St John Vianney Catholic Primary School

Special Educational Needs and Disability Policy 2026-2027

Grow Achieve Belong
Together,
Nurtured in God's Love

St John Vianney Catholic Primary School

Mission Statement

Together, nurtured in God's love, we grow, achieve and belong

Together we grow in our love for Jesus and one another

Together we aspire to achieve the very best in all that we do

Together we belong to the community and share our gifts with everyone





Headteacher: Mrs Anne-Louise Friar (BAHons, QTS, NPQH, NPQEL)
Special Educational Needs Co-ordinator (SENCo): Mrs Leanne Mills (BAHons, QTS, NPQSL, NASENCO Award)
Chair of Governors: Mr Andy Houghton
SEN Governor: Mrs Marguerite Murphy
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Overview

At St John Vianney Catholic Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Our educational aims for children with special educational needs and/or disabilities are the same as those for all children in the school. All teachers are teachers of Special Educational Needs and Disabilities (SEND) and as a school we ensure that SEND teaching is strongly underpinned by quality first teaching.

Any pupil may have special educational needs (SEN) at some time during his/her time in school and therefore a wide variety of strategies will be used to meet these needs as they are identified. This policy will ensure that the school meets the needs of learners identified in the 'Special Education (Special Needs) (Information) Regulations 1999 and the SEND Code of Practice 0-25 (2015). It will ensure that no pupil, especially those with SEN or a disability, are discriminated against. This policy will be used to ensure that funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

Additional information may also be available in the following related documents on the school website:

- Anti-Bullying Policy
- Single Equal Opportunities and Community Cohesion Policy
- Safeguarding Policy
- Accessibility Plan
- Supporting Children with Medical Conditions in School Policy
- Managing Medicines Policy

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents (See Appendix 1):

- Equality Act (2010)
- SEND Code of Practice 0-25 (2015)
- Children and Families Act (2014)



- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards (2012)

This policy was written by the SENCo and in cooperation with the Governing Body, all staff and consulted with parents of pupils with SEND.

Definition of Special Educational Needs as Defined in the SEND Code of Practice

A child or young person has SEN 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 and Families Act, 2014; SEND Code of Practice 0-25, 2015 – See Appendix 1).

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. Additionally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty will be conducted.

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 St Helens that have an Education, Health and Care Plan (EHC 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. You can access St Helen's Local Offer on their website, (see Appendix 1).



This policy sets out our approach to supporting children with special educational needs (SEN) and is formally reviewed annually. Additional detailed information about our current provision for children with SEN is available in our SEN Information Report which is updated annually also. This is available on our website.

Our Vision and Aims

St John Vianney Catholic Primary School is committed to creating a high quality, safe, encouraging but challenging learning environment and caring ethos which values everyone and where all children can thrive.

We have the highest expectations through striving for continuous improvement.

We encourage all children to become confident, articulate, happy children and to achieve by developing their full unique potential.

We intend to inspire the children to be determined, ambitious and highly motivated, independent learners with high standards of self-discipline who actively participate in a challenging, broad, balanced and relevant inclusive curriculum.

We inspire our children to explore, discover and be curious about their learning through a practical, engaging curriculum where we value difference and develop respect and responsibility for ourselves and others.

We are committed to providing a range of experiences so that our children can aspire to lead healthy and fulfilling lives within an environment that provides leaning for life.

The Principles of Our SEND Policy

St John Vianney Catholic Primary School endeavours to:

- Set suitable learning challenges that give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

- Respond to pupils' diverse learning needs through the adoption of planning approaches to teaching and learning so that all pupils can participate in lessons fully and effectively.

- Overcome potential barriers to learning and assessment for individuals and groups of children by ensuring that curriculum planning and assessment highlights the type and extent of difficulty experienced by the pupil, so that suitable support can be given.

- Have policies and procedures in place to ensure that all children, whatever their needs, are safe in school.

Therefore, at St John Vianney Catholic Primary School, in pursuit of our aims we will:

- Ensure that any child's special educational needs are identified early through ongoing assessment. This is most effectively done by gathering information from parents, education, health and care services and early years settings/feeder primary schools prior to the child's entry into our school.

- Monitor the progress of all pupils in order to aid the identification of pupils with SEND through Pupil Progress and Inclusion Meetings.

- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

  Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include St Helens Additional Needs Team – TESSA Triage Panel, where Educational Psychology Services; Language, Autism and Communication Service; Learning Support Service and Behaviour Improvement Team are accessed in addition to services such as the Neurological Pathway Team; The Bridge Centre; Speech and Language Therapy; and Occupational Therapy.

- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own safety needs and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, eco council, residential visits, school productions, playground buddies, and swimming.

- Every teacher is a teacher of children with special educational needs and as such we raise staff awareness and expertise of SEND issues through ongoing training. Ensure all staff are regularly trained in safeguarding procedures and aware of the potential safeguarding issues relating to vulnerable children such as those with limited speech or social difficulties.

Identification of Special Educational Needs

At St John Vianney Catholic Primary School, we recognise that early identification and assessment of special educational needs is necessary to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an ongoing process throughout the school year.

We recognise that children have a special educational need if they:

- begin at St John Vianney Catholic Primary School with an Education, Health and Care Plan (EHC Plan)
- are in the process of being assessed with regard to an EHC Plan when they transition into our school
- have been identified as having a special educational need in a previous school or early years setting
- are experiencing learning difficulties significantly greater than the majority of children of the same age
- are experiencing social or emotional difficulties that impact on their learning within the school environment
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age
- have a serious medical problem which has implications for the learning process
- are identified as having learning difficulties by previous assessments such as the Early Years Profile assessment.

To help identify children who may have a special educational need, our school will measure progress by referring to:

- ongoing observations and assessments including using B Squared and Insight if and where appropriate
- the outcomes from a variety of assessments appropriate to the child's needs
- the child's performance against descriptors within the National Curriculum at the end of a Key Stage
- standardised screening or assessment tools

At St John Vianney Catholic Primary School, we will also be open and responsive to expressions of concern by parents and take account of any information that parents provide about their child.

The Graduated Approach – Assess, Plan, Do and Review

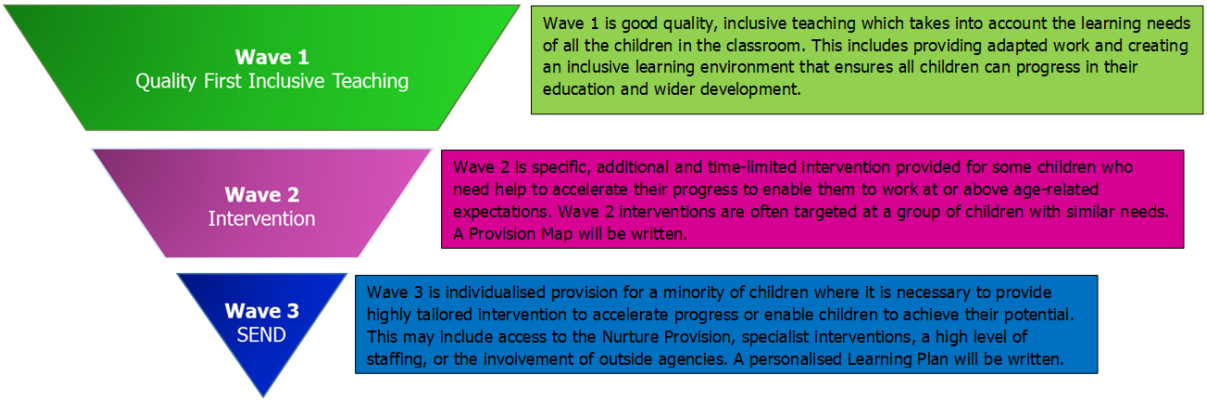
All teachers are teachers of SEND and as a school we ensure that SEND teaching is strongly underpinned by quality first teaching. The graduated approach, as outlined in the SEND Code of Practice 0-25, (2015), is a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. It embodies a four part cyclical approach of assess, plan, do, and review.



The graduated approach is embedded throughout the school where teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. Where a pupil is identified as having SEND, to enable the pupil to participate, learn and make progress we will remove any potential barriers to learning and put effective special educational provision in place. This cyclical process is reflected throughout teaching and learning practices and forms an integral part of pupil progress meetings throughout the year. These meetings provide an opportunity for the progress of pupils with SEND to be analysed with the Headteacher, SENCo and Class Teacher to determine further necessary actions where appropriate.

