Great Crosby Catholic Primary School
'...that they may have life and have it to the full.'

Special Educational Needs and Disability (SEND) policy

Date of issue:	**September 2026**
Review date:	**September 2027**

1. Introduction

In keeping with our school mission statement ' …..that they may have life and have it to the full……', Great Crosby Catholic Primary School (GCCPS) is fully committed to the provision of high-quality education for their pupils, which is inclusive of pupils with SEND.
This document is written with reference to the relevant legal framework[1] and guidance. Its purpose is to outline the school's policy and framework for promoting the educational achievement of pupils with SEND, catering to their individual needs, ensuring that GCCPS promotes inclusivity, and fulfils statutory responsibilities under the SEND Code of Practice.

2. Aims and Objectives of SEND provision at GCCPS

Our aims are to:

- Ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or additional need.
- Provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to meet the needs of all pupils.

Our objectives are to:

- Identify as early as possible those pupils with SEND and the nature of their needs.
- Where appropriate to draw on specialist advice from outside agencies and make appropriate referrals.
- Maintain regular contact with parents at all stages of support and work in partnership to meet the targets set for their child.
- Involve the pupil wherever possible in planning and target setting.
- Monitor and review individual needs regularly, and to maintain clear records of any action taken.
- Provide regular training, coaching and development for all staff so that they are fully aware of the school's graduated approach to teaching pupils with SEND and appropriate adaptive teaching methodology.
- Ensure that any withdrawal support from class is temporary and determined by the Class Teacher and SENDCO in accordance with the SEND Code of Practice 2014.
- Review needs and provision termly for budgeting, planning and resourcing for SEND including whether resources will be provided within school or through external agencies.
- Assist the governing body in fulfilling their duties regarding provision for pupils with SEND.
- Establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.

3. Roles and responsibilities

(i) The Role of the SENDCO

The SENDCO at Great Crosby Catholic Primary School is Sheila Harvey[2] and her responsibilities include:

- Collaborating with the Governing Body and senior leadership team, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision including human resources and materials/equipment used to support individual pupils with SEND.
- Advising on the school's graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.

[1] Appendix A: 'Legal framework' lists the legal framework and related school policies which underpin the policy.
[2] SENDCO Contact details appear within the appendices to this policy document.

- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Managing the school-based assessment and completing the documentation required by outside agencies and the LEA.
- Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the school's Data Protection Policy.
- Providing professional guidance and training to colleagues (including the process for the writing of pupils' support plans), and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Liaising with other schools, including secondary schools to ensure the effective transfer of pupils.

(ii) Teachers are responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to account for adaptive teaching methodology, and to ensure that there are no barriers to every pupil achieving.
- Being accountable for the progress and development of the pupils in their class, including the on-going assessment of their progress.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
- Keeping the SENDCO and senior leadership team up to date with any changes in behaviour, academic developments and causes of concern.

(iii) The Role of the Governing Body

The governing body (GB) is responsible for the strategic direction of the school, including the delivery of the curriculum, raising standards and setting targets. Monitoring the school's SEND provision and raising standards for pupils with SEND is also part of this responsibility [3]

The 'Special educational needs and disability code of practice: 0 to 25 years' (DfE 2014) states that the GB must ensure that there is a designated governor identified to maintain oversight of SEND provision and make arrangements for this function to be delegated to an appropriate sub-committee. The named governor responsible for SEND is Carole McBride 4.

Governors visit the school to gain an understanding of provision, numbers and income, and expenditure for pupils with SEND. This includes: information relating to the number of pupils in school identified as having SEND, including the number of EHC plans in place, how this compares to national data and what the identified barriers to learning are. It also includes knowledge of the additional provision implemented to support pupils with SEND and the impact of any interventions in place.

Governors monitor the progress and attainment outcomes for pupils identified as having SEND and how this compares to the outcomes for pupils who do not have SEND. Internal tracking data is provided regularly to the board for analysis and governors compare this to the external data available to them.

