



## Fazakerley High School



## SEND Policy

March 2017

# SEND Policy

## Key people in school

SENCO

Miss K Maher

Deputy Headteacher

Mr P Fitzpatrick

Named Governor (SEN)

Mr A Peckham

To be read in conjunction with:

- Behaviour Policy
- Disability Equality Scheme and related Access Plan
- School prospectus
- Policies related to Race, Equal Opportunities
- Admissions Policy
- Teaching and Learning Policy
- Bullying Policy
- Safeguarding/CP Policy

**This policy/procedure will be reviewed annually**

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## **1. Compliance**

This policy complies with the Statutory requirement laid out in the SEND Code of Practice 0-25 (May 2015) and has been written with reference to the following guidance and documents:

- SEND regulations (2014)
- SEND Code of Practice (May 2015)
- Supporting pupils with Medical conditions (December 2015)
- Teachers' Standards (2012)
- Equalities and Accessibility Plan

## **2. The aims and objectives of this policy are:**

- To create an ethos and educational environment that meets the needs of every pupil in the school/setting;
- To ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting and make the best possible progress;
- To foster and promote effective working partnerships with parents/carers, pupils and outside agencies;
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To enable full access for pupils with SEND to all aspects of the school curriculum and the wider school life and activities;
- To develop self esteem, promoting a positive self image and a 'can do' culture;
- To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

## **2. Responsibility for coordination of SEND provision**

The main responsibilities listed in this policy fall within the role Special Educational Needs Coordinator. The SENCO role is outlined as follows:

- Overseeing the day to day operation of the SEND policy including reporting the effectiveness of the SEND policy to governors.
  - Coordinating provision for pupils with SEN.
  - Liaising with and advising all colleagues.
  - Managing and coordinating the work of Teaching Assistants.
  - Overseeing the records of all pupils with SEND.
  - Liaising with parents/carers of pupils with SEND.
  - Contributing to whole school CPD/ training particularly the induction of new staff.
  - Liaising with and drawing upon the advice of external agencies and LA.
  - Ensuring Intervention Plans, IBPs or provision maps are in place and regularly reviewed.
  - Assessing the progress of pupils with SEND (using all available data) ensuring that the progress of vulnerable groups is carefully tracked.
  - Following a graduated response to the assessment and provision of SEN with a clear focus on early identification.
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- Supporting the Headteacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND policy, SEN provision and outcomes for pupils with SEND drawing up further priorities and actions in the School Development Plan.
- Ensuring a smooth transition across key stages and phases.
- Ensuring that all additional interventions are monitored for their impact.
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching.

The SENCO at Fazakerley High School is Miss Kirsty Maher. She can be contacted directly at the school on 0151 524 4530 or via email at [kirsty.maher@fazakerleyhigh.org](mailto:kirsty.maher@fazakerleyhigh.org)

We acknowledge that the SENCO shares this responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remain responsible for SEN they often appoint a SEN Governor to support their work. The SEN Governor at Fazakerley High School promotes the development of SEN provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEN 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;
- Ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- Developing an awareness of the types of SEN present within the school cohort;
- Reporting regularly to the Governing Body;
- Understanding how funding received for SEN is allocated by the school;
- Attending training in relation to SEND;
- Assisting in monitoring the progress of vulnerable pupils;
- Review and monitor the effectiveness of the SEND Policy.

The SEN Governor at Fazakerley High School is Mr Andrew Peckham and he can be contacted via the Headteacher, Chair of Governors or the HR Manager.

### **3. Arrangements for coordinating SEND provision.**

Provision coordinated by the SENCO includes:

- A person centred approach
- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum and/or access to a Teaching Assistant if required
- Tailored intervention that is regularly evaluated for impact
- In-class support with resources or specialised equipment
- Support from specialists within class or as part of an agreed and monitored withdrawal programme
- Engaging parents – efficient communication with home

#### **4. Admission arrangements**

The Governing Body at Fazakerley High School believes that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

***'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN . Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'* (Code of Practice 1:33)**

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity

#### **5. Specialist SEND provision**

Provision for pupils at Fazakerley High School with special educational needs and/or disability is the responsibility of the school as a whole with specialist guidance from the SENCO, the Governing Body, and the Headteacher. All teaching staff are teachers of pupils with special educational needs. We adopt a graduated response (assess, plan, do, review) to meeting special educational needs and/or disabilities

A pupil has SEN 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. Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support.

If a child or young person falls under this category then they will require SEN Support.

Some children or young people may have a Statement (S) or EHCP (Education, Health and Care Plan - E) to support them with their additional needs.

