

ST. GEORGE'S CATHOLIC PRIMARY SCHOOL & NURSERY

Special Educational Needs & Disability (SEND) and Inclusion Policy



2026-2027



St. George's Catholic Primary School and Nursery

SEND & Inclusion Policy

Mission, Ethos and Commitment to Inclusion

At St George's Catholic Primary School & Nursery, we encourage each child to recognise their own value both as an individual and as part of our school family. We aim to enable every individual, made in the image and likeness of God, to learn, grow and reach their full potential.

"We recognise the diverse nature of learning needs and aim to ensure that all pupils, including those with SEND, have their needs met through a broad and balanced education."

We are a loving Christian community living the values of the Gospel, developing caring relationships with the local and wider community. Our curriculum is fully inclusive and ensures that all children have the opportunity to fulfil their potential.

Statutory Framework and Compliance

St George's fulfils its statutory duties under:

- Children and Families Act 2014
- SEND Code of Practice 0–25 (updated 2024)
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE) 2026
- Ofsted Education Inspection Framework (EIF) 2026
- Sefton Local Offer requirements

All SEND provision follows the **Assess–Plan–Do–Review** cycle, with termly reviews involving pupils, parents and relevant professionals. The school contributes to Sefton's Local Offer and ensures co-production with families at every stage.

Definition of SEND

A child has SEND if they have a learning difficulty or disability requiring special educational provision. This includes pupils who:

- have significantly greater difficulty in learning than their peers
- have a disability that prevents or hinders them from accessing mainstream education
- are under compulsory school age but likely to meet the definition later

"Around 20% of children may have special educational needs at any time during their school career."

This SEND & Inclusion Policy has been based on principles contained in the school's aims. These principles emphasise valuing each individual and fulfilling their potential through a broad, balanced curriculum suited to their needs. This policy also recognises the need for close links between parents, schools, the Local Authority and all agencies involved in the welfare of pupils. This policy details how St. George's will do all it can to ensure that the necessary provision is made for any pupil with SEND and those needs are made known to all who are likely to teach them.

Aims

We aim to:

- enable all children to fulfil their potential and contribute to school life
- ensure early identification of needs
- provide a broad, balanced and ambitious curriculum
- ensure pupils with SEND receive the provision and care required to participate fully
- work collaboratively with parents, carers and external agencies
- ensure staff have the expertise to meet diverse needs

Objectives

- Identify, assess and provide for SEND as early as possible
- Ensure full access to the curriculum
- Review and adapt provision in consultation with pupils, parents and professionals
- Promote positive self-image, wellbeing and achievement
- Clarify roles and responsibilities across the school
- Maintain high expectations for all pupils
- Ensure effective use of resources, including the Mainstream Inclusion Fund

Inclusion and Equality

St George's strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all children
- early identification of barriers to learning
- high expectations and suitable targets for all

When planning for the needs of children we take account of gender, ethnicity, culture, religion, language, sexual orientation, age, disability and social circumstances. It is important that we meet the diverse needs of all pupils to ensure inclusion for all and that pupils are prepared for full participation in our society.

Inclusion is monitored through:

- SENDCo reviews
- SLT monitoring
- pupil progress meetings
- provision mapping
- attendance and behaviour analysis

Safeguarding and SEND

Pupils with SEND may be more vulnerable to safeguarding risks. The SENDCo works closely with the **Designated Safeguarding Lead (DSL)** to:

- share relevant information

- ensure SEND Support Plans and EHCPs reflect safeguarding needs
 - monitor attendance, behaviour and wellbeing
 - contribute to Early Help assessments
 - ensure staff are trained in SEND-specific safeguarding vulnerabilities
- Safeguarding is embedded throughout the graduated approach.

