



SEND

Policy and

Information

Report

2024 - 25

Definition of Special Educational Needs

The Special Educational Needs (SEND) Code of Practice: for 0 to 25 years (2015) states that:

‘a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition:

‘A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

The Four Categories for Special Educational Needs and Disability are:

1. Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
2. Cognition and learning, for example, dyslexia, Developmental Co-ordination Disorder (DCD)
3. Social, mental and emotional health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
4. Sensory and/or physical, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas.

Expertise and Training of staff

Mrs L Dakers is SLT SEND Coordinator

Qualifications: BA Hons Theology and Religious Studies. PGCE. CCRS. MA Education. NASENCO. Role: Mrs Dakers is responsible for coordinating the day-to-day provision and Local Authority provision. Mrs Dakers is responsible for training staff regarding SEND provision and policy.

Mrs L Phelps is Assistant SENDCO

Qualifications: BA Hons Business Studies and Hispanic Studies. PGCE. NPQML. Mrs Phelps is currently completing the NASENCO award at the University of Chester.

Role: To support the SENDCO in co-ordinating the day to day provision and Local Authority provision.

Mrs F Lageu is SEND Learning Coach

Qualifications: BA Hons in Primary Education.

Role: To support the SENDCO in co-ordinating the day to day provision and Local Authority provision.

Mrs S Griffiths is SEND Learning Coach/CLA Learning Coach

Qualifications: BA Hons in Learning, Development and Support.

Role: To support the SENDCO in co-ordinating the day to day provision and Local Authority provision. In addition, Mrs Griffiths' role is to monitor the progress and well-being of pupils who are looked after, or previously looked after.

All staff at SJP have relevant and up to date training to inform their teaching and support of pupils with SEND.

Miss K Thompson is SEND Admin Assistant

Special Educational Needs and Disability provision at St John Plessington Catholic College

SEND provision for all four categories of need is available at SJP. Pupils' needs are met through high quality first teaching supported by **a broad, deep, connected and knowledge rich curriculum**. All pupils with a SEND are taught in mainstream classrooms and academic support and intervention is classroom based. Some pupils receive targeted specialist intervention alongside a broad and balanced curriculum.

Criteria for inclusion on SJP's SENDCAR, Special Educational Needs Care and Action Register

We identify required actions for SEND students in terms of rates of progress to be achieved and access to learning. When a child or young person can be ascribed an identifiable learning need (as stated in the SEN definition above), the child or

young person will be placed on the SENCAR so that all staff are aware of their needs. This information is also recorded on Arbor for all staff to easily access.

We are an inclusive mainstream school which supports pupils with SEND to ensure that barriers to learning are removed, and enable them to enjoy all that SJP has to offer. We do this by ensuring that:

- all of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs
- all pupils are encouraged to go on our year 7 trip to Conway, and all pupils are offered the opportunity to travel to other countries during their journey with us, including China, Africa and Europe.
- all pupils are encouraged to take part in sports day/school plays/SJP Experience.
- no pupil is ever excluded from taking part in these activities because of their SEN or disability. Additional support will be provided to enable a pupil to access these opportunities if needed, and if necessary specialist resources/facilities/equipment will be sourced.

Important: Defining a child or young person as having additional needs does not mean that they will necessarily require additional support.

SJP Monitoring: If a pupil is making progress they will be placed on our SENCAR at this stage. This will enable staff to be aware of their needs, and have access to information and guidance regarding the meeting of that need via our Guidance and Support folder. However, as long as the pupil continues to make progress in line with expectation, quality first teaching will meet their needs: additional support and intervention will not be offered. Their progress will be carefully monitored.

SJP Action: For pupils who require modifications and support additional to, or different from, that offered to all pupils and who may also have outside agency intervention/monitoring. This includes pupils with a Pupil Funding Agreement (PFA).

E: For pupils with an Education Health Care Plan: These pupils' needs will be met in line with the statutory outcomes detailed in their EHCP.

[Intervention and Support, including Identification of Need](#)

The SJP SEND Department is committed to:

Ensuring that all pupils can access the curriculum and wider school opportunities.

Supporting teaching colleagues with appropriate strategies as they deliver Quality First Teaching.

Identification, Information Gathering and Review: The identification of SEND is integral to the monitoring and progress of all students and includes taking the following information into account.

