

S Finbar's Catholic Primary School



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

Special Educational Need and/ or Disability (SEND) Policy

2026 - 2027

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 children' 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

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Change Log

Date	Page	Change	Initials

In God's love we learn and grow together

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

*Leaders have ensured that there are effective procedures in place to identify children with SEND. Leaders carefully check that the support for this group of children is having a positive effect. Those children with additional emotional needs are supported expertly by well-trained staff.
(Ofsted November 2021)*

Introduction

This Policy has been developed in collaboration with partners across Liverpool - SENDCos within City and North 2 SEND Partnership and SIL Ltd and with staff and governors to promote the inclusive practice and approach we have in our school and is available via the school office and our school website.

Name of SENDCo – T Williams

National Award for SEN Coordination (NPQSEN) Status – currently studying

Contact Details of SENDCo – 0151 727 3963 / send@stfinbars.co.uk

The SENDCo will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The role of the SENDCo at St Finbar's Catholic Primary School is a member of our Senior Leadership Team. The policy was developed in collaboration with staff, parents/carers and governors to promote the inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher, J Conley, advocates and works closely with the SENDCo (who is also the Deputy Headteacher) to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Link Governor with responsibility for SEND – **S Hughes**. She is contactable via the school office.

Abbreviations:

SENDCo: Special Educational Needs and Disabilities Co-Ordinator

SEND: Special Educational Needs and /or Disabilities

Compliance

This policy complies with:

- Section 69 of the Children's and families Act (2014),
- Regulation 51 and schedule 1 of the Special Educational Needs and Disabilities Regulations (2014) and
- Section 6 of the SEND Code of Practice 2015

It has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting Children with Medical Conditions (2014)
- Teachers' Standards (2012)
- Equality Act 2010: advice for Schools DFE Feb (2013)
- Accessibility Plan
- Child Protection Policy

Aims and objectives in relation to SEND provision

At St Finbar's Catholic Primary School, we aim to ensure all children can access their curriculum and continually raise the aspirations of and expectations for all children including those with SEN and Disability.

We strive to create an inclusive environment that recognises all needs of children and work together with parents and external services to remove as many barriers to learning as possible.

At St. Finbar's Catholic Primary School, we will fulfil our aim through the following objectives by;

- identifying children who have Special education needs, disabilities and additional needs
- working within the guidance provided by the SEND Code of Practice (January 2015).
- targeting support where that support is required to remove barriers to learning to ensure all children have access to the curriculum and to achieve their potential.
- supporting and work with teachers, support staff and external providers for the benefit of all children.

How children with SEND are identified

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 children of the same age"**. (p83)

At St. Finbar's Catholic Primary School, we understand 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.

Before the SENDCo becomes involved, we expect our teachers to use regular assessment, monitoring and observation and work with the Senior Leadership Team in Pupil Progress Meetings to identify children making less than expected progress given their age and individual circumstances.

This can be characterised by progress which is:

- significantly slower than that of their peers starting from the same baseline.
- failing to match or better the child's previous rate of progress.
- failing to close the attainment gap between the child and their peers.
- widening of the attainment gap.

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having an SEND. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home.

The school reflects what the Code of Practice states (p88 sect 637) in that children 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 will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes. However, children can display different behaviours and feelings in different situations, so although we understand that this might be the case, we can only comment on what we see in school.

Categories of need for children who have SEND

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, multi-sensory impairment and any physical impairments.

At St. Finbar's, the purpose of identification is to work out what action the school needs to take. The school identifies the needs of children by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Once a child has been identified as having SEND, the SENDCo will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach**. At this point a pupil will be placed on the SEND register at SEND Support (coded as K). This process will lead to the identification of the child's primary and, if required, a secondary need. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

We will also work closely with external services and Alder Hey to ensure we understand each child's needs. Where a formal diagnosis is given, we do require written confirmation from Alder Hey themselves, in order for us to fully cater for the child's needs.

At St. Finbar's School we also use a number of indicators to identify children's 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.