Roles and Responsibilities

Governing Body

- To do their best to secure the necessary provision for any pupil of the school with identified SEND
- To appoint a member of the body to be named as the person with special responsibility for SEND
- To ensure that SEND is given a sufficiently important place in considering the staffing and financial resources of the school
- To be kept informed of development in the school's SEND policy and practice and participate in reviewing these
- When necessary, or desirable, to co-ordinate provision for pupils with SEND will consult with LA, headteachers and/or Governing Bodies of other schools and external agencies
- Will respond to any complaints made in relation to the treatment or handling of complaints from parents concerning the provision made by the school

Headteacher

- Day-to-day management of all aspects of the school's work including SEND provision
- Ensuring adequate resourcing of SEND
- Liaising with the local authority and external agencies
- Provision of leadership to provide a whole school approach to the operation of the policy
- Provision of time for the SENDCo to carry out the role
- Liaising with the Governing Body

SENDCo

- Overseeing development and review of policy
- Managing the day-to-day operation of the SEND policy
- Supporting, liaising and advising teaching and non-teaching staff
- Co-ordinating provision for pupils with SEND
- Support the development and monitoring of personalised learning programmes in discussion with colleagues
- Provision mapping for all pupils with SEND and overseeing implementation and delivery
- Maintaining SEND register
- Collecting, recording, updating and overseeing records of children with SEND
- Supporting and liaising with parents as necessary
- Contributing to staff and governors' meetings
- Organising and contributing to staff training and leading staff meetings
- Collecting and overseeing provision of resources
- Collecting evidence required by LA for funding or assessment
- Working with class teachers to complete the documentation required by external agencies and the LA
- Monitoring and evaluating provision and progress of children with SEND

- Liaising with external agencies including high school SEND departments to ensure smooth transition to Year 7
- Oversee implementation of recommendations from external agencies

All Teaching Staff

All teachers are teachers of children with special educational needs, and such children are, therefore, a whole school responsibility. Teachers' specific responsibilities vary according to circumstances but their general responsibilities regarding SEND, taken from the relevant DfE Teachers' Standards are as follows:

- 1) Set high expectations which inspire, motivate and challenge pupils
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 2) Promote good progress and outcomes by pupils
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 3) Adapt teaching to respond to the strengths and needs of all pupils
 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - demonstrate awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- 4) Make accurate and productive use of assessment
 - make use of formative and summative assessment to secure pupils' progress
 - use relevant data to monitor progress, set targets and plan subsequent lessons
- 5) Manage behaviour effectively to ensure a good safe learning environment
 - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

Teachers must also show an awareness of the school's procedures for children with SEND and be involved in:

- Implementation of the SEND policy
- Identification of pupils with SEND
- Gathering information
- Planning provision
- Personalised planning for those children requiring individual support
- Planning, monitoring and evaluating individual targets
- Keeping up to date records
- Differentiating activities as appropriate and in line with policy
- Adapting teaching strategies

- Providing additional resources to support learning
- Reviewing and planning with TAs
- Providing a supportive and encouraging environments for all children
- Liaising with parents and carers as well as external agencies and colleagues, where necessary
- Attending and reporting to reviews as necessary
- Attending INSET and training sessions

Graduated Approach

At the heart of each classroom is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have some special educational needs.

Early identification is vital and the school uses a graduated approach to children's special educational needs as outlined in the Code of Practice. The class teacher usually makes an initial identification and informs the SENDCo and parents at the earliest opportunity to share concerns and enlist their active support and participation.

Teachers will follow a graduated approach to enable all children to access the curriculum. Each stage of the approach must be addressed as appropriate. The first stage is the responsibility of the class teacher because they are paramount to excellent classroom practice. Children receiving intervention and further enhanced provision will, however, be noted on the SEND documentation, in order to ensure that the graduated response has been followed effectively. If, despite these stages, children fail to make progress in their learning, the class teacher will have a discussion with the SENDCo to decide whether it is appropriate to provide additional specific intervention, call on external agencies for advice and support and place the child on the SEND register. Each of these stages can be accessed at any time if appropriate. All decisions will be evidence-based and tracking data is vital at every stage in this process.