- Information from Primary School, including KS2 SATs
- Information received from parents
- Information received from outside agencies
- Gathering the views of the pupil
- Monitoring of progress on a half termly basis
- Any concerns/ observations shared by teaching/support staff
- CATs Testing
- Reading age assessment / NGRT
- Additional assessments if required, for example reading tests/comprehension tests, and writing speeds (vernon/WRAT)

Individual Support: A Graduated Response to Needs

All intervention is initially classroom based. There is regular assessment and monitoring of progress which informs our AIM (Additional Intervention Meetings) where we discuss further support required. This is in consultation with our Senior Leadership Team and pastoral team. Intervention is part of our graduated response to needs.

Individual information regarding a pupil's diagnosed or observed needs is shared with teachers via our SENDCAR (Special Educational Needs, Care and Action Register). Our expectation is that high quality first teaching supported by thoughtful scaffolding should meet the needs of most pupils.

Further guidance and support is available via the school's SEND Google Drive which all staff can access to support their understanding. This includes additional information and research about a wide range of additional needs. As a part of the graduated response to needs, a more specifically individualised plan, a Pupil Centred Profile, may be written for some individual pupils. These are written with pupils and parents and shared with all staff.

All pupils who arrive at SJP with an EHCP/PFA will have additional information regarding their needs shared with staff, leading to a pupil centred profile being written in line with the outcomes detailed on the plans that SJP receive from the LA.

For other pupils, a PCP may be written for a range of reasons and for a range of pupils, not only for those on the SENDCAR at a K code who have diagnosed/identified needs but also for pupils experiencing on-going difficulties, either because of a learning difficulty, disability or a social, emotional or mental health presentation which is acting as a barrier to their success.

The decision to write a PCP will come via meetings with the Assistant Head of Learning and SEND team. The usual process would be after discussion at GAS (Guidance and Support fortnightly meetings to discuss pupils with the SEND Team and HoL Team), and AIM meetings (termly meetings - attended by all highlighted previously plus AHT and Deputy Headteacher). PCPs are written in consultation with the pupil whose voice is central, and parents/carers are also fully involved in the process. PCPs are shared with a pupil's teachers and the Year Team supporting them, and the fact that a pupil has a plan is identified on the SENDCAR. The PCP is also attached to the pupil's profile on Arbor. The plans are also shared with parents and pupils when completed. Plans are reviewed at school on scheduled review days and during Annual Review meetings. They may also be updated according to need at any time.

If, despite the reasonable modifications and adjustments suggested by the PCP, a pupil continues to experience barriers to learning which are impeding their success in school then other options will be discussed to look at next steps. Depending on the presenting difficulty, the pupil may receive the following support in terms of SEND co-ordination.

- Review meetings with home and school to ensure we are looking at holistic support and intervention
- Professionals meetings – again to ensure all agencies are working together
- Observation in lessons by SENDCo (this may also precede the writing of a PCP if felt appropriate)
- SEND intervention work – for example “Next Steps”/Mindfulness/SFT/Emotional-Resilience/Bereavement Support/Reading intervention/Social skills intervention/Lego Therapy/Exit Pass/individualised/reduced timetable/focus aids/hwk support/access arrangement/supervised support during unstructured times.
- Be offered social and emotional support in school- restorative justice/re-negotiation of friendships/relationships in school.

Involving Outside Agency Support

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, we will consider involving specialists once we have exhausted all school-based intervention and support available to us.

SJP may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. We will aim to involve a specialist where a student struggles to make progress over a sustained period or where they continue to work at levels substantially below their peers. The student's parents/carers will be involved in any decision to involve specialists.

SJP works in tandem with the following outside agencies:

- SENAAT (for specialist assessments for access arrangements)
- Support Services: Vision, Hearing, Physical/Medical
- NHS providers, for example ADHD Specialist Nurse, Diabetes Specialist Nurse, Epilepsy Specialist Support
- Health Services In Schools (counsellor/youth worker)
- Kilgarth SEMH Outreach
- Child Bereavement UK
- Blues Project
- Wirral Hospital School, Home Education Service
- CAMHS
- Paediatricians and School Nurse Service
- SALT
- Orrets Meadow Outreach
- Educational Psychologist -drop in and individual consultation (the latter to also support school's intention to request a statutory assessment of needs if despite all strategies a young person is failing to thrive)
- Virtual Heads
- Social Care
- Play therapist
- Social Worker in Schools (SWIS)
- Early Help /MASH
- The above process informs our provision mapping which is monitored, reviewed and updated termly via our Additional Intervention Meetings. The AIM spreadsheet includes all the above information and forms the basis of our termly reviews.

