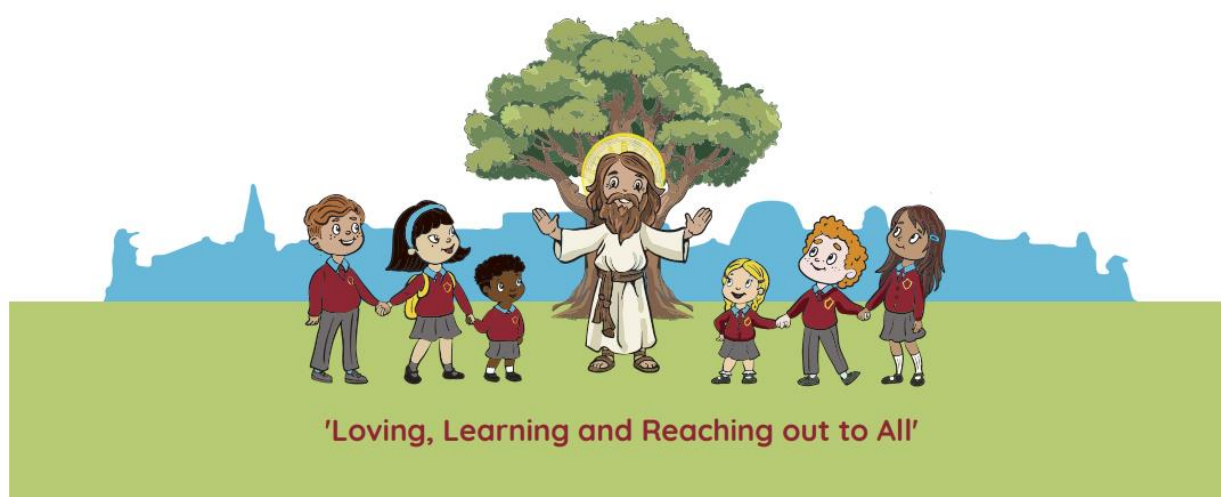




Special Educational Needs Policy

Chair of Governors	Anna Houghton
Headteacher	Angela Sutton
Lead	Michelle McCoy
Date adopted: 05/09/2025	Review Date: 05/09/2026



Special Educational Needs and Disability Policy

2025 - 2026

Mission Statement

'Loving, Learning and Reaching Out to All'

In Our Lady's Catholic Primary School, our mission statement embraces the whole school community and permeates the entire curriculum and ethos of the school. We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

In our Catholic school community, Christ is at the heart of our mission to recognise and uphold the God-given dignity of every child. We believe that each pupil is created in the image and likeness of God and therefore deserves unconditional respect, compassion, and opportunities to flourish spiritually, academically, socially, and emotionally.

Our approach to supporting pupils with Special Educational Needs is rooted in the Gospel values of love, justice, and inclusion. We are committed to ensuring that every child—regardless of ability—can encounter Christ, engage meaningfully with the taught curriculum, and participate fully in the life of the school.

We draw inspiration from Scripture, which affirms the inherent worth of each person:

"Before I formed you in the womb I knew you." – Jeremiah 1:5

This reminds us that every child is known, loved, and valued by God. Guided by this belief, we strive to provide personalised support, remove barriers to learning, and celebrate the unique gifts each child contributes to our faith community.

Our SEN provision seeks to:

- promote dignity and respect for all learners;
- ensure access to high-quality, inclusive learning;
- encourage every child to grow in faith and understanding;
- nurture the spiritual development of all pupils, recognising their diverse abilities and needs;
- foster a community where all are welcomed, supported, and encouraged to reach their God-given potential.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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. 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

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

Children must not be regarded as having a learning difficulty solely for the following reasons:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child
- Being a child of Serviceman/woman

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- The Children and Families Act (2014)
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Keeping Children Safe in Education Document (2025)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEND Governor in liaison with the SLT. All staff and governors have been consulted in the compilation of the policy. Parents are being asked to comment on/contribute to the policy. The policy is available on the school's website.