Quality First Teaching (Universal Provision)

The Education Endowment Foundation's (EEF) five-a-day approach is embedded throughout the school. Teachers will ensure that first and foremost they provide Quality First Teaching for all children using a range of strategies including:

- Having clear and explicit instruction
- Awareness of cognitive and metacognitive strategies
- Scaffolding work for pupils
- Utilising flexible class groupings
- Using technology to support learning in a variety of ways

Targeted Support

This may mean making reasonable adjustments to their teaching and/or classroom environment to enable children to participate and access the curriculum. Teaching is adaptive so progression can be balanced with rates of learning. This may be slight differentiation of task or providing additional support. General group intervention may form part of this stage and staff should discuss with parents' additional strategies to support their child's learning.

Teachers may need to adapt their teaching and/or classroom environment further to ensure that children make progress. This may be further differentiation, extra practice of a certain skill, group interventions or increased adult support from a teacher or teaching assistant in a specific subject. Teachers will deploy any TAs to support learning according to the needs of their class. Reports from outside agencies may be received and recommendations will contribute to the in-class support and provision arranged.

SEND Register (Targeted-Plus Support)

Staff will work with the SENDCo to discuss and devise further individual and specific interventions, support and strategies, based on specific measurable targets. Teachers should complete the Birmingham Sen Toolkit, and ensure that parents, children and all staff members involved know and agree the targets, strategies and support required. The plan should be used and reviewed regularly, targets updated and progress noted. At this level, school may seek parental consent to request support and advice from specialist outside agencies (e.g. Educational Psychologist, School Nurse, Speech and Language Therapist). Advice on new targets and fresh strategies will be implemented by the class teacher based on the advice they receive from external agencies.

High Needs Funding and Statutory Assessment

Where a request for high needs funding is made by the school to the Local Authority, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through provision at earlier stages of the graduated approach. The school will be required to submit a costed plan outlining where additional funding would be spent to enable the child to make further progress. If a child's progress continues to be a cause for concern after all of the above has been provided, the school can request an Education, Health & Care Plan (EHCP) assessment which involves consideration by the LA, working cooperatively with parents, the school and other external agencies.

Lighthouse Targeted-Plus Provision (KS2)

For a small number of KS2 pupils working significantly below age-related expectations, St George's provides a bespoke **Lighthouse targeted-plus provision**.

Purpose

- highly structured, low-arousal environment
- intensive teaching in literacy, numeracy and communication
- regulation and wellbeing support
- evidence-based teaching aligned with EEF guidance

Criteria

- attainment significantly below ARE
- limited progress despite universal and targeted support
- agreement between school, parents and external agencies

Curriculum & Pedagogy

- explicit instruction
- scaffolded learning
- high adult-to-pupil ratios
- personalised learning programmes
- integration with mainstream for worship, assemblies, enrichment and appropriate subjects

Review

- termly reviews with parents and pupils
- costed provision maps
- aim to increase successful time in mainstream

Mainstream Inclusion Fund (MIF)

St George's accesses the Mainstream Inclusion Fund to strengthen early intervention and targeted-plus provision. MIF is used to:

- increase targeted adult support
- secure specialist advice
- purchase specialist resources and assistive technology
- support Lighthouse staffing and resourcing
- enhance provision mapping and impact tracking

Impact is reviewed termly by the SENDCo and SLT.

