

OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL SEND POLICY

We are a Catholic school and our mission is to develop a Christ centered community, which recognises Christ's love in every person and reflects the gospel values in the life and development of each child in our school.

As a Catholic school everything we do is underpinned by *Gospel Values*. Our *School Mission Statement* is:
One Family Living and Learning Together in Faith.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 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
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report
- Accessibility Plan
- Safeguarding Policy

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. It was a co-produced policy in the spirit of SEND reform (2014).

The SENCO at Our Lady Immaculate Catholic Primary School is Mrs J Brown. Mrs C Bowcock can also be contacted.

She can be contacted directly at the school on 0151 260 8957 or via email at send@oliprimaryschool.co.uk

Aims and objectives of Our Lady Immaculate Catholic Primary School in relation to SEND provision.

- 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.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the SEND Code of Practice (2014) 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. (p93, para 6.4). Every teacher is a teacher of every child including those with special educational needs or disabilities.
- 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, parents/carers and outside agencies;

- To encourage and engage the participation of children and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self esteem with a long term goal of independence and preparation for adulthood.

How Pupils with SEND are identified within Our Lady Immaculate Catholic Primary School.

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published Local Offer which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- We recognise the definition of SEND as stated in the Code of Practice 2014:

“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”. (p 94 para 6.15)

- The school reflects what the Code of Practice states (p100 sect 6.44) in that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as ‘SEND Support’.
- We are alert to emerging difficulties, which may not be evident at an early age; these concerns may be expressed by parents, or the children themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEND Code of Practice 2014 (p97) are ‘Communication and Interaction’, ‘Cognition and Learning’, ‘Social, Emotional and Mental Health Difficulties’ and ‘Sensory and/or Physical needs’ and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school’s provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.
- The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers’ standards (2012), teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently.
- Although the SENCO has overall responsibility for the identification of pupils with SEND in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking data, NFER, end of Key Stage and PIDS data.
- At Our Lady Immaculate Catholic Primary School we also use a number of indicators to identify pupils’ special educational needs. Such as:
- Close analysis of data including: Early Years Foundation Stage (EYFS), termly and yearly assessments, reading ages, NFER data and annual pupil assessments.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools upon entry and transfer.
- Information from previous schools.
- Information from other services and experts offering external support.
- Very close liaison at the outset with EYFS staff and the SENCO, the SENCO Team and parents.

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

- Disability
- Attendance and punctuality
- Health and welfare
- Children in receipt of pupil premium or pupil premium plus.
- LAC (Children Looked After) and unofficial looked after pupils
- Being a child of servicemen/women
- Being a young carer
- EAL (English as an Additional language) pupils
- Pupils who are asylum seekers or have been given refugee status.

How Our Lady Immaculate Catholic Primary School teaches pupils with special educational needs

- Differentiated quality first teaching is a priority 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 put effective special educational provision in place.
- The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).
- Very close liaison at the outset with EYFS staff and the SENCO and parents.

How Our Lady Immaculate Catholic Primary School adapts the curriculum and the learning environment for pupils with special educational needs.

- The Disability and Discrimination Act (DDA), as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and which is also available on the school's website.
- The school is proactive in removing barriers to learning. The use of visual timetables and visual cues support children with SEND. Structured School and classroom routines provide stability and reassurance to children particularly those with ASD. Dyslexia Friendly Practices such as Multi-sensory teaching approaches, use of coloured acetates, the repetition of concise instructions and the consideration of seating arrangements for children who present specific learning difficulties.
- It may be appropriate for IT to be used by a pupil in their teaching and learning process.
- We also undertake specialist support and training for our pupils. This support includes a range of bought in specialist services.
- Educational Psychologist Support-termly support for pupils and CPD for staff.
- The ADHD Foundation and OSSME. These two services will work with our pupils from EYFS to Year 6.
- SENISS- support for children within EYFS and in other Key Stages through an SLA-termly or as required.
- MAST - Early Intervention for Speech and Language to support EYFS children.
- LA support -TAS –termly.
- Play therapy - twice weekly through an external consultant-yearly contract.
- Seedlings - bought in service for one afternoon a week.
- School Family Support Worker – a ten-week support programme for families.

- EMTAS support for our EAL children-weekly support through an SLA.
- Aquarius counselling for bereavement and support is a service, which we buy into as and when needed.
- The school increases and promotes access for SEND pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. Within school, seating arrangements for those children with hearing or visual impairments and attention difficulties is carefully considered. Enlargement of texts by use of the smart board, visualizer, magnifying sheets... or amending the layout of worksheets where appropriate, ensures that our children with disabilities can participate in the curriculum and access the information required to do this effectively.
- The school strives to improve the delivery of information to pupils with SEND and their families when appropriate for pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and are made available within a reasonable time frame.
- Website information for our EAL pupils and parents can be accessed through a translate button.

