

S Finbar's Catholic Primary School



St. Finbar's Catholic Primary School
& Early Years Centre

**Policy for children with
SEND**

2025 - 2026

Our Mission Statement

In God's love we learn and grow together

Founded upon Catholic principles of; dignity, solidarity,
the common good and peace,
we aim to inspire and celebrate each child's spiritual,
intellectual, emotional,
physical and creative growth.

In our safe and caring environment, we share strong,
positive relationships with each other as well as the local
community. Learning about each other's lives locally
and the wider world teaches us the value and unique
talents of everyone.

We will achieve our goals by enhancing pupils' self-
esteem, their self-respect, respect for others
and for all of God's creation.



We will learn and grow together



In God's love we learn and grow together

Leaders have developed an ambitious curriculum that allows most pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils, to achieve well.

Leaders have ensured that there are effective procedures in place to identify pupils with SEND. Leaders carefully check that the support for this group of pupils is having a positive effect. Those pupils with additional emotional needs are supported expertly by well-trained staff.

(Ofsted November 2021)

St. Finbar's Catholic Primary School is a single form entry school, catering for children from 3 to 11 years old. It is an inner-city school with a multi-cultural pupil intake.

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 (2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions (2014)
- Teachers' Standards (2012)

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Link SEND Governor: Miss S Hughes

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Aims and objectives in relation to SEND provision

- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make the successful transition into adulthood.

- To reflect the SEND Code of Practice (2015) teachers are responsible for the progress and development of the pupils in their class, including where pupils access support from teaching assistants. However, where pupils access support from internal specialist staff or outside agencies, liaison should take place regarding progress and development.
- 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/setting with high expectations for the best possible progress.
- To work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- To clearly identify the roles and responsibilities of the school's 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.

How pupils with SEND are identified within St. Finbar's

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published Local Offer.

- We recognise the definition of SEND as stated in the Code of Practice 2015: **"A pupil has SEND 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 all the interventions/adjustments and good quality personalised teaching. This is known as 'SEND Support'.
- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people 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 SEND Code of Practice (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, not to fit a pupil into a category. 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 or young person.
- 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 SENDCo and information is shared appropriately and frequently.

- Although the SENDCo has overall responsibility for 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 SENDCo works closely with the school assessment leader to interrogate the school tracking data in addition to analysing school performance data.
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At St. Finbar's School we also use a number of indicators to identify pupils' special educational needs. Such as:

- Close analysis of data including: EYFSP, termly and yearly assessments, SATs and optional tests results.
- 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 SENDCo and parents/ carers.

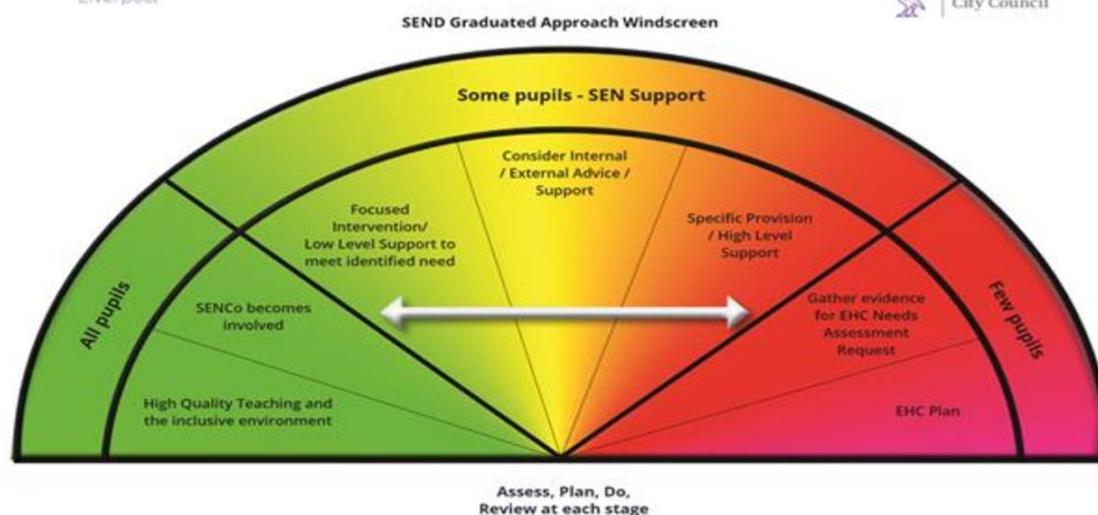
What is not SEND but may impact on progress and attainment