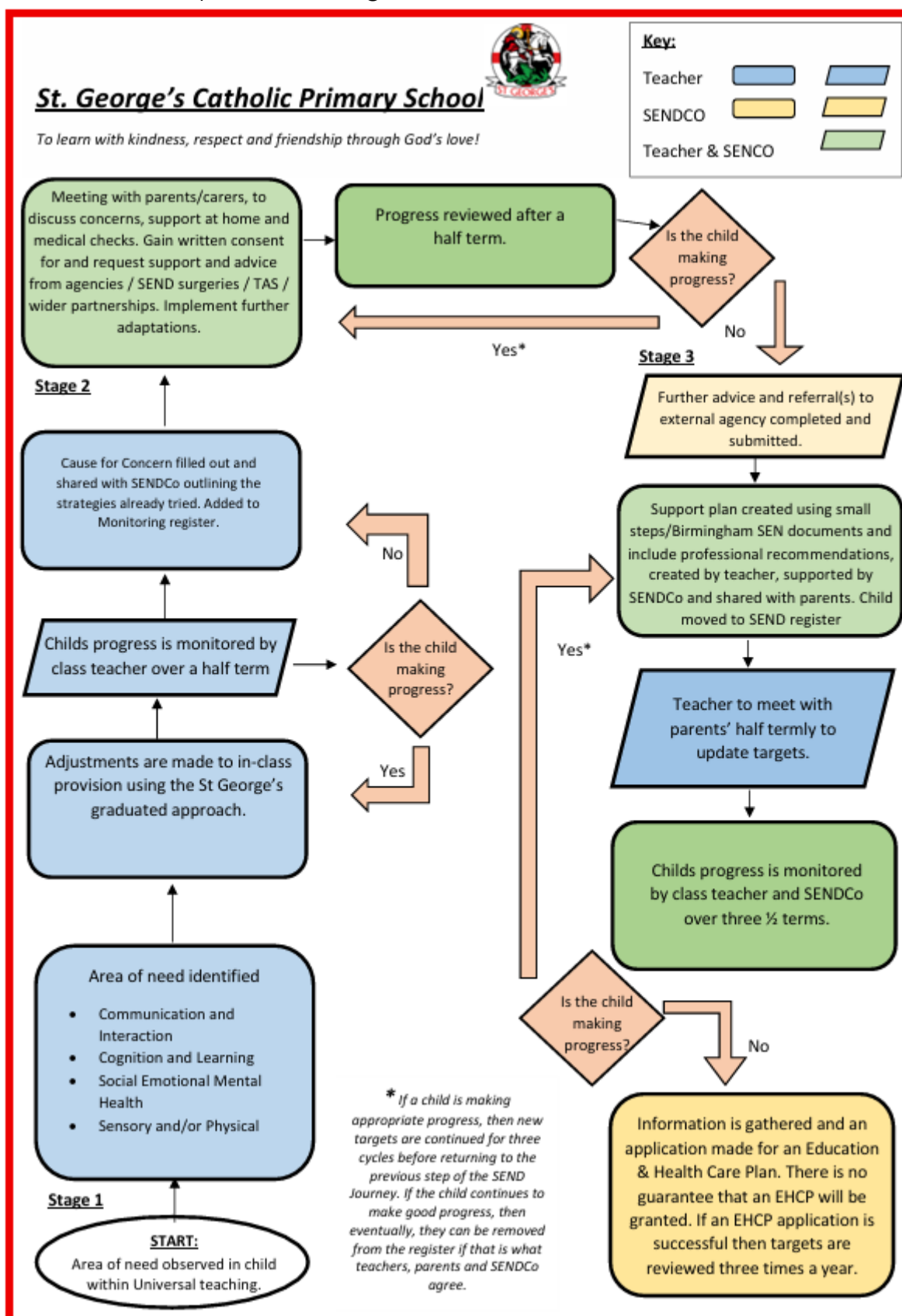
Monitoring, Evaluation and Impact

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, staff may need to consult the SENDCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help above and beyond that which is normally available within the particular class or subject. The key criterion for action is evidence that current rates of progress are deemed inadequate within our school assessment and tracking system. The SENDCo monitors the movement of children within the SEND system in the school and liaises with staff and outside agencies to ensure all our pupils are able to make adequate or better progress.

Provision maps and SEND Support Plans are working documents, and an integral part of the planning, learning and teaching and assessment process. They are reviewed and

updated in consultation with staff. The SENDCo works closely alongside all staff to ensure provision is effective.