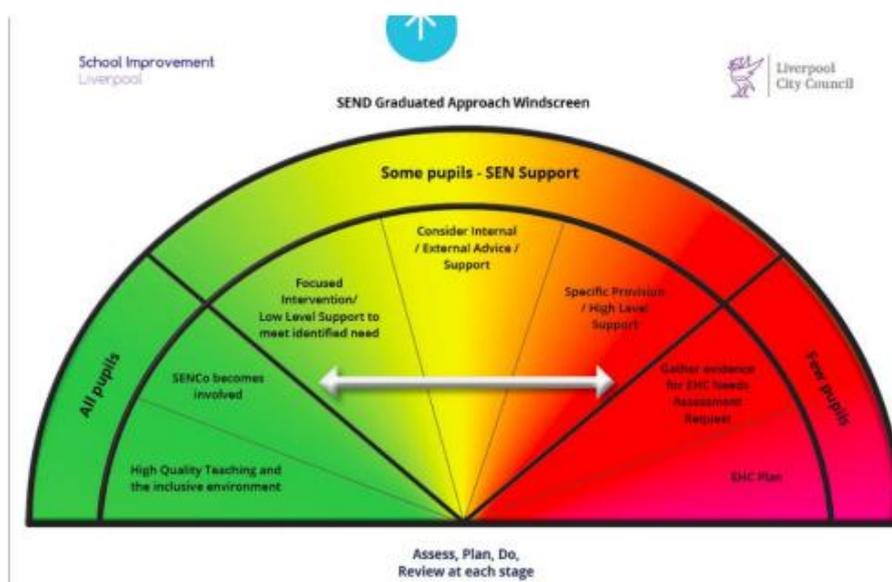
What is not SEND but may impact on progress and attainment

This list is not definitive but some barriers to learning may include;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND).
- Attendance and Punctuality.
- Health and Welfare.
- EAL (Children for whom English is not their spoken language at home)
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of a Serviceman/woman.
- Poor behaviour with no underlying needs.

The Graduated Approach

At St Finbar's, we follow the graduated approach when meeting the needs of all children on the SEND register. We use the SEND Graduated Approach windscreen as produced by Liverpool City Council and School Improvement Liverpool.



First and foremost, we ensure high quality teaching for all children throughout the school which is personalised to their needs. We ensure all children can access the curriculum and strive to maintain high standards of teaching and learning. To support children, we have an adaptive teaching (personalised approach) for individual children and this is the first step in responding to children to have or may have SEN. Where children's progress is not as expected, staff will include this on a monitoring list which the SENDCo oversees and manages. This working document allows closer monitoring of individual children.

This high-quality teaching including using metacognition strategies and scaffolds is essential to the success of children. Teaching and Learning throughout the school is monitored across a range of subjects by both Senior Leadership Team and subject leaders. This informs professional development to ensure all staff receive the training and support they require for the benefit of all children. eg. knowledge of alternative methods of recording and use of IT to support this. (Chatta/Clicker) We recognise that additional intervention and support cannot compensate for a lack of high-quality teaching.

We offer a tailored intervention programme to meet the needs of children within our school. Children can access a wide variety of these interventions, which are delivered by staff who have received training. It is the class teachers who are ultimately responsible and accountable for the children's progress, attainment and development of all the children within their class, including where children access support from teaching assistants or specialist staff.

For children who have a higher level of need, we follow the Local Authorities procedures. We seek advice and guidance from external specialists which we can then implement in school and support families implementing at home. If difficulties are still impacting on the child we may apply to the local authority for High Needs Top Up Funding to assist us in providing further support. In some cases, where the level of need is much higher, we can apply to the local authority to carry out an assessment for an Educational Health Care plan.

Managing and supporting children with SEND through the graduated approach

At St. Finbar's, we informally assess children on a daily basis and pride ourselves in knowing all our children and their circumstances well. This allows staff to make accurate and timely assessments. All children are assessed when they join us at whatever point in the year to establish a baseline from which progress can be measured and monitored.