#### **Statutory Assessment**

If a child has significant difficulties which cannot be addressed in by all the usual means available, the school may take the decision, in consultation with parents, to consider requesting a formal assessment for the pupil. This Assessment will be submitted to the Statementing Officer for consideration. He/she will respond within six weeks and may give one of three decisions: the school should address the difficulties with the support of Outside Agencies, the LA will draw up a Note in Lieu or they will begin the Statementing procedure.

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## **Note in Lieu**

This document is similar to a Statement/EHCP but has no legal requirement from the LA- they may make recommendations for the school to undertake but there will be no financial support from the Authority and there is no specific instruction for review.

## **Statement/Education, Health and Care Plan**

A Statement/EHCP is a legal document drawn up by the LA. This lengthy manuscript is completed when the views of parents, paediatricians, teachers, support staff, Educational Psychologists and sometimes speech therapists, occupational therapists, speech or vision impairment therapists as appropriate. This document has a time limit of twenty-six weeks to complete. After this time a draft copy will be issued to parents and school for consideration and if approved it is finalised and becomes the legal, working document which should be reviewed, formally each year. A Statement will make recommendations for appropriate support and it will name a suitable school.

## **6. Inclusion and Facilities for vulnerable pupils and those with SEND**

At Fazakerley High School we have taken all necessary arrangements to ensure all pupils regardless of any disabilities can fully access the building and extended facilities. We have done this in the following ways:

- Offer a quiet place for vulnerable pupils before, during or after school
- Offer in class support when appropriate.
- Give additional support for all aspects of literacy, including presentation.
- Support the acquisition of basic numeracy skills.
- Support for ASD pupils in conjunction with progress leaders and external agencies

We have developed particular expertise in the following areas:

Support for vulnerable pupils

- Support for pupils with specific learning difficulties
- ASC support
- Support for pupils with ADHD

We also carefully monitor the extended out of school provision accessed by pupils with SEND, ensuring it is fully inclusive. Detailed records are kept using the school tracking system.

## **7. Allocation of resources for vulnerable pupils, those with SEND**

The school allocates SEN funding in the following ways:

- SENCO;
  - Learning Support Assistants and Teaching Assistants;
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- Training for all teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from the SENCO, SEN Teacher or support staff;
- External agencies (for example SENISS/Dyslexia Centre);
- Purchasing and maintenance of ICT and electronic equipment.

## 8. Identification and review of pupil needs

The new Code of Practice states that there are four broad areas of need. These are as follows:

### 1. Communication and interaction

Children and young people with *speech, language and communication needs (SLCN)* have difficulty in communicating with others. Children and young people with *ASC (Autistic Spectrum Conditions)*, including Autism and Asperger's Syndrome are likely to have particular difficulties with social interaction. They may also experience difficulties with understanding language and communication and imagination which can impact on how they relate to others.

Supporting agencies for this area of need would include: Speech and Language Therapy, ASC Pathway and Outreach support from Abbot's Lea School.

### 2. 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)* and *severe learning difficulties (SLD)*, where children are likely to need support in all areas of the curriculum. This area also includes *profound and multiple learning difficulties (PMLD)* where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Lastly, children may be affected by *specific learning difficulties (SPLD)* which can affect one or more specific aspects of learning including conditions such as: dyslexia, dyspraxia, dyscalculia and dysgraphia.

Supporting agencies for this area of need would include: SENISS, Outreach support from Aigburth High or Bank View, support from the school's Extraction Team or a teaching assistant, the Dyslexia Centre and the Educational Psychology Service.

### 3. 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, 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) or attachment disorder (AD).*

Supporting agencies for this area of need would include: Paediatrician– Alder Hey, ADHD Foundation, ADHD Pathway, CAMHS and CAMHS IAG, EHAT (Early Help Assessment Tool), Outreach Support from Clifford Holroyde, school counsellor, school nurse, School Family Support Service (Liverpool), Stronger Families (Knowsley) and Addaction counselling support.

#### 4. Sensory and or physical disability

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. 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.

Some children and young people with a *physical disability (PD)* require additional ongoing support and equipment to access all opportunities available to their peers.

Supporting agencies for this area would include: The Sensory Service, Occupational Therapy and Outreach Support from Springwood Heath.

Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with the Deputy Head and pastoral team to interrogate the school tracking data, RAISEonline data and FFT.

P scales are used in accordance with QCA guidance (not for EYFS or EAL pupils) and are integrated with whole school assessment and moderation. P scales are only used to monitor the progress of pupils working below National Curriculum Level 1 and those pupils older than mid Y1.

At Cardinal Heenan Catholic High School we also use a number of additional indicators to identify pupils' special educational needs. Such as:

- Baseline testing for reading and spelling;
- Close analysis of data including: EYFSP, SATs, Optional SATs, reading ages and annual pupil assessments;
- Any teacher or support staff concerns;
- Following up parental concerns;
- Tracking individual pupil progress over time;
- Liaison with feeder schools on transfer;
- Information from previous schools;
- Information from other services.