Where a child is deemed to be not making sufficient progress, the school's graduated approach will be implemented, and the waves of support actioned in consultation with parents and children.

The Graduated Approach – Waves of Support



Wave 1 – Quality First Teaching

Quality First Teaching is embedded throughout our teaching and learning practices and forms Wave 1 of our graduated approach at St John Vianney.

Quality First Teaching emphasises high quality, inclusive teaching for all pupils in a class. All children will have the opportunity to experience high-quality everyday personalised teaching. Teachers are responsible for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

The SEND Code of Practice 0-25 (2015) states that: "*high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people".*

If the class teacher, parent or child identifies an area of concern then the class teacher will complete a Checklist from the SEND Toolkit in conjunction with another member of staff that knows the child well to obtain a balanced view. The Checklists are to be shared with parents and used to gather more information, being used as prompts for discussion and where an additional Checklist can be completed with parents.

Checklists are designed to be a guide to staff only and is by no means a diagnosis.

Once these have been completed, they will be recorded on the school's reporting system, CPOMs and advice from the SENCo sought. If it is deemed appropriate, Wave 1 will be implemented and the Class Teacher will work closely with the child within the classroom context, implementing the quality first teaching strategies recommended by the SENCo, observing the child's progress and behaviour. This will be implemented for a period of half a term.

If despite quality first teaching strategies and adjustments or interventions being implemented there is limited or no progress made and concerns remain, the child will be moved to Wave 2 in consultation with parents and the child.

Wave 2 – Intervention

Following the implementation of robust quality first teaching strategies at Wave 1, concerns remain, this could be indicative of a special educational need and requires further investigation.

Our comprehensive monitoring systems will quickly highlight pupils whose progress is less than expected and after discussions with staff and parents, this could result in an individual child requiring intervention to address concerns and diminish a potential gap in their attainment. Pupil progress meetings with the Class Teacher, Senior Leaders and the SENCo, will enable a review of data, checklists and procedures that have been implemented thus far and to decide on further actions as appropriate.

Appropriate interventions will be identified that could be administered within small groups or on a 1:1 basis either within the classroom or be required to be withdrawn.

Children that have been identified as requiring additional support will participate in interventions tailored to their needs where they will have specific targets that they are working towards. These interventions will be recorded on class/group Provision Maps. These will be shared with parents and children will be notified of their targets.

Interventions focussing on key areas of concern will be implemented for a limited time of one term. Following this, they will be reviewed again at the termly pupil progress meeting with the Class Teacher, Headteacher and SENCo where progress will be analysed.

It may be necessary to seek external professional support and advice following consultation with parents and the child.

If sufficient progress has been made by the child, they will return to Wave 1 Quality First Teaching Strategies.

However, if despite targeted group or 1:1 intervention being implemented there is limited or no progress and concerns remain, this may be indicative of a special education need and will require further investigation. The child will be moved to Wave 3.

Wave 3 – SEND

If despite a child having received support at both Wave 1 and 2 and they have not made significant progress, further intervention is required. It could be that concerns

prevail, and the attainment gap has not diminished, school will place the child on the school SEN Register as SEN Support.

For higher level of need, it may be that external professional agencies will be contacted in conjunction with parents to seek more specialist assessments and support through the TESSA Triage Panel to access services such as the Educational Psychology Services; Language, Autism and Communication Service; Learning Support Service and Behaviour Improvement Team in addition to services such as the Neurological Pathway Team; The Bridge Centre; Speech and Language Therapy; and Occupational Therapy.

Parental consent will be sought to discuss their child at the TESSA Triage Panel which has now replaced the termly Planning and Consultation Meetings to seek advice and support from external professionals.

A personalised SEN Support Plan and Provision Map, including targets from professional reports with short-term targets of additional provision will be co-constructed in consultation with parents and pupils. The SEN Support Plans will be monitored by the Class Teacher with support from SENCo and reviewed termly.

Specialised and targeted interventions will be identified in conjunction with the Class Teacher, Headteacher and SENCo and implemented and monitored by the Class Teacher.

Provision and interventions that are implemented will be '*additional to'* or '*different from'* other pupils in their class.

Following the requirements identified above whereby a continuous process of assessment, intervention and review being implemented, the pupil's rate of progress requires additional support, a referral for Enhanced SEN Support is made.

