Love Generosity Compassion Courage Forgiveness Friendship Respect

Faith Primary Academy

SEND Policy 2025-2026

Our school vision is inspired by the bible verse Ephesians 5: 8-9:
For you were once darkness, but now you are light in the Lord. Live as children of light.

Faith Primary is a joint Catholic and Church of England Academy. Guided by our Christian ethos we are here to serve the community, helping the children and all involved in the school to reach their full potential in a safe and happy environment.

"Loving and Learning in the Light of the Lord"

Love Generosity Compassion Courage Forgiveness Friendship Respect

Reviewed: **September 2025** Review date: **September 2026**

SEND Policy 2025-2026

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations Aug 2014
- Accessibility Plan
- Safeguarding Policy

Name and contact details for the SEND Team

SENCo and Strategic Lead – Miss K McDowell

Assistant SENCo and Operational Lead EYFS – Miss R Thomas (National Award for SEN Coordination)

Assistant SENCo and Operational Lead KS1&KS2 – Miss N Woodward (National Award for SEN Coordination)

All members of the SEND Team can be contacted directly at the school on 0151-233-5092.

The policy was Produced on: **5.9.25**

It will be reviewed on: **5.9.26**

Aims and objectives of Faith Primary Academy in relation to SEN provision

- To create an ethos and educational environment that is person centred and has the views and needs of the child at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children with SEN.
- To reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Every teacher is a teacher of every child including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress.
- To work within a 'person centred approach' fostering and promoting effective collaboration with children, parents/carers and outside agencies.
- To encourage and engage the participation of pupils and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

How Pupils with SEN are identified within Faith Primary Academy

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

• We recognise the definition of SEN as stated in the Code of Practice 2014: "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age"
• The school reflects what the Code of Practice states in that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEN Support'.
• We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
• The four broad areas identified within the SEN Code of Practice 2014 are 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health Difficulties' and 'Sensory and/or Physical needs' and the children are identified largely within these areas.
• The purpose of identification is to work out what action the school needs to take. The school identifies the needs of pupils by considering the needs of the whole child.
• The responsibility for the identification of pupils with SEN in the school, is with the SENCo, members of teaching and pastoral staff.
• Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. This is done through close analysis of data, EYFSP, termly and yearly assessment, any teacher or support staff concerns, parental concerns, information from previous schools and information from other services.

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

• Disability
• Attendance and punctuality
• Health and welfare
• Children/young people in receipt of pupil premium or pupil premium plus.
• LAC
• EAL

How Faith Primary Academy teaches pupils with special educational needs

• Adapted quality first teaching is a priority for all pupils in the school including those with SEN.
• Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place.
• The SEN support takes the form of a four part cycle known as the graduated approach **(Assess, Plan, Do and Review).**

How Faith Primary Academy adapts the curriculum and the learning environment for pupils with special educational needs

• The school is proactive in removing barriers to learning. We have achieved flagship status for inclusion from the Inclusion Quality Mark Award
• The school increases and promotes access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
• The school provides a physical environment which enables all pupils to have full access. It is a single-story building, two easy access toilets with physical aids and a shower room if needed.
• The school strives to improve the delivery of information to pupils with SEND and their families when appropriate for disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.
- Use of our dedicated sensory room, designed to help children regulate, relax, and engage with their learning.

How Faith Primary Academy assesses and reviews the progress of pupils with special educational needs

ASSESS: In Assessing a child the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil and their previous progress and attainment. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every term in our school.

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

DO: The School's SEND Team supports the class or subject teacher effective support and further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved.

REVIEW: Reviews are carried out on the agreed date. Children with an EHC (Education, Health and Care Plan) must be reviewed by the local authority in partnership with the school at least annually. When we review we evaluate the impact and quality of the support and take into account the views 5 of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SEND Team will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made. We

strive to provide clear information to parents about the impact of support and interventions. In transition to another setting, information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and a member of the SEND Team attending meetings offsite to support the transition process.

How Faith Primary Academy manages the needs of pupils who qualify for SEN support

• In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published can be seen on the school's website and the Liverpool Family Services directory.
• Where a pupil continues to make less than expected progress despite interventions it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist, and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
• Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in Faith Primary Academy include, Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, SENISS (Special Educations Needs Inclusion Support Service) and the School Nurse.
• Some children may have multi-agency involvement, and the school will consider the criteria may decide that an EHAT (Early Help Assessment Tool) is appropriate.
• Where, despite the school having taken relevant and purposeful action, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

How Faith Primary Academy works with parents and carers in planning for provision and reviewing progress, and how you support them in accessing information

• In creating the School's Local offer parental consultation and views on were sought, acted upon and valued. This is an ongoing process, and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as, questionnaires and drop in mornings etc.
• Where a pupil is receiving SEN Support the school endeavours to talk to parents/carers regularly, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.
• At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education

How Faith Primary Academy enables pupils with SEN to participate in all activities together with pupils who do not have SEN

• At Faith Primary Academy we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant advantage. We strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
• Children are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities.

