



Kirkdale, St Lawrence CE
Voluntary Aided Primary School

Special Educational Needs and Disability Policy

*“Together, with God in our heart,
the path to our dreams with start”*

Inspired by Psalm 20:4

Our School Vision



Our Vision:



We are the Kirkdale, St Lawrence CE family. We are a nurturing, safe, inclusive school which is the anchor of our diverse community. Through God's love, we support everyone to flourish spiritually, academically and personally; this is our heartbeat. All are valued here for who they are and what they could become.

Our School Values

Hope	Thankfulness	Trust	Compassion	Courage
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SENDCo	E. Cottom
Date Agreed	Spring 2025
Review date	Spring 2026

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

Name of SENDCO – Mrs E. Cottom

National Award for SEND Coordination (NASCO) Status –Passed in 2010

(Clause 64, C & F Act 2014)

Contact Details of SENDCO – 0151-922-2775

e.cottom@kirkdale.liverpool.sch.uk

The SENDCO will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The role of the SENDCO at Kirkdale St Lawrence is a member of our senior leadership team. The policy was developed in collaboration with staff, parents/carers, 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 Headteacher Mrs J. Campbell advocates and works closely with the SENDCO 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 is Mr R Flanagan.

Intent of Kirkdale St Lawrence School in relation to SEND provision

- To create an ethos and educational environment that inclusive of all needs of the child along with their families/careers.
- To encourage every child to have high aspirations and support their SEND to enable them to succeed in their education.
- To adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed, and supported for within the school.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- To work in partnership with children/ parents and careers as well as outside agencies to achieve the best possible outcome.
- 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 SEND provision.
- To enable full access for pupils with SEND to be part, where possible, in the school curriculum and the wider school life and activities, supporting the development of self-esteem.
- To reflect the New Code of Practice (2014) ensuring class teachers are involved in the progress and accountable for the development of the pupils in their class, including where pupils access support from learning support 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.

Identifying Special Educational Needs and Disabilities

At Kirkdale St Lawrence, 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 SENDCO

actions any additional support, we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil during 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.

The ability to identify SEND and adapt teaching in response to the needs of pupils is of key importance and in line with the 'teachers' standards (2012). The SENDCO works closely with the SLT, assessment lead and class teachers to ensure all children's needs are being met.

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENDCO works closely with all staff and outside agencies to review school, local and national tracking data.

We also use a number of additional indicators to identify pupils' special educational needs/disabilities, such as:

- close analysis of supplementary data including: vulnerable group data, diagnostic testing and annual pupil assessments.
- termly teacher assessments/pupil progress meetings/formal assessments
- any parent, teacher, or support staff concerns
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools/settings

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEND and should not lead to a pupil being recorded as having an SEND. 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 the child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left, may lead to frustration the child may experience

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

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and (PMLD), where children 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 encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties.

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, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder,

attention deficit hyperactive disorder or attachment disorder. Kirkdale, St Lawrence CE has clear and effective processes and well-trained staff to support children and young people, including how they will manage the effect of any disruptive behaviour, so our children can be best supported.

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. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Some children may find it hard to deal with sensory experiences, such as noise, light and touch or require additional sensory explorations to support their regulation and ability to focus.

Throughout the process of identifying a child as having SEND, the SENDCO 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 SEND 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 additional support 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 SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of serviceman/woman

Any concerns relating to child or young person's behaviour should be described as an underlying response to a need, which we will aim to recognise and identify effectively.

How does Kirkdale St Lawrence teach children with SEND?

Kirkdale St Lawrence School teaches pupils with special educational needs and ensures there is adapted quality first teaching for all pupils in the school, including those with SEND.

Where a pupil is identified as having SEND, action is taken to remove barriers to learning and effective special educational provision is put in place.

The SEND support is carried out in conjunction with a 'SEND Support Plan', which outlines the pupil's needs and supports the pupil in making good progress. This cycle is known as the Graduated Approach (Assess, Plan, Do and Review).

Assess

This involves clearly analysing the pupil's needs using the teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views where relevant and advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need and so that barriers to learning are clearly identified and being overcome. Where external staff are already involved, their work will help inform the assessment of need.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even when the interventions may

involve group or one-to-one teaching away from the main class / subject teacher. The SENDCO will work closely with the class teacher and support staff, and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil, where possible, and their parents. The SENDCO, in conjunction with the class teachers, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Every child on the SEND register has a Support Plan which details the needs, support and strategies and set clear targets that are reviewed on a termly basis. Provision Mapping is also used to evaluate what works and what has changed in the support a. This is discussed during Pupil Progress Meetings.

