



SEND Policy and Information Report

2024 - 2025

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Reviewed by	Mr K Maddocks
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1. Aims

- Our SEND policy and information report aims to:
Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The SEND team at St. Mary's firmly believe that 'a child's start in life should not determine their future' irrespective of SEND needs or social circumstances. With this in mind we are confident that each child who attends our College is supported by a clear policy for assessment of needs, application and organisation of support and careful tracking and monitoring of progress towards them reaching their full potential.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The KS3 SENDCO is Mrs. Catherine Moor (sendco@stmaryswallasey.com)

The KS4 & 5 SENDCO is Mrs. Margaret Todd (sendco@stmaryswallasey.com)

SEND learning coach is Mrs Sue Banks (sendco@stmaryswallasey.com)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor is Mr. Kevin Griffiths

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher is Mr. K. Maddocks

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our college currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, specific learning difficulties such as dyslexia, dyspraxia, DCD, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We assess all students' reading ability using the NGRT assessments in the early weeks of Y7. This provides a basis for further diagnostic assessment of a pupil's reading skills if required. YARC and SWRT assessments may then be used by the Reading Team to diagnostically assess those with reading difficulties. Each of these children will have a personalised Reading Plan available for their class teachers to read. CATs assessments and Maths assessments of skills are also taken during the initial half term of Y7 that supports building a picture of a pupil's cognitive ability alongside the SATs data and other data shared during the transition process from primary school.

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Information about each child is shared and monitored termly as part of our AIM process (Additional Intervention Meeting). This process looks at the following data for each child, within each year group:

- Attendance data - considering wider health or social needs
- CATS data
- NGRT data
- Progress data from teachers' assessments of objectives and in class behaviours
- Behaviour data from Arbor
- Information shared with SEND or pastoral staff from parents, other professionals, teachers
- Intervention data

Children accessing additional support may be given a K code to signify to teachers that they are on the SEND register. This is attached onto Arbor for all staff to see, and any attached documents such as a Person centered Plan (PCP) can be used to support the child within the classroom. Children can be placed on or off the SEND register as a part of this AIM process depending on their level of need and progress made during interventions.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Interventions will be trialled as part of the graduated response to a pupil's needs before a child is on the SEND register. Any pupil who the SEND team agrees may require further diagnostic assessment or a referral for a SEND condition to either the 0-19 team or the Educational Psychology department are monitored. Referrals will always be completed with parents as part of the graduated response to a pupil's needs. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are for the child

All PCPs (person centred plans) and IHCPs (Individual Health and Care plans) are produced to ensure the information is accurate and reflects their current needs..

Parents/Carers whose child has a PFA (Pupil Funding Agreement) or an EHCP (Educational Health and Care Plan) are invited to an annual review meeting that addresses the outcomes of the Plan, and sets targets and plans for the next academic year or stage of education. Parents receive regular updates and contact from the teaching assistant assigned to students with PFA or EHCP, and they are monitored as part of the fortnightly GAS process.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed termly as part of the AIM process detailed above.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress. This is routinely shared with staff via the Arbor system.

SMCC has a three wave process for supporting a young person who is experiencing SEND difficulties:

Wave 1 – Quality First Teaching – All teachers at SMCC are teachers of SEND and deliver high quality, differentiated teaching responding to a child's need as identified on Arbor, or their Person Centred Plan (PCP). This is the responsibility of all staff and is monitored and assessed by the progress made via the AIM process.

Wave 2 - Students may not be making adequate progress and this will be picked up via the AIM process. These students are given appropriate interventions that focus on their individual needs and targets. Sometimes this is monitored via the

ASP (Additional Support Plan) process that is shared with parents/carers and the child themselves.

Wave 3 – This is intensive and targeted support that is often delivered on a 1-1 basis as part of an EHCP or PFA agreement. Some students will be in the assessment phase for this and will be supported whilst the EHCP process is in progression.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. For those students who have an EHC plan there may be opportunities for additional visits and assist in the preparation of documents and plans to support the young person in their next stage.

As a child moves into another key stage an AIM meeting is held whereby SENDCOs will officially hand over information from one key stage SENDCO or coach. This ensures the smooth transition between each key stage and staff members.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We will also provide the following interventions:

- Next Steps
- ELSA (Emotional Literacy Support)
- Reciprocal Reading
- Orrets Meadow Outreach service
- Phonics programme
- Kilgarth Outreach support - behaviour management
- Language for Behaviour and Emotions
- Talk Boost
- SALT interventions (led by SALT team)
- Anger Management
- Blues Project
- Social Skills group
- Lego Therapy

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using reciprocal teaching methods

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as ELSA, Next Steps, Reciprocal Reading, Precision Teaching and Talk Boost.