Children are then assessed at 3 points within the year (end of term) and this is followed by pupil progress meetings where children's progress and achievement is discussed along with any barriers to learning. Children who are on the SEND register then have their Individual Education Plans (IEPs) reviewed with new targets set. Effectiveness of interventions is also discussed regularly so changes can be implemented when interventions are not addressing the needs or removing the barriers to learning.

Professional conversations are held between parents/ carers and staff to decide whether children need to be put on the SEND register and if or when children can be removed. Parents and carers are partners in this target-setting process and meet in the spirit of **co-production**.

We follow the Assess, Plan, Do and Review cycle to address the needs of our children on the SEND register.



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 and quality assured through moderation by subject leaders and SLT (SENDCo).

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 at St. Finbar's 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 an agreed date. Some children have an EHCP (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 the support plan (both IEP or EHCP) we evaluate the impact and quality of the support and consider the views of the parents and children. 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 / SLT may attend meetings offsite to support the transition process.

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 the Liverpool Family Services 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 St. Finbar's include for example:

- Educational Psychologist,
- CAMHS (Child and Adolescent Mental Health Service) and
- Speech and Language and other 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 an EHAT (Early Help Assessment Tool) is appropriate.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs 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.

The role of the SENDCo requires that they hold QTS. The Headteacher and Governors developed the role of the SENDCo in accordance with the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families.

Supporting children and families throughout the graduated approach

At St. Finbar's Catholic Primary School, 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 children with parents/carers and to take account of their views. It is hoped that this will assist in supporting children to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

At St. Finbar's Catholic Primary 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. We do require advice and recommendations from many specialists, including those at Alder Hey, to help us best meet the needs of children.

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.

Supporting emotional, mental and social development of children with SEND

St. Finbar's Catholic Primary School recognises that some children and young people may experience a wide range of social and emotional difficulties which might be seen in different ways. These may include:

- Becoming withdrawn or isolated
- Displaying challenging, disruptive or disturbing behaviour
- Emotion Based School Avoidance

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, or a response to an upsetting situation.

Some children and young people might have difficulties that are observed in worrying ways such as 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 low self-esteem, loss, separation, a traumatic event, or struggling with complex feelings. Social difficulties can also have an impact on how children feel and behave, such as family difficulties like poor housing. Neglect or feeling unsafe can also have a significant influence on a child's feelings and behaviours.

At St. Finbar's Catholic Primary School, we have clear processes to support children and young people. The school provides support for pupil's emotional, mental and social development including the following ways;

- A whole school approach of understanding and nurture.
- Access to therapists for emotional support e.g. play therapist, counselling.
- Access to the Schools Mental Health Support Team
- Referral to outside agencies e.g. CAMHS for further support.
- Regular emotional regulation activities during curriculum time and extra-curricular activities to promote Mental Health and Wellbeing.

- Opportunities within school life to experience different approaches to well-being, e.g. yoga, mindfulness, forest school, outdoor activities and sports.
- Parent coffee mornings, workshops and activities to support parents and discuss issues regarding Mental Health and Wellbeing.
- Opportunities for children to express worries / issues e.g. Circle time activities.
- Training for Staff e.g. courses, INSET days, Staff Meetings on ACE's, Trauma response, Mental Health and Wellbeing.

Roles and Responsibilities

Senior Leaders and Governors

The SEND Governor at St. Finbar's Catholic Primary School is S Hughes. She can be contacted via the head teacher or school office. 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 SENDCo and visiting classrooms
- Ensuring they have an understanding of the role of the SENDCo and how children are supported.
- Developing an awareness of the types of SEND present within the school cohort.
- Reporting 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 children.
- Reviewing and monitoring the effectiveness of the SEND policy.

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 Graduated Response Plans and Review meetings.
- Reports provided by outside agencies including Ofsted.