Some children and young people identified as having SEND 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 commissioned services directly by the school or services that are commissioned through the Local Authority Services such Outreach, Specialist Teachers from SENISS or Educational Psychology Services.

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. Their progress will be monitored by the school and 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.

The Graduated Approach- The SENDCO Role

- The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality adapted teaching.
- Class 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 SEND.
- Additional intervention and support cannot compensate for a lack of high-quality teaching.
- We regularly and carefully review 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 SEND most frequently encountered.
- The teacher, SENDCO and parents whilst considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress will assess the needs of children.
- The Headteacher and Governors develop the role of the SENDCO 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 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 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.

Supporting Pupils and Families Throughout the Graduated Approach to SEND

At Kirkdale St Lawrence, 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. We aim to work in partnership with our parents and families to ensure that they are fully informed about all matters relating to their child's SEND. In continuing to review the School's Local offer, parental consultation is important and considered to be an ongoing process. We offer an open-door policy to encourage parents to communicate freely about their children's needs. We also offer parent SEND drop-in sessions. This give parents and teachers an opportunity to talk to the child's class teacher. There are also other systems to encourage communication such as questionnaires, parent workshops, coffee mornings, reading events and open days.

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. Our SEND Information Report is published on our website [2230183F85C9671DC2B95239FD4AD5EF.docx \(live.com\)](#) and is updated regularly. 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 support we offer your child, we also provide information about:

• Our Admissions Policy [Kirkdale, St Lawrence CE Primary School - School Policies \(kirkdalestlawrence.com\)](http://kirkdalestlawrence.com)

- Our links with other agencies.
- Our arrangements for examination and assessment access.
- Our transition arrangements.

All children/young people are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities.

What support Kirkdale, St Lawrence School offers for improving the emotional, mental, and social development of pupils with special educational needs.

Kirkdale, St Lawrence 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
- struggling with self confidence
- other issues such as neglect.

At our school, we have clear processes to support children and young people and this is linked to the behaviour policy. This policy includes details 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:

- Intervention groups or 1:1 support with teachers/ support staff
- Through our PSHE curriculum
- Referral to outside agencies
- Outreach advice and support for adults working with children.
- Working with trained staff within the school

Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)

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

The school provides support for pupil's emotional, mental and social development in the following ways:

- Referrals to appropriate agencies (e.g. CAMHS/ MHST, Peace Foundation)
- Time spent with a member of the pastoral team
- Use of in school counselling service (Play Therapist)
- Intervention with trained support staff

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 Kirkdale St Lawrence is Mr R Flanagan. He can be contacted via the Headteacher or SENDCO.

The SEND Governor promotes the development of SEND provision by:

- Championing inclusion, and promoting greater understanding of SEND by the Governing Body
- Being familiar with key legislation and policy
- Meeting regularly with the SENDCO and visiting classrooms
- Ensuring that she understands the role of the SENDCO and how pupils are supported.
- Developing an awareness of the types of SEND presenting within the school cohort.
- Reporting to the Governing Body
- Understanding how funding received for SEND is allocated by the school.
- Attending training in relation to SEND
- Reviewing and monitoring the effectiveness of the SEND Policy

Pupil's attainment and progress will provide detailed and quantifiable evidence which will be analysed carefully through:

- Consideration of each pupil's success in meeting their outcomes
- Use of standardised tests including reading, spelling and numeracy ages
- The school's tracking systems, teacher assessments and National Assessments
- Evidence generated from Support Plans and Annual Review meetings.

- Reports provided by outside agencies Policy Success Criteria
- Pupils with SEND are meeting their targets/outcomes.
- Increased access to the curriculum for children with SEND
- Staff understand the outcomes of their planning for pupils with SEND.
- Regular monitoring and reviews of individual needs has taken place.
- Good home/school communication is established and maintained.
- SEND Policy is regularly reviewed, updated, and monitored.

The SEND Policy will always be reviewed annually; however, 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.