This assists our SENCO and class teachers to:

- provide starting points for the development of an adapted and appropriate curriculum that meets the pupil's needs;
  - support the pupil within the classroom environment;
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- continually assess pupils to identify strengths and areas for development;
- provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps;
- inform ongoing observation and assessment of each pupil;
- involve parents/carers in supporting pupils at school and at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings. EMTAS advocate the use of assessment materials and provide LA training to support teachers.

Individual profiles are produced annually and any necessary changes made. Parents/carers are invited to attend Annual Reviews and have access to the SENCO through Parents' Evening events. Miss Maher has forged excellent relationships with parents and operates an 'open door' policy.

## **9. Access to the curriculum, information and associated services**

All pupils at Fazakerley High 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, learning outcomes, success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

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:

1. changes to practices or procedures
2. changes to physical features
3. changes to how learners are assessed
4. providing extra support and aids (such as specialist teachers or equipment)

The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date.

Relevant information is shared with parents/carers of pupils on the Inclusion Register. 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.

## **10. Evaluating the success of provision**

The Inclusion Register is a fluid working document that is constantly updated and therefore the numbers of pupils on the register will be subject to change. A key element of evaluating the

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success of the SEND provision provided at the school is covered in the close monitoring of individual profiles, annual reviews and the school's progress data tracking.

All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Where interventions have not made the expected impact over the time frame allocated, alternative provision may be offered and students' targets modified.

## **11. Working in partnership with parents/carers**

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. 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.

The school prospectus contains details on special educational needs and parents/carers may request a copy of this policy.

This policy is available on the school's website.

## **12. Complaints procedure for parents/carers**

Any complaints should first be raised with the SENCO, then if necessary with the Deputy Headteacher / Headteacher and finally, if unresolved, with the SEN Governor.

### **Managing parental complaints related to SEN (any of the following may apply)**

- All SEN complaints must follow the school's formal complaints procedure.
- The SEN Governor is consulted.
- External advice may be sought
- Key legislation regarding the matter is identified.
- Good levels of communication with the parents/carers are maintained throughout the process.
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- Intervention Plans and progress tracking data are reviewed examining what progress the pupil has made.
- Any behaviour logs should include strategies included and shared with parents/carers.

## **13. CPD and training of staff**

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

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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. Over the last academic year the following areas were covered:

- Managing an Inclusive Classroom
- SEND reforms and changes to the Code of Practice

Further training and support for this academic year is planned as follows:

- SENCO to complete SEND Award
- Training for Teaching Assistants
- Supporting autistic children
- Supporting children with ADHD/SEMH
- Supporting children with dyslexia

#### **14. Links to support services**

Fazakerley High School works in partnership with outside agencies such as:

- SENISS
- Outreach support (Clifford Holroyde, Abbot's Lea, Aigburth High, Bank View, Springwood Heath, Palmerston)
- Health and Social Services (Careline, Early Intervention Team, CAMHs, CAMHS IAG, Community Paediatricians, School Nurse)
- Hearing/Visual Impairment (The Sensory Service)
- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- ASC Pathway
- Safer School Police
- Social Inclusion
- ADHD Foundation
- Liverpool Dyslexia Centre
- School's Family Support Service/ Supporting Families
- Statementing Officers – eg. Liverpool/Knowsley

Members of these agencies are invited to meetings in school to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into Intervention Plans and intervention/provision.

The school promotes the 'team around the child/family approach' and uses EHATs where appropriate, to ensure early identification and assessment of SEN.

#### **15. Links with other schools and clusters**

Prior to admission to Fazakerley High School, contact is made between the SENCO and the SENCO or class teacher at the previous school in order to contribute to a transition plan should one be

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required. When a pupil with SEND transfers to another school, all relevant documentation is passed on to the SENCO at the receiving school. Liverpool has 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.

## **16. Reviewing the effectiveness of this SEND Policy**

This policy will be reviewed by key school staff, the SEN Governor, parents of pupils with SEN and pupils.

The school will report to the Governing Body annually on the success of the policy.

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

- Reports presented by the Headteacher, SENCO and Link SEN Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of pupils' success in meeting their targets.
- Use of standardised tests including reading, spelling ages and numeracy levels
- An analysis of external tests including SATs, GCSEs or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from teacher comments and Annual Review meetings.
- Raiseonline data
- Reports provided by outside agencies including Ofsted

### **Key legislation informing this policy includes:**

- The Education Act (1996)
- The Code of Practice (2015)
- The Equality Act (2010)

### **Key Local and National Agencies who advise SENCOs or Parents:**

Parent Partnership Service (PPS) – 0151 225 3535

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