

St Clare's Catholic Primary School and Nursery

Special Educational Needs and Disability (SEND) Policy



Date written: September 2026

Date to review: September 2027

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

This policy was created by the school's SENCO in collaboration with SENCOs within City and North 2 Consortia, the SEND Governor in liaison with the SLT, all staff and parent/ carers of pupils with SEND. It was a co-produced policy in the spirit of current reform (2014).

The SENCO at St. Clare's Catholic Primary School is Mrs K Mitty

She can be contacted directly at the school on 0151 733 4318.

The SEND link Governor is Christine Lopez (contactable via school).

Aims and objectives of St. Clare's Catholic Primary School in relation to SEND provision.

- To create an ethos and educational environment that is person centered and has the views and needs of the child at its heart along with their families.
- To encourage a strong focus on high aspirations and on improving outcomes for children with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- 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. (p86, para 6.33). *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 centered approach' fostering and promoting effective collaboration with children, parents/carers and outside agencies.

- To encourage and engage the participation of children and parents/carers in the decision making, the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND 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.

Admission Arrangements (see also the school admission policy)

- The admission arrangements for pupils with Special Educational Needs and /or Disabilities but who do not have an Education Health and Care Plan (EHCP) are the same as for all pupils.
- Where a pupil has an EHCP the local authority negotiates a place at the school of the parent/carer's choice. Contact can be made directly to either the SENDCo or the Head Teacher to discuss possible provision before the admissions request is completed. A visit to the school and a meeting to discuss the pupil's needs are advised.

How pupils with SEND are identified within St. Clare's Catholic Primary School.

- We recognise the definition of SEND 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". (p83)
- The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEND if they do not make adequate progress once they have had relevant adjustments and strategies including 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/carers 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 (p86) 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. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.
- 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 which will include not just the special educational needs of the child.
- The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently.
- Although the SENCO has overall responsibility for supporting the identification of pupils with SEND in the school it is recognised that other members of teaching and pastoral staff

have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school leadership team to interrogate the school tracking data.

At St Clare's Catholic Primary School we also use a number of indicators to identify pupils' special educational needs. Such as:

- Close analysis of data including: EYFS Profile, termly and yearly assessments, reading ages, spelling ages, maths ages and PIVATS.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools.
- Information from other services.
- Very close liaison at the outset with EYFS staff, the SENCO, SENISS and parents/carers.

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

- Attendance and punctuality.
- Health and welfare.
- Children in receipt of pupil premium.
- Looked after child (LAC).
- Being a child of servicemen/women.
- English as an Additional Language (EAL).

How St. Clare's Catholic Primary School teaches pupils with special educational needs and/or disability.

- Adapted quality first teaching is a priority for all pupils in the school including those with SEND.
- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place.
- The SEND support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach: Assess, Plan, Do and Review.

How St. Clare's Catholic Primary School adapts the curriculum and the learning environment for pupils with special educational needs and/or disability.

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this, there is a developing Accessibility Plan which will also be available on the school's website.
- 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 strives to improve access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.
- The school is proactive in removing barriers to learning with support and direction from external agencies, the SENCO and the Senior Leadership Team. All classes have a visual timetable to support pupils with social and communication difficulties and we adopt a visually-supportive and multi-sensory approach to teaching.
- The school strives to improve the delivery of information to pupils with SEND and their families.

How St. Clare's Catholic Primary School assesses and reviews the progress of pupils with special educational needs and/or disability.

ASSESS:- Assessment is carried out in a number of ways and is an integral part to all teaching and learning, in all areas of the curriculum and a child's development. Observations, discussions, formative assessments (e.g. marking of class work) and summative assessments (e.g. end of topic / SATs) are just some of the many ways staff within school assess all pupils throughout the school day on a regular basis. It is never assumed that a child who is not making expected progress has a SEND. Instead, staff work in collaboration to consider potential barriers to their learning and other influencing factors (e.g. attendance, punctuality, personal circumstances). When a child is identified as having a special educational need, additional assessments (internally / externally as appropriate), with a specific focus, may be sought from other professionals and agencies (e.g. an Educational Psychologist's consultation). The purpose of such assessments is to gain a more detailed understanding of the child's needs and to establish the best ways in which such needs can be met.