Resources and Training

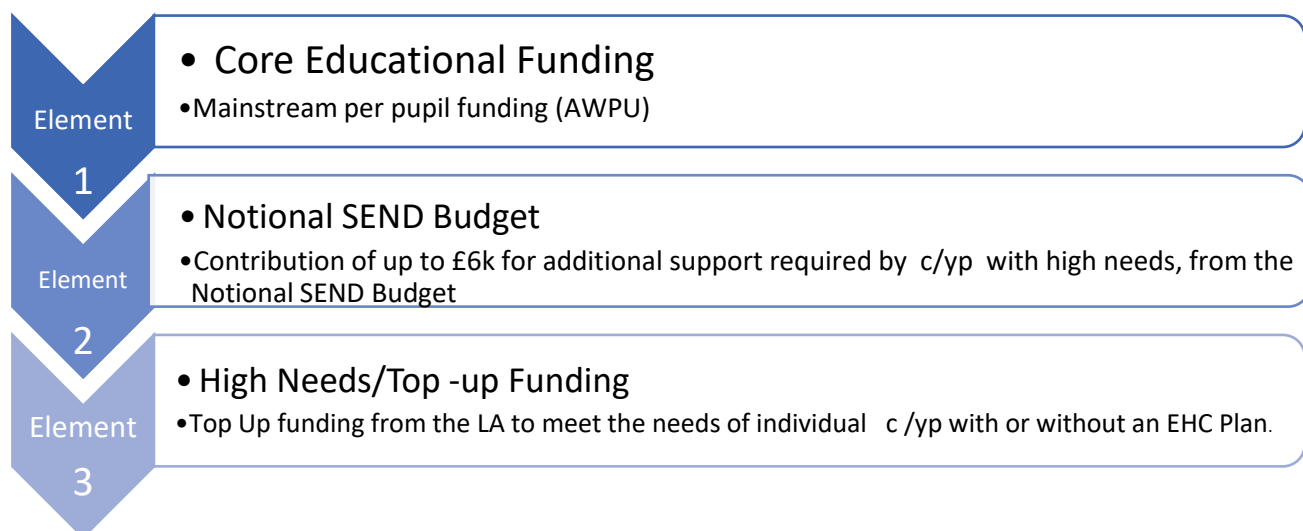
All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. This is managed by the Head Teacher, with advice for its deployment from the SENDCO.

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

a) 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 SEND budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENDCO.

The Education Funding Agency describes the funding available within schools for SEND 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. 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 SEND support.

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 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).

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 SENDCO provides school-based INSET and targeted support to develop awareness of resources and practical strategies for use with pupils with SEND. The school budget is over seen by The Governing Body and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Learning Support assistants and Teaching staff
- Training for all Teachers and Learning Support Assistants so that they can meet pupils' needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support for the SENDCO

- Any adaptations or equipment that may be needed
- Opportunities for pupils to attend specialist interventions such as Play Therapy

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 SENDCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this. The school's SENDCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND. LA Local Area Consortia Meetings and IQM (Inclusion Quality Mark) cluster groups session to access support and share good practice with other school across the North West.

Roles and Responsibilities

We acknowledge that the SENCO shares responsibility with the rest of the staff and the governing body, the full governing body remains responsible for SEND. Therefore, they often appoint a SEND Governor to support their work. The SEND Governor at Kirkdale St Lawrence is Mr R Flanagan.

The Governing Body will report annually on the success of this policy under the statements listed in

'The aims and objectives of this policy'

In evaluating the effectiveness of this policy, the school will consider:

- Findings of the SEND information report including its Local Offer.
- Reports presented by the Head teacher, SENDCO and Link SEND Governor
- Parents/carers
- Pupils
- Outside Agencies with evidence of joined together working.

Provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- parents and carers feedback
- The school's tracking systems and teacher assessments

- Use of standardised tests
- Evidence generated from provision mapping, related interventions, Education, Health and Care plans and EHATs.

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.

Accessibility

We have an Accessibility Plan [C2953F67BD9A9F06598940599F75A243.docx \(live.com\)](#) that addresses the improvement of access to:

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

This plan is reviewed annually allowing barriers to be identified and plans put in place to remove them. This plan can be found on our school website.

Other Policies Relating To SEND

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEND information on the school website (SEND Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy

Dealing with Complaints

Any complaints should first be raised with the SENDCO, then, if necessary, with the Head teacher and finally, if unresolved, with the SENDD 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, perhaps involving a mediator.
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENDCO
- Reports provided by outside agencies should be considered.
- Outcomes are reviewed examining what progress the pupil has made.

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