It may be deemed necessary in consultation with parents, external professionals and school that a statutory assessment is undertaken for an Education, Health and Care Plan.

See Appendix 2a - Early Identification of SEND Flowchart, Appendix 2b and Appendix 2b Assess, Plan Do and Review Cycle.

<u>TESSA Triage Panel</u>

The Local Authority have replaced the termly Planning and Consultation Meetings with the TESSA Triage Panel. The purpose of TESSA is to access multi-professional consultation about individual pupils. It provides an opportunity to discuss and identify new strategies, more effective interventions and review the progress of identified pupils. It is here that referrals are discussed to external professional support services

and whether a pupil meets the criteria for applying for Enhanced SEN Support or an Education, Health and Care Plan.

Enhanced SEN Support

Schools are expected to fulfil the requirements outlined in the SEND Code of Practice 0-25, (2015) of implementing the graduated approach. An application for Enhanced SEN Support can be made to St Helens Local Authority where schools can demonstrate that:

- A continuous process of assessment, intervention and review has been in place for the pupil, (plan, do, review cycle).
- School's resources have been deployed to deliver a succession of graduated interventions, which have been progressively more powerful.
- The pupil has been discussed at the multi-agency consultation meeting on more than one occasion and agreement has been reached that an application should be submitted.
- Specialist assessment and advice has been sought and acted upon.
- Despite appropriate intervention the pupil's rate of progress is unsatisfactory.
- Appropriate intervention has been identified at a higher cost than school could be expected to fund from its own resources.
- Parent / carers have been informed and involved in their child's programme of study and intervention / management strategies.

An application for Enhanced SEN Support will be made in conjunction with parents and will combine information from a variety of external professional support services such as the Educational Psychology Service, Language, Autism and Communication Service, The Neurological Pathway Team, The Bridge Centre, Speech and Language Therapy, Occupational Therapy, and St Helens Additional Needs Team. Additionally, all the information and evidence provided through the graduated approach will be used in support of an application.

If Enhanced SEN Support is awarded to the school a Provision Agreement will be sent to the school and parents. The Provision Agreement will provide clarity for schools and parents about the provision to be made, its purpose and intended outcomes. Also, it will assist staff in monitoring the effectiveness of provision and reviewing its impact in terms of pupil progress.

Education, Health and Care Plan (EHC Plan)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment in the form of an EHC Plan. This can be a recommendation from the Local Authority when an application for Enhanced SEN Support is made but it can be

requested by school or parents. 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 application for an EHC Plan will combine information from a variety of sources appropriate to the child's needs, including some or all of the following: parents, SENCo, teachers, Social Care, Health Care Professionals, Educational Psychologist and other external professional support services.

Information will be gathered relating to the current provision, actions that have been taken, and the preliminary review of outcomes set. A decision will be made by a panel of professionals from education, health and social care sectors to determine whether the child requires an EHC Plan. The process is required to be completed within 20 weeks of an application being made. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following an EHC Plan Needs Assessment, an EHC Plan may be provided by the Local Authority, if it is deemed that the child's needs cannot be met by the support that is ordinarily available within school. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the content of the EHC Plan if it differs from their preferred choice.

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.

Further information regarding EHC Plans can be found via St Helens' Local Offer. (Appendix 1.)

See Appendix 3 for St Helen's Education, Health and Care Needs Assessment and Planning Process.

Managing Pupils' Needs on the SEN Register

Any pupil who requires support '*additional to'* or '*different from'* for more than two monitoring cycles will be included on the SEN Register as needing 'targeted support'. This type of support may include:

- Adapted learning materials or specialist equipment.
- Small group or individual support on specific intervention programmes to support their level of need e.g. additional phonics, and Precision Teaching.

Interventions are carried out for an agreed period of time and follow the assess, plan, do, and review cycle. All interventions are recorded on the school's provision map.

Meetings with staff carrying out the interventions are held termly with the SENCo and class teachers. Discussions focus on impact and next steps for the child. If the child is making good progress and is achieving in line with their peers, the decision is made to remove them from the SEN register and continue to monitor progress through quality first teaching. If more support is required, it may be decided to continue to run the intervention for a second period of time or try a different intervention. Once again, this is recorded on the provision map and forms part of the assess, plan, do, and review cycle.

