

Special Educational Needs and Disabilities Policy



Lead	Alison Klaassen
Head	Sandie Edward
Chair of Governors	Jeremy Hooper
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Introduction

Our Vision for St Philips
Happiness, Love and Security abound
Everyone is special
Every achievement is celebrated
Relationships and Teamwork matter
A beacon of light in the community
Christ in everything we do.

This policy is written with our Vision Statement at its heart.

At St. Philip's we recognise that pupils have a range of needs and are committed to providing for individual needs in order to ensure that all pupils have access to a broad, balanced curriculum. Our approach is an inclusive one, based on high expectations for all, including those who require consideration additional to that given to other pupils due to disabilities or learning difficulties, and those who are exceptionally able.

We seek to provide a happy caring environment, where there is concern for developing the full potential of pupils through a supportive atmosphere. This is reflected in our Mission Statement, and our commitment to **inclusion**.

The Aims and Objectives of the school, in line with the above statement and principles of the Code and Practice, are:

- To enable all pupils, including those with Special Educational Needs and Disabilities, to have access to a broad and balanced curriculum, and to achieve their full potential irrespective of learning difficulties, within a compassionate and secure environment.
- To identify and assess children with SEND at the earliest opportunity.
- To make sure pupils with SEND are offered mainstream learning experiences and take as full a part as possible in the life of the school.
- To provide a differentiated curriculum and appropriate support for all pupils in the school who may have special needs at any stage of schooling, ensuring relevant training for staff as required.
- To monitor progress and effectiveness of interventions for support.
- To support extension of the curriculum to enrich learning for those who are exceptionally able.
- To ensure judicious use of professional support services and voluntary help, and to promote positive relationships between parents/carers, pupils and all providers of support (including social services for children in public care).
- To involve parents and carers, informing of all decisions made regarding children with SEND, emphasising the importance of parent contribution, including corporate parenting for children in public care, and taking account where possible of the wishes of the child.
- To encourage high expectations and standards for all pupils, to celebrate achievement and diversity and ensure all children are presented with challenging but manageable work.

Definition of Special Educational Needs and Disabilities

1.1 Children are recognised as having **Special Educational Needs** if they have 'a learning difficulty that calls for special educational provision different from or additional to that normally available to pupils of the same age' (New Code of Practice 2014 6:15) or have a disability which prevents or hinders them from making effective use of educational facilities generally provided for children that age.

Educational provision additional to or different from that provided for the majority may also be required for pupils who are disadvantaged, including those in public care ('Looked After Children') and pupils who are exceptionally able ('more able and talented'). This policy also addresses the special educational needs of these pupils. Direct intervention is particularly critical for pupils from disadvantaged backgrounds to enable them to make full use of their abilities and to raise their aspiration

Definition of More Able and Talented at St Philip's:

These are the children who have one or more abilities developed to a level **significantly ahead** of their year group (or with the potential to develop these abilities). In our school this would usually also mean that they were significantly ahead of national expectations. The EYFS data, optional SAT's or other standardised tests and teacher assessment would be used as indicators.

In England the term 'more able' refers to those pupils who are capable of excelling in academic subjects such as English or History. 'Talented' refers to those pupils who may excel in areas requiring visio-spatial skills or practical abilities, such as in games and PE, drama, or art.

Occasionally pupils may be intellectually able but also appear on the Special Educational Needs and Disability (SEND) register for physical or specific difficulties. ('Multiple Exceptionality')

1.2 Children having Special Educational Needs may have one or more of the following categories of need identified in the Code of Practice 2014:

- **Cognition and Learning** - ranging from those experiencing minor/temporary difficulties, or experiencing Specific Learning Difficulties not necessarily related to their general level of performance (e.g. dyslexia, dyscalculia) to those whose general level of attainment is significantly below that of their peers (MLD / SLD). The latter may have difficulty acquiring basic skills.
- **Communication and Interaction** – may include Speech and Language delay or disorder, Specific Language Impairment,(SLI) difficulties with social communication, Autistic Spectrum Disorder (ASD).
- **Sensory and/or Physical Impairment** – visual or hearing impairment, multi-sensory impairment, sensory issues, physical disability
- **Social, Mental and Emotional Health difficulties** –some examples, attachment disorder, anxiety, depression, ADHD and ADD.

