



# St. Mary's College

## Preparatory School

### Special Educational Needs, Disabilities and Inclusion Policy

**Date written: September 2015**  
**Date reviewed September 2024**

**St Mary's College Preparatory School Crosby – The Mount**

**Special Educational Needs and Disabilities  
and Inclusion Policy  
(This policy includes EYFS Reception, KSI and KS2)**

**Our Mission is to provide an independent Catholic education for boys and girls of all faiths aged 0-18; to provide individual challenge towards holistic and balanced development, service and achievement for life and beyond; and to try to show our Faith by the way we live, showing care and consideration for each other, those around us and the environment.**

**Contents**

1. Introduction and Purpose
2. SEND Definition
3. Audience
4. Rationale
5. Objectives
6. Arrangements for coordinating provision
7. Identification, Planning and Review Procedures
8. Differentiated Curriculum Provision
9. Outside Agencies
10. Requesting an EHCP
11. The School's Arrangements for SEND and Inclusion
12. Roles and Responsibilities
13. Arrangements for Partnership with Parents /Carers
14. Links with schools and transport.
15. Links with Health and Social Services, Educational Welfare Services and any Voluntary Organisations
16. Inclusion Principles
17. Arrangements for providing access to learning in the curriculum
18. English as an Additional Language (EAL)
19. The Local Offer

20. The School Offer
21. Staff Training
22. Charging Policy
23. Admission Arrangements
24. Meeting the needs of very able pupils including those with specific gifts and talents
25. Summary
26. Monitoring and review

## **I. Introduction and Purpose**

The mission statement of St. Mary's College Preparatory School talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

This policy statement is not to be read in isolation but in conjunction with all other school policies and in line with our mission statement. It is to set down the guidelines for Special Educational Needs and Disabilities (SEND) and Inclusion in the school and to ensure that there is a consistency of approach amongst staff.

It should be borne in mind that those issues relating to Inclusion are relevant to **all** those using the school premises.

## **2. Definition of Special Educational Needs and disabilities (SEND)**

The new Special Educational Needs and Disability Code of Practice was published in January 2015 for implementation in September 2015 and is available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

***“All children should be encouraged to live up to their potential and every child should be celebrated for his or her uniqueness. Always look at children as individuals first, and then consider their special needs.” (Child Development, Carolyn Meggitt and Gerald Sunderland Heinemann Educational Publishers 2000).***

St. Mary's College Preparatory School defines children with a special need by the fact that they require additional help in one or more areas of development when compared with other children. However, a child with an additional need shares the same basic requirements as other children. They will need to feel welcome, have a sense of belonging, and feel safe both physically and emotionally.

The SEND Code of Practice defines SEND as the following:

***‘Children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them.’***

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or**
- b) Have a disability which prevents or hinders them making use of educational facilities of a kind generally provided for children of the same age, or would do so if special educational provision was not made for him/her.**

***‘Educational provision which is additional to or different from, the education provision made generally for children’.***

Special needs may be grouped into the following categories:

- **Communication and Interaction** –SLCN (speech, language and communication needs), ASD (autistic spectrum disorder)
- **Cognition and Learning** – when children learn at a slower pace than their peers, even with appropriate differentiation. SpLD (Specific learning Difficulties)
- **Social, Emotional and Behavioural** – ADD (Attention Deficit Disorder), ADHD (Attention Deficit Hyperactive Disorder)
- **Medical/Physical/Sensory** – vision impairment, hearing impairment and physical disability

A child may have a need in one or more of the above categories.

### **3. Audience**

This document is intended for all teaching staff and all staff with classroom responsibilities. Or those who work with specific children during unstructured times. To support children with an additional need. It is also for governors, parents and inspection teams. Copies are provided for all staff and are available in the Head Teacher’s office and Staff policy files. All staff will read this policy as part of their induction and when any changes are made.

