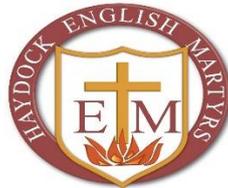


Haydock English Martyrs'

'Lighting the flame for lifelong learning'



At English Martyrs' we provide a stimulating, varied education which challenges all to achieve, encouraging everyone to live in the spirit of Jesus. As part of the wider community we will work towards success.

Special Educational Needs and Disabilities (SEND) Policy

Signed by:

	Headteacher	Date: 15.10.25
_____	Chair of governors	Date: 15.10.25

Updated Sept 2024

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Statement of intent

At English Martyrs' we believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. Our mission statement states that, "At English Martyrs' we provide a stimulating, varied education which challenges all to achieve, encouraging everyone to live in the spirit of Jesus. As part of the wider community, we will work towards success." Therefore, every adult/staff member is a teacher of every child, including those with SEND. Our curriculum will be ambitious for all pupils. Teachers will have high expectations that SEND pupils can achieve in each curriculum area. The content of the curriculum will not be diluted or held back from our SEND learners. Instead, staff have organised curriculum knowledge in a sequential way which will help pupils learn knowledge and content without overloading working memory and cognitive load. Ofsted found that, "All pupils, including those with special educational needs and/or disabilities (SEND), have access to an extensive range of activities and experiences."

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

A summary of our policy can be collected from the main school office.

The complete policy can be found on our school website [Haydock English Martyrs' Primary School \(hemcps.co.uk\)](http://HaydockEnglishMartyrsPrimarySchool.hemcps.co.uk)

St Helens Local Offer can be found by visiting [SEND \(sthelens.gov.uk\)](http://SEND.sthelens.gov.uk)

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

2. Objectives

In order to realise our aims and to ensure that children with special educational needs and disabilities achieve their full potential and make progress, staff at English Martyrs will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that the learning needs of pupils are identified in a timely manner and that provisions put in place are closely monitored.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND. School will offer a broad and balanced curriculum accessible to all.

- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010. The Equality Act protects people from discrimination, harassment and victimisation because of the protected characteristics that we all have. There are nine Protected Characteristics. These are age, disability, gender reassignment, race, religion or belief, marriage or civil partnership, sex, sexual orientation, pregnancy and maternity.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCO.
- Ensure good parent and carer involvement in children's learning and development and to inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.

3. Roles and responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENDCO for the school.

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

The headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

- Work with the governing board to ensure that there is a qualified teacher designated as SENDCO for the school.
- Ensure the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENDCO is Mrs Webster. She will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a 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 early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Liaising with the parents of pupils with SEND.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.

- Ensuring every pupil with SEND is able to study the full national curriculum unless stated as part of an EHCP.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Working with SENDCo to complete timely referrals to external agencies.
- Understanding and implementing strategies to identify and support vulnerable pupils.

4. Identifying SEND

Early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, school has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

Classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances. School are clear that a distinction is made between having a SEND need and under achievement.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Ofsted found that, "The school ensures that pupils with SEND are identified early. This allows families to access the support that they need. Parents and carers recognise the additional lengths to which the school goes to ensure that pupils' needs are met. This provides the opportunity for pupils with SEND to learn successfully alongside their peers. Pupils with SEND achieve well."

5. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.

- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board are aware that these additional barriers can exist when identifying abuse. Most staff are Team Teach trained. Should an incident involving pupils arise where physical intervention or reasonable force is used, staff will have due regard for the procedures outlined in their Team Teach Training.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be discussed by the member of staff in collaboration with the DSL and/or SENDCO.

6. SEND support

Providing a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at the school will:

- Set high expectations for every pupil.
- Plan for mastery of learning for pupils whose attainment is significantly above the expected standard.
- Plan lessons that will give all children prior knowledge and /or experience to better support pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be 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.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENDCO.
- Analysis of the pupil's progress including internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review**. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Evidence of this will be recorded on the school graduated response document. This is individual to each child on the SEND register. (Appendix 1)

Where higher levels of need are identified, staff will complete a "Signs of SEND support Plan" detailing specific adaptations and interventions that should be in place. If, despite intervention and support being in place, staff remain concerned about the progress a pupil is making then school will access specialised assessments from external agencies and professionals.

School will make parents aware of their legal right to request an EHC assessment done by the local authority if:

- the child or young person **has or may have** [special educational needs \(SEN\)](#); and
- whether they **may** need [special educational provision](#) to be made through an EHC plan.

School will also review these legal guidelines and will apply for an EHC assessment when there is clear evidence of a graduated approach in school and an EHC assessment is needed.

EAL

There are pupils in school for whom English is not their first language. EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

School will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

7. Early years pupils with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

Mrs Ashall is our Foundation Stage Leader. She will work with the SENDCO to ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Provide information for parents on how it supports children with SEND.
- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle. This document is used throughout the school for effective transition across phases of education.

8. Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Considering applications and not refusing admission of children who have SEND but do not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

English Martyrs will admit any pupil that names the school in an EHC plan. All those teaching or working with a pupil named in an EHC plan will be aware of the pupil's needs and arrangements are in place to meet them. Timely reviews will take place to ensure English Martyrs has adequate provision to meet a pupil's needs.

9. Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

10. Involving pupils and parents in decision-making

English Martyrs is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the class teacher will liaise with parents in setting outcomes and reviewing progress. The class teacher will meet with the parents three times each year.

Documents that the school use will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Evidence a graduated approach.
- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.

Should the LA provide a pupil with a provision agreement or an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education.