The SENCo is responsible for maintaining the SEN Register. Class teachers will be given an updated list of children at the start of each new term, however, children can be added to or removed off of the Register at any time during the year, in consultation with the SENCo and parents.

Medical Needs

Children at St John Vianney Catholic Primary School who have medical needs will not be placed on the SEN Register unless their medical needs or condition is significant enough to affect learning achievement or the health and safety of themselves or others. This would be detailed within an EHC Plan.

Parents should inform Class Teachers of any medical conditions either by letter, telephone call or via a face-to-face meeting and the class teacher will then liaise with the SENCo in order that a Care Plan can be written.

Please refer to our Managing Pupils with Medical Conditions in School Policy for further information.

Monitoring and Evaluation

The Class Teacher as well as the SENCo, is responsible for monitoring the progress of all pupils with special educational needs and disabilities. This information is shared with the SEND link governor. The SENCo supports teachers where necessary, in drawing up SEN Support Plans with SMART targets and deciding on the most appropriate interventions to support the pupil's needs.

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 an annual parent and pupil questionnaire, discussion and through meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice 0-25, (2015).

SEND provision through interventions are recorded on a Provision Map, which are updated termly. These are updated and monitored by the SENCo. 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 by the SENCo, and the information is fed back to the staff, parents and Governors. This helps to identify whether provision effective.

This policy will be monitored and reviewed annually. Any changes in policy will be reflected in this document as and when required in line with legislation.

Roles and Responsibilities

Governing Body

In conjunction with the Headteacher:

- They will determine the school's general policy with approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- Mrs Denise Liptrot, our SEN link governor, will monitor and evaluate provision and reports to the Governing Body.

Headteacher

- Has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs.
- Will keep the Governing Body fully informed about the provision for children with special educational needs.
- Will work closely with the school's SENCo.
- Will ensure that all staff are aware and suitably trained with regards the issues related to the safeguarding of vulnerable children, including those with special educational needs.

SENCo

- Oversee the day-to-day operation of the school's SEND Policy.
- Co-ordinate provision for SEND pupils.
- Liaise and advise fellow colleagues on issues relating to SEND.
- Ensure all Provision Maps and SEND records are kept up to date.
- Liaise with parents at every step in the SEND process.
- Monitor the impact of interventions.
- Contribute to the CPD of all staff in relation to SEND support.

- Liaise with outside agencies, including Local Authority Support Services, Educational Psychologists and all other external professional support services.
- Organise effective pupil centred reviews.
- Monitor the progress of SEND pupils on a termly basis.
- Keep Governors updated with SEND reform and pupil progress.
- Co-ordinate and develop school based strategies for the early identification and review of pupils with SEND.
- To inform the Governing Body how the funding allocation has been used to support special educational needs.

Class Teachers

- All children are entitled to 'Quality First Teaching'.
- Provide an adapted curriculum which meets the needs of all of their learners.
- Monitor and evaluate children's progress and set targets for them regularly.
- Discuss with the SENCo any concerns they have regarding individual children, the Provision Map and the 'assess, plan, do, and review' cycles already undertaken.

Teaching Assistants and Special Support Assistants

- They carry out the planned interventions and support children in the classroom setting where children receive quality first teaching.
- Report back to the class teachers and the SENCo.

Working in Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared views of a child's needs. All parents of children with SEND will be treated as partners; they will be given support to play an active and valued role in their child's education. At all stages of the SEND process, the school keeps parents fully informed and involved. SEN Support Plans are sent home. Class Teachers discuss progress at parents' evenings and the SENCo is always available for further discussions if needed. Parents are encouraged to be part of their child's person centred review held on an annual basis.

Parents also have access to the school's SEND information report on the school website as well as our policy for Special Educational Needs.

The SENCo may also signpost parents of pupils with SEND to the Local Authority Parent Partnership Service when independent advice, guidance and support is

required or parents can access this service themselves via Local Authority website (see Appendix 1).

Involving Children

At St John Vianney Catholic Primary School, we are committed to listening to the child's voice and involving children with SEND in decisions about their learning. Person centred planning and thinking will be used to:

- Ensure the view, wishes and feelings of children are at the forefront of all decisions.
- Provide children with the information and support necessary to enable full participation in decision making.
- Ensure that our work with children supports their development and helps them achieve the best possible educational and other outcomes and prepares them effectively for adulthood.