### **4. Rationale**

St Mary’s College Preparatory School is committed to providing an appropriate and high quality education to all the children in its community. We believe all children, including those identified as having SEND have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

St Mary’s College Preparatory School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners in ways that take into account their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority

## P24 Special Educational Needs, Disabilities and Inclusion Policy September 2024

- others such as those who are sick; those who are young carers; those who are families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some stage in their career, may experience difficulties, which may affect their learning, and we recognise that these may be short term or long term. At St Mary's Preparatory School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

St Mary's Preparatory School sees the inclusion of children identified as having SEND as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parent / carers and the community.

The SEN Co-ordinator is Mrs Murray, who provides information to the governing body as to the number of pupils receiving special educational provision, as well as any pupils for whom an Education and Healthcare Plan is requested .

### **5. Objectives**

- To ensure the Special Educational Needs and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children labelled as having "Special Educational Needs and Disabilities."
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- To provide specific input, matched to the individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND .
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parent / carers.
- To enable children to become well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents / carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision-making that affects them.

### **6. Arrangements for Coordinating SEND Provision**

- The SENCO will meet with each class teacher half termly to discuss additional needs concerns and to review SEND support plans.

- The SENCO will be alerted to newly arising concerns as soon as they are identified.
- Targets arising from half termly meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- Class teachers primarily deliver SEND support through differentiated teaching methods. Additional support is provided by the SENCO and by Teaching Assistants throughout the school. This is funded from the parents. The support timetable is reviewed annually, in line with current pupil needs.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

## **7. Identification, Planning and Review Procedures**

The identification of children with additional needs is part of a robust system of monitoring. Initially a child's needs are met through good quality inclusive teaching and the identification of additional need is made when the child requires additional or different support to the first quality offer.

The process for implementing SEND support is described in the new Code of Practice as the Graduated Approach and is fully operational in school.

The child's needs are assessed.

A support plan is compiled, in consultation with the parents/carers and the child.

The plan is implemented.

The plan is reviewed at a specified date.

## **8. Differentiated Curriculum Provision**

All children, including those with SEND, are expected to make progress at St Mary's Preparatory School. In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles, and access strategies.

Under these circumstances, a child's needs will be provided for with the whole class planning frameworks and individual target setting. The teacher will record differentiation in the weekly planning sheet.

- Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.
- The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Children whom we consider to have more severe or longer term needs are referred to outside agencies for assessment.

### **9. Outside Agencies:**

These include:

Educational Psychologist  
Sefton Advisory and Inclusion Service  
Speech and Language Therapy  
Occupational Therapy  
Community Paediatrician  
School Nurse

Provision for some children includes involvement with outside agencies. A variety of support can be offered by these services, such as advice to school about targets and strategies, specialised assessment or some direct work with the child. The outside agencies advice should always contribute to the planning, monitoring and reviewing of the child's progress. Support from outside agencies would be sought if the child:

- Continues to make little or no progress in the areas of concern*
- Continues working at National Curriculum levels substantially below that expected of children at the same age*
- Continues to have difficulty in developing literacy and numeracy skills*
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or other children's learning*
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service*
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning*

### **10. School request for an Education and Health Care Plan.**

For a child who continues to fail to make adequate progress, and in agreement with the parent/carer, the school may make a request to the LEA for an Education and Healthcare Plan.

The school is required to submit evidence to the LEA who makes a judgement about whether or not a child's need can continue to be met from the resources normally available to the school.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **11. The School's Arrangements for SEND and Inclusion**

- Meeting additional needs and Inclusion issues are targeted each year through the School Improvement Plan. In-Service training and individual professional development is arranged to match these targets.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either as an individual pupil or whole class level.
- TAs are encouraged to extend their own professional development and the management team will ensure appropriate training to help staff support children with diverse needs.