2. Admissions Policy

St Philips is an inclusive school and welcomes every child, further details of our admission arrangements can be found on our website.

We have regard for the practice advocated in the Code that 'all schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified with SEN.' (C o P 1.33)

Parents/carers of pupils with disabilities or special needs are requested to make this known at the time of application; however, pupils with SEND will be treated as fairly as other applicants for admission. The Head teacher and governors will keep under regular review any reasonable adjustments to ensure disabled pupils are not disadvantaged.

3. Teaching and learning: The Graduated Approach

It is recognised by the Code of Practice that there is a continuum of need, and therefore the adoption of a Graduated Approach is recommended, which recognises the various levels of need and promotes a corresponding continuum of provision. This model is promoted in Sefton and has been adopted by St. Philip's School in order to ensure that each child will have their individual needs met. This is part of Quality First Teaching. St. Philip's recognises the value of early identification of SEND and advocates early intervention. At St. Philip's we ensure that all children with Special Educational Needs and Disabilities have access to the National Curriculum and Early Years Foundation Stage and join in the activities of the school together with their peers having equal opportunity to achieve their full potential through appropriate support and differentiation or adaptation of learning tasks.

The first stage of the Graduated Approach is **Quality First Teaching** alongside adaptive teaching. The class teacher is responsible for teaching children of all abilities through a continuous cycle of planning, teaching and assessing. This involves ensuring that the **classroom environment** and adapted tasks are appropriate for children of all abilities and that **teaching strategies** are used in response to the type of need. St Philip's adheres to the 'Quality First' offer made by Sefton which lists adaptations and approaches to promote progress, grouped within the types of need identified in the Code of practice and listed above.

Some pupils may need additional levels of provision and support. The progress of all pupils is monitored regularly and Pupil Progress meetings are held termly with the class teacher and the Senior Leadership Team. If tracking indicates that children are making little or no progress with quality first teaching, additional support may be needed. This second stage of the Graduated Approach is called **Enhanced Quality First Teaching** and involves intervention programmes delivered by the teacher or teaching assistant, with children being assessed before and after the programme, in order to assess the impact of the support delivered. Parents will be informed if their child is involved in an intervention groups. Some of the Intervention programmes used at St Philip's are listed here; School Start, Blank Levels, Listening programme, Phonological Awareness Training (PAT), SNIP, 'Memory Fix', 'The five minute boxes,' IDL, 'Power of 1 and 2 maths, Overcoming Barriers, 'Heartmath'. Progress will continue to be monitored once the intervention ends.

If children have not made progress after completing an intervention programme, the class teacher will complete a referral form and pass to the SENDCO. This is stage 3 and is the SEND response. Slow progress does not necessarily indicate SEND (see C o P 6.20). However, if progress continues to be less than expected despite intervention, the class teacher will liaise with the

SENDCO to assess whether there is a need for additional provision. The need for individually targeted intervention would be an indicator of SEND.

Pupils who have a special educational need and /or a disability that calls for individually targeted educational provision ('different from or additional to that normally available to pupils of the same age' *New Code of Practice 2014 6:15*) will be included on the **SEND register**. The SENDCO will refer to other professionals as required and information will be gathered from teacher, pupil, parents and outside agencies. A support or learning plan or one-page profile will be drawn up by the class teacher and SENDCO, including specialist advice from outside agencies involved in meeting the child's needs. The Plan will be in consultation with the parents and the child if appropriate. The support plan should include SMART targets. Short term targets may be taken from skills ladders, AET frameworks or B squared, which is an assessment document that breaks down the learning into small steps. Resources, strategies used and frequency of support will also be included on the plan along with a date for a review. Support plans will be reviewed regularly and copies given to the SENDCO and parents. They will be monitored and progress reviewed whilst considering the effectiveness of interventions used. The SENDCO may attend review meetings for children who have high levels of need and when requested by the parents or class teacher.

A very small number of children who may have complex needs and fail to make progress even with individually targeted support may need to be supported through an individual **Education Health and Care plan**. Where a child's difficulties persist despite provision of support, the SEND Co-ordinator will gather all relevant information including from specialist services, and the Head teacher will decide whether it should be necessary to make an application for an **Education, Health and Care Plan** assessment in order to meet the needs of the child, following guidance given in the Code of Practice. A decision to proceed with this will only be taken after full consultation with the parents and all the professionals involved. Further training will be given to class teachers as appropriate to ensure that Education, Health Care Plans are strictly adhered to.