Safeguarding

At St John Vianney Catholic Primary School, we recognise that children with special educational needs are more vulnerable to abuse and exploitation and if abuse is identified we will follow the guidelines set out in our Safeguarding Policy.

Admission Arrangements

Please refer to the information on our school website. 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 on an EHC Plan and those without. Our Early Years teachers visit children at their Nursery or at home before they start our Nursery or Reception class. They talk to the nursery providers and parents about any concern they may have.

Data Protection – Storing and Managing Information

We are required to produce data on the levels and types SEND within the school available to the Local Authority. This data collected through the school census, is also required to produce the national SEND Information Report.

All documents (including EHC Plans) regarding SEND pupils are kept electronically on the school's system. Electronic documents regarding SEND are stored on the school's system secure drive where only the SENCo, Headteacher and Senior Leaders have access. Any paper documentation is kept in a locked cabinet.

All records are passed up to feeder high schools either electronically or hand delivered.

See our Data Protection Policy for more information.

Complaints Procedures

Any matters of complaint from parents are dealt with promptly and in the first instance parents are encouraged to speak to their child's class teacher where hopefully the issue can be resolved. If parents are still unhappy an appointment can be made with the SENCo and/or the Headteacher where the issue can be discussed further.

In the event of the issue failing to be resolved, the Chair of Governors Mrs Denise Liptrot will happily meet with parents where hopefully the issue will be rectified.

Minutes of all meetings are kept in school as a record of what has been discussed.

Record of Monitoring and Review of this Policy

This policy was written by Mrs Leanne Mills (SENCo) in September 2026.

Parental Consultation completed on _____

Staff Consultation completed on _____

Governing Body Consultation completed on _____

Policy History

Name of Policy	SEND Policy
Date First Adopted by Governors	

Date Reviewed	
By	
Changes Made	



Appendix 1

Useful Websites

- Equality Act (2010) is available at: http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf
- SEND Code of Practice 0-25 (2015) is available at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Children and Families Act (2014) is available at: is available at: http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf
- Schools SEN Information Report Regulations (2014) is available at: http://www.legislation.gov.uk/uksi/2014/1530/part/3/crossheading/sen-information-report/made
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014) is available at: https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
- Safeguarding Policy is available on the school website
- Accessibility Plan is available on the school website
- Teacher Standards (2012) is available at: https://www.gov.uk/government/publications/teachers-standards
- St Helen's Local Offer is available at: https://www.sthelens.gov.uk/schools-education/sen-the-local-offer/
- Local Authority Parent Partnership Service is available at: https://www.sthelensgateway.info/organisations/st-helens-helens-information-advice-support-st-helens-iass/

Appendix 2a

Early Identification of SEN

Concern identified through teacher observations, progress data, parent/carer feedback, assessments, external professionals or transition information. Raised via SENCo surgeries, pupil progress meetings or meetings with key staff.

Wave 1
Quality First Teaching (QFT) (Half a Term)
Class teacher informs parents/carers, completes the QFT Checklist and implements/reviews specific QFT strategies to meet identified needs. Progress is monitored through an Assess, Plan, Do, Review cycle and reviewed after half a term.

Needs are met. Continue with QFT strategies and monitor.

Wave 2
Targeted Support Interventions (1 Term)
Concerns remain despite Quality First Teaching strategies. At a Pupil Progress Meeting, the Class Teacher, SENCo and SLT review progress, QFT evidence and support already in place. Additional assessments, such as reading, spelling, maths, language or social-emotional screening tools, may be used to further identify needs and inform support planning. Targeted interventions are then implemented for one term (approximately 12 weeks), with progress monitored and reviewed through the Assess, Plan, Do, Review cycle. The Class Teacher records support on a Provision Map and keeps parents/carers informed throughout.

Needs are met. Continue with additional provision if necessary and QFT. Monitor closely and remove from Cause of Concern.

Wave 3
Special Educational Needs
Concerns remain despite targeted intervention. The pupil is placed on the SEN Register at SEN Support and parents/carers are informed. An IEP is created and reviewed through a termly Assess, Plan, Do, Review cycle involving the pupil, parents/carers, Class Teacher, SENCo and SLT. The SEN Register and IEP are monitored and reviewed termly.