## P24 Special Educational Needs, Disabilities and Inclusion Policy September 2024

- The SENCO liaises frequently with a number of other outside agencies, for example:
  - Educational Psychologist
  - SAIS
  - Education Welfare Service
  - School Nurse
  - Community Pediatrician
  - Speech Therapy
  - Physiotherapy
  - Occupational Therapy
  - CAF Team
  
- Parents / Carers are informed if any outside agency is involved

### 12. Roles and Responsibilities

#### The SENCO

The SENCO is Mrs Sian Murray, she can be contacted by email on [S.Murray@stmary's.lpool.sch.uk](mailto:S.Murray@stmary's.lpool.sch.uk)

As the lead on SEND at the Prep she will work with the Leadership team.

- Work with the Senior Leadership Team and SEN Academy Councilor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 authorities and its support services

#### The Headmaster

As headmaster will:

- Work with the Senior Leadership Team to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### Class teachers

All teachers are teachers of children with special educational needs.

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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **Teaching Assistants**

As a school, class staff work together as a team to support the needs of all pupils. Teaching Assistants may support pupil needs by:

- Working under the direction of the class teacher to implement supportive strategies and approaches for pupils with educational needs
- Supervising and assist individual/small group activities set by class teachers
- Implementing intervention programs set by the class teacher or by outside agencies
- Seeking to enable children to become more independent in their learning
- Providing feedback to class teachers
- Encouraging pupils to interact with others and to actively engage in activities led by the class teacher
- Supporting pupils with personal care with the agreement of parents/carers
- Modelling desired behaviors
- Working 1:1 with some pupils for some support sessions, under the direction of the class teacher

### **13. Arrangements for Partnership with Parents /Carers**

At St Mary's Preparatory School we value the families of all our pupils including those with SEND and actively foster close links between the school and home.

- Staff and parents / carers will work together to support pupils identified as having additional needs.
- Parents / carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or parent thinks this is appropriate.
- At Review meetings with parents / carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents / carers can help at home, these are specific and achievable. We endeavour to ensure that parents leave meetings with a clear understanding of what action is to be taken and the way in which outcomes will be monitored and reviewed.
- Ideas and materials for supporting learning at home will be discussed with parents / carers and distributed on request.
- Reading volunteers work with pupils during the day.
- Parents /carers' evenings provide regular opportunities to discuss concerns and progress. Parents /carers are able to make other appointments on request.
- Regular communication between home and school will ensure that concerns are promptly acted on. Where this has not happened, however, parents /carers are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.
- The SENCO will accompany parents in visits, if required, when pupils may be transferring to other schools.

#### **14. Links with other schools / Transfer arrangements**

The Reception teacher and SENCO will work closely with Kindergarten staff from different nurseries to ensure that concerns about particular needs are identified brought to the attention of the SENCO as early as possible.

Class teachers of children joining from other schools will receive information from the previous school, if there is a SEND issue, the SENCO will discuss the child's needs with all staff involved in supporting the child. The SENCO will speak to the new teachers of pupils transferring to other schools, on request.

The SENCO and / or Year 6 teacher meet with the SENCOs from Secondary Schools to which children are transferring. In addition to this, children who are in receipt of high-level funding require a transition review action plan.

#### **15. Links with Health and Social Services, Educational Welfare Services and any Voluntary Organisations**

The school regularly consults with health service professionals. Referrals will be made as appropriate via the school nurse.

Social Services and the Education Welfare Service will be contacted through the Head teacher if any staff have concerns about a child.

There are many voluntary organisations supporting SEND. The SENCO will help parents locate relevant addresses and information if parents request this.

#### **16. Inclusion Principles**

Staff at St Mary's Preparatory School value pupils of different abilities and support inclusion.

Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

#### **17. Arrangements for providing access to learning in the curriculum**

The school will ensure that all children have access to a broad and balanced curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty.

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

We intend to ensure that each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that extra curricular activities are barrier free and do not exclude any pupils.

### **18. English as an Additional Language (EAL)/ English as a Second Language (ESL)**

St Mary's Preparatory School believes that it is necessary for all pupils to be fluent English speakers in order to cope with academic and social demands of life at school. For some children, whose first language at home is not English the school will seek to support the individual needs of the child as their communication skills in English develop. This may require the involvement of outside agencies and will be in response to the needs of the individual child. Parents whose first language is that which is other than English may request school documents or any written communication in that language.

