



St Albans Catholic Primary School

Special Educational Needs and Disabilities (S.E.N.D) Policy

(updated January 2026)

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Date for review: January 2027

1. Introduction

The information within this policy document has been updated in line with the new SEND Code of Practice 0-25 which can be found in Part 3 of the Children and Families' Act 2014.

The designated SENDCO is Mrs A Christensen who leads the Inclusion Team. The Inclusion Team comprises of Mrs C Haig (Attendance and Pastoral Officer), Mrs D Heaton (HLTA) led by the Headteacher. The SENDCO is responsible for co-ordinating the day to day provision for children with Special Educational Needs and Disabilities, as well as writing and reviewing this policy document. The SEND Team can be contacted on 0151 638 6373 or by email via sendco@stalbans.wirral.sch.uk

The Inclusion Team work together to co-ordinate support and provision for children who have been identified as needing support that is above and in addition to that of their peers.

The named governor for Special Needs is Mrs C Moor. She can be contacted via the school office.

St Alban's Catholic Primary School provides a broad and balanced education for all children, which gives them the opportunity to flourish through realising their full potential. We are committed to providing full access to the curriculum by ensuring high quality teaching and adaptation to meet individual needs and to address underachievement. We believe in equality of opportunity and we aim to create a supportive, stimulating and challenging environment that values difference and recognises the achievements of all children.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school journey. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty than the majority of others of the same age. Special educational provision means educational or training that is additional to, or different from, that made generally for others of the same age in a mainstream setting.....Health care provision or social care provision which educates or trains a child or young person is to be treated as special provision.

There is a wide spectrum of difficulties that can lead to a child experiencing problems in their learning and being assessed as having a special educational need. This spectrum can be narrowed into four key areas which helps us as a school to plan provision and provide good quality intervention. The SEND Code of Practice (2014) identifies 4 main areas:

- **Communication and interaction –**

Children may have a speech and language delay, impairments or disorders have difficulties with communicating with others.

Children with social communication difficulties/Autistic Spectrum disorder have difficulty with social communication and interaction.

- **Cognition and learning –**

Children may learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties covers a wide range of needs, including moderate, severe or profound learning difficulties.

Specific learning difficulties (SpLD) encompasses a range of conditions including dyslexia, dyspraxia and dyscalculia.

- **Social, mental and emotional health-**

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

- **Sensory/physical -**

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical, neurological or metabolic causes requiring access to specific facilities or equipment.

SEND Code of Practice 2014

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

We recognise our duty to make arrangements to support pupils with medical conditions and to deliver their provision in a co-ordinated way in individual health care plans.

This SEN policy details how, at St Alban's, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

2. Aims and objectives

The aims of this policy are to ensure compliance with;

Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, Equality Act 2010, Articles 12 and 13 of the United Nations Convention on the Rights of the Child;

- to enable all pupils to have full access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs through reasonable adjustments
- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- maximum opportunities for effective inclusion throughout the school to develop children's maximum independence, as appropriate to their level of need
- to help children gain confidence and recognise the value in their own contributions to their learning, giving them high self esteem
- to request, monitor and respond to parent/carers and pupils views in order to promote high levels of confidence and partnership
- to ensure early identification, assessment, appropriate provision and effective monitoring of the special educational needs and disabilities of children
- the removal of barriers to learning and achievement
- to provide a relevant, graduated response to pupil's needs
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to identify the roles and responsibilities of all staff in providing for children's special educational needs and work collaboratively to support children with SEND
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to ensure children's views are valued and listened
- to work in co-operation and productive partnerships with the LA and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

3. Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, age, ability, disability and social circumstances. It is important that in St Alban's we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator/SEND team and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- identifying gaps in children's learning and building on these;
- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Headteacher, the SENCO/Inclusion Team and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and the SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within class.
- Use the assessment process to identify any learning difficulties.
- Ensure the ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps in the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Monitoring Children's Progress

