HOLY TRINITY CATHOLIC PRIMARY SCHOOL

SEND Policy

Revised: September 2026

Date of next review: To be reviewed annually

Signed: **Role**: Chair of Governing Body

Adopted by the Governing Body:

SEND Policy

To be read in conjunction with:

- Behaviour Policy and Framework
- Equality Policy
- Admissions Policy
- Teaching and Learning Policy
- Equality Policy
- Accessibility Plan
- Safeguarding Policy

Produced by: Jourdanna Singleton

Date agreed: 2026

Definition of SEND
Definitions of special educational needs (SEND) are taken from Section 20 of the Children and Families Act (2014).

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.

The Children and Families Act (2014) came into force on 1st September 2014, accompanied by the updated SEND Code of Practice (2015). A key change arising from these reforms is that Statements of Special Educational Needs have now been replaced with Education, Health and Care (EHC) Plans.

The SEND Local Offer is a resource designed to support children and young people with SEND and their families. It describes the services and provision available to those who have an EHC Plan and those who do not but still experience special educational needs. The Local Offer includes services across education, health and social care, as well as those provided by voluntary and community organisations.

Families can access Liverpool's Local Offer at:
http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10

Our Philosophy

Holy Trinity Catholic Primary School is a Christian community working together to encourage and develop in each individual a lifelong love of learning.

We recognise that the needs of all pupils who may have SEND, at any time during their school career, must be addressed, and that every child has the right to access a broad and balanced curriculum, including full access to the National Curriculum.

1. Aims and Objectives

Aims

At Holy Trinity Catholic Primary School, we aim to continually raise aspirations and expectations for all pupils with SEND. Our approach focuses on outcomes for pupils, not simply hours of provision. We are committed to creating an inclusive environment that recognises all needs and provides a broad, balanced, and fulfilling educational experience.

Objectives

- To work within the guidance of the SEND Code of Practice (2015).
- To identify and provide for pupils with SEND and additional needs as early as possible.
- To adopt a whole-school approach to SEND, recognising that all teachers are teachers of SEND.
- To ensure the SENCO works closely with staff, families, governors and external agencies.
- To promote mental health, wellbeing and pupil voice in all aspects of SEND provision.
- To work in close partnership with health, social care and other professionals where pupils' needs require a multi-agency approach.

2. Admission arrangements

The admission arrangements for all pupils at Holy Trinity are in line with national legislation, including the Equality Act 2010. This applies to children with any level of SEND, including those with an Education, Health and Care Plan (EHCP), a previous Statement of SEN, and those without.

Admission into Eden, our Enhanced Resource Provision, is managed through the SEND Team at the Local Authority.

In addition to our usual admission processes for children with SEND, we work closely with parents and carers to build a full picture of each child's needs. This may include gathering background information from families and professionals already involved, holding planning meetings, and arranging additional visits where appropriate.

When children transfer to a new class or school, we ensure effective communication, both written and verbal, to support a smooth transition. Relevant records are transferred securely via CPOMS, and Personal Learning Plans (PLPs) or Individual Behaviour Plans (IBPs) can also be shared directly with the new class teacher via Edukey provision map.

3. Identifying Special Educational Needs and Disabilities

We recognise the importance of early identification of children who may face challenges in accessing the curriculum or their social and emotional development. Identification will be based on teacher assessment, progress data, parental views, and external input where required.

At Holy Trinity, indicators may include:

- Close analysis of data including EYFSP, phonics screening, statutory assessments, teacher assessments and progress tracking.
- Concerns raised by teachers, parents, support staff or outside agencies.
- Liaison with feeder schools during transition.
- Information from health and social care services.
- Monitoring pupils' emotional and social development as well as academic progress.

We follow the four broad areas of need outlined in the SEND Code of Practice (2015):

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

4. The Graduated Approach

Quality First Teaching

At Holy Trinity, pupils who are not making expected progress are monitored closely. Where a pupil is identified as possibly having SEND, staff provide differentiated learning opportunities and carefully track progress to understand their needs. The SENCO/Inclusion Manager may be consulted for advice or observation, and the level of provision required is determined through this process. Pupils who have recently been removed from the SEND register may also continue to be monitored to ensure their progress is maintained. Parents