Responsibility for the co-ordination of SEN provision

- The person responsible for overseeing the provision for children with SEND is Angela Sutton (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEND is Michelle McCoy [SENCO]
- The SENCO will liaise closely with the Pastoral Lead, Ann Jacobson, who is the designated person responsible for liaising with Social Services.
- The governor responsible for SEND is Mrs G Oulton. Together with the SENCO/Headteacher, she monitors the most efficient use of the SEND budget. She reports back to the governing body and parents on the effectiveness of the policy. The

SEND nominated Governor, meets at least termly with the SENCO to discuss SEND policy and practise. She collaborates with the SENCO to devise, monitor and evaluate an Annual Action Plan and 3 Year Plan.

Aims and Objectives

Aims

At Our Lady's we value the abilities of all pupils and are committed to providing all children and staff with the best possible learning environment. The school's SEND Information Report details the provision available and shows how our mission statement is lived out. This can be accessed through the school's website: www.ourladysprescot.com/ and following the link under 'Statutory Information'.

A Graduated Approach: the Knowsley model

This policy embraces the Knowsley Special Educational Needs and Disabilities Strategy (2023-2026)

Objective 1

1. Early Identification of need

Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.

Sources of Identification may include:

- Current skills and level of attainment on entry
- Information from other providers or external agencies
- Teacher/Teaching Assistant/SENCo observation
- Assessment and pupil tracking data
- Parental information
- Peer information
- Children's own views

Objective 2

Quality First Teaching

The child's class teacher will take steps to provide differentiated learning opportunities within an inclusive classroom environment that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- d) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- e) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is recorded by the school as being under observation due to a concern raised by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.
- h) Parent's evenings are used to monitor and assess the progress being made by children.

3. Targeted small group intervention

If a child is under attaining, therefore not making the expected progress, they will initially have small group intervention programmes made available to them as appropriate. When pupils in the same group, class or subject lesson have common targets and hence, common strategies a group provision plan can be drawn up.

4. SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be to include the child in the SEND register. The class teacher will provide interventions and strategies which are **additional to** or **different from** those provided as part of the usual differentiated curriculum offer.

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part cycle: Assess, Plan, Do, Review.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The SEN Support Plan becomes a working document and is amended regularly to show progress towards outcomes and/or adjustments made to determine progress. The class teacher manages the plan and suggested outcomes. They will be accountable for the outcomes and will discuss with the SENCO if they feel the plan is not working for whatever reason.

Review

A timescale is attached to the plan so that everyone involved appreciates when targets are reviewed. The targets are reviewed with the child, parents and any relevant outside agencies. A further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning. The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Children with social, emotional and mental health needs

In light of the challenges brought about by Covid 19, and the subsequent time that some of our pupils have missed from school, and the social, emotional changes they have experienced, we are adapting our approaches as needed on an individual case by case basis. This means that although we have a thorough, detailed risk assessment, we are aware that adjustments may need to be made to accommodate the needs of children for whom the new school year is more of a challenge. This may impact how a child comes into school, what support a child is offered during the school day and what additional resources might be offered in order to ensure each child feels safe and happy.

Behaviour is not classified as an SEN, however, a Behaviour Support Plan may be put into place to support children through carefully identified areas of need with agreed strategies to address any difficulties a child may have. This may be done in liaison with support agencies including the Inclusion and Behaviour and/or Educational Psychology services. School may also seek the support of the Mental Health Support Team.

Persistent disruptive or withdrawn behaviours do not necessarily mean a child has SEN and other possible causal factors will be investigated, with an Early Help Assessment (EHA) possibly being considered.

If parents and school are concerned that the child may have mental health needs, parents may wish to ask their GP for a referral to CAMHS or school may refer directly to CAMHS.

