St. Margaret Mary's Catholic Junior School

Special Educational Needs and Disabilities Policy

September 2026

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Policy written in consultation with parents, pupils, governors and staff

Policy to be reviewed September 2027

St. Margaret Mary's Catholic Junior School

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1. Definitions of special educational needs (SEND) set in the legislative context

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

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

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

2. Mission Statement:

At the heart of all we do are our children. Our school is a safe environment where everyone is valued equally and encouraged to achieve their full potential as part of a community, loving, learning and growing together with Jesus.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy will be used alongside and in conjunction with the Local Offer offered by Knowsley Local Authority and various other school policies. It is embedded in the teaching and learning framework of the school. Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher and the SENCo this policy applies to all other members of staff in their day to day responsibilities.

This policy will underpin all other policies in the school and is set within the context of:

The Children and Families Act (2014)
The SEND Code of Practice (January 2015)
The Equality Act (2010)

3. Aims and Objectives: At St. Margaret Mary's Catholic Junior School we endeavour to provide:

- High quality teaching which is adapted, personalised and available to all pupils.
- a continuous cycle of planning, teaching and assessing which will take into account the wide range of abilities, aptitudes and interests of children in all classes.
- Staff members who seek to identify the needs of pupils with SEND as early as possible.
- Robust systems which involve parents/carers at every stage in plans to meet their child's additional needs.
- Support which enables a clear understanding of SEND procedures and practices for parents/carers, children and all staff in school.
- an outcomes focussed approach to providing the best possible support for our children with Special Educational Needs and Disabilities.
- Effective and continuous monitoring of the progress of all pupils, including those with SEND, in order to ensure that the children are able to reach their full potential.
- Appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Systems which involve the children themselves in planning and in any decision making that may affect them.
- A school environment where pupils can contribute to their own learning and an ethos which supports supportive relationships with adults in school where pupils feel safe to voice their opinions of their own needs.
- Support of outside agencies if a pupil's needs cannot be met by the school alone.
- Provision which enables children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

4. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Miss S Wrigley (Executive Head Teacher).

The person co-ordinating the day to day provision of education for pupils with SEND is Mrs C. Medway (SENCo).

Our Learning Mentors (Mrs C. Perry & Mrs L Gilligan) also work closely with the Head Teacher and the SENCo to deliver personalised support for children across the school.

All of our teachers are teachers of every child or young person, including those with SEND.

The school governing body have a responsibility to oversee the effectiveness of the school's arrangements and provision for meeting special educational needs. Val Fillingham is the school's SEND link governor.

Other visiting professionals include:

- Educational Psychologists
- Knowsley Behaviour Support Team
- Specialist Advisory Teachers for ASC (Autism Spectrum Condition)
- Speech and Language Therapy Service
- Various medical professionals including Occupational Therapists and Physiotherapists

5. Arrangements for coordinating SEND provision

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

All staff can access:

- St. Margaret Mary's Catholic Junior School SEND Policy;
- A copy of the full SEND register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including their SEND Support Plans, PPP targets previously set and reports from other professionals.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Knowsley's SEND Local Offer
- Online training on various aspects and conditions of SEND

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

6. 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 (EHCP), and those without.

Children identified, prior to joining our school, as having additional needs will be considered carefully when being placed with staff and classes in order to ensure a balance of provision and opportunity. Parents/carers of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs. St. Margaret Mary's Catholic Junior School will accept all pupils where the school is named in an Education Health and Care Plan.

All Year Two children will attend transition sessions at St. Margaret Mary's Junior School, prior to commencing their time in Year Three. Those Year Two children identified by the Infant school as a vulnerable group, will attend additional transition sessions. Transition programmes for children with SEND will be personalised and extensive to ensure smooth movement between Key Stages.

The SENCo and Learning Mentor will attend Team Around the Family (TAF), Early Help Assessment Team (EHAT), EHCP transition reviews and any other relevant meetings of children moving from St. Margaret Mary's Infant School in to Year 3.

Admissions from other schools to St. Margaret Mary's Catholic Junior School will be considered on an individual basis and will follow the same admission arrangements as for our other children.

7. The process for identifying and managing children with SEND

A Graduated Approach:

1) Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by Class Teachers.
b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
Special Educational Needs Policy (2014) 6
f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent/carer evenings.
i) Parent/Carer evenings are used to monitor and assess the progress being made by children.

2) SEND Support

For more information regarding the school provision for pupils with SEND refer to the school SEND 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 then be made to add the child 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 (or sooner if appropriate). 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.