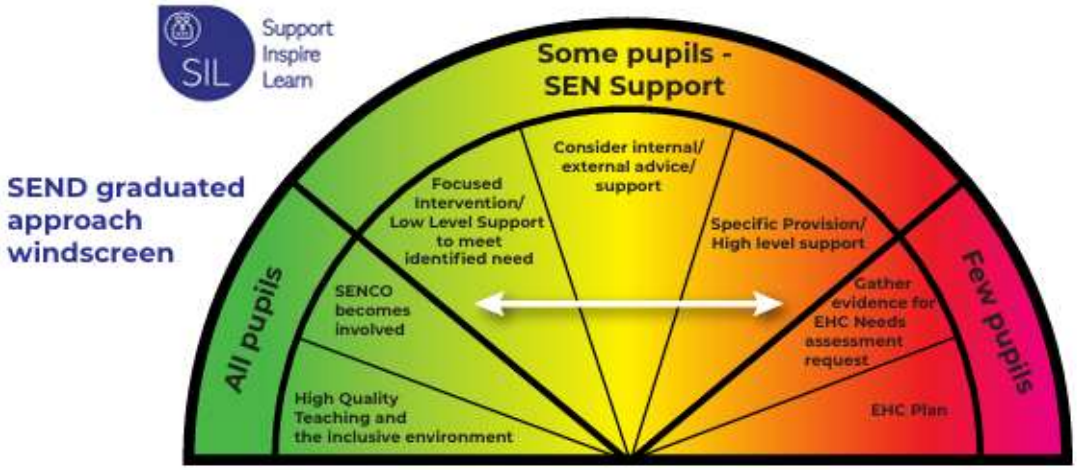
are kept fully informed and encouraged to share information, and pupil progress meetings are used to review learning and plan next steps, with the frequency depending on the individual child's needs.

SEND Support

The purpose of formally identifying a pupil with SEND is to ensure effective provision is in place to remove barriers to learning. Support follows the ongoing cycle of **Assess – Plan – Do – Review**. During the Assess stage, teachers analyse a pupil's needs using assessments, progress data, pupil voice, parental views and professional advice, with regular reviews and involvement of external agencies where appropriate. In the Plan stage, the teacher, SENCO/Inclusion Manager and parents agree on strategies, interventions and outcomes, ensuring that all staff working with the pupil are aware of their needs. In the Do stage, the class teacher retains responsibility for day-to-day teaching and interventions, with support from the SENCO and specialist staff where necessary. Finally, in the Review stage, the impact and quality of support is evaluated, taking account of pupil and parent views. Provision and outcomes are updated as needed, with parents kept fully informed and actively involved in planning next steps.

The Assess – Plan – Do – Review cycle, ensuring that all teachers remain responsible for pupil progress, even when interventions are delivered outside the classroom.

Stage	Description
Asses	Teachers and SENCO assess needs using data, observation, pupil and parent views.
Plan	Targets and interventions agreed with staff, parents and pupil. Provision mapped.
Do	Class teacher delivers high-quality, differentiated teaching with additional support as required.
Review	Progress reviewed termly with parents and pupil. Adjustments made to provision.



Referral for an Education, Health and Care Plan (EHCP)

Where a child presents with significant or lifelong difficulties, a Statutory Assessment may be requested by either the school or the child's parent/carer. This process is initiated where the complexity of need, or uncertainty around a child's needs, requires a coordinated multi-agency assessment in order to plan appropriate provision and identify necessary resources.

The decision to request a referral for an EHCP will normally be made during a pupil progress review or Learning Plan review. Applications draw on information from a range of sources, including:

- Parents and carers
- Class teachers
- SENCO/Inclusion Manager
- Social Care
- Health professionals

This evidence will outline current provision, actions taken, and outcomes against set targets. The Local Authority will then decide, with input from education, health and social care professionals, whether the child is eligible for an EHCP. Parents have the right to appeal should a statutory assessment not be initiated.

Further information about EHCPs can be found via the **Liverpool SEND Local Offer**:
https://liverpool.gov.uk/schools-and-learning/special-educational-needs/
or through the **Parent Partnership Service**:
https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/liverpool-parent-partnership-service/
Tel: 0151 225 3535

Education, Health and Care Plans

a. Following Statutory Assessment, Liverpool City Council may issue an EHCP if it is determined that the child's needs cannot be met by the support ordinarily available in school. The plan will be developed in partnership with the school, parents/carers, and relevant professionals.

b. Parents/carers have the right to appeal against the content of the EHCP, including the school named in the plan if it differs from their preferred choice.

c. Once agreed, the EHCP will form part of the pupil's formal record. It must be reviewed at least annually, with input from school staff, parents, carers and the pupil. The annual review process evaluates the effectiveness of provision and ensures adjustments can be made, including increasing or reducing levels of support as required.

5. Supporting Pupils and Families

Pupils identified as having SEND will be placed on the SEND register. Support and interventions will be monitored termly through the graduated approach. Where progress is sustained, a pupil may exit the register in consultation with parents and staff.