### **19. The Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

### **20. The School Offer**

The purpose of the school offer is to enable parents to see more clearly what provision is available at St Mary's Preparatory School to meet their child's need. See Appendix I attached to this document.

### **21. Staff Training**

All staff (including teaching and support staff) at St Mary's Preparatory School are in receipt of regular training on working in support of pupils with SEND or learning disabilities and difficulties (LDD) within the school.

### **22. Charging Policy**

As an inclusive, caring Christian community, St Mary's Preparatory School does not make a specific charge for learning support given to pupils as provided from within the school. Where external agencies e.g. an Educational Psychologist is engaged in order to conduct an assessment

or provide individual support, the parent/carer of the pupil is responsible for payment in full of any charges levied direct to the external agency.

### **23. Admission Arrangements**

Children with additional educational needs are considered for admission to the school on exactly the same basis as those without additional needs.

### **24. Policy to meet needs of very able pupils including those with specific gifts and talents**

At St Mary's College Preparatory School our Mission Statement of "Growing Together in God's Love" is underpinned by the rationale that 'To value uniqueness is to value diversity'. The school's staff recognises that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are pupils who are more able academically than others, and pupils who are particularly talented in certain specific areas of ability.

The school considers that every child has the right to be included in a broad, balanced and relevant curriculum; and that each pupil is entitled to have the opportunity to be involved in appropriate education which challenges, motivates and rewards them, so that they can fulfil their individual potential. We firmly believe that the provision for able pupils is an integral part of teaching and learning and as such involves all members of the school community in every lesson taught at St Mary's. Thus, in developing this policy, the opportunity will be taken to review the Curriculum Policy and amend it accordingly.

St Mary's Preparatory School recognises that whilst the high profile given nationally to the needs of very able pupils has required a response from schools, this should not be seen as the only justification for taking action. There are also strong educational grounds for doing so; to do with equality of opportunity and the rights of all pupils to have their educational needs met. In addition, there is strong evidence to suggest that a successful policy and practice for the most able pupils benefits not only them but all the pupils of the school through a raising of standards overall. 'The excellence of one adds to the excellence of all.'

Research indicates that very able pupils benefit most from a more challenging curriculum, delivered in the same year group as the rest of their peers. Social and emotional development is not best served if such pupils are 'fast tracked' into higher groups. It is necessary first of all to clarify the terminology used. There are many terms in use, for example 'very able', 'exceptionally able', 'able and gifted', 'gifted and talented'. The terms are all problematic as there is no single precise definition for what we mean by a very able or gifted and talented pupil. Therefore at St Mary's Preparatory School we use the term 'very able, including those with specific gifts and talents' (shortened for convenience to 'very able') to describe those pupils who are exceptionally intellectually gifted, and appear to be a 'quantum leap' beyond their peers, at least in certain capacities (NB these individuals comprise a very small proportion of the population and may only figure rarely in the experience of an individual teacher); or function at levels beyond expectations of their age, or show a quality of performance superior to that which is normally encountered among their peer group, in one or more of a range of subjects, including the creative and performing arts and physical activities; or have exceptional ability but are either unable, or unwilling, to demonstrate what they can do.

Ability and attainment are not the same thing and it is recognised at St Mary's that talent ability does not always necessarily translate into high level performance. That achievement is where

the individual child's self-esteem is raised. The descriptions given above reflect a broad definition and an inclusive approach. It is impossible to be precise in terms of numbers or proportions of pupils, but, generally speaking, this policy is intended to promote and support provision for individual pupils who are functioning, or who have the ability to function, at a higher level in one or more areas than the vast majority of their peers, regardless of the broad spectrum, non-selective intake of the school.