Referral for an Education, Health and Care Plan (EHC Plan)

At Our Lady's Catholic Primary, if a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision for school to make a referral for an Education, Health and Care Plan will be taken at a progress review and agreed at a Planning Review meeting. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- Outside agencies e.g Educational Psychologist
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

Objective 3

Monitor the progress of all pupils

In order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

Objective 4

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Objective 5

Parent Partnership

Our Lady's Catholic Primary School believes that a close working relationship with parents is vital in order

to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor Mrs G Oulton, is available to be contacted in relation to SEND matters.

Objective 6

Work with and in support of outside agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS and the Inclusion and Behaviour Service.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

Objective 7

Create a school environment where pupils can contribute to their own learning.

Establishing relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

b) Arrangements for co-ordinating SEND provision

The SENCO will hold details of all SEND records for individual pupils.

All staff can access:

- Our Lady's Catholic Primary School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles targets set within Child Friendly Personal Provision Plans (P.P.P.s and Early Years Plans).
- Assessment co-ordinator's monitoring, evaluation and dissemination of individual and group progress.
- Liaise with SENCo, Assessment Co-ordinator and subject co-ordinators in tracking of the impact of intervention programmes.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

- Information available through Knowsley's SEND Local Offer on the website:
<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

c) Admission arrangements

Please refer to the information contained in our school prospectus.

Following LA and our agreed admission and equal opportunities policies, a child will be offered a place within the family of Our Lady's Catholic Primary School if it is available. It is important when registering a child, the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

d) Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

e) Facilities for pupils with SEND

The school complies with all relevant accessibility requirements: please see the school accessibility plan for more details.

f) Training and resources

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and

development. Annual Skills audit contributes to identifying staff training needs and areas of expertise.

School Staff

We aim to keep all school staff up to date with developments in teaching practice in relation to the needs of pupils with SEND. This may be done remotely through online learning. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO attends relevant SEND courses, termly area SENCO and Inclusion meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Governor/Staff Training

We will continue to develop staff/governors expertise by making full use of courses provided by the Education Authority and other agencies or INSET drawing on staff specialism. The needs are identified by the individual, the SENCO and through the School Improvement Plan. The school's Performance Management system will assist in highlighting training needs as will the CPD Coordinator.

Resources

The school has a number of reading schemes, including Read, Write Inc, Oxford Reading Tree, Rigby Star and the Accelerated Reading Programme. Children are encouraged to read a wide variety of books (fiction and non-fiction). It is very important that all children are given as much opportunity as possible to be involved in the selection of their own reading material as well as the support of a structured scheme. In the Infant areas the books are centralised, with each class also having its own reading area. In the junior areas each class also has a library, with a shared library being in the middle area. All classrooms hold some resources and differentiated materials at different levels matched to ability. Advice is always available from the SENCO, subject leaders or support teacher/TA's.

The Use of Information Communication Technology

ICT is a very useful tool for all children and can be an invaluable resource for a child with learning difficulties. If this is so, access to an iPad is provided for those individual children. Once again, peer group or independent use is encouraged.

g) Access to the curriculum, information and associated Services

Access and Integration

Our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All will have access to all National Curriculum subjects at the appropriate stage and programme of study. All children within Our Lady's are encouraged to be involved in the wider aspects of school life where individual skills and prowess can boost self-esteem and gain respect from peers. (See Inclusion Policy)

Pupils with SEND will be given access to the curriculum through the SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

With the pupils, we set appropriate individual targets that motivate them to do their best whilst celebrating achievements at all levels.

Building adaptations/special facilities

Our Lady's school is built on one level with easy access for wheelchair users. The school has a wide disabled toilet for pupil/adult use.

We are fortunate to have the 'Rainbow Room' a resource room and where group work or 1:1 support, parent interviews/consultations can take place and which the support services can use. Quiet time for those children who would benefit from it can also be provided for within the Rainbow Room. In addition, we have a Sensory Room, which is used to facilitate the delivery of emotional support programmes, sensory diets and other uses deemed appropriate.