PLAN: - Outcomes of assessments and the analysis of such data informs the planning and delivery of high-quality teaching and learning, as well as additional intervention required. At times, school may seek the specialist support from other professionals perhaps from alternative settings within the Local Authority, in order to plan the most appropriate provision and support, specific to the individual pupil and their area of need. During the planning stage, parents / carers, teaching staff, the SENCO and at times additional professionals will all have a valued input to the process. Where there is involvement with a number of agencies, it can be purposeful to open what is known as an EHAT (Early Help Assessment Tool). This allows any professionals working closely with the child and family (e.g. paediatrician, class teacher, school nurse) to regularly meet and plan collectively; with the relevant professional leading, depending on the child's primary need. This collaborative approach can help to achieve a more holistic and consistent approach to meeting needs.

DO: - Whilst interventions and additional support may be offered by other colleagues or professionals, it is the responsibility of the child's class teacher to ensure that the plan is fully implemented. Provision may take place within the classroom, in small groups or on a one-to-one basis. The frequency of such provision will be determined by the nature of the support, the needs of the child and the desired outcomes.

REVIEW: - Communication between all involved is key to ensuring that the needs of the child are met. Regular discussions take place in school between the class teacher, support staff and external professionals (where applicable) who are working with the pupil so as to allow for feedback and updates to be shared. Regular meetings are held with parents / carers and key staff involved, to review the progress made and to plan the next steps for the individual child. The impact of implemented support and provision will be a key factor in determining the next steps for the pupil. Where impact is not evident, it is likely that a change in support / approach will be adopted. An intervention will never simply continue or be repeated unless it is seen to be having a positive impact on the child's progress. When considering this progress, a variety of data will be considered and questions discussed (e.g. Has attendance impacted on the outcomes of an intervention? Is the timetabling of intervention appropriate?).

How St. Clare's Catholic Primary School manages the needs of pupils who qualify for SEN Support.

- In many cases the pupil's needs are effectively met within school.
- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions addressing areas of need it may be necessary to involve specialists in the school or from outside agencies. Parents/carers 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 St Clare's Catholic Primary School include Educational Psychology Services, SENISS, Speech and Language Therapy Services and CAMHS.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child and they have not made expected progress, the school or parents/carers may 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 St Clare's Catholic Primary School works with parents and carers in planning for provision and reviewing progress, and how we support them in accessing information.

- At St Clare's Catholic Primary School we recognise that the impact of SEN Support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN Support outside school as well as the parents/carers particular knowledge of their child and any changes in needs which they can provide.
- The school operates an open door policy where parents and carers are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child. There are other systems to encourage communication such as questionnaires.
- Where a pupil is receiving SEND Support the school endeavors to talk to parents/carers regularly to set clear outcomes and review progress towards them; discussing the interventions and support that will help achieve them and identify the responsibilities of the parent/carer, the pupil and the school.
- SEND Pupil Profiles are shared and reviewed with parents and carers each term. Targets and progress are discussed along with the well-being of the pupil. Parent voice is captured at each review to ensure that parents/carers are active in their child's education and provision.
- At all stages of the SEND process the school keeps parents/carers fully informed and involved. Termly review 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. Thorough records of outcomes, actions and support as well as contact with parents/carers form an important part of monitoring and recording for the school.

How St Clare's Catholic Primary School enables pupils with SEND to participate in all activities together with pupils who do not have SEND.

- At St Clare's Catholic Primary School we recognise our duties regarding equality and inclusion for individual disabled children 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 disadvantage. We also recognise that these are anticipatory duties and 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, school councils and trips.
- There is a developing Equality Objectives Plan which will be available on the school's website. This will further highlight the school's aims to ensure inclusion for all our pupils at St. Clare's, including those with a Special Educational Need and/or Disability.

What support St Clare's Catholic Primary School offers for improving the emotional, mental and social development of pupils with special educational needs and/or disability.

St Clare's Catholic Primary School recognises that some children 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)
- Tourette's Syndrome

It is also recognised by the school that children may display certain behaviours as a result of low self-esteem or other issues such as neglect.

At St Clare's Catholic Primary School we have clear processes to support children and this is linked to the Behaviour and Safeguarding policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils.

Our Learning Mentor provides direct support to SEND pupils and their families regarding their emotional, mental and social needs; and attendance issues.

