



SEND Policy

2026 - 2027

Date written:	September 2026
Date agreed by Governors:	September 2026
Date to review:	September 2027

'The Love of Christ Shines Here'

Our School is Christ-centred where Gospel values permeate our daily lives.

We extend our hand of friendship to the wider community in the spirit of love, peace and justice.

We create opportunities to celebrate the uniqueness of every child and nurture them through a stimulating and enriching curriculum.



SEND Policy

SENDCo: Mrs O'Brien

Rationale

The following policy has been developed adapted to reflect the SEND practices at Our Lady & St Philomena's Catholic Primary School. Our Lady & St Philomena's Catholic Primary School is an inclusive primary school.

Section 20 Children and Families Act 2014 states:

'A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they -

- have significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools, or mainstream post 16 institution

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. A child under compulsory school age has special educational needs if they fall within the definition of the above or would do so if special provision was not made for them.'

Policy Aims

At Our Lady & St Philomena's we aim to:

- Ensure that every child has an equal opportunity to participate in all aspect of school life, irrespective of race, gender or additional need.
- Continually raise the aspirations of and expectations for all pupils with SEN and Disability.
- Create an Inclusive environment that recognises all needs of children with SEN and Disability and provide a broad and fulfilling educational experience, which prepares each individual for adulthood.

Policy Objectives

We will fulfil our aim through the following objectives:

- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
- To provide support and advice for all staff working with special educational needs pupils
- To identify as early as possible those pupils with SEND and the nature of their needs.



- To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- To determine any resource implications and establish whether they will be provided within school or through external sources.
- To monitor, evaluate and review the impact of provision.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils.
- To raise staff awareness of the needs to adapt work effectively and to provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve the pupil wherever possible in the planning and target setting.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provision termly for budgeting, planning and resourcing for SEND.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEND through regular visits by the SEN Governor Ms Julie Brown, and through sharing information at Governor Meetings.
- To ensure that any withdrawal support is temporary to enable the child to access the new curriculum expectations and entitlement in accordance with the SEND Code of Practice (January 2015)

Supporting Pupils with Medical Conditions

The school recognises its duties under Section 100 of the Children and Families Act 2014 to properly support pupils with medical conditions so that they have full access to education, including school trips and physical education.

Where a child has a medical condition alongside special educational needs, their provision will be coordinated in line with the SEND Code of Practice. Individual Healthcare Plans (IHCPs) are created and monitored in accordance with the school's *Supporting Pupils with Medical Conditions Policy*.

Identifying Special Educational Needs and Disabilities

At Our Lady & St Philomena's, we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. The SENDCo is consulted about any pupils whom the class teacher has concerns. This may take place during pupil progress meetings and/or on 'cause for concern' forms shared with the SENDCo.



If parents have concerns or want to discuss their child's needs, they are encouraged to speak to the class teacher in the first instance. The SENDCO is consulted and may arrange a follow up meeting with parents. Class teachers seek to identify pupils making less than expected progress given their age, individual circumstances and other factors such as slower progress compared to peers from same starting baseline and widening gap of attainment. Most children may experience difficulties in learning at some point in their school life, for a child to have a special educational need, some, or all of the factors below are taken into consideration:

- Lack of progress despite good health
- Lack of progress despite good attendance
- Lack of progress despite high quality teaching
- Lack of progress in response to the use of specific, targeted teaching interventions
- A pattern of barriers to learning experienced across the curriculum and over time
- There are a range of professionals involved in assessing and supporting the child's needs

Initially, the SENDCO will advise on strategies to try within Quality First Teaching. If problems persist, parents will be informed and advice may be sought from external agencies such as SENISS. If it is decided that a child needs support/intervention different to or above the needs of other children, or if a child does not make expected progress despite appropriate QFT, then parents will be consulted over their child being added to the SEND register. We will continually work with parents/carers to listen to and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

Factors that are 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 (Looked after Children).
- Being a child/young person of servicemen/women.
- EAL (English as an Additional Language).

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- Communication and Interaction – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- Cognition and Learning – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- Social, Emotional and Mental Health – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.



- Sensory and/or Physical Needs – including hearing impairment, visual impairment, multisensory impairment and any physical impairments.

For all pupils receiving **SEN Support**, the school will follow this cyclical process: **Assess** the child's needs in light of high-quality teaching; **Plan** the necessary provision, support, and aspirational outcomes in partnership with parents and the pupil; **Do** implement the planned provision; and **Review** the impact of the interventions and the pupil's progress towards their targets at least three times a year, using the outcomes of the review to inform the next cycle of assessment and planning. This structured approach ensures that provision is continuously refined, effective, and fully meets the requirements of the SEND Code of Practice.

The Local Offer

Our Lady & St Philomena's Catholic Primary School works in partnership with the Local Authority to meet the needs of pupils with SEND. The Local Authority's Local Offer provides information for parents, carers, and young people about local provision across education, health, and social care.