[3] Appendix B: 'Arrangements for monitoring of SEND provision by the Governing Body' sets out the detail of these arrangements

[4] Link governor for SEND: Contact details appear within the appendices to this policy document.

4. Identifying SEND[5]

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEND Information Report, published on the school's website and reviewed annually.
With the support of the SLT, classroom teachers conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances. At GCCPS if a pupil's difficulties cannot be addressed within the Quality First Teaching (Q.F.T) approach or Adaptive Teaching strategies [6], the SENDCO is consulted about any pupil for whom the class teacher has concerns.
'Less than expected progress' are characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The school's SEN Consultant (Michelle Thompson) supports the school in making recommended interventions which are put in place and reviewed termly. Permission is sought from the child's parents to add the child's name to the SEND Register.

If a pupil is included on the SEND Register the following actions apply:

- Monitoring of the pupil's progress on the B Squared assessment programme – targets are set and reviewed regularly.
- Involvement from outside agencies such as Occupational Therapy, Speech and Language, Community Paediatrician, Educational Psychology, S.S.E.N.I.S.
- Progress reviews are held each term. In the autumn and spring term these meetings involve the parents and SENDCo. In the summer term, we hold a transition review which involves the parents, next class teacher, and the SENDCo. Outside agencies who have had involvement with the child may attend.
- Support Plans are reviewed after the termly reviews and new targets are set.

  In some cases it will be appropriate to apply for an Education and Health Care Plan (E.H.C.P.) in order for a full assessment of the child's needs to be made.

An overview of the school's SEND management process is included in the flowchart which accompanies this document.

5. Safeguarding

At GCCPS we recognise that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so we ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.

5 The school's graduated approach SEND provision appears as a flowchart which accompanies this document.

6 Appendix C: Description of the rationale and strategies related to Quality First Teaching (QFT) and Adaptive Teaching.

- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

We recognise that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and GB ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff have due regard for the procedures outlined in the school's Restrictive Interventions Policy.
Care is taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.
School staff are particularly alert to the potential need for early help for pupils with SEND and additional needs.
The headteacher and GB have responsibility for ensuring that pupils with SEND are taught about how to keep themselves and others safe including online. The school ensures that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.
Any reports of abuse involving pupils with SEND involves close liaison between the DSL and the SENDCO.

6. SEND support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
Teachers at the school:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for pupils are based upon:

- Discussions between the teacher and SENDCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.

- Discussion with the pupil and their parent.

Once a pupil has been identified with SEND, the school employs a graduated approach to meeting the pupil's needs. This is through the adoption of a four-part cycle – assess, plan, do, review – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- Assess: establishing a clear assessment of the pupil's needs
- Plan: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- Do: implementing the agreed interventions and support
- Review: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school accesses specialised assessments from external agencies and professionals.
Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.
The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

EAL
The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.
The school considers each pupil within the context of their home, culture and community and looks carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

7. Early years pupils with SEND

- All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.
- The school ensures that all staff who work with young children are alert to emerging difficulties and respond early.
- The school:
- Ensures that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitors and reviews the progress and development of all children throughout the early years.
- Uses its best endeavours to make sure that a child with SEND gets the support they need.
- Ensures that children with SEND engage in the activities of school alongside children who do not have SEND.
- Provides information for parents on how it supports children with SEND.
- Prepares a report on the:

- Implementation of SEND policy and procedures.
- Arrangements for the admission of children with SEND.
- Steps being taken to prevent children with SEND from being treated less favourably than others.
- Facilities provided to enable access to the school for children with SEND.
- Accessibility plan showing how it plans to improve access over time.

- Informs parents when the school makes special educational provision for their child.
- Follows a graduated approach to assessing, planning, implementing, and reviewing provision and progress using the 'assess, plan, do, review' cycle.

