacher and agreed by the parent/carer.

DO: - The school's SENCO, Mrs Brophy, supports the class teacher in removing barriers to learning and advising on the effective implementation of support and intervention. 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 learning support assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching. Pupil Profiles should be adhered to and monitored by the SENCO and SLT. Leaders and SENCO will participate in Pupil Progress Meetings to discuss strategies and next steps/actions and how we will continue to promote the use of High-Quality Teaching.

REVIEW: - Reviews are carried out with SEND pupils and their families. A child may have an Education, Health and Care Plan (EHCP). 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/carers and pupils. This feeds back into the analysis of the pupil's needs and subsequently influence the Pupil Profile. 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 – this will be formalised termly. We strive to provide clear information to parents/carers about the impact of support and interventions provided enabling them to be involved in planning next steps, through meeting/conversations and correspondence. In transition to another setting,

information to be passed on will be shared with parents/carers 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 a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school 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 school 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 school (refer to provision map). Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

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 SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle.

If parents have concerns after exiting the SEND Register, please direct to class teacher in the first instance and the SENCO / SLT thereafter.

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

At Runnymede St Edward's Catholic Primary School, 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 also 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.

Where a pupil is receiving SEND Support, the school endeavours to communicate with 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.

Our SEN Information Report is published on our website and available as a printed copy at our Main Reception <https://www.runnymedestowards.co.uk/send/> and is updated regularly.

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. We guide parents towards the LA Local Offer <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10> for information about wider services which can be found across Liverpool and the wider Merseyside Area. In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy <https://www.runnymedestowards.co.uk/admissions/>
- Our links with other agencies <https://en-gb.padlet.com/Runnymede/SEND>

Runnymede St Edward's Catholic Primary 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:

- 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 Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

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 Catholic Primary School, we have clear processes to support children and young people and this is linked to the school's behaviour and discipline policies, mental health and wellbeing policy together with Safeguarding policies. 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:

- Pastoral Support in school (Mrs O'Donnell)
- Working closely with Outreach Providers to access specialist support
- Training staff to develop and support children's mental health and promote resilience

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

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

Runnymede supports pupils with medical conditions in the following ways:

- Working closely with parents/the school nurse/the community paediatricians and other specialist staff in terms of care plans and Educational Health care Plans.
- Training for all teachers and Teaching Assistants so that they can meet pupils' needs more effectively.
- Attending and contributing to Team around the Child/Team around the family meetings.
- Working closely with feeder schools to ensure smooth transition for pupils with medical needs.
- Purchasing Specialist Equipment upon the advice of Medical Specialists.

Section 8: Monitoring and Evaluation of SEND

Whilst the full governing body remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at Runnymede is Mrs Joanne Lewis. She can be contacted via the head teacher, SENCO 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 completing learning walks / 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 monitoring 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'. 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 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:

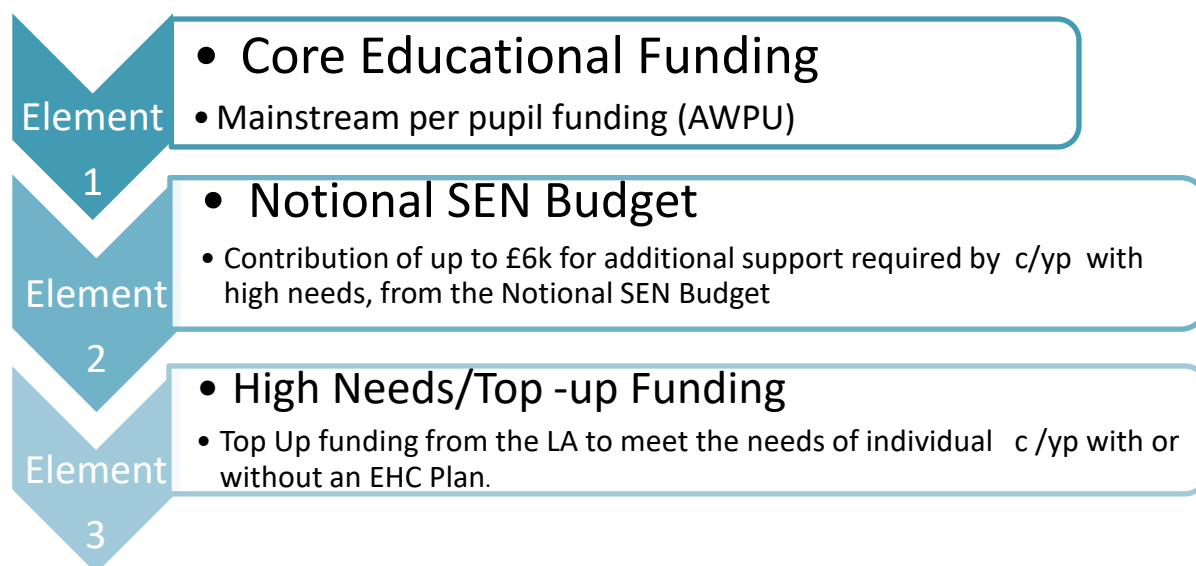
- Consideration of each pupil's success in meeting outcomes
- Use of standardised tests
- An analysis of external tests including SATs.
- The school's tracking systems and teacher assessments
- Evidence generated from Pupil Profiles and Annual Review meetings
- Reports provided by outside agencies

Section 9: Resources and Training

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 SENCO.

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



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

The school allocates SEND funding in the following ways:

- Training for all Teachers and Learning Support Assistants so that they can meet pupils' needs more effectively
- Specialist books, resources and equipment
- In class and withdrawal support from the Learning Mentor or Learning Support Assistants.
- Assessment and support from outside agencies e.g. SENISS, Educational Psychology Services

Workforce Development and CPD

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, courses are attended and professionals are invited in to support. The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools. Further support is accessed through ADHD Foundation and SENISS.

Section 10: Roles and Responsibilities

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High-Quality Teaching to support children and recognise how the SENCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at Runnymede St. Edward's Catholic Primary School these include;

- The SEN Governor is Joanne Lewis, who meets with the SENCO and monitors the progress of pupils/students with SEND
- The school employs 9 members support staff. They carry out a range of roles across the school including learning support and pastoral care, and are line managed by the Head Teacher. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Jamie Long.
- The member of staff responsible for Looked After Children is Patricia Minogue.
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are Kate Peaston, Jamie Long and Patricia Minogue.

Section 11: Reviewing the Policy

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working,

Section 12: Accessibility

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

<https://www.runnymedestowards.co.uk/policies/>

Parents/carers can contact school by emailing admin@runnymede-school.org.uk

Section 13: Other Policies Relating To SEND

- The Equal Opportunities Policy
- The Accessibility Policy
- Admissions Policy
- Curriculum Policy
- SEND information on the school website (SEND Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Attendance Policy

Section 14: Dealing with Complaints

Any complaints should first be raised with the SENCO, then if necessary with the Head/Deputy head teacher and finally, if unresolved, with the SEND Governor. All complaints follow the school's complaints procedure.

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' (SENDIASS Parent Partnership).
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO/SLT.
- Reports provided by outside agencies should be considered.
- Outcomes are reviewed examining what progress the pupil has made.
- Any behaviour logs should ensure strategies are included and shared with parents/carers.
- Any SEND complaints will come through to admin@runnymede-school.org.uk

Compliance

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

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