Those areas may include;

- Academic e.g.: linguistic (facility with language) Mathematical/logical (reasoning, organization, calculation, abstract and structured thinking)
- Naturalistic awareness (awareness of the natural world, collecting, categorizing, analyzing)
- Physical / kinaesthetic, e.g.: physical skills, hand-eye co-ordination, aspects of sport, dance.
- Aesthetic / musical/ auditory, e.g.: skill with rhythm, pitch and musical patterns, art, drama.
- Mechanical / visual / spatial, e.g.: ability to think in pictures / mental images, use movement to assist learning / design technology, drama, art, dance.
- Social Skills (intra/inta-personal), e.g.: skills in communication.
- Leadership, sensitivity to others, self – awareness, self motivation, self – direction.

It is important to recognize that high ability may be shown in one aspect only of any subject, rather than the whole subject, e.g.: cricket but not other areas of sport. No one area is more important than another. They are all of equal worth, for the simple reason that society needs individuals who have ability or talent in all those areas.

The most effective way to identify the very able in our school, and monitor their progress, is to use a variety of methods because of difficulties in definition and difficulties of measurement. The following lists a range of methods that could be used to identify and monitor the very able:

School evaluation of achievements, progress and functioning, including:

- Teacher assessment
- Parent nomination
- Skill level of achievement

### **25. Summary**

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

### **26. Monitoring and review**

This policy is monitored by the governing body, and will be reviewed every year or earlier if necessary.

**St. Mary's College Preparatory School SEND School Offer**

<b>Introduction</b>	
1. School ethos for SEND (Special Educational Needs and Disabilities)	<p>St. Mary's College Preparatory School is a 4 – 11, independent coeducational day school. St. Mary's College Preparatory School is keenly aware that addressing individual learning needs is the key to pupil success.</p> <p>Special Educational Needs and Disabilities (SEND) of pupils are managed by the Special Educational Needs Co-ordinator (SENCO).</p> <p>St. Mary's College Preparatory School makes provision in accordance with the SEND Code of Practice 0 – 25 (January 2015) and the Equality Act 2013. St. Mary's College Preparatory School takes a whole school inclusive approach to pupils with special educational needs and disabilities, recognising that the aims of the school are the same for all pupils, whatever their abilities.</p> <p>Special Educational Needs and disabilities are identified in terms of learning, communication, interaction, emotional health and physical and sensory needs. St. Mary's College Preparatory School is committed to working in partnership with the pupil, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all pupils.</p>
2. The arrangements for consulting parents/carers of students with special educational needs and disabilities	<p>There is regular contact with parents/carers of pupils on the SEND register. Parents/carers may also contact their child's class teacher who will then pass on the concern to the SENCo. Partnership with parents/carers is regarded as essential for good progress to be made. Parents/carers are welcome to contact the SENCo at any time regarding concerns about a pupil. The recommended ways are by email or telephone.</p>
3. The arrangements for consulting young people with special educational needs and disabilities, and involving them in their education	<p>St. Mary's College Preparatory School aims to ensure that all pupils have complete access to a wide range of suitably challenging educational opportunities which are appropriate to their needs. Every pupil is provided with opportunities to make progress in every aspect of their development enabling them to achieve their full potential. In making such provision our school objectives are:</p> <ul style="list-style-type: none"> <li>● To identify and assess pupils with SEND needs as early as possible and monitor progress</li> <li>● To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children</li> <li>● To closely monitor and review progress towards these objectives</li> <li>● To use 'SEND support plan' to provide information for teaching staff</li> <li>● To work with outside professionals</li> <li>● To have supportive conversations with appropriate members of staff</li> </ul>