8. Admissions

The school's admissions policy includes the following:
'The Governing Body reserve the right to admit children with proven and exceptional medical and social needs, providing that such application is submitted with the appropriate evidence or reports from a doctor or social worker. Where applications are received from Catholic and non-Catholic children in public care they will respectively be admitted to the school in that priority order.'
This takes account of the statutory obligation in the Government's SEND and Disability Act 2014.

The school meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

- Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website

9. Transition

The school is aware that being supported towards greater independence can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to the next phase of education.
The school:

- Seeks to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Supports pupils so that they are included in social groups and develop friendships.
- Ensures that pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engages with a school from which a pupil has transferred to join GCCPS in order to understand their needs and any existing provision for that pupil.
- Engages with secondary schools, as necessary, to help plan for any transitions.
- Engages with other primary schools; for example, when a pupils may leave GCCPS during key stage 1 or 2 and transfer to another school.

Where pupils have EHC plans, these are reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

10. Involving pupils and parents in decision-making

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.
Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENDCO, will meet with the parents twice each year. There is a third meeting with the SENDCO and the new class teacher in the summer term. The planning that the school implements is designed to help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school involves the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education and will discern the expected impact of the provision on the pupil's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

11. Funding for SEND support

Where additional pupil needs are identified the school uses its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.
Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the Local Authority (LA) to provide additional specialist support.

12. EHC needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.
The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and in preparation for their transition to the next phase of education.
As part of the EHC needs assessment, the school meets its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It uses this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.
Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school is required to meet its duty to provide views on a draft EHC plan within 15 days.
The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

13. Reviewing EHC plans

The school ensures that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.
The school:

- Co-operates with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensures that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seeks advice and information about the pupil prior to the annual review meeting from all parties invited, and sends any information gathered to all those invited, at least two weeks in advance of the meeting.

- Ensures that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contributes any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Leads the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepares and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarifies to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combines the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provides support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitates support from an advocate to ensure the parent's views are heard and acknowledged.
- Reviews each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the GB or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

14. Managing complaints

The school's Complaints Procedure Policy is published on the GCCPS website.
Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school contacts the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.
The school is aware of the formal and informal arrangements for resolving disagreements at a local level and works with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

Parents will be made aware that Ofsted can consider complaints relating to whole school SEND early years provision if the problem has not been resolved informally.
The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

15. Staff training and improving practice

The school is committed to the learning and development of all its staff members and training opportunities are provided and delivered in line with the school's CPD and Training Policy.

The school SENDCO, in collaboration with the senior management team monitors staff competencies and ensures that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

16. Use of data and record keeping

All information about pupils is kept in accordance with the school's Records Management Policy and Data Protection Policy.

- The school's records:
- Include details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Are kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

17. Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

18. Publishing information

Information is published on the school website about the implementation of this policy.
The information published is updated annually and any changes to the information occurring during the year will be updated as soon as possible.
The SEN Information Report is prepared by the GB and is published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

19. Joint commissioning, planning and delivery

The school works in collaboration with local education, health and social care services to ensure pupils get the right support.
The school assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).
The school and GB draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The school plans, delivers and monitors services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision is planned and delivered in coordination with the EHC plan.
SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

20. Local Offer

The school's GB collaborates with and supports the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- Collaborative: Where appropriate, the school works with LAs, parents and pupils in developing and reviewing the Local Offer. The school also cooperates with those providing services.
- Accessible: The school collaborates with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- Comprehensive: The school supports parents and pupils in understanding what support can be expected to be available across education, health, and social care from age 0 to 25 and how to access it. The school assists the LA in ensuring that the Local Offer

includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

- Up-to-date: The school works with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school provides the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

21. Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the GB; any changes made to SEND policy are communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders. All members of staff are required to familiarise themselves with this policy as part of their induction programme. The next scheduled review date for this policy is March 2025.