We work in partnership with parents and families, ensuring they are fully informed about SEND provision.

- Our SEND Information Report is published on the school website.
- Families are directed to Liverpool's Local Offer: http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10
- Parents/carers are kept fully informed of their child's progress through parents' evenings, termly reviews and annual reports.
- Additional meetings are arranged when needed to review provision or outcomes.
- SENDCO drop in sessions are arranged termly.
- Pupil views are actively sought through reviews, pupil voice activities and class discussions.

Provision is regularly monitored and evaluated through pupil progress meetings, provision mapping, audits, and feedback from pupils, parents and staff. Governors receive annual reports on SEND provision and outcomes.

Annual reviews are held for all pupils with Education, Health and Care Plans (EHCPs).

6. Specialist SEN provision and facilities for pupils with SEND

Provision for pupils at Holy Trinity Catholic Primary School with special educational needs and/or disabilities (SEND) is the responsibility of the whole school community, supported by specialist guidance from the SENCO, the Governing Body and the Headteacher. All teaching staff are teachers of pupils with SEND. We follow a graduated response to meeting the needs of pupils with SEND.

In October 2023, Holy Trinity opened Eden, our Enhanced Resource Provision. Eden originally consisted of two classes of 10 pupils and has since expanded to two classes of 12. The provision is designed for children with severe learning difficulties (SLD), autism spectrum disorder (ASD), and/or social communication needs.

Admission for Eden is separate from the mainstream school and it therefore has its own criteria. Admission is managed by the SEND Team at the Local Authority. Children require an Education, Health and Care Plan (EHCP) to access a place in the provision.

7. Supporting Pupils with Medical Needs

We recognise that pupils with medical conditions should be effectively supported to ensure full access to education, school trips and PE. Where pupils also have SEND, we comply with statutory guidance and ensure their needs are met.

Please also see our **Supporting Pupils with Medical Conditions Policy**.

8. Monitoring and Evaluation of SEND

To ensure continuous improvement in SEND provision, the school actively seeks feedback from staff, parents, and pupils throughout the year. Provision is regularly monitored and evaluated through pupil progress meetings, provision mapping, audits, and ongoing feedback. Formal reviews of Learning Plans are recorded on Edukey, and pupil progress is monitored termly in line with the SEND Code of Practice.

Annual reviews are held for all pupils with an Education, Health and Care Plan (EHCP), and evidence gathered from reviews and monitoring contributes directly to school self-evaluation and improvement planning. Governors receive an annual report on SEND provision and outcomes to support accountability and strategic development.

9. Resources and Training

The school is committed to ensuring that all staff remain up to date with training and developments in teaching practice to meet the needs of pupils with SEND. The SENCOs attend relevant courses, Local Authority SEND briefings, and local consortium meetings with Headteachers and SENCOs. They also facilitate and signpost external training opportunities for staff. In partnership with the Senior Leadership Team, the SENCOs ensure that training is aligned with school development priorities and identified needs through provision mapping and monitoring. Training needs are reviewed annually, and staff access CPD in line with school priorities.

SEND funding is allocated annually and overseen by the Governing Body. Expenditure is directed towards ensuring appropriate provision for pupils with SEND, including staffing, training, equipment, and access arrangements.

10. Roles and Responsibilities

- **SENCO**: J. Singleton
- **SEND Governor**: M. Monaghan
- **Safeguarding Lead**: H. Raley-Williams, M.Hughes, M.Oneil & L.Widdowson
- **Designated Teacher for Looked After Children**: H.Raley Williams & L.Widdowson

The Governing Body appoints a named SEND Governor who meets termly with the SENCO to monitor the effectiveness of SEND provision. The SEND Governor:

- Champions inclusion and ensures the governing body is well informed about SEND.
- Monitors the impact of interventions and provision.
- Supports communication between parents/carers and the school on SEND matters.

11. Storing and Managing Information

SEND records are stored securely in line with the school's Information Management and Confidentiality Policies. Electronic records are held on CPOMS and Provision Map.

12. Reviewing the Policy

This policy will be reviewed annually, or sooner if required by statutory changes.

- **Next review date:**

13. Accessibility

Holy Trinity's Accessibility Plan addresses improvements to curriculum access, the physical environment and communication. This plan is reviewed annually.

14. Emergency Planning

In circumstances such as public health emergencies, Holy Trinity will ensure SEND needs are met through remote learning, reasonable adjustments, and continued communication with families.

15. Complaints

Complaints related to SEND should be raised with the SENCO in the first instance, then the Headteacher, and finally the Governing Body. Formal complaints will follow the school's Complaints Policy.