While this list is not exhaustive some barriers to learning may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus
- CLA (Children who are Looked After)
- Being a child/young person of servicemen/women
- EAL (Children for whom English is not their spoken language at home)

Criteria for teaching children with SEND

- Appropriately scaffolded 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 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).



Adaptations to the curriculum and learning environment

- The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LA's 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 fully developed accessibility plan which is in writing and which is also available on the school's website.
- The school is proactive in removing barriers to learning.
- The school increases and promotes access for disabled pupils to the school curriculum where necessary. 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 improves access to the physical environment of the school by the provision of ramps to the outside of the building and disabled parking bays. There is also a disabled toilet.
- The school strives to improve the delivery of information to pupils with SEND and their families when appropriate for disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils in a variety of appropriate formats.



ASSESS: in assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress attainment and behaviour and their peers and national data. The pupil's own views are considered as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed regularly in our school.

PLAN: We recognise that we must formally notify parents if their child is being provided with SEND support despite prior involvement and communication. It is then agreed what adjustments, interventions and support should be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

DO: The school's SENDCo supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher retains overall responsibility for the child: Where the interventions involve group or one to one teaching away from the class teacher, they remain responsible for liaising closely with teaching assistants or specialist staff.

REVIEW: Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care) Plan. These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENDCo's role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. Support will be revised in the light of the pupil's progress and development and any necessary changes to support that and further outcomes will be made.

We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps.

In transition to a new setting information will be passed on. Relevant staff from the next provision may be present at review meetings. The SENDCo / class teacher / Phase Leader may attend meetings offsite to support the transition process.

Managing the needs of children who qualify for SEND support

- In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published and can be seen on the school's website and Liverpool's Early Help Directory.
- 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 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 our school include for example Educational Psychologist, CAMHS (Child and Adolescent Mental Health Service) and Speech and Language Therapy Services to name but a few.
- 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 and 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 or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEND Support.

Working with Parents/ Carers

At St. Finbar's we recognise that the impact of SEND 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 SEND support outside school as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide.

- The school operates an open-door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person.
- Where a pupil is receiving SEND Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the

activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.

- At all stages of the SEND process the school keeps parents/carers fully informed and involved. Regular 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.

All children (with and without SEND) working together

- At our school we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for 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/young people are encouraged to participate fully in the life of the school which includes extracurricular clubs, activities and extended visits.

Support for the emotional, mental and social development of pupils with special needs

St. Finbar's Catholic Primary School recognises that some children and young people 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)

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

We have clear processes to support children and young people. The school provides support for pupil's emotional, mental and social development in the following ways:

- Access to a school counsellor for emotional support
- Referral to outside agencies e.g. CAMHS, Seedlings for further support
- Regular activities during curriculum time and extra-curricular activities to raise awareness of Mental Health and Wellbeing

- Parent coffee mornings, workshops and activities to support parent's and discuss issues regarding Mental Health and Wellbeing
- Opportunities for pupils to express worries/issues e.g. Class Worry Monsters, Circle time, 'Time to Talk' activities
- Training for Staff e.g. courses, INSET days, Staff Meetings on Mental Health and Wellbeing

Monitoring and evaluating the impact of the school's SEND provision

The SEND Governor at St. Finbar's Catholic Primary School is Sophie Hughes. 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 regularly with the SENDCo and visiting classrooms
- Ensuring they have an understanding of the role of the SENDCo 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 monitor the effectiveness of the SEND policy