3) 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 from Knowsley Council

https://www.knowsley.gov.uk/education-and-schools/special-education-needs-and-disabilities-send/help-special-educational-needs

4) Education, Health and Care Plans [EHCP]

a. Following Statutory Assessment, an EHC Plan will be provided by either Knowsley Council or Liverpool City Council, dependent upon home address, 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.

8. Inclusion of vulnerable pupils, those with SEND

The Head Teacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

St. Margaret Mary's Catholic Junior School makes all trips inclusive by planning in advance and using accessible places. We offer to take all children on residential trips in Years 4, 5 and 6 and provide additional adult support for individual children as required. On occasions when it has been necessary, parents have attended to provide specialised care so that the trip remains fully inclusive.

All children are welcome at our after school activities and support is appropriately organised.

The school will ensure that all children have access to a balanced and broad curriculum, and that the National Curriculum objectives for each year group are taught with enough flexibility to ensure that the needs of each child are met. No child will be excluded from any learning activity due to their SEND, unless it is clearly of benefit to that individual and leads towards inclusion. The school works hard to ensure that extra-curricular activities are barrier free and do not exclude any pupils.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly SENCo meetings, Early Help Team meetings and the Multi-Agency Safeguarding Hub and other Local Authority Advisors.

9. In service staff 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. The SENCo and Learning Mentors attend regular cluster meetings to update and revise developments in SEND and Inclusion. The SENCo attends relevant SEND courses, Local Authority SEND meetings and facilitates/signposts relevant SEND-focused external training opportunities for all staff. Staff meeting time is also dedicated to SEND where necessary in order to ensure a whole-school approach to meeting the needs of children with SEND.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. All staff have access to Continued Professional Development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level. Similarly, support staff are encouraged to extend their own professional development and the School Management Team ensure tailor-made or whole-school training where this is appropriate.

10. Access to the curriculum, information and associated services

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. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

In class provision and support are deployed effectively to ensure the curriculum is adapted where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Learning opportunities at St. Margaret Mary's Catholic Junior School are appropriately rewarding and effectively differentiated, using diverse teaching styles. All staff will work to ensure that children are supported effectively in accessing the curriculum. Whole school curriculum maps and knowledge organisers are in place and plans are adapted in order to ensure appropriate learning outcomes for all pupils. Adaptive teaching takes a variety of forms within teacher's planning and this is closely monitored, by the SENCo and subject leaders, through termly book and planning scrutiny and Learning Walks/observations of classroom practice. Learning intentions are always made explicit and activities are adapted or planned separately as appropriate in order to ensure access to learning for all children.

Alternative methods of responding or recording are planned for where appropriate and children with SEND may access the curriculum through specialist resources such as ICT where this is appropriate. Staff use a range of assessment procedures within lessons (such as recording, role-play/drama, drawing, photography etc.) to ensure children with additional needs are able to demonstrate their achievement appropriately. All children requiring information in formats other than print will have this provided. We adapt printed materials so that children with literacy difficulties can access them, or ensure access through extra adult/peer support/scribing etc.

11. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High Level Needs HLN) is retained by the local authority. The SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCo, Senior Leadership Team and governors to agree how the allocation of resources is used.

Specialised Provision includes:

- Learning Mentor Support on an individual/group/class basis.
- Trained Teaching Assistants deliver a range of interventions across Years 3-6.
- Individual assessments, observations and advice given from the SENCo.
- Educational Psychologist visits the school several times per term, following discussion with the Inclusion Team and referrals made by the SENCo regarding the purpose of each visit.
- Specialist Advisory Teachers for ASC (Autism Spectrum Condition) provide advice and guidance to school and to parents in relation to children with ASC.
- Teachers from the Sensory Impairment Team work in school to support children, both with and without EHCPs, who have vision or hearing impairment.
- Speech and Language Therapists work directly with children in school.
- Occupational Therapists and Physiotherapists work directly with children in school.

The SENCo and Learning Mentors liaise frequently with a number of further outside agencies, for example: Social Services, Education Welfare Service, School Nurse, Community Paediatricians, Education Social Workers, Primary Support Centre Manager.

Parents/carers are informed if any outside agency is involved.

12. Facilities for vulnerable pupils, those with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

St. Margaret Mary's Catholic Junior School is a single site, four form entry Junior School, with Years 3, 4, 5 and 6 being joined by the school hall, canteen, gymnasium and a series of corridors. The school is built on two levels. Entrance to the building is through the main reception area, which is suitable for wheelchair access. Ground floor classrooms are accessed by corridors from which there is also wheelchair access.

Toilets are accessible in two female and two male sets of bathrooms. There is one adult male toilet and three adult female toilets. In addition to this, there is one disabled toilet located by the school reception and a further disabled toilet located in the corridor by the school gym.