How Our Lady Immaculate Catholic Primary School assesses and reviews the progress of pupils with special educational needs.

The school follows the graduated approach as stated in the Code of Practice 2014. This is a four-part, continuous cycle as follows:

ASSESS: -In Assessing a child the 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 any assessments. Any concerns by parents are actively listened to and recorded. Assessments and progress are reviewed every term in our school at pupil progress meetings with the Head Teacher, Assessment coordinator, SENCO and class teachers.

PLAN: - We recognise that we must formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

DO: - The School's SENCO, Mrs Brown, supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments.

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 teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Reviews are carried out on the agreed date. Where a child has an EHCP (Education, Health and Care Plan) 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. There can always be an emergency EHCP review arranged whereby school and or family feel that the plan no longer reflects the need of the pupil.

When we review, we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. 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.

We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting, information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite or by Zoom, to support the transition process.

How Our Lady Immaculate Catholic Primary School manages the needs of pupils who qualify for SEND support.

- In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published on the School's website <http://www.oliprimaryschool.co.uk> (under parent information) and the Liverpool Family Services directory <http://fsd.liverpool.gov.uk/>. Paper copies can be available from the School Office.
- Where a pupil continues to make less than expected progress despite evidence-based support matched with interventions addressing areas of need it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in Our Lady Immaculate Catholic Primary School include for example Educational Psychology, Seedlings, Play Therapy, Outreach support from bought in services to support pupils with an ASD and ADHD diagnosis and Speech and Language Therapy Services.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment request, through an EHC Plan. In applying for this the school presents evidence of the action taken as part of SEND Support.

How Our Lady Immaculate Catholic Primary School works with parents and carers in planning for provision and reviewing progress, and how you support them in accessing information.

Please also see our 'SEND Information Report' available on our school website or paper copies available from the School office.

- At Our Lady Immaculate 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.
- In creating the School's Local offer parental consultation was crucial and parents' views on this were sought, acted upon and valued. This is an on-going process and the school operates an open-door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as, questionnaires and coffee mornings, parent's evenings and pupil/parent consultation meetings etc.
- Where a pupil is receiving SEND Support the school endeavours to talk to 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. Communication and

review will be through Provision Map and in person. When this cannot happen Zoom, email or telephone conversations will become the mode of communication.

- At all stages of the SEND process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. External professionals will also meet with parents and carers to review progress towards agreed targets.

It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school. During consultation and the APDR process, parents are actively encouraged to voice their thoughts and concerns to school staff in whichever method they prefer. Provision Map is our new system, which will record this level of communication year on year.

How Our Lady Immaculate Catholic Primary School enables pupils with SEND to participate in all activities together with pupils who do not have SEND.

- At Our Lady Immaculate Catholic Primary School, we recognise our duties regarding equality and inclusion for individual children with a disability and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children are encouraged to participate fully in the life of the school. This includes extracurricular clubs, activities and the wider life of the school, where the SENCO monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups. If attendance is a concern, this will be the first target on their Play Plan/ School Support Plan.
- Professional support and CPD from outside agencies is also sought to ensure that all pupils have equality of access to the curriculum.

What support Our Lady Immaculate Catholic Primary School offers for improving the emotional, mental and social development of pupils with special educational needs.

We recognise 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 Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect.

In our school we have clear processes to support children and young people and this is linked to our Behaviour Leadership Policy, Anti-bullying, Religious Education and Rewards and Sanctions Policy, Child Protection and

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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, some of which are identified below:

- R Time Provision – therapeutic support using Th.Inc Room principles
- Circle Time
- ROAR
- RAISE
- Rainbows and Sunbeams
- Massage in Schools Programme - MISP
- Play Therapy
- Lego Therapy
- Seedlings
- **PSHE** Curriculum
- Paws B
- Dots
- SMSC and our Archdiocesan Religious Education Programme, "Come and See."

We also provide support for pupil's emotional, mental and social development in the following ways:

- Access to our Learning Mentor who work directly with children on a 1:1, small group or drop-in basis.
- Therapeutic support in our "Hub" based upon Th.Inc Room principles 1-1 and small group support
- Therapeutic Play
- DETSY Programme
- Access to trained staff who have completed SEMH training, Mental Health First Aid
- Development of positive behaviour plans- outreach support
- Outreach support from bought in services
- Referral to other external agencies such as Educational Psychologist, SENNIS, Seedlings and CAMHS...

How senior leaders and governors at Our Lady Immaculate Catholic Primary School monitor and evaluate the impact of the school's SEND provision.