The Governing Body will report annually on the success of the policy. The SEND Governor will also liaise with the SENDCo/Inclusion Manager 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, SENDCo and the 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 for English and Maths and other required assessments
- The school's tracking systems and teacher assessments
- Evidence generated from One Page Profiles and Review meetings
- Analysing School Performance
- Reports provided by outside agencies including Ofsted

SEND training for teachers, support staff and SENDCo

All primary schools within a SEND Consortia share best practice and offers support within the locality. Training on SEND can be arranged through these and with the support and involvement of the services attached to these.

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 SENDCo, Teachers, and Personalised one-to-one Learning Assistants, Teaching Assistants, whole school and parents.

Liverpool School Improvement service provides two SENDCo Briefings and an annual SENDCo Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a bespoke 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 SENDCo provides advice 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 closely monitored.

SEND funding

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. Key staff in the school have a role in determining how this budget is used, for example to provide interventions and targeted support.

The Governing Body oversees budget allocation 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:

- Teaching Assistants (including HLTA)
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively
- Specialist books and equipment
- In-class and withdrawal support from the SENDCo and/or school support staff
- Ramped access to the Key Stage 1 entrance and level access to the main entrance of the school
- Disabled toilet facilities
- Purchasing and maintenance of ICT and electronic equipment

SEND pupils with medical conditions

Please refer to the Health and Safety Procedures Handbook

Accessibility for children with SEND

Please refer to the School Accessibility Plan.

All pupils at St. Finbar's have equal access to a broad and balanced curriculum appropriately scaffolded 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 and LSAs (Learning Support Assistants) use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning intentions and success criteria, are scaffolded appropriately according to need and assessed to inform the next stage of learning. The school's Learning and Teaching Policy promotes best practice towards students with SEND.

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)

Relevant information is shared with parents/carers of pupils on Special Needs Support or with a Statement or Education Health and Care Plan (EHCP). They receive regular details on the agencies involved with their child's education. Key information is also shared within the school to ensure teachers are up to date with developments.

Complaints about SEND provision

Managing parental complaints related to SEND (any of the following may apply)

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership)
- Key issues are identified including where there is agreement
- Discussions should take place with the SENDCo
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made. Any behaviour logs should ensure strategies are included and shared with parents

Responsibility

Provision for children with SEND is the shared responsibility of all staff within the school and the Governing Body. The SEND Governor at St. Finbar's promotes the development of SEND provision within the school.

The Governing Body will report annually on the success of this policy under the statements listed in 'the aims and objectives of this policy'.

In evaluating the effectiveness of this policy, the school will consider:

- Findings of the SEND information report including its Local Offer
- Reports presented by the Head Teacher, SENDCo's and Link SEND Governor
- Parents/Carers
- Pupils
- Outside agencies with evidence of joined together working
- Pupil's attainment and progress

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy. This will be analysed carefully through:

- Consideration of each pupil's success in meeting their agreed outcomes
- Use of standardised tests for English and Maths and other required assessments
- An analysis of external tests including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from interventions and person-centred planning reviews from Education, Health and Care plans for EHATs
- Analysing School Performance
- Reports provided by outside agencies including Ofsted

The role of the SENDCo

The role of the SENDCo involves:

- Ensuring all practitioners in the settings understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting
- The SENDCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND including those who 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
- Liaising with the relevant staff where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care health professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about their 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
- 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
- To advise on resources and support that should be maintained to all those individual pupils who may need additional provision. In reviewing pupil progress and tracking achievement, the SENDCo should be involved in planning and reviewing targeted support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Policy Review

Date of Policy: November 2025

Date of Review: November 2026

SEND Co-ordinator: Miss T Williams

SEND Link Governor: Miss S Hughes

This policy was created by the school SENDCo in collaboration with all stakeholders; SEND Link Governor, SLT, parents/ carers of children with SEND. It has been co-produced in the spirit of the current reforms.