Runnymede St Edward's Catholic Primary School

Special Educational Needs and Disabilities Policy

'Have courage, the good seed will grow in the children's hearts'

Date written: November 2026
Date Agreed by Governors:
Date to review: November 2027

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 a timely manner of contact being received by the school, please expect any responses to be made during working hours and in term time.
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.

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

Identifying Special Educational Needs and Disabilities

Section 20 Children and Families Act 2014 states: 'A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;
● have significantly greater difficulty in learning than the majority of others of the same age, or
● have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools, or mainstream post 16 institution

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. A child under compulsory school age has special educational needs if they fall within the definition of the above or would do so if special provision was not made for them.'

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 (2015): "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 (2015) (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.

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**. At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

The 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.

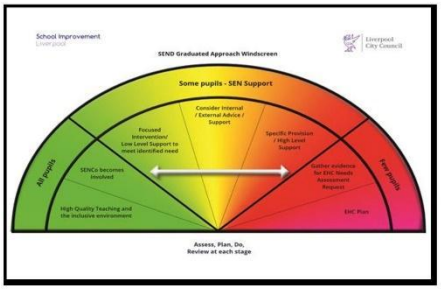
● Sensory and/or Physical Needs – including hearing impairment, visual impairment, multisensory impairment and any physical impairments.

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

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.

- Managing the day-to-day operation of the SEND policy
- Coordinating the provision for children with SEND
- Liaising with and advising colleagues
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Managing the school-based assessment and completing the documentation required by outside agencies and the LA
- Managing a range of resources, human and material, to enable appropriate provision for children with SEND being a key point of contact with external agencies
- Liaising with secondary schools to ensure effective transfer of pupils
- Supporting teachers when writing Pupil Profiles through sharing support materials stored on shared drive or on CPOMs
- Keep informed of any developments in resources or new practices that could enhance learning for the children with SEND.
- Attend SEND network and consortia meetings to gain the most up-to date information

- Signpost parents to local support networks, the ASD Team and Parent Partnership Organisations

The Role of our teachers

A crucial principle underpinning our provision is that every teacher is a teacher of a child with Special Educational Needs. To ensure high expectations and clear accountability, all class teachers retain the primary responsibility for the progress and development of every pupil in their class, including those identified as having SEN and receiving support from teaching assistants or specialist staff. Teachers must be accountable for adapting the curriculum and quality first teaching (QFT) to meet individual needs, monitoring the impact of support, and working closely with the SENCO to plan interventions and provision. This shared commitment across all staff is vital for securing the best possible outcomes for all our pupils with SEN.

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 meets with the SENCO and monitors the progress of pupils/students with SEND
- The school employs support staff to 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 for interventions and support.
- The Designated Teacher for Safeguarding is Patricia Minogue.
- 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 and Patricia Minogue.

The Role of the Governing Body

The named governor responsible for SEND is XXXXXX. The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure, through the headteacher delegation, that all teachers are aware of the importance of providing for these children. They monitor and report to parents annually on the success of the school's policy for children with SEND.
The monitoring criteria include: The maintenance of accurate, up to date records by the SENCO and other staff
- Evidence of monitoring classroom practice by SENCO
- Analysis of pupil tracking data and test results for individuals and groups of pupils, compared with children at the same starting point nationally
- Progress data for pupils on the SEND register
- Evidence from OFSTED inspection reports
- School Development Plan

In fulfilling its statutory duties under the SEND Code of Practice, the Governing Body is committed to maintaining and publicly publishing key information regarding our provision. Specifically, the school will ensure that a detailed SEND Information Report and an up-to-date Accessibility Plan are published on the school's website. The SEND Information Report will be reviewed and updated annually to provide clear information on the school's implementation of its SEN policy, while the Accessibility Plan will outline how the school plans to increase access to the curriculum, the physical environment, and to written information for all pupils with special educational needs and disabilities.

For more information regarding our SEND processes, please refer to our admissions policy, Inclusion policy, SEND information report, accessibility plan & assessment and feedback policy.

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, 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 Quality First 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.

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.runnymedestedwards.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.runnymedestedwards.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 and Trauma

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

SEND Register

The SEND register is an editable document which is monitored as part of our termly assessment procedures:

● Children may be added or removed based on their progress
● targets are set and reviewed using appropriate assessment and observations
● Involvement from outside agencies such as Occupational Therapy, Speech and Language, community paediatrician, educational psychology, SENISS
● Teachers discuss progress or interventions with support staff
● Progress reviews are held each term between class teachers, SENDCo & SLT Pupil profiles are reviewed termly – which involves consultation with the child (where appropriate) and parents either face to face during parents'/carers' evenings and/or via sending home with parents being given the opportunity to discuss
● In some cases, High Needs Funding (HNF) will be applied for if the child requires a high level of adult support
● In some cases, it will be appropriate to apply for an Education and Health Care Plan (EHCP) in order for a full assessment of the child's needs to be made.

It is important to note that our SEND register is a transient document meaning pupils may move on or off it depending on their needs/progress. If a child moves off the SEND register, they are placed on our 'monitoring register' for one full term to monitor. If there are no concerns after a full term, they will be removed.

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.

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 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

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.

Addressing Concerns and Complaints

We are committed to working in partnership with parents and carers to resolve any concerns swiftly. If a parent or carer has a concern regarding the SEND provision made for their child: 1. Contact the class teacher in the first instance to discuss the concern. 2. If the issue is not resolved, arrange to speak with the SENCO. 3. If concerns remain, request a meeting with the Headteacher. 4. If the matter cannot be resolved informally, parents are directed to the school's formal Complaints Policy, available on the school website or from the school office.