Identification of pupils with SEN

Identification is often initially by the class teacher who is likely to be first to recognise whether a particular child is having a significantly greater difficulty in acquiring basic skills and age-appropriate concepts than the majority of their peers, or is significantly ahead. The class teacher will then express this concern to the SEND Co-ordinator. Identification may be the result of:

- Teacher observation and consultation with other staff
- Teacher Assessment
- Hearing/sight tests from medical services
- Observable behavioural or physical problems affecting development;
- Internal and standardised testing.
- Parental concerns.
- Child's behaviour patterns
- Medical or social services reports

Assessment is ongoing in all year groups, (*see Assessment Policy*) and the progress of all pupils is monitored regularly through Pupil Progress meetings held termly, with the class teacher and the Senior Leadership Team. If a child is making little or no progress, this would be the trigger for

starting interventions as outlined in the section on The Graduated Approach, and provision would then be continued for pupils with learning difficulties, through a continuous cycle of observation, assessment, planning and review (as recommended by the Code of Practice) This approach recognises that there is a continuum of special educational needs and brings increasing specialist expertise to bear as required by the identified needs of the child.

Some assessments currently used are:-

Early Years Foundation Stage Profile (YR)

Phonics screening check (Y1)

Mathematics Table Check (Y4)

Statements of learning objectives year group (Y1 – Y6)

SATS - optional SATS

B Squared – a small steps summative assessment tool

Autism Education Trust framework

Boxhall Profile

Standardised tests may also be used in school for identification of specific needs.

Eg IDL reading and spelling tests, Single Word Spelling test, Diagnostic Reading Analysis (DRA)

Pupils involved with specialist services may also complete further assessments used by these services.

Information about the school's SEN provision

Staff who support pupils with SEN

4.1 The Governing Body has a designated Governor responsible for Special Needs - Julie Lincoln.

All teaching staff are aware of the procedures for identifying, assessing and making provision for SEND. Teachers promote effective inclusion of all having Special Needs, through planning an adapted curriculum and using strategies to support individual pupils and help them to make progress. ('Quality First' teaching). Teaching Assistants provide valuable support to teaching staff and pupils. Small group intervention is offered to pupils experiencing some difficulty, but expected to catch up with their peers. These children are monitored closely.

Children identified as having Special Needs and Disabilities are given additional support; this may include adapting the above materials, or enabling implementation of specific targeted programmes of intervention. Programmes may be carried out by a teacher or teaching assistant under the guidance of the class teacher and / or SENDCO, following advice from external agencies where appropriate (e.g. SEN Inclusion Consultants, Occupational Therapy/Speech Therapy/ Sefton Educational Psychology, ASD and Complex needs Team, Mental Health services) These children will be included on the SEN register, or (in exceptional cases) may require an Education, Health and Care Plan. If children require support from multiple agencies, consideration will be given as to whether to undertake an Early Help meeting (Common Assessment Framework) a decision made

jointly with the parents/carers of the child. In very few instances, where a pupil indicates a high level of need, individual support may be required, and will be provided as per funding received for high level needs.

NOTE – some children receiving intervention support will occasionally be withdrawn from a small part of a lesson, individually or in groups, to improve skills and attainment in specific areas. The aim is to reduce gaps in attainment and facilitate access to the curriculum, and is therefore an integral part of our policy of effective inclusion.

A register will also be kept of Looked After Children requiring Personal Education Plans, in recognition of the need for provision additional to that of the majority, to enable them to achieve their potential. Placement on the SEND register will depend on their educational attainment and individual levels of need, as outlined on the P.E.P. Looked After Children are expected to be fully included in the life of the school, including extra curricular activities. Identification of and provision for their Special Educational Needs will be in line with School Policy. A breakdown of spending for Looked After Children and In care can be found on our website. Emma Cooper is the LAC lead teacher in school.

In line with our inclusive approach, adaptations for more able and talented pupils is usually within whole class settings, using a variety of techniques. These include asking challenging questions and open-ended problems, developing higher order thinking skills; encouraging analytical thinking; and providing extension activities for learning tasks. Appropriate resources and materials are indicated in lesson planning to teach to a greater depth. Children are also encouraged to take part in extra-curricular activities to enrich their learning and further develop their talents (e.g. sports, music, creative arts).