The SENDCo and Headteacher work closely together to review the work of the school in this area. Reports are prepared for the Governors outlining pupil progress and other issues that may have arisen regarding SEND. The designated SEND Governor keeps an overview of the SEND provision being made.



Partnership with Parents and Carers

The school will have regard to the SEND Code of Practice when carrying out duties towards all pupils with SEND and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents plays a key role in enabling children with SEND to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

We aim to work in partnership with parents/carers. We do so by:

- keeping parents/carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- making parents/carers feel welcome and valued
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- inviting and encouraging parents to contribute information for referrals to outside specialists and to meet with any specialists involved for feedback

Pupil Voice

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Children with SEN often have a unique knowledge of their own needs and their views about what sort of help they would like are ascertained. Where appropriate, they will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and the transition process. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-evaluation)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

Small group and 1:1 teaching also give rise to spontaneous comments and discussions which help school and pupil to communicate effectively.

External Agencies

St George's has close contact with a range of outside specialists from different LAs. For particular pupils any one or more of the following agencies may be involved (with parents' /carers' permission only). The following list is not exhaustive:

- Special Educational Needs and Inclusion Service (SENIS)
- Educational Psychology Service
- Speech and Language Service
- Occupational Therapy
- Educational Welfare Service
- Parent Partnership Service
- School Nurse
- Community Paediatricians
- Behaviour Support

Allocation of Resources

We make every effort to achieve maximum integration of pupils with SEND and their peers, whilst meeting pupil's individual needs. Each year we carefully map out provision and allocate staff carefully to meet pupil needs. We utilise additional funding to ensure that pupils with SEND have appropriate equipment and resources to meet their needs to ensure their full integration and participation with the curriculum. This is reviewed throughout the year in light of additional information, changes in circumstance or assessment.

Liaison

The school has links with our main local high schools to support the transition of children with SEND. We work with Sefton's Special Educational Needs and Inclusion Service and Sefton's Educational Psychology Service as appropriate and have clear procedures for involving support services. Such contacts are made through termly planning meetings and discussions involve parents whenever possible. The SENDCo attends SENDCo meetings organised by SENIS and MADCOS which helps forge links with other SENDCos and schools.

Transition

From Pre-school to Reception: The Reception teacher will meet with parents and pupils, the pre-school and any outside agencies already involved with the family. Pupils' needs are discussed and extra preparations and visits are arranged where necessary.

From Year Group to Year Group: In the summer term, each class will visit their next teacher in their new classroom and teachers/TAs have time to liaise to discuss pupils. Additional visits can be arranged, photos taken, booklets made or social stories developed to support transition for pupils with SEND.

From Year 6 to Year 7: The SENDCo from the High School is invited to a transition review meeting for pupils with SEND to discuss specific needs of the child, with parents and involved outside agencies. Pupils also have the opportunity to visit the new secondary setting and our Year 6 teacher will meet with Head of Year to discuss pupil needs and pass on relevant information. Relevant paperwork is passed on at the end of the academic year. When pupils move to a new school: The SENDCo will contact the new school to share information, provision and assessment data. Arrangements are made to hand over relevant paperwork.

Admission Arrangements

See Sefton's Admission Arrangements or the school web site for further information.

Staff Development and Training

To maintain and develop the quality of our provision, all staff are encouraged to undertake appropriate training based upon perceived need and whole staff training is provided when necessary.

- All staff undertake Safeguarding training in line with government expectation
- The SENDCo attends relevant training and meetings and disseminates information to all staff as appropriate
- There is an induction programme for newly qualified staff
- Additional needs are met through in-house training and Inclusion Service training at staff meetings and twilight sessions

- All staff have access to professional development opportunities and are able to apply for additional training where a need is identified
- Support staff are encouraged to extend their own professional development and attend training which is delivered at a whole school level are also able to apply for additional training where necessary

This policy was adopted by the Governing Body on **17th September 2026**.

It is due to be reviewed in **September 2027**.