



St Mark's Catholic Primary School

Special Educational Needs and Disabilities Policy

Signatures

Headteacher: _____ Date: _____

SENCo: _____ Date: _____

SEND Governor: _____ Date: _____

This policy will be reviewed annually.

Adopted: September 2025

Review date: September 2026

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Mission Statement

“In a caring Christian community, together we love, learn, laugh and achieve.”

At St Mark’s Catholic Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disabilities Code of Practice 2015.

Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning.
- In addition to academic attainment, the school recognises the importance of monitoring and supporting outcomes in social, emotional, communication and independence skills, in line with preparation for adulthood.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Miss S. Bradshaw, Headteacher.
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Mrs A. Kelly, SENCo.

3. Arrangements for coordinating SEND provision

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

All staff can access:

- St Mark's Catholic Primary School's SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' needs, including pupil profiles, targets set and provision maps.
- Practical advice, teaching strategies, and information about types of SEND.
- Information available through Knowsley's SEND Local Offer.

The school also publishes an annual SEN Information Report on its website, as required by the Code of Practice.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

5. Specialist SEND provision

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

6. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements. Please see the school Accessibility Plan for more details.

The Accessibility Plan (reviewed every three years) is monitored annually to ensure that reasonable adjustments continue to meet pupils' needs in line with the Equality Act 2010.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget (£6,000). For those with the most complex needs, additional funding (High Level Needs) is retained by the local authority. The SENCo will refer applications to the local multi-agency panel.

8. Identification of pupils' needs

We follow the graduated approach: Assess – Plan – Do – Review.

For more information regarding the school provision for pupils with SEND refer to the school SEN Information Report on the school website

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning and promote emotional wellbeing. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those

interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

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

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

Plan

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

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

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development

making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

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

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

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

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

www.knowsley.gov.uk

or by speaking to a member of the Inclusion Team on

0151 443 5145

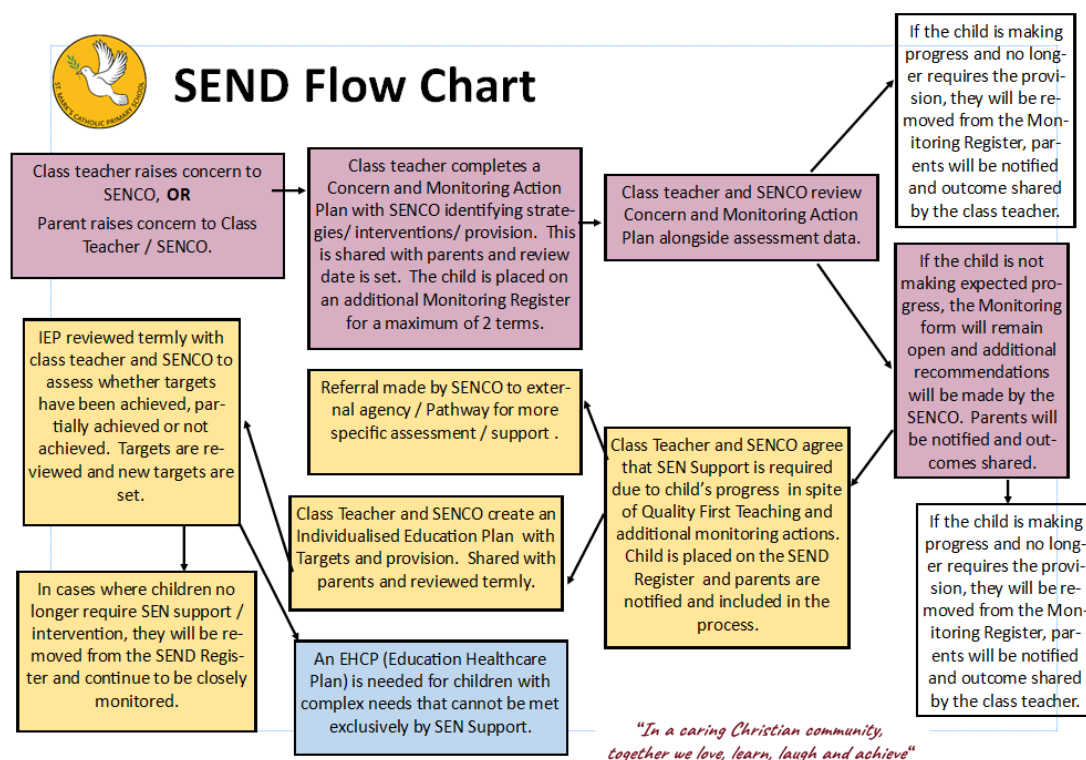
or by contacting the Special Educational Needs and Disability Information, Advice and

Support Service (SENDIASS) on:

0151 443 3283

Education, Health and Care Plans [EHCP]

- a. Following Statutory Assessment, an EHC Plan will be provided by Knowsley Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.



9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through specialist provision as necessary, taking into account the wishes of their parents and the needs of the individual.

St Mark's ensures that pupils with SEND access an ambitious, well-sequenced curriculum that is designed to enable them to achieve the best possible outcomes and prepare them for their next stage of education and adulthood.

10. Inclusion of pupils with SEND

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring it is implemented effectively throughout the school.

The curriculum is regularly reviewed to promote inclusion of all pupils, including learning outside the classroom.

11. Evaluating the success of provision

Feedback from staff, parents and pupils is gathered throughout the year. Termly reviews and annual reviews for EHCPs ensure provision remains effective.

Evaluation includes academic progress as well as wider outcomes such as social and emotional development, communication skills, independence, and preparation for transition.

12. Complaints procedure

If a parent or carer has concerns, they may meet with the Headteacher or SENCO.

If the concern cannot be resolved, parents may follow the school's complaints policy (available on the website). Parents also have the right to seek independent advice, mediation, or contact the Local Authority if they remain dissatisfied.

13. In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

All staff receive regular training linked to the needs of the current SEND cohort, in addition to statutory and role-specific CPD. This ensures teachers and support staff are well equipped to deliver high-quality provision and meet the needs of pupils with SEND in line with Ofsted expectations.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

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

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and

provision that are available both to those families in Knowsley that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

15. Working in partnerships with parents

At St Mark's we believe that a close working relationship with parents is vital in order to ensure

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

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Special Educational Needs and Disability Information, Advice and Support Services (SENDIASS) where specific advice, guidance and support may be required.

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

16. Links with other schools

The school works in partnership with the other schools to support effective SEND provision. We have close links with the secondary schools our children go to when they leave St Mark's and ensure transition information is passed on. Staff also access specialist support and seek examples of good practice from across the borough.

17. Links with other agencies and voluntary organisations

St Mark's Catholic Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Knowsley Educational Psychology Service
- Social Care (EHA leader also liaises)
- Speech and Language Therapy Services (Class teacher also liaises)
- Occupational Therapy (Class teacher also liaises)
- Specialist Outreach Services (Class teacher also liaises)
- School Nurse/Community Paediatricians/Other health professionals

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

The Safeguarding Team are Miss S. Bradshaw (Headteacher and DSL), Miss L. Ferguson (Deputy Headteacher), Mrs Sellers (Learning Mentor and DSL), Mrs Kelly (SENCo) and our Safeguarding and SEND governor is Mrs A Farrell.