Parent/Carer and Pupil Voice

A key element of the 2015 legislation is to ensure that children, young people and their families and carers are central in the process of creating EHCPs and Additional Support Plans. At SJP we ensure that this is the case by adopting a person-centred approach to the creation of plans and to inform strategies.

We abide by a process whereby students' thoughts and feelings about their own learning and needs are considered and utilised in planning advice and strategies that may be shared with staff. Similarly, the views and feelings of parents/carers,

and, where appropriate, the young person's wider family are also collected. To carry out this process properly, time needs to be spent in discussion with both the young person and their families.

Parents and Carers: All parent/carers of pupils with additional needs have the opportunity to meet with all a pupil's teachers on a twice yearly basis and can request meetings to discuss any issues/consult with curriculum/pastoral or SEND staff according to needs.

In addition, all parents/carers of pupils with an EHCP and PFA are also invited to an Annual Review of their needs.

Pupils: All pupils with additional needs are supported by curriculum staff, pastoral team and SEND Team. Parents and pupils are offered an appointment on all parent review days/evenings to meet with a member of the SEND team to review their progress and provision. All pupils with an EHCP attend and contribute to their annual review of needs.

St John Plessington Catholic College aims to be sensitive to the needs of all students and their parents/carers. The SEND Team welcomes meeting with parents/carers at mutually agreed times to discuss the needs of their children and the school's provision for them. Parents/carers who have a concern specific to a pupil's additional needs are encouraged to meet and discuss this with a member of the SEND Team in the first instance.

If they feel that an issue has not been adequately resolved they may put their concern in writing to the Chair of the Governing Body.

How accessible is the school environment?

The school is fully accessible via stairs or lift apart from some DT food rooms and vocational rooms. Please see Attached [Accessibility Plan](#) for more information.

Transition Arrangements for Students with SEND

All students who gain a place at SJP will, in the summer term of Year 6, meet in their Primary School environment, a key member of Pastoral staff from SJP. Pupils then attend SJP on Induction Day. Some students will, on account of their additional needs, require an enhanced transition. This may require an additional visit in order that students can experience various aspects of the school day in advance of Induction Day or following Induction Day and in response to any issues that are identified. It is SJP's expectation that primary schools will liaise with us to identify pupils requiring enhanced transition. Parents are also welcome to make contact with us directly to arrange a meeting or a tour of the school. A member of the SEND team meets with every primary school (ideally the SENDCO)

to discuss pupils on the SEND register, to ensure effective information sharing and to inform provision planning. We also discuss pupil's who aren't on the SEND register but may have a diagnosed or suspected special educational need.

Under section 41 of the Children and Families Act 2014 (the Act) we will carry out the following specific statutory duties:

- Cooperate with the Local Authority on arrangements for children and young people with SEN. This is a reciprocal duty.
- The duty to admit a young person if we are named in an Education Health and Care EHCP. Young people have the right to request that an institution is named in their EHCP, and local authorities have a duty to name that institution in the EHCP unless, following consultation with the institution, the Local Authority determines that it is unsuitable for the young person's age, ability, aptitude or SEN, or that to place the young person there would be incompatible with the efficient use of resources or the sufficient education of others.
- Preparation for adulthood – as young people prepare for adulthood this will be reflected in outcomes that reflect their ambitions (e.g in relation to employment, higher education, independent living and participation in society).

Contact details of support available for parents/carers of pupils with additional needs

Wirral SEND Partnership

Wirral SEND Partnership (formally Parent Partnership) is an impartial, independent and confidential service which gives free information, advice and support about matters relating to Special Educational Needs or Disabilities (SEND) and is for parents or carers of children aged 0-25, and young people aged 16-25 with special educational needs and/or disabilities.

Further details about Wirral SEND Partnership can be found at:

<http://www.wired.me.uk/Parent-Partnership.asp>

Wirral's Local Offer

Our local authority's local offer is published here: <https://www.sendlowirral.co.uk/>

This provides information for children and young people (0-25 years) with special educational needs and disabilities. SENDLO provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care as well as information about other local, support services.

Contact Details

If you would like to speak to Mrs Dakers or the SEND team, please call 0151 645 5049 to leave a message, or alternatively please email send@stjohnplessington.com .

For current pupils, you can also request to speak to the SEND team via your child's Head of Learning.