Designated disabled car parking spaces are identified within the school car park and access to the car park for parents/carers is restricted generally, to Blue Badge holders only.

Children requiring equipment specifically to meet their personal needs will be assessed in order to gain the support that they require. Funding from the SEND budget will facilitate this where needed.

The school has an access policy and a policy for Supporting Pupils with Medical Conditions.

13. Working in partnership with parents

We at St. Margaret Mary's Catholic Junior School 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 SENDIASS service 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 governors may be contacted at any time in relation to SEND matters.

Parents are invited to attend a SEND review meeting three times a year. This meeting is attended by the child, their class teacher, parents, where appropriate the SENCo, one to one teaching assistant, Learning Mentor, and anybody else who is involved in the care of the child within school. These meetings give the opportunity for the child's needs to be discussed, the provision they currently receive, the progress they are making against their targets and the next steps needed to ensure the child's SEND needs are being fully met in school. These meetings ensure that there is a good understanding of the needs, provision and targets of every SEND child in school and that good relationships are formed between home and school.

14. Links to support services, other agencies and voluntary organisations

St. Margaret Mary's Catholic Junior 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 support services and outside agencies.

There are many voluntary organisations supporting SEND. The Learning Mentor and SENCo maintain an up-to-date list. Parents/carers will be given details of these groups upon request or may be signposted to resources as appropriate by the SENCo or Learning Mentor. Details of these can also be found within the Local Offer. Information sent from organisations will be posted on the school website and on the school newsletter.

The school regularly consults various health service professionals. Concerns are initially brought to the attention of the school nurse by the Inclusion Team and referrals will be made as appropriate. Social Services and the Education Welfare Service will be accessed by the School Safeguarding Team (Mr M. Brooks – Head Teacher, Mrs R. Culley – Deputy Head Teacher, and Mrs C. Perry – Learning Mentor). All staff alert the School Safeguarding Team if they have any concerns.

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. Links with other schools

Creating and maintaining links with other schools has enabled us to build a bank of joint resources. We are able to share good practice, advice, training and development activities by working in collaboration with local and partner schools.

As a school we organise specific events for our SEND children to partake in, for example we enter an annual KSSP competition held at Alt Bridge School.

16. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child an appointment can be made by them to speak to the Head Teacher or SENCo, who will be able to provide advice on formal procedures for complaint. Our complaints procedure, available from our school website, sets out the steps for making a complaint in more detail.

17. Evaluating the success of provision for pupils with SEND

The School Governing Committee evaluates the success of the education that is provided by the school for all pupils. Primarily, this is achieved through a termly report to Governors which includes information relating to the number of pupils receiving special educational provision and the forms of provision which they receive. The Head Teacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of a parent and pupil questionnaires, discussion and through progress meetings with parents.

Pupil progress will be monitored in line with the SEND Code of Practice. We analyse pupil attainment and progress data on a half-termly basis, with particular focus on vulnerable groups. We also use IDSR and ASP to compare performance of vulnerable groups with other children in our school and with national statistics. We also analyse data relating to behaviour (incidents are

recorded using ABC charts and recorded on CPOMS) and attendance, using this analysis to plan our provision map.

Through the school development plan we set targets for the year ahead. We report progress against these targets to the Governing Body.

Whole-school monitoring and evaluation procedures include scrutiny of work and planning, and observations of classroom practice. The Head Teacher, Deputy and/or Assistant Head Teacher and Management Team facilitate these processes. Outcomes pertinent to SEND and Inclusion provision and planning will be taken forward by the whole staff and used to build upon successful practice.

SEND provision and interventions are planned and organised by Year Group Heads, and are based on the needs of the children within each year group. Teachers and Teaching Assistants are responsible for delivering specific interventions and these are taught in the afternoons. These reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly or half-termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

St. Margaret Mary's Catholic Junior School encourages the inclusion of children's voices via our School Council. Every class from Year 3 to Year 6 has a School Council Representative. The children take an active role within the council to generate ideas for positive changes within school and to set about making changes.

We aim to include children in their target setting and encourage and support them to take an active part in their SEND review meetings, through preparation and making the information and meeting itself accessible and child-friendly.

18. Review and amendments to policy

This policy will be reviewed and amended annually, or sooner if there is a change to any government legislation relating to SEND.

Name: _____

Signed: _____ **(Head Teacher)**
Date: ___ / ___ / ___

Name: _____

Signed: _____ **(SEN Govenor)**
Date: ___ / ___ / ___

Name: _____

Signed: _____ **(SENCo)**
Date: ___ / ___ / ___

Name: _____

Signed: _____ **(Learning Mentor)**
Date: ___ / ___ / ___