Play Therapy and other therapeutic services are sought to provide emotional support for SEND pupils who may benefit from this approach.

How senior leaders and governors at St Clare's Catholic Primary School monitor and evaluate the impact of the school's SEND provision.

Whilst the full governing body remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at St Clare's Catholic Primary School is Christine Lopez. She can be contacted via the head teacher or Chair of Governors. The SEND Governor promotes the development of SEND 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 with the SENCO.
- ensuring they have an understanding of the role of the SENCO and how pupils are supported.

- developing an awareness of the types of SEND present within the school cohort.
- reporting regularly to the Governing Body.
- understanding how funding received for SEND is allocated by the school.
- attending training in relation to SEND.
- assisting in monitoring the progress of vulnerable pupils.
- reviewing and monitoring the effectiveness of the SEND Policy, Accessibility Plan and Equal Objectives Plan.

The Governing Body will report annually on the success of the policy. The SEND Governor will also liaise with the SENCO in relation to the Local Offer and the SEND 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 SEND 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, spelling and number ages.
- An analysis of external tests i.e. SATS.
- The school's tracking systems and teacher assessments; including PIVATS.
- Evidence generated from Review meetings and Pupil Progress Meetings.
- National data on SEND.
- Reports provided by outside agencies including Ofsted.

SEND Training available for teachers, support staff and the SENCO.

- All primary schools within a SEND Consortia share best practice and offers support within the locality. Training on SEND is arranged through these and with the support and involvement of the services attached. 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, teachers, Learning Support Assistants, whole school and parents/carers.
- Liverpool School Improvement service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in the Summer Term 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.

- A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEND Information report.

How SEND is funded at St Clare's Catholic Primary School.

- The notional SEND 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. The SENCO with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.
- The Governing Body oversees the expenditure of the school budget allocation for SEND and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Training for all Teachers and Learning Support Assistants so that they can meet pupils' needs more effectively.
- Specialist books, resources and equipment.
- In class and withdrawal support from the Learning Mentor or Learning Support Assistants.
- Assessment and support from outside agencies e.g. SENISS, Educational Psychology Services.
- Building accessibility and modifications, if required.
- Purchasing and maintenance of ICT and electronic equipment.

How St Clare's Catholic Primary School supports pupils with medical conditions.

See 'Policy for Supporting Medical Conditions in School'.

How St Clare's Catholic Primary School approaches its statutory duties in terms of increasing its accessibility over time.

- All pupils at St Clare's Catholic Primary School 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 Teaching and Learning Policy promotes best practice towards pupils with SEND.
- Provision Mapping features significantly in the SEND 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).

Further details are included in the developing Accessibility Plan and Equality Objectives Plan which will be available on the school's website.

How St Clare's Catholic Primary School handles complaints from parents/ carers of pupils with SEND about SEND provision.

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

The role of the SENCO

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- advising and supporting colleagues.
- ensuring parents/ carers are closely involved throughout and that their insights inform action taken by the setting.
- liaising with professionals or agencies beyond the setting.
- responsibility for the day-to-day operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who may have EHC plans.
- overseeing the day-to-day operation of the school's SEND policy and updating it annually; and overseeing and updating the school's SEND information report in line with statutory guidelines.
- co-coordinating provision for children with SEND.
- advising on the graduated approach of 'Assess, Plan, Review, Do' when providing SEND support.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- supporting and liaising with the families of pupils with SEND.
- 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, including the local authority and its support services.
- liaising with potential next providers of education to ensure a pupil and their family are informed about options; and a smooth transition is planned.
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- liaising with the Leadership Team to look at key areas of support needed to improve outcomes for all pupils with SEND.
- ensuring that the school keeps the records of all pupils with SEND up to date.
- monitor and support a graduated approach of Assess, Plan, Do and Review.
- ensuring that resources and support are allocated and maintained to all those individual pupils who may need additional provision including Learning Support Assistants.
- reviewing pupil progress and tracking achievement.
- reviewing targeted support on a regular basis.
- being actively involved with the analysis and interpretation of data for the whole school.
- assisting in the planning and delivery of appropriate interventions for those pupils who are not making expected progress.
- ensuring parent and pupil voice is imperative in the provision of support for all pupils with SEND.

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

September 2026 (This policy will be reviewed annually)