11. Funding for SEND support

Where additional needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND. This is likely to be in the use of small group interventions and support within class.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider applying to the LA to request high needs top-up funding to provide additional specialist support.

12. EHC needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

An EHC plan should identify special provision to meet the needs of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan and provide a detailed costed provision map within 15 days.

13. Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually. For children in Year 6 this will be early in the Autumn term in order for their EHC plan to be updated in preparation for high school.

The school will:

- Work with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.

- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school can request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

14. Supporting successful preparation for adulthood

Greater independence and resilience can be life-transforming for pupils with SEND. School prioritises life skills including reading. Transitions are carefully planned e.g. moving on to a new class, new school, including high schools.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

15. Managing complaints

The school Complaints Procedure Policy is available on the school website.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

Parents will be made aware that Ofsted can consider complaints relating to whole-school SEND early years provision if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

16. Staff training and improving practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school SENDCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

17. Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted. Electronic and /or paper records will be sent to high schools to aid smooth transition. This is also the case for in year transfers.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.

- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

18. Publishing information

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared for the governing board and when accepted by the governing body, will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

19. Joint commissioning, planning and delivery

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will work collaboratively with the LA to draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

20. Local Offer

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** The school will also cooperate with those providing services in school and will signpost parents to services in the community.
- **Accessible:** The school will collaborate with the LA to ensure that the LA's Local Offer is easy to understand.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

A copy of the School SEND information report can be found on the school website. [Haydock English Martyrs' Primary School \(hemcps.co.uk\)](http://hemcps.co.uk)

A copy of the St Helens Local Offer can be found at [SEND \(sthelens.gov.uk\)](http://sthelens.gov.uk)

21. Monitoring and review

The policy is reviewed on an annual basis by the SENDCo in conjunction with the head teacher and governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is September 2025

APPENDIX 1

SCHOOL GRADUATED APPROACH TO BE COMPLETED FOR ALL SEND PUPILS.

<p>Inclusive Quality First Teaching</p>	<ul style="list-style-type: none"> • Interest-led learning activities planned • Variety of learning styles catered for throughout curriculum • Support staff in class to support small groups • Flexible grouping
<p>Effective Inclusive classrooms</p> <p>Teacher notices difficulty Analysis of assessment/tracking data Conversation with SENCo Differentiated tasks Consider provision</p>	<ul style="list-style-type: none"> • Visual timetable – whole class and individual schedule • Identified on the school SEN code of practice (St 4)/monitor • Start to complete HEM graduated approach sheet • Discuss options • SMART targets set which are reviewed and discussed with parents termly • School providing x hours support • Regular conversations with SENDCo and Learning Mentor • Activities from INSYNC • Activities from Seedlings • Handwriting • TTRockstars • IDL
<p>Specific Intervention / low level support</p> <p>Identify and remove some of the barriers</p>	<ul style="list-style-type: none"> • Review of provision and impact by class teacher • Continue to add to HEM graduated approach • Move to stage 3 of SEN register. Signs of SEN (safety) document • School providing x hours support • RWI 1-1 • ASD-friendly teaching strategies/learning environment • Variety of small group and individual intervention planned; social communication group, social skills group, access to lunchtime provision, specific behaviour management strategies, individual timetable, jigsaw reward system, TEACCH workstation, sensory circuits, ear defenders (sensory overload), individualised spelling activities • All tasks have reduced challenge to develop confidence and co-operation • Social/Life skills small group, including trips and social communication enhancement experiences • Use of nurture activities to promote self-esteem • Activities from INSYNC • Activities from Seedlings
<p>Specific Intervention / high level support</p> <p>Personalisation Consider referral to external agency</p>	<ul style="list-style-type: none"> • Continue to add to HEM graduated approach • STAGE 3 of School SEN register • APDR document this will replace one page profile) • School providing x hours support • Workstation in place using TEACCH approach <p>INTERVENTIONS</p> <ul style="list-style-type: none"> • Seedlings • INSYNC • IDL

	<ul style="list-style-type: none"> • Beat Dyslexia • Better Reading • Memory • Nurture • Precision Teach • Time to Talk • Circle of Friends • Beacon House • ELSA • Sulp • Transporters • Wellcomm • Secrets of Words <p>(see list for additional programmes used in school)</p> <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Boxall • SDQ • SNAP IV • Salford/Vernon • PSP/PHP • Risk assessment <p>REFERRALS</p> <ul style="list-style-type: none"> • Refer to TESSA for LASC, BIT • Refer to Community Paed • Refer to OT • Refer to PT • Refer to NDP • Refer to speech • CAMHS • Barnardo's • Bridge • Continence team
<p>External Support Act on advice Discuss progress at review meetings</p>	<ul style="list-style-type: none"> • Involvement of Head Teacher/ Deputy Head Teacher/ Learning Mentor xxxxfrequency • Sensory circuits – daily, additional sensory breaks planned into daily routine • Full time 1:1 support in class • Support at break / lunch • Speech programme • Individualised reward system in place • De-escalation and distraction strategies please add • LASC & Bit support and input into PSP if appropriate • Alternative provision
<p>Gather evidence for EHC referral Tracking data All about me EHC assessment Reports Costed provision map</p>	<ul style="list-style-type: none"> • Team Teach strategies used daily from training Oct 2019 and November 2022 • LASC & BIT support and input into PSP • LASC visits to provide advice re: workstation and schedule – implemented • Discussed by SLT and SENDCo at termly review meeting • PSP started (date) following exclusions
<p>Funding application /EHC referral</p>	