What support Faith Primary Academy offers for improving the emotional, mental and social development of pupils with special educational needs

Faith Primary Academy recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:
• becoming withdrawn or isolated
• displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:
• Attention Deficit Disorder (ADD)
• Attention Deficit Hyperactive Disorder (ADHD)
• Attachment Disorder (AD)
It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect.

At Faith, children's wellbeing is a priority:
• Daily emotional check-ins are carried out, followed up by the safeguarding team.
• PASS surveys are used termly to identify children requiring additional support.
• Children have access to our sensory room, which provides a calm, safe environment to support emotional regulation and reduce anxiety.

How senior leaders and governors at Faith Primary Academy monitor and evaluate the impact of the school's SEN provision

Whilst the full governing body remains responsible for SEN the designated SEN Governor at Faith Primary Academy is **Julie Butcher**. She can be contacted via the head teacher or Chair of Governors. The SEN Governor promotes the development of SEN provision by:
• championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
• being familiar with key legislation and policy;

• fostering communication between parents/carers of children with SEND and the school; • meeting regularly with the SEND Team and visiting classrooms;
• ensuring they have an understanding of the role of the SEND Team and how pupils are supported;
• developing an awareness of the types of SEN present within the school cohort;
• reporting regularly to the Governing Body;
• understanding how funding received for SEN is allocated by the school;
• attending training in relation to SEND;
• assisting in monitoring the progress of vulnerable pupils;
• reviewing and monitor the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy. The SEN Governor will also liaise with the SENCo in relation to the Local Offer and the SEN Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:
• Reports presented by the Head teacher, SENCo and Link SEN Governor
• Parents/carers
• Pupils
• Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:
• Consideration of each pupil's success in meeting outcomes.
• Use of standardised tests including reading and spelling ages
• An analysis of external tests including SATs.
• The school's tracking systems and teacher assessments
• Evidence generated from Learning Plans and Annual Review meetings.
• Raise online
• Reports provided by outside agencies including Ofsted.

What training on SEN will be available for teachers, support staff and the SENCo

All primary schools within an SEN Consortia share best practice and offers support within the locality and as part of All Saints Multi Academy Trust we have regular SEND network meetings. Training on SEN is arranged through these and with the support and involvement of the services attached to these. The training is needs led and linked to the school development plan, needs of the particular consortia and the school's Local offer. Specific training can be provided for the SENCo, Teaching Assistants, whole school and parents. Liverpool school Improvement service provides two SENCo Briefings and an annual SENCo Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCo provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

Staff are involved in relevant training needed for a Dyslexia Friendly School. We are aware that pupils with a specific learning difficulty require empathetic understanding of their difficulties. A range of Dyslexia Friendly approaches are used in school as these maximize learning for all children. These include:

- VAK teaching and learning styles
- Use of buff coloured paper
- Coloured overlays to assist reading where needed
- Seating considerations
- Lighting considerations
- Clear instructions given
- Marking according to knowledge and understanding rather than ability to spell
- Opportunity to talk and think about work
- Opportunity for work to be recorded in different ways

How SEN is funded at Faith Primary Academy

The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact of interventions and targeted support.

The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEN funding in the following ways:

- Learning Support Teachers and Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively
- Specialist books and equipment
- In class and withdrawal support from the teaching assistant and support staff
- Purchasing and maintenance of ICT and electronic equipment

How Faith Primary Academy supports pupils with medical conditions

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

How Faith Primary Academy approaches its statutory duties in terms of increasing its accessibility over time

All pupils at Faith Primary Academy have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The school's Learning and Teaching Policy promotes best practice towards students with SEN.

A range of Dyslexia Friendly resources and teaching styles are used throughout the school, including buff paper for all worksheets and parent correspondence.

Provision Mapping features significantly in the SEN provision provided by the school. Intervention Plans contain outcomes to ensure that all pupils experience success.

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

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

How Faith Primary Academy handles complaints from parents /carers of pupils with SEN about SEN provision

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

The role of the SEND team

The role of the SEND Team involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout
- liaising with professionals or agencies beyond the setting
- day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN
- overseeing the day-to-day operation of the school's SEN policy and updating it annually and updating the school's SEND information report in line with statutory guidelines.
- co-coordinating provision for children with SEN

• liaising with the relevant Designated Teacher where a looked after pupil has SEN • advising on the graduated approach to providing SEN support
• advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
• liaising with parents of pupils with SEN
• liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
• being a key point of contact with external agencies, local authority and support services
• liaising with potential next providers of education to ensure a smooth transition
• working with the Headteacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
• ensuring that the school keeps the records of all pupils with SEN up to date
• monitor and support a graduated approach of Assess, Plan, Do and Review.
• ensuring that resources are allocated to all those individual pupils who may need additional provision or support staff in our schools including Teaching Assistants, School therapist, Behaviour Support Staff and others.
• be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate intervention

In line with good practice reference to children with SEND is included in all our policies.