Parents and carers can access the Liverpool Local Offer online at:

<https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/>

SEND Register

The SEND register is an editable document which is monitored as part of our termly assessment procedures:

- Children may be added or removed based on their progress
- targets are set and reviewed using appropriate assessment and observations
- Involvement from outside agencies such as Occupational Therapy, Speech and Language, community paediatrician, educational psychology, SENISS
- Teachers discuss progress or interventions with support staff
- Progress reviews are held each term between class teachers, SENDCo & SLT

Pupil profiles are reviewed termly – which involves consultation with the child (where appropriate) and parents either face to face during parents'/carers' evenings and/or via sending home with parents being given the opportunity to discuss

- In some cases, High Needs Funding (HNF) will be applied for if the child requires a high level of adult support
- In some cases, it will be appropriate to apply for an Education and Health Care Plan (EHCP) in order for a full assessment of the child's needs to be made.

It is important to note that our SEND register is a transient document meaning pupils may move on or off it depending on their needs/progress. If a child moves off the SEND register, they are placed on our 'monitoring register' for one full term to monitor. If there are no concerns after a full term, they will be removed.



The Role of the SENDCo

The SENDCo at Our Lady and St Philomena's Catholic Primary School is Mrs O'Brien. Her responsibilities include:

- Managing the day-to-day operation of the SEND policy
- Coordinating the provision for children with SEND
- Liaising with and advising colleagues
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Managing the school-based assessment and completing the documentation required by outside agencies and the LA
- Managing a range of resources, human and material, to enable appropriate provision for children with SEND being a key point of contact with external agencies
- Liaising with secondary schools to ensure effective transfer of pupils
- Supporting teachers when writing Pupil Profiles through sharing support materials stored on shared drive or on CPOMs
- Keep informed of any developments in resources or new practices that could enhance learning for the children with SEND.
- Attend SEND network and consortia meetings to gain the most up-to date information
- Signpost parents to local support networks, the ASD Team and Parent Partnership Organisations

The Role of our teachers

A crucial principle underpinning our provision is that **every teacher is a teacher of a child with Special Educational Needs**. To ensure high expectations and clear accountability, all class teachers retain the **primary responsibility** for the progress and development of every pupil in their class, including those identified as having SEN and receiving support from teaching assistants or specialist staff. Teachers must be accountable for adapting the curriculum and quality first teaching (**QFT**) to meet individual needs, monitoring the impact of support, and working closely with the SENCO to plan interventions and provision. This shared commitment across all staff is vital for securing the best possible outcomes for all our pupils with SEN.

The Role of the Governing Body

The named governor responsible for SEND is Julie Brown. The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure, through the headteacher delegation, that all teachers are aware of the importance of providing for these children. They monitor and report to parents annually on the success of the school's policy for children with SEND.

The monitoring criteria include:

The maintenance of accurate, up to date records by the SENCO and other staff

- Evidence of monitoring classroom practice by SENCO



- Analysis of pupil tracking data and test results for individuals and groups of pupils, compared with children at the same starting point nationally
- Progress data for pupils on the SEND register
- Evidence from OFSTED inspection reports
- School Development Plan

In fulfilling its statutory duties under the SEND Code of Practice, the Governing Body is committed to maintaining and publicly publishing key information regarding our provision. Specifically, the school will ensure that a detailed **SEND Information Report** and an up-to-date **Accessibility Plan** are published on the school's website. The **SEND Information Report** will be reviewed and updated annually to provide clear information on the school's implementation of its SEN policy, while the **Accessibility Plan** will outline how the school plans to increase access to the curriculum, the physical environment, and to written information for all pupils with special educational needs and disabilities.

For more information regarding our SEND processes, please refer to our admissions policy, Inclusion policy, SEND information report, accessibility plan & assessment and feedback policy.

Addressing Concerns and Complaints

We are committed to working in partnership with parents and carers to resolve any concerns swiftly. If a parent or carer has a concern regarding the SEND provision made for their child:

1. Contact the class teacher in the first instance to discuss the concern.
2. If the issue is not resolved, arrange to speak with the SENDCo (Mrs O'Brien).
3. If concerns remain, request a meeting with the Headteacher.
4. If the matter cannot be resolved informally, parents are directed to the school's formal **Complaints Policy**, available on the school website or from the school office.

Pupils at Risk

All staff are trained and asked to be alert for signs of abuse to pupils. If suspicions are aroused by signs of injuries of any kind, neglect, undue emotional disturbance or unusual behaviour, please refer the matter to the Headteacher immediately, who will then following school safeguarding procedures. A delay in responding could be costly.

Designated Safeguarding Lead: Mrs L Foreman

Deputy Safeguarding Lead: Mr J Long

Deputy Safeguarding Lead: Mrs C Jones

Deputy Safeguarding Lead: Miss B Burns