Whilst the full governing body remains responsible for SEND there is an appointed SEND Governor who supports their work. The SEND Governor at Our Lady Immaculate Catholic Primary School is Mrs N Beattie. She can be contacted via the Head teacher or Clerk for the 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 visiting classrooms, being involved in Learning Walks and talking to staff and pupils;
- 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;
- Meeting termly with the SENCO;
- 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 Link SEND Governor and Governing Body
- Parents/carers
- Pupils
- Outside Agencies
- LA School Inclusion and SEN Team, advice and recommendations

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 including reading, spelling and numeracy ages
- An analysis of external tests including NFER, SATs and optional SATS
- The school's tracking systems and on-going teacher assessments
- Evidence generated from Play Plans, School Support Plans, Behaviour and Positive Handling Plans and Annual Review meetings for EHC Plans
- IDSR
- Reports provided by outside agencies including external consultants, Liverpool Archdiocese, School Improvement Reports and Ofsted.

What training on SEND will be available for teachers, support staff and the SENCO?

All primary schools within a SEND Consortia share best practice and offer support within the locality. Training on SEND is arranged through these and with the support and involvement of the services attached to these. Training is needs led and linked to the school development plan, the needs of the particular consortia and the school's Local offer.

Specific training can be provided for the SENCO, Learning Support Assistants, whole school and parents. Liverpool School Improvement service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

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 SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN Information report.

How SEND is funded at Our Lady Immaculate Catholic Primary School.

The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCO along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

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Top-Up Funding is applied for those pupils in school who require additional support in school. This is an on-going process, which is put in place for one year at a time. Funding is dependent upon the Local Authority banding system.

The Governing Body oversees this expenditure 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 Teaching Assistants within classes;
- One to one support for identified children where levels of need require this.
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist books and equipment;
- Intervention support, in class and withdrawal support from teaching and teaching assistants;
- Purchasing and maintenance of ICT resources and electronic equipment to support teaching and learning
- Disabled toilet facilities
- Small group targeted teaching
- The development of the school's Hub to support in particular our SEMH pupils.

How your school supports pupils with medical conditions.

Please see 'Policy for Supporting Medical Conditions in School'.

We have adopted the local authority's policy for Supporting Medical Conditions in School.

How Our Lady Immaculate Catholic Primary School approaches its statutory duties in terms of increasing its accessibility over time.

All pupils at Our Lady Immaculate Catholic Primary School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored. Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. The school's Teaching and Learning Policy promotes best practice towards students with SEND. Provision Mapping features significantly in the SEND provision provided by the school. Intervention plans contain outcomes to ensure that all pupils experience success.

Following the Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- Changes to practices or procedures
- Changes to physical features
- Changes to how learners are assessed
- Providing extra support and aids (such as specialist teachers or equipment).
- Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

How Our Lady Immaculate Catholic Primary School handles complaints from parents/carers of pupils with SEND about SEND provision.

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

Managing parental complaints related to SEND (any of the following may apply)

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership),
- Key issues are identified including where there is agreement,
- Discussions should take place with the SENCO,
- The class teacher/Team Leader may also be present,
- Reports provided by outside agencies should be considered,
- Outcomes are reviewed examining what progress the pupil has made.

Any behaviour logs should ensure strategies are included and shared with parents/carers. CPOMS and SIMS can provide a timeline of parental and child contact, and incidents and interventions which have been undertaken by the child.

Who is responsible for what?

We acknowledge that the SENCO shares responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEND, a SEND Governor has been appointed to support their work.

The SEND Link Governor at Our Lady Immaculate Catholic Primary School promotes the development of SEND provision.

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, SENCO and Link SEND Governor
- Parents/carers
- Pupils
- Outside Agencies with evidence of joined together working.

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 their agreed outcomes.
- Use of standardised tests if appropriate, including reading, spelling and numeracy ages
- An analysis of external tests including SATs, or equivalent qualifications
- The school's tracking systems and teacher assessments and NFER testing
- Evidence generated from Provision mapping and related interventions and person-centred planning reviews from Education, Health and Care plans and EHATs
- Reports from and meetings with Resourced Provision Partners through the Local Authority, School /SEND Team
- Reports provided by outside agencies including external consultants, Liverpool Archdiocese, School Improvement Reports and Ofsted.

The role of the SENCO

The role of the SENCO involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- Advising and supporting colleagues

- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- Liaising with professionals or agencies beyond the setting
- The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually and overseeing and updating the school's SEND information report in line with statutory guidelines.
- Co-coordinating provision for children with SEND, within school or School Inclusion Support
- 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 headteacher 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
- To monitor and support a graduated approach of Assess, Plan, Do and Review.
- To ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision.
- Support staff in our schools including Teaching Assistants, Learning Mentor, Behaviour Support Staff and others.
- Review the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis.
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 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 Headteacher 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 for example participation of pupils in clubs and activities.
- In line with good practice reference to children with SEND is included in all our policies.