Children are also encouraged to participate in out-of-school clubs and activities, to further extend and develop their progress.

4.2 The SENDCO is responsible for

- Maintaining the SEND register, collating records and ensuring day to day operation of the SEND policy
- Co-ordinating provision for all children with SEND, with class teachers.
- Monitoring the progress and effectiveness of interventions for support,
- Analysing pupil progress data each half term for SEND
- Liaising with external agencies / specialist services for advice and support to help pupils overcome barriers to learning
- Liaising with and advising fellow teachers and support staff; ensuring in-service training for staff and that support staff receive relevant training
- Ensuring Support plans and one page profiles are completed and reviewed, in consultation with class teachers and shared with parents
- Monitoring implementation of advice from specialist services including strategies to be used in Quality First Teaching.
- Maintaining Health Care Plans, in liaison with the school nurse
- Ensuring parents are included / kept informed about support offered, including specialist services, are given advice and are involved in the review process.
- Compiling evidence for applications and completing forms for High Needs Funding / EHCPs
- Supporting children with SEND with transition, from nursery to school and y6 to KS3, arranging additional visits when needed
- Deployment of support staff, in consultation with Head Teacher and the Senior Leadership Team.

In Service Training of Staff

The SENDCO attends INSET and CPD relevant to SEND.

Staff attend relevant training within the school and also from the Sefton Inclusion Support team.

Teaching Assistants and Learning Support Assistants are encouraged to attend courses relevant to the needs of children they support.

Links with External Agencies

The SENDCO will seek information from specialist services working with the child, with parental agreement. Currently, external support may be received from:

Sefton SEN. Inclusion Consultant	Kayleigh Hesketh
Complex needs/ASD team	Sarah McGarvey
Physiotherapist	Fiona Aubrey
Occupational Therapists	Tracy Bickley, Helen Murphy, Jenny Banks
Speech & Language Therapists	Vivienne Irwin, Caroline Carney, Nicky Watkinson
Community Paediatricians	Dr. Archyra, Dr Mansor
School Nurse	Rebecca Jackson

Involvement of Pupils and Parents.

It is important to us that parents and carers play an active role and are involved in the decisions made. We are aware that parents are often the first to be aware of a child's difficulties and that provision is most effective when parents work in partnership with the school. We encourage parents to contact us about their concerns and engage with external services and support provided. They will be invited to attend parents' meetings and review meetings.

Parents may be offered support through MHST or Family Help and may be asked to attend courses such as Understanding a Child's Behaviour. It is important that the impact of any piece of work is then monitored and embedded before further referrals may be made. This is part of the Graduated Approach offer. The impact of support is discussed and support plans will be updated. Permission will be sought from parents before involving external agencies. SEND newsletters are shared with all families.

We have good relationships between pupils, teachers and outside agencies. Where possible, children are encouraged to join in discussions about the support they may need. Children with SEND are encouraged to engage as fully as possible with all the activities of the school.

Criteria for evaluating success of the Policy

The provision and support for children with SEND, and their progress and attainment, is reported regularly to the designated Governor. Assessment results are scrutinised by the SENDCO, Senior Leaders and Head teacher, and an assessment profile is maintained for each child on the SEND register. Insight data is also used by the Headteacher for all pupils, including those on the SEND register.

Queries/Concerns

In the event of concerns or queries regarding Special Needs provision, parents/carers are encouraged to contact the class teacher in the first instance. If there is a need to pursue the matter further, concerns should be referred to the SENDCO, Headteacher, and if necessary, to the Chair of Governors.

Transition

SEND children who move from St. Philip's to another primary school, or go on to secondary school, will have their SEN records sent to their new school with all other records of achievement. Where possible, if transfer is local, (e.g. New children to Reception, or Y6 to Y7) the classteacher and/or SENCO will meet with staff from the schools receiving or sending the child, in order to facilitate as smooth a transition is possible (arranging extra visits, etc). This is particularly important for children having High Needs Funding and /or an Education, Health and Care Plan.

Note

The importance of confidentiality in respect of SEND records is recognised, and any records are therefore kept either in the school office, or in a locked filing cabinet, the keys of which are held by the SEND Co-ordinator/ Head teacher.

Please refer to the Data Protection Policy.