Signed---------- Date September 2026 (SEND Link governor)

Signed---------- Date September 2026 (Headteacher)

Signed---------- Date September 2026 (SENDCO)

Next review date: September 2027

Contacts

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Glossary of terms

Abbreviation	Meaning
ASD/ASC	Autistic spectrum disorder - no longer used by some professional due to the connotations of disorder. Some professionals e.g. speech and language therapist use autistic spectrum condition.
ADD/ADHD	Attention deficit disorder / attention deficit hyperactivity disorder
CAF	Common assessment framework
CAMHS	Child and adolescent mental health services
CoP	Code of practice
CI	Communication and interaction
CL	Cognition and learning
CP	Child protection
DDA	Disability Discrimination Act
DME	Dual and multiple exceptionality Dual exceptionality (sometimes referred to as twice exceptionality or 2e) is the term used to describe a child who is not only exceptionally able but also has an additional learning difficulty or a disability. Multiple exceptionality is the term used to describe a child with high intellectual ability and more than one special need or difficulty. Put them together and the term used is dual or multiple exceptional or DME.
EHCP	Education and health care plan. Replaced old statements (Statutory assessment of a child's special educational needs) and involves 3 agencies schools, health and social care.
EP	Education psychologist
GLD	Global learning difficulties

Abbreviation	Meaning
Gross Motor	Large movements e.g. Running, jumping and climbing
HLTA	Higher level teaching assistant
LAC	Looked after children
HI	Hearing impaired
IEP	Individual education plan (no longer used by some schools following introduction of CoP 2015)
LD	Learning difficulties
LSA	Learning support assistant
MAC	More able child (child working a year above age-related expectations)
MLD	Moderate learning difficulties
ODD	Oppositional defiant disorder
OT	Occupational therapy/therapist
PEP	Personal education plan (for looked after children)
PD	Physical disability
P Levels	Type of assessment used for pupils working below level 1.
PMLD	Profound and multiple learning difficulties profound and multiple learning difficulties - Pupils with PMLD are those with severe and complex learning needs, usually a combination of learning difficulties and sensory impairments or medical conditions. They may only be able to communicate by gesture, eye movement and/or simple language. Often, they cannot manage their own personal care. PMLD pupils need a high level of adult support and sensory stimulation and they are usually educated in special schools or hospital units.
SaLT	Speech and language therapy

Abbreviation	Meaning
SEN(D)	Special educational needs (and disabilities)
SENDCO	Special educational needs co-ordinator
K	SEND Support (replaces SA & SA+) As part of the graduated response this may include targeted or specialist support, when outside agencies become involved.
SLCN	Speech, language and communication needs
SLD	Severe learning difficulties
SM	Selective mutism (formerly known as elective mutism)
SpLD	Specific learning difficulties
SPDs	Sensory processing disorders
SPM	Sensory, physical, medical
TA	Teaching assistant
TAC	Team around the child
TAF	Team around the family (when CAF is about whole family)
VI	Visually impaired

Code for key stage assessment

Abbreviation	Meaning
BLW	Below the standard of the pre-key stage (assessed P1 – 4)
PK 1 – 6	Pre-key stage – growing development of the expected standard (NB – KS1 PK 1 – 4)
A	Absent for long periods or recently arrived

Abbreviation	Meaning
D	Disapplied from the national curriculum
L	Pupil has left the school
HNM	Has not met the expected standard
WTS	Working towards the expected standard
EXS	Working at the expected standard
GDS	Working at a greater depth within the expected standard

Appendix A. Legal framework and related school policies

(i) This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

(ii) The policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

(iii) This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy

- Accessibility Policy
- Overview of SEND management (flowchart accompanies this policy)

Appendix B: Arrangements for monitoring of SEND provision by the Governing Body

1. Roles and responsibilities

The governing body (GB) is responsible for the strategic direction of the school, including the delivery of the curriculum, raising standards and setting targets. Monitoring the school's SEND provision and raising standards for pupils with SEND is also part of this responsibility.