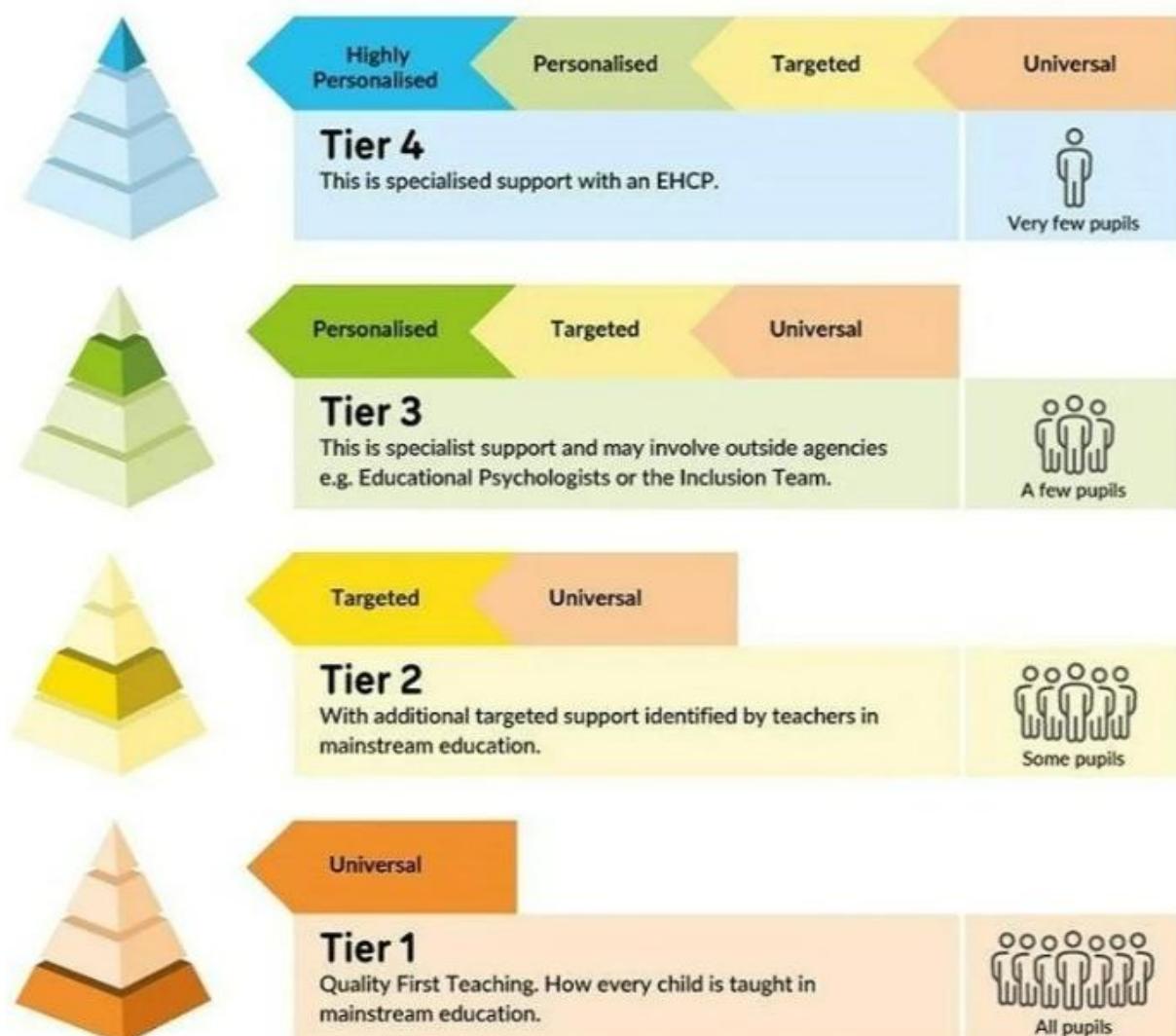
The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening.
- Closes the attainment gap between the child and their peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, St Alban's will adopt the Wirral Graduated Approach. The Graduated Approach describes the different levels of support children and young people need. This approach is used across England. In some areas they call it the Graduated Response. On Wirral it is called the Graduated Approach, and we follow a 4 Tier Model. As a pupil's needs increase, they move up the tiers. As they move up the tiers they have different types of support. The diagram below shows you the tiers and the support that is added at each level.