SENDCo

The role of the SENDCo requires that they hold QTS, are an experienced classroom practitioner and this is essential at St. Finbar's Catholic Primary School. The Headteacher and Governors developed the role of the SENDCo in accordance with the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families. Below are some of the roles and responsibilities (however this is not an exhaustive list);

- overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- liaising with the relevant designated teacher where a looked after pupil has SEN.
- advising on the graduated approach to providing SEN support.
- advising on the deployment of the school's delegated budget and other resources to meet children' needs effectively.
- liaising with parents of children with SEN.

- 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, 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 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 children with SEN up to date.

Training about SEND

All primary schools within a SEND Partnership share best practice and offer support within the locality. Training about SEND can be arranged through these partnerships and with the support and involvement of the services attached to these.

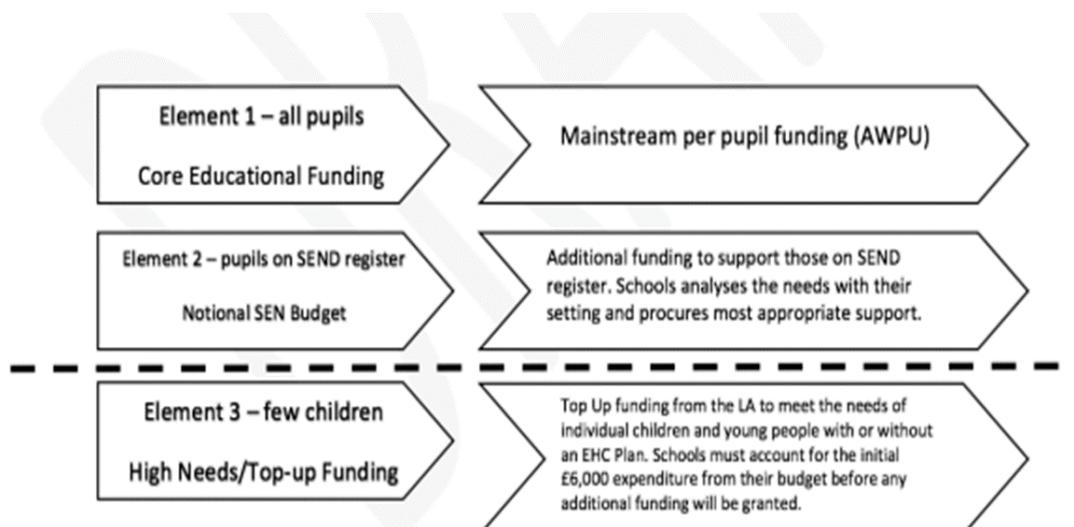
The training is needs-led and linked to the school development plan, needs of the particular Partnership and the school's Local offer. Specific training can be provided for the SENDCo, Teachers, Teaching Assistants, whole school and parents.

Liverpool school improvement service provides two SENDCo Briefings and an annual SENDCo Transition Forum (KS2/3) in June where any children with SEND and/ or vulnerable children 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 children with SEND. The SENDCo provides advice and targeted support to develop awareness of resources and practical teaching strategies for use with children with SEND.

Additionally, school leaders undertake 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 children. 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 and HLTA.
- Training for all Teachers and Teaching Assistants so that they can meet children's needs more effectively.
- Specialist books and equipment (sensory).
- In class and withdrawal support from the SENDCo or support staff.
- Ramped access to the main entrances of the school.
- Disabled toilet facilities.
- Purchasing and maintenance of ICT and electronic equipment.

Accessibility for children with SEND

All children at St. Finbar's have equal access to a broad and balanced curriculum appropriately scaffolded to enable **ALL** children to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to children 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 children 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 from parents/carers of children with SEND about provision

Any complaints should first be raised with the SENDCo, then, if necessary, with the Headteacher and finally, if unresolved, with the SEND Governor. All complaints follow the school's complaints procedure. A copy can be obtained from the Reception office or downloaded from the school's website.

Policy monitoring and review

Date of Policy: February 2026

Date of Review: March 2026

Date of next review: March 2027

Policy status: Statutory

Policy cycle: Annual

SEND Co-ordinator: T Williams

SEND Link Governor: S Hughes

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