Safeguarding Policy

This policy puts into place all of the recommendations of Safeguarding Vulnerable Groups Act 2006 and 'Safeguarding Children and Safer Recruitment in Education' (DCSF-Jan 2007) and is the responsibility of all staff to implement.

Para. 2

'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child - centred. This means they should consider, at all times, what is in the **best interests** of the child.'

Keeping Children Safe in Education, September

2025

Common Assessment Framework (CAF)

The school SENCO is the Lead Professional for existing CAFs. The Lead Professional role also requires the co-ordination of Review Meetings and monitoring the implementation of any action points arising from meetings.

Early Help Assessment (EHA)

The school pastoral lead Mrs Jacobson (Lead for Looked After Children and Early Help Assessment) co-ordinates the identification of need for the initiation, consultation and completion of an Early Help Assessment with the involvement of all relevant parties.

i) Inclusion of pupils with SEND

The Headteacher and SENCO oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services through termly Planning and Review Meetings.

4. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded using the online tracking system for school, INSIGHT, which provides an individual provision map. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and SLT with information being fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Termly audits of provision are carried out by the SENCO in liaison with the designated SEND governor and Senior Leadership Team.

k) Complaints procedure

Parents/carers are asked to speak to the class teacher, SENCO or the Headteacher in the first instance. If the matter is not resolved then parents should contact the SEND Governor or the Chair of Governors in writing. If following this action the matter remains unresolved then subsequent recourse can be taken through the LA Area Office in Knowsley.

L) Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Medical Information

The school database is updated as and when information comes into school. Any major changes are passed on to the teacher straight away. Updated class medical information is passed on to the teacher every term and visible via CPOMs. Qualified First Aiders are clearly identified in school and regularly refresh their knowledge through appropriate training courses.

However a medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

m) Links with other schools

The school works in partnership with the other schools in the Knowsley Area cluster. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Partnership with Other Schools/Planning for Transition

Liaison between home through home visits and with previous Early Years settings is embedded in practice to ensure that all staff are fully informed of the needs of all children.

The school liaises with all local feeder High Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Planning for transition for some pupils may start as early as Year 5 when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Year 7 tutor and/or the SENCO visits our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day 'sampling' life in their new school. The Year 6 teacher and/or the SENCO discuss each child plus relevant information is passed on.

Occasionally, a child may need to visit more often in order to prepare more fully. All records – assessments, records of achievement and SEN records/PPPs are passed on and signed for by the secondary school's SENCO/Assistant Head. If a Year 6 child holds a statement, a review is

held in the Summer Term to bring together the family, child and all staff/support services involved. The strengths and areas of concern are looked at as are the needs of the child. Representation from the possible High School is also invited to attend.

When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational profession and progress. The school always offers the SENCO as a person to contact if further information is needed.

n) Links with other agencies and voluntary organisations

Our Lady's Catholic Primary School invites and seeks advice and support from external agencies in the

Identification, assessment and provision for SEND. The SENCo is the designated person responsible for liaising with the following:

We have access to and benefit from a range of support services through Knowlsey Education Inclusion Service including:

- Educational Psychology Service
- ASC Specialist Teacher
- Inclusion and Behaviour Support
- Family First
- Social Care
- School medical service
- Speech Therapists
- Occupational Therapists
- Physiotherapists
- MHST
- CAMHS
- Secondary school liaison
- Police service
- SENCO Forums
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

Supporting External Agencies

The supporting agencies collaborate with the class teacher in writing Personal Provision Plans, regularly testing and setting new targets (long and short term).

Additional Tuition

The School Leadership Team in close liaison with class teachers, Curriculum Leads and the SENCO identify individuals who will access additional tuition in Maths and/or English. This may be within a class setting, smaller group or individually. The tuition is implemented by teaching staff within the school.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged by the appropriate agency.

Monitoring and review

The policy is reviewed on an annual basis by the Headteacher in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff.

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 2026.