The assess, plan, do, review cycle follows this process:

- **Assess** for accurate identification of the nature of individual need(s) – We consider the child's teacher's/SEND team's assessment of their learning, previous progress and attainment and their individual development in comparison to their peers and national data. We take into account parent views, the child's opinion and, where relevant, advice from external specialists services. e.g SENAAT (the Local Authority Special Educational Needs and Advisory Team), Gilbrook Outreach Service.
We use Pupil Progress meetings to regularly update and review pupil assessments and decide next steps to ensure that all children are making good progress and securing good outcomes.
- **Plan** – To ensure that teaching is meeting the identified needs of the child. We will discuss the child's progress with their parents. We will note key areas of difficulty and discuss the targets and interventions we will put in place to address these in school and what can be done to help them at home. Parents will be fully involved in meetings and the subsequent review on a termly basis.
- **Do** – Class teachers ensure children receive quality teaching in the classroom plus any additional support to address specific needs as agreed on their Support/Additional Support Plan. This may involve them working with teaching assistants or visiting specialist staff. The class teacher will identify how additional support can be linked to classroom teaching to ensure the learning can be reinforced where it is appropriate. The SEND team will monitor the process to ensure needs are being addressed.
- **Review** – Class teachers review a child's Support/Additional Support Plan on a termly basis, evaluating the effectiveness of the support/adaptations and interventions planned and discussing this with parents. This review will be based on the progress towards the outcomes which have been agreed. Further discussion may take place informally with parents if necessary.

Where necessary, this four stage cycle is repeated in order to continue to meet the needs of the child and best match support and interventions so that good progress and outcomes are achieved. This may include involvement of external agencies to give further support and guidance if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of Support Plans, Additional Support plans and provision maps. The SEND team will have responsibility for ensuring records are kept and available when needed.

In some cases, we may consider a request for statutory assessment/an education, health and care (EHC) plan. This will be fully discussed with parents and will only be appropriate when a child continues not to make progress despite planned support and clear information about the child's special educational needs from review meetings. We will provide the LA with a record of our work so far.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted at the earliest opportunity to alert them to concerns and enlist their active help and participation. Specific strategies/intervention may be put in place and monitored for a set period. If no progress is noted after this period the class teacher, after discussion with the SEND team, may then provide additional interventions that are additional to those provided as part of the

school's differentiated curriculum. The child will be given individual learning targets/outcomes which will be applied within the classroom and in 1:1 individual sessions. These targets will be monitored by the class teacher and teaching assistants and will be reviewed with the SEND team, parents and young person.

Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's area of weakness.
- Shows signs of difficulty in developing English or Maths skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress.

The SEND register will be reviewed in November, March and June by the SENDCO and the Head, in consultation with teachers, professionals, parents/carers. Children will be removed from the register when they are making age-related expected progress in their identified area of need.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains the Special Educational Needs and Disabilities Information Report which includes the arrangements made for children in our school with special educational needs and disability. (www.stalbans.wirral.sch.uk)

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the Head/SENDCO through the school office.

Interventions

The Head/SENDCO and the child's class teacher will decide on the action needed to help the child progress in light of earlier assessments. These may include:

- Adaptations of the learning tasks to ensure ambition for all.
- Different learning materials, such as concrete resources in maths, or specialist equipment.
- Some group or individual support, which may involve small groups of children working with a teacher or TA support on Wave 3 intervention such as Fischer Family Trust Wave 3 (See Special Needs Provision document on school website)
- Extra adult time to devise/administer the nature of planned intervention and monitor its effectiveness.
- Staff development and training to include more effective strategies.

KS1 /KS2 Provision maps, broken down into the 4 main areas of SEND need, detailing graduated provision at Wave 1 (quality, differentiated whole class teaching), Wave 2 (short term intervention programmes and Wave 3 (enhanced provision) will be regularly reviewed and updated in response to children's additional needs for SEND support.

After initial discussions with the SENDCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme for the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and outcome of any action. Parents will be invited to meet regularly with the class teacher/SENDCO and they will have specific time slots to discuss Support Plans/Additional Support Plans/Provision Maps and progress on a termly basis.

The SENDCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if the child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which outcomes have previously been agreed.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual support plan will set out the strategies for supporting the child's progress. Some of these will be implemented in the normal classroom setting. The delivery of the interventions recorded in the Support/Additional Support Plan continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.

- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of their peers.

