**[SEND Policy](http://hollylodge.liverpool.sch.uk/policies/school-policies-2/send-policy" \o "Permalink to SEND Policy)**

Rationale

This policy document adheres to the guidelines and spirit of the Special Educational Needs Code of Practice 2001.

“All teachers are teachers of pupils with special educational needs” (CoP 2001)

This whole school approach to Special Needs demands that every member of staff takes responsibility for every student that they teach in ensuring:

• A commitment to the highest possible quality of educational provision within the school.  
• That all students must have equality of opportunity within the full range of the school’s provision.  
• That all students have full access to a broad and balanced curriculum, which ensures progression, and is appropriate to age, ability and aptitude.  
• That parents are equal partners in the education process.

The SENCO at Holy Lodge is Mrs D.Lavelle. She can be contacted at school on 0151 228 3345.

The SENCO shares this responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEND, we have a SEND Governor who supports the work of the SENCO. The SEND Governor at Holly Lodge is Mrs Jenny Smith.

Procedures

1. The school’s admissions policy adheres to the SEND Code of Practice 1:33 which states “All schools should admit students already identified as having specialist educational needs, as well as identifying and providing for students not previously identified as having SEND. Students with special educational needs but without statements must be treated as fairly as all other applicants for admission” (Code of Practice 1:33)

2. Prior to admission to Holly Lodge, contact is made between the SENCO and the SENCO or class teacher at the previous school in order to contribute to a transition plan, should one be required. Liverpool has 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.

3. Identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school’s data coordinator to interrogate the school’s tracking data, RAISE online data and FFT.

4. At Holly Lodge we also use a number of additional indicators to identify pupils’ special educational needs. This may include information from other services, analysis of data including Optional SATs, reading ages and progress check

assessments, any concerns raised by teachers or support staff and parental concerns.

5. The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings. Holly Lodge has a service agreement with EMTAS to provide a specialist EAL teacher, Mrs Julie Spencer, for 2 days a week.

6. The main methods of provision made by the school and coordinated by the SENCO are:

• Full-time education in classes, with additional help and support by class teachers through a differentiated curriculum. Teaching Assistants are allocated, where resources allow, to specific groups or faculties.  
• Tailored intervention that is regularly evaluated for impact.  
• In-class support with resources or specialised equipment.  
• Advice from specialists to provide support within class or as part of an agreed and monitored withdrawal programme.

7. At Holly Lodge we ensure that all pupils have equal access to a broad and balanced curriculum, differentiated to enable pupils to understand the relevance and importance of an appropriate education. We believe this promotes self-esteem and confidence leading pupils to make relevant progress that is closely monitored.

8. 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 and its Relationships for Learning Policy should promote best practice towards students with SEND.

9. At the start of each academic year, staff are required to include key information in their mark books. In addition to identifying students with special educational needs  
and disabilities, staff are required to include target levels/grades and reading ages.

10. Within the first few weeks of term, all students in year 7 complete a computerised reading test which helps to determine their reading age and furthermore screen those students who may have difficulty with reading. If a student’s reading age falls below 9 years, a more detailed test will be carried out to identify her needs. Students are re- tested towards the end of the academic year. Students in Years 8 and 9 will also be tested every year.

11. Should a student require support with reading, she will be placed on the school’s intervention programme called Lifeboats. After a period of time, she will be reassessed to determine the progress made. Further support will be provided by the English Department to enhance students’ reading skills through use of its Accelerated Reading Programme for all students.

12. Individual Education Plans feature significantly in the SEN provision provided by the school. IEPs contain SMART targets to ensure that pupils experience success.

13. Relevant information is shared with parents/carers of pupils on School Action Plus or with a Statement of Special Educational Needs. Key information is also shared within the school to ensure teachers are up to date with developments.

14. At Holly Lodge we have made all reasonable arrangements to ensure that students with SEND can access buildings.

15. The SEND register is a fluid working document that is constantly updated and therefore the numbers of pupils on the register will be subject to change. Regular tracking and monitoring of students’ progress takes places throughout the year and helps to evaluate the success of our SEND provision.

16. At all stages of the special needs process, the school keeps parents/carers fully informed and involved. This is done through Progress Check reports, Progress Review Days, termly “Meet the SENCO” afternoons, and regular correspondence between home and school. It is hoped that this will assist in supporting pupils to reach their full potential. Parent/carers are encouraged to make a full and active contribution to their child’s education.

17. Any complaints should first be raised with the SENCO, then if necessary with the Headteacher and finally, if unresolved, with the SEND Governor. All SEND complaints must follow the school’s formal complaints procedure. External advice may be sought. Good levels of communication with the parents/carers are maintained throughout the process.

18. Holly Lodge works in partnership with outside agencies. These include: SENISS, Outreach support, Educational Psychologist, Educational Welfare, Provider Panel, Sensory Service, EMTAS, Translation Services and Connexions.

19. Members of these agencies are invited to meetings in school to review the programmes in place for individual pupils. Their specialist advice may be incorporated into IEPs and inform provision.

20. The Governing Body will report annually on the success of the SEND policy. Pupil’s attainment and progress will provide detailed and quantifiable evidence relating to the success of the policy and this will be analysed carefully through:

• The school’s tracking systems and teacher assessments  
• Use of standardised tests including reading and spelling ages  
• An analysis of external tests including GCSEs or equivalent qualifications  
• Raise Online  
• Reports provided by outside agencies including Ofsted

This policy is to be read in conjunction with:

Relationships for Learning Policy  
Assessment, Recording and Reporting Policy  
Whole School Marking Policy  
Learning and Teaching Policy  
Admissions Policy  
Equal Opportunities Policy

[](http://hollylodge.liverpool.sch.uk/wp-content/uploads/2012/12/ppt.jpg)

[Literacy strategies – Power-point slide show](http://hollylodge.liverpool.sch.uk/wp-content/uploads/2015/05/Literacy-strategies-websites.pptx)