	<ul style="list-style-type: none"> <li>• The SENCo has an open door policy for pupils</li> </ul>
4. The name of the Special Educational Needs Co-ordinator	The Special Educational Needs Co-ordinator is Mrs Siân Murray
5. Any arrangements made by the governing body relating to complaints from parents of students with special educational needs and disabilities	<p>We work hard to be in effective communication with pupils and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.</p> <p>If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCo has been unable to reassure them that needs are being met effectively, then the school's Complaint Procedure – which is available on our website or by request – sets out clearly what the steps are to draw these concerns to the school's attention.</p>
6. Information on where the Local Authority's local offer is published	<p><a href="http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0">http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0</a> - Sefton Local Offer</p> <p><a href="https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/">https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/</a> - Lancashire Local Offer</p> <p><a href="https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0">https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0</a> – Liverpool Local Offer</p> <p>It is important to note that the school is not bound by these offers and they are for information purposes only.</p>
<b>Identification and Early Intervention</b>	
7. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have Education, Health and Care Plans,	<p>Parents and staff will know that special educational needs and provision can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> <li>1. Communication and interaction</li> <li>2. Cognition and learning</li> <li>3. Social, mental and emotional health</li> <li>4. Sensory and/or physical.</li> </ol> <p>The school will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. This could happen in many different ways such as:</p> <ul style="list-style-type: none"> <li>• Liaison with nurseries to discuss current level of support on transition.</li> <li>• Teachers may raise a query with the SENCo</li> </ul>



<p>including how the school evaluates the effectiveness of its provision for such pupils.</p>	<ul style="list-style-type: none"> <li>• Pupils are offered a dyslexia screener test if class teacher or parent have raised a concern. This is not a diagnosis for dyslexia, but an indicator as to whether further testing with an Educational Psychologist is required.</li> <li>• Suggested strategies are put in place by the class teacher.</li> <li>• Deputy Headteacher and Headteacher also track pupils after every report cycle.</li> </ul>
<p>8. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and about how specialist expertise will be secured.</p>	<p>The SENCo is part of a rolling CPD programme for all staff and delivers both while school and small group training.</p> <p>Staff team will have regular updates in regards to:</p> <ul style="list-style-type: none"> <li>• ASC</li> <li>• ADHD</li> <li>• Dyslexia/Dyscalculia</li> <li>• Neurodiversity</li> <li>• BSL</li> </ul> <p>This list is not exhaustive.</p>
<p><b>Quality First Teaching</b></p>	
<p>9. Information about the schools policies for making provision for students with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.</p>	<p>All our pupils access high quality inclusive teaching, adjustments are made when a learning difference is identified to ensure pupils can fully access the curriculum.</p> <p>St Mary's College Preparatory School aims to ensure that:</p> <ul style="list-style-type: none"> <li>• All staff provide high quality teaching which allows pupils to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum.</li> <li>• Members of staff understand that they are all teachers of pupils with special educational needs and disabilities.</li> <li>• All pupils, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.</li> <li>• Every pupil in school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be.</li> <li>• Pupils work individually or in small group to receive targeted support</li> </ul>
<p>10. Information about how equipment and facilities to support children and young</p>	<ul style="list-style-type: none"> <li>• Writing slopes</li> <li>• Coloured overlays</li> <li>• Coloured exercise books</li> </ul>

<p>people with special educational needs will be secured.</p>	<ul style="list-style-type: none"> <li>• Laptops</li> <li>• Pencil grips</li> <li>• Access arrangements for exams</li> <li>• Wobble cushions</li> <li>• Chair bands</li> <li>• Appropriate fidget items</li> <li>• Weighted blanket</li> </ul>
<p>11. SEND Support</p>	<p>The process for implanting SEND support is described as the Graduated Approach and is fully operational in school and has 4 main stages; _</p> <p>Access – to understand the pupil’s learning profile</p> <p>Plan progress – consider curriculum, access arrangements and interventions</p> <p>Do – determine out come and timeline</p> <p>Review – decide further action after discussing outcomes with parents and pupil</p> <p>We gather information about a pupil in order to gain an accurate picture of the pupil’s needs.</p> <p>The identification of SEND is part of a robust system of monitoring the progress and development of our pupils. The needs of all children are met through good quality inclusive teaching; we identify children who have SEND when they require different or additional support to the school’s first quality offer in order to make progress. Termly assessments identify those children who are not making expected progress and require more targeted support, their parents are notified and their views as well as the views of the child, are incorporated into any support plan.</p>