School Request for Statutory Assessment or Education, Health and Care (EHC) Plans

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Support Plans for the child.
- Additional Support Plan (Wirral) for the child. Including One Page Profile, Child and Parents Views and Aspirations, Costed Provision Maps, Outcomes/targeted support, Reviews of Educational Provision and Multi-Agency Reviews.
- Records of the child's health and medical history where appropriate.
- Levels of attainment in literacy and numeracy.
- Education and other assessments e.g from an advisory specialist support teacher or educational psychologist.
- Views of the child.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs or an EHC Plan will have termly reviews in addition to the statutory annual review. When this coincides with the transfer to secondary school, the SENDCO from the secondary school will be informed of the outcome of the review.

Support Plans/Additional Support Plans

Strategies employed to enable the child to progress will be recorded within a Support plan/Additional Support Plan which will include information about:

- Aspirations of the child, parents and school.
- The short term outcomes for the child.
- A baseline assessment.
- The teaching strategies/adaptations to be used.
- The provision to be put in place.
- The review date.

- The child's views will be sought and taken into account, as will those of the parent's, whose support is vital if progress is to be achieved and maintained.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated and adapted to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff adapt work appropriately, and use assessment to inform the next stage of learning. By planning lessons that incorporate the different learning styles, and breaking down the levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

We have high expectations for all children and have the same desired outcomes for all. We adapt our teaching or resources so that all children can access the curriculum and make progress.

Allocation of resources

The Headteacher informs the governing body of how funding allocated to support special educational needs has been deployed.

4. The role of the SEND Co-ordinator

The SENDCO at St Alban's is Mrs A Christensen who leads the Inclusion Team which is overseen by the Headteacher.

The SENDCOs special needs responsibilities include:

- The day to day operation of the SEND policy.
- Maintaining a register of those children with special needs and overseeing the records of all these children.
- Liaising with, advising and supporting colleagues.
- Liaising with external agencies, including the LA's Special Needs Support service, medical and social services, voluntary organisations.
- Liaising with the parents of pupils with SEND.
- Co-ordinating the provision for pupils with SEND, ensuring individual support plans are in place, monitored and reviewed regularly.
- Monitoring the progress of children on the SEND register.
- Monitoring and evaluating the quality of provision and the impact on pupil progress.

- Overseeing the Support/Additional Support Plans, Pupil Profiles and review process for the EHCP/Statemented and non-statemented children.
- Attending relevant courses, providing information and training on national and local changes to colleagues and organising SEND Inset when appropriate. Advising and supporting new colleagues, ensuring they understand the school systems in place for SEND pupils.
- Evaluating new learning materials and building up new resources.

5. The role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. This is monitored by the Governors Curriculum Committee and the named SEND Governor (Mrs C Moor).

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children and ensures that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the Governing Body.

6. Monitoring and evaluation

The SENDCO monitors the movement of children within the SEND system in school. The Headteacher/SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCO is involved in supporting teachers involved in drawing up Support/Additional Support plans for individual children with special educational needs. The SEN Team and the Headteacher hold regular meetings to review the work of the school in this area.

7. Evaluating the effectiveness of this policy

Our success criteria are as follows:

- All staff aware of the contents of the policy and the procedures contained within it
- Children with SEND will be identified early and correctly supported
- Effective provision is made for all children with SEND
- Continuous monitoring of children's progress takes place in relation to targets set
- All children will be given equality of opportunity to participate fully in school activities
- All staff will work collaboratively to remove barriers to learning and raise levels of self-esteem and achievement
- All children will meet personal standards of excellence

- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- There will be effective partnership between parents, school and outside agencies
- The views of children will be valued and considered
- Governors will understand their role for SEND and be fully involved in monitoring provision

8. Complaints Procedure

We work to involve parents/carers at all times in their child's educational provision. This includes informal discussions and formal arrangements such as annual reporting/parents evenings.

If however a parent/carer has a complaint about the SEND provision for their child they should follow our complaints procedure, which in summary is to;

- Talk to their child's class teacher.
- If concerns continue, contact the SENCO.
- If there are still concerns make an appointment to see the Headteacher.
- If the matter is not resolved, put their concerns in writing to the Chair of Governors.

Parents at any time contact the Parent Partnership about issues relating to special educational needs and disabilities.

We will endeavour to act swiftly and positively to address the issue directly.

Updated: January 2026

Review: January 2027