Needs met and progress sustained. Continue provision as required. Remove from the SEN Register when additional support is no longer needed and continue to monitor progress. Inform parents/carers. Re-start the graduated response process if concerns reoccur.

The Class Teacher and SENCo review progress, provision and targets through the Assess, Plan, Do, Review cycle. Parents/carers and the pupil are involved throughout. Referrals to external agencies are made where additional specialist support is required.

Enhanced SEN Support
Despite successive Assess, Plan, Do, Review cycles and targeted support, progress remains a concern. The SENCo, in consultation with staff and parents/carers, makes a referral for Enhanced SEN Support

Education, Health and Care Plan
Despite sustained SEN Support, the pupil continues to require significant additional provision. The SENCo, school, parents/carers and involved professionals consider whether an EHCP needs assessment is appropriate. The SENCo coordinates the application process.

Appendix 2b

Assess, Plan, Do, Review SEND Cycle

Wave 1 – Universal Support

Qualify First Teaching and standard expectation of good classroom practice

Assess, Plan, Do

- Class teacher identifies an area of concern/gaps/areas of weakness and completes a checklist.
- Information gathering with family and pupil. This indicates needs could be addressed through refinements to quality first teaching and/or targeted class based interventions.
- Class teacher ensures adapted classroom practice and use of resources for half a term.
- SENCo and SLT to advise and further class action and advice to be implemented and reviewed.

Review

If targets achieved and progress made:

- Continue to monitor in class but with possible further intervention to ensure continuation of progress.

If targets NOT achieved and limited progress:

- Despite adjustments to QFT and or interventions there is limited or no progress. Concerns remain. This might be indicative of SEND and may require further investigation. Place on Cause for Concern and move to Wave 2.

Wave 2 - Intervention

Qualify First Teaching and standard expectation of effective group/1:1 intervention in or out of classroom

Assess, Plan, Do

- Class Teacher, SLT and SENCo to review data, checklists and implemented graduated approach.
- Complete assessments on B Squared and Insight to plan support and interventions
- Implement time limited, 1 term, targeted interventions focussing on key areas of concern.
- Class Teacher to write a Provision Map entry detailing the intervention and support and inform parents.
- Consultation with teachers/pupil/parents/carers as to the need to seek external professional advice.

Review

If targets achieved and progress made:

- Continue to monitor in class but with possible further intervention to ensure continuation of progress.

If targets NOT achieved and limited progress:

- Despite targeted group interventions being implemented there is limited or no progress. Concerns remain. This might be indicative of SEND and may require further investigation. Place on Cause for Concern and move to Wave 3.

Wave 3 - Special Educational Needs - EHCP

Qualify First Teaching and standard expectation of effective SEN Support/EHCP

Assess, Plan, Do

- Continued implementation of SEN Support Plan monitored by Class Teacher with support from SENCo and review termly.
- Assessment and areas of need identified.
- Targets and additional interventions planned.
- Implement support.
- Review impact and evaluate.
- Consultation and review with pupil / parents / carers.
- Despite a continuous process of assessment, intervention and review, the pupil's rate of progress requires additional support - referral for Enhanced SEN Support is made and/or for an Education, Health and Care Plan.

Review

If targets achieved and progress made:

- Continue to monitor without external support.

If targets NOT achieved and limited progress:

- Further investigations may be needed with external agency input.

Wave 3 - Special Educational Needs - SEN Support

Qualify First Teaching and standard expectation of effective specialist support/SEN Support

Assess, Plan, Do

- Consultation with teachers/pupil/parents/carers as to why external advice is needed and place on SEN Register.
- Discuss at TESSA Triage Panel and refer to external professionals for advice and support.
- Complete IEP and Provision Map, including targets from professionals' reports, with short-term targets of additional provision, shared with parents/carers and pupils.
- Implementation of IEP monitored by Class Teacher with support from SENCo and review termly.
- Continue to monitor progress of child/young person termly via external agency meetings.
- Class Teacher to decide upon implement specialised interventions in consultation with SLT and SENCo.

Review

If targets achieved and progress made:

- Continue to monitor without external support.

If targets NOT achieved and limited progress:

- Raise concerns at appropriate external professional meetings for further advice.

Achieve
Grow
Belong
Together,
Nurtured in God's Love

Appendix 3

The Education, Health and Care needs assessment and Planning process