Teaching assistants will support pupils on a 1:1 basis as per their EHCP funded units provides. Teaching assistants will support pupils in small groups when they are leading an intervention.

5.9 Expertise and training of staff

Our SENDCOs have experience in this role and have worked as classroom teachers previously.

They are full time SENDCOs who manage the SEND provision within their key stage and also have responsibility for additional SEND areas:

Mrs. C Moor is responsible for Reading Assessments & Interventions and the Arc (LA funded autism base) Mrs. M. Todd is responsible for SEMH Interventions

We have a team of L2 and L3 teaching assistants and 1 higher level teaching assistant (HLTA) who is trained to deliver SEND provision and manages the Recharge room.

In the last academic year, staff have been trained in Reciprocal Teaching, Reciprocal Reading, how to write a Person Centred Plan, supporting students with ACES and supporting students with reading difficulties. .

We use specialist staff for the Element Centre (Trust funded SEMH Base) and the Arc (LA funded autism Base). There are five specialist teachers of SEND across these two SEND bases within the school.

5.10 Securing equipment and facilities

Working with external agencies, parents and young people any adaptations or equipment required is purchased or on loan for a child's specific health or SEND needs.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a set number of weeks dependent on the intervention
- Using pupil voice - routinely taken as part of the school QA process
- Monitoring by the SENDCO & Coach
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Provide termly SEND governors reports
- Provide SEND analysis of data as part of the QA process to SLT/Trust
- Review SEND provision as part of the Quality Assurance processes

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s). Where necessary additional staff or training may need to take place to ensure that a child is effectively supported.

All pupils are encouraged to take part in all extra curricular activities.

Please see the Accessibility Plan.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils access support and guidance for their emotional health and wellbeing through the Inspire programme
- All pupils have access to the Student Support Hub throughout the school day

- Pupils with SEND are also encouraged to be part of Recharge club to promote teamwork/building friendships
- Pupils are taught about healthy relationships through the Ten Ten resources and are taught within their form class by their form teacher
- Pupils are screened by the Blues Project (managed by the Action for Children charity) for low mood, and are then assigned access to small group support as a result of this
- Pupils emotional wellbeing is monitored by all staff and concerns about a pupil is shared at the weekly pastoral briefings that feed back into GAS (Guidance and Support) meetings with the SEND/Pastoral team where interventions such as ELSA (Emotional Literacy Support), Next Steps, Kilgarth Outreach, Health Services in Schools, bereavement counselling, CAMHS can be referred into
- The school is working towards the Diana award for its anti bullying approach

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The SEND team works closely with the following outside agencies. Our Student Support hub is used as a space for therapy and assessment by any agency who is working with a child.

- SENAAT
- Educational Psychological Service
- Support Services: Hearing, Vision, Physical/Medical
- Cradle To Career Project
- Kilgarth Outreach
- Paediatricians and Local Authority School Nurse Service
- NHS Support Services: ADHD, Diabetes and Epilepsy Specialist Nurse Teams
- CAMHS
- Orrets Meadow Outreach service
- Early Help Team/Social Care
- ASC team
- Response/Open Door
- Speech and Language Therapy
- Talk Boost team
- Health Service in Schools
- Occupational Therapy
- Careers Connect
- Blues Project

- The Positivitree charity
- Child Bereavement UK
- The Dove project

5.15 Complaints about SEND provision

If you are unhappy with how a SEND issue has been raised or managed within school initially all complaints about SEND provision in our school should be made to the SENDCO from the key stage. We endeavour to manage to work colabratively with parents and other professionals with kindness and understanding. Most issues can be managed within this stage of the complaints process.

However, if there should be a concern that is unable to be managed by our SEND team, the parent can be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
- Parents can access the support of WIRED, the SEND parent support network.

5.16 Contact details of support services for parents of pupils with SEND

- www.thepositivitree.com
- www.crea8ingcommunities.com telephone: 02031434824
- www.kooth.com

5.17 Contact details for raising concerns

Please contact the SENDCO for each key stage :

KS3 - cath.moor@stmaryswallasey.com

KS4 & 5 - marg.todd@stmaryswallasey.com

5.18 The local authority local offer

Our local authority's local offer is published here: <http://localofferwirral.org>

6. Monitoring arrangements

This policy and information report will be reviewed by Mr. Aaren Hampson **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following document::

[Accessibility plan SMCC Accessibility Plan 24-26](#)