

SEND Policy

December 2024

Version Control

Version	Date	Status	Author	Comments
0.1	05.02.2024	Draft	K Sexton	Initial draft
0.2	12.02.2024	Draft	M Wright	Review and comment
0.3	20.02.2024	Approved	K Sexton	Approved by KAS
1.0	31.12.2024	Approved	Trust Board	Approved by Trust Board

Date of next review	December 2025
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1. Introduction

Summary of responsibilities under the Special Educational Needs and Disability (SEND) Code of Practice.

The definition of Special Educational Needs.

The 2014 Code of practice states that:

- A child or young person has SEN if they have a learning difficulty or disability 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 he or she.
 - Has a significantly greater difficulty in learning than the majority of others of the same age, OR
 - Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

2. Identifying and teaching pupils with SEN

2.1 Teachers are responsible for every pupil

Teachers are responsible for the progress and development of every pupil in their classes, including those who get extra support from teaching assistants or specialist staff.

The first step in supporting all pupils, including those with SEN, is high-quality teaching, differentiated for individual pupils.

Some pupils may need additional help to access the curriculum or make expected progress. These pupils may have SEN.

2.2 Not every pupil making slower progress has SEN

Some pupils may make slower progress for a reason unrelated to SEN, such as a gap in their learning.

Teachers should regularly assess the progress of all pupils and work with the SENCO to identify whether a pupil has SEN.

Teachers should ask whether the pupil's progress is:

- Significantly slower than that of their peers starting from the same baseline.
- Failing to match or better the pupil's previous rate of progress.
- Failing to close the attainment gap between the pupil and their classmates □ Widening the attainment gap.

2.3 How teachers will work with the SENCO

Our Trust school's SENCO supports teachers in delivering SEN provision, but their role is largely strategic.

They're not responsible for teaching pupils with SEN, or for deciding on specific teaching strategies for pupils with SEN, though they'll offer advice on how to do these things.

3. Supporting pupils with SEN

3.1 Areas of need

The needs of pupils with SEN usually fall into one of the following categories:

- Communication and interaction.
- Cognition and learning.
- Social, mental, and emotional health.
- Sensory and/or physical.

3.2 Teachers should be involved with every stage of the 'graduated approach' process

SEN support is implemented and regularly reviewed using the 'graduated approach':

- **Assess:** the class/subject teacher and SENCO should clearly analyse a pupil's needs before identifying them as needing SEN support.
- **Plan:** the class/subject teacher and SENCO should agree the support to be put in place. You should also notify and consult the pupil's parents. The support will usually be set out in a school-based SEN support plan.
- **Do:** the class/subject teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching.
- **Review:** the class/subject teacher and SENCO should review the effectiveness of the support regularly and agree any changes where needed.

Every Trust school should involve parents in this process and meet to review their child's progress at least 3 times per year.

4. ECHP (Education, Health and Care Plans

Most pupils with SEN or disabilities will have their needs met through SEN support. Pupils with more complex needs may need additional provision, which is set out in an education, health, and care (EHC) plan.

An EHC needs assessment can be requested by the school or parents and will be carried out by the local authority.

Important information and documents

Local offer: information published by the Local Authority (LA) about the support for pupils with SEN or disabilities that should be available in the area

SEN information report: information published on the school website about how the school's SEN policy will be implemented

SEN policy: outlines the vision, values, and aims of the school's SEN provision

Our school's SEN co-ordinator (SENCO) is responsible for co-ordinating these, but all staff should be aware of them and may be asked to contribute to them.

5. Involving specialists

If the child is not making the expected level of progress despite High quality teaching and targeted interventions, then the SEN(D)CO may choose to seek advice from outside agencies. These include.

- Sefton Special Education Needs and Inclusion Service (SENIS) – who work with schools to provide:
- Strategies to ensure access and enhance progress.
- Support with bespoke support plans.
- Provide training:
 - Education Psychology Service
 - Physiotherapy Service
 - Occupation Therapy Service
 - Speech and Language Therapy Service
 - Child and Adolescence Mental Health Service (CAMHS)
 - Paediatric Services
 - The Autism and Complex Needs team
 - School Nurse
 - Mobility training.
 - Selective Education Service
 - Referrals for ASD and ADHD can be made through the Alder Hey online Portal

6. Requesting an Education, Health and Care Needs Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider requesting an Education, Health, and Care needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health, and social care and, as they get older, prepare them for adulthood. To achieve this, the local authority uses the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person.
- Provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

Sefton local authority state that they would expect to carry out an EHC needs assessment for those children:

- Whose special educational needs (SEN) are long term, severe and complex
- Who have not made progress in spite of the interventions and support put in place over a period of time.
- Who need SEN provision that cannot reasonably be provided within the resources normally available to mainstream schools and educational settings (including 'top-up' High Needs Funding).

An EHCP is required if parents wish to send their child to a specialist provision within Sefton when they transition to High School.

7. Working with Parents

Mersey View Learning Trust recognises the importance of a multiagency approach to SEN. In particular the views of the parents and pupils are considered to be vital in assessing and meeting the needs of the child.

Formal parents' evenings with the class teacher are held twice a year. Parents are also given the opportunity to have a longer meeting with the SEN(D)CO on these occasions and throughout the year when required. These meetings give the opportunity to discuss any provision/intervention which is in place in addition to High Quality teaching as well as the support plan for those on the SEN register. The impact of support offered is considered along with the progress towards targets set. Different assessments will be used according to the needs of the pupil. Support arrangements will be updated and revised accordingly. If not involved already, this may include referral to appropriate external agencies. The outcomes of these meetings will be formally recorded, and a further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning.

Parents of children in receipt of High Needs funding are also invited to meet with the SEN(D)CO at the end of the year to discuss progress and any concerns they may have about the following academic year. Children with EHCPs have an annual review which the parents are invited to attend along with any other outside agencies who are involved.

In addition to the above, parents are welcome to contact the school at any time to arrange a meeting with the class teacher, SEN(D)CO or Headteacher.

The staff at Mersey View Learning Trust believe that the most effective provision can be made when parents are open and confident in the working partnership between themselves and the school. The school will support those parents who need further assistance in dealing with their child's difficulties

or continuing problems. Any structured approach which is followed at school needs to be reinforced at home.

Parents who may have problems in understanding English will have written information made available to them in their language if this is at all possible.

Mersey View Learning Trust is aware of the definitions of 'parental responsibility' as defined in the Code of Practice.

Parents are made aware of any arrangements made regarding their child if identified as needing further support from an outside agency.

Whatever course of action is decided, the child's parents are informed about the:

- Nature of child's learning difficult.
- The SEN provision to be given; including staff involved, frequency/timing of support, external specialists involved and specific programmes/activities/material/equipment necessary.
- Necessary help needed from home.
- Any pastoral care/medical requirements.
- Monitoring and assessment arrangements.
- Review dates and arrangements.

Review

This policy is reviewed yearly by the Trust. We will monitor the application and outcomes of this policy to ensure it is working effectively.

A copy of our Local offer can be found in the 'Useful Information' section of schools websites.