The 'Special educational needs and disability code of practice: 0 to 25 years' (DfE 2014) states that the GB must ensure that there is a designated governor identified to maintain oversight of SEND provision and make arrangements for this function to be delegated to an appropriate sub-committee. At GCCPS the governor is Carole McBride (mcbridec.GCP@schools.sefton.gov.uk)

The SEND governor maintains an awareness of SEND provision in the school on behalf of the GB, ensure that the school maintains a focus on inclusive practice, as well as identify and seek to remove any barriers to learning.

The governor responsible for SEND provision acts as the link between the GB, headteacher and SENDCO, reporting back to the GB on monitoring and compliance within the 'SEND code of practice: 0 to 25 years' agreed areas.

GBs of all schools must ensure that there is a designated SENDCO at the school. The SENDCO must be a qualified teacher employed to work at the school. Where the SENDCO has not previously been the SENDCO at the school or at any other relevant school for a total period of more than 12 months, they must achieve a National Award in Special Educational Needs Coordination within three years of their appointment to the role.

2. SEND Policy

SEND provision is provided in line with the school's SEND policy. It is the responsibility of the full GB to approve this policy, including the SEND Information Report, on an annual basis.

The GB is also required to ensure that any changes to the SEND provision within the school or nationally are reflected within their SEND policy and information report as soon as possible, and that any published information is up to date.

The GB maintains oversight of and provides both support and challenge for:

- The admission arrangements for pupils with SEND in line with the 'School Admissions Code'.
- The preventative measures in place to stop pupils with SEND being treated less favourably than other pupils.
- National and local priorities related to SEND provision and how these are being addressed within the school.
- How the school's ethos promotes high aspirations for all pupils and improves outcomes for all.
- The school's complaints procedures regarding SEND provision, as well as measures in place to ensure that adequate responses to complaints can be actioned, e.g. further training for staff or reviews of policies.
- The opportunities that parents have to participate in the planning and review of the support and provision their child with SEND receives, and to give feedback to the school about their views on SEND provision.
- The opportunities that pupils have to participate in the planning and review of their own support and provision, how accessible and inclusive this process is, and the outcome for pupils following their views being gained.
- What the notional budget for SEND is and how the school plans to spend this to contribute to the provision of SEND.

- What resources and interventions this funding supports and details of any additional top-up funding received to support individual pupils.
- How SEND support and outcomes for pupils with SEND is included as a key feature of the performance management and target setting of teaching and support staff.
- The school's accessibility plan and how it caters to the needs of pupils with SEND and anticipates needs that future pupils at the school may have.

The GB also monitors outcomes, using data related to:

- The progress and attainment of pupils with SEND, including comparative data with other groups of pupils within the school.
- The attendance of pupils identified as having SEND and how this compares to pupils who do not have SEND.
- The exclusion of pupils identified as having SEND and pupils who do not have SEND – if there is a disparity between the two, then governors should seek to understand why this exists and the action taken to address this.

Governors monitor the impact and effectiveness of the school's policies in response to data, in ensuring that interventions are implemented to support pupils with SEND who are at risk of low attainment relative to their abilities, poor attendance, or exclusion. Governors also monitor the identified needs of these pupils, to ascertain if this should inform the development of future provision of SEND support and staff development.

3. Termly SEND report for governors

A termly report on the provision of SEND is presented to a meeting of the full GB. The purpose of the report is to ensure that the GB is fully aware of the provision of SEND in the school and knows exactly how the budget is being spent and where additional improvements can be made. Not only will this provide clarity for the school community, but it will also ensure that pupils with SEND are getting the most out of their provision.

The report includes and update on:

1. Responsible staff members
2. Policies and procedures relating to SEND
3. Induction of staff in SEND policies and procedures
4. SEND school profile of pupils and types of SEND in the school
5. SEND register
6. Number of referrals made
7. Attainment and progress of SEND pupils
8. Attendance
9. Behaviour
10. Pupil destinations
11. SEND budget

During each term, the GB also receives a report on the provision for pupils with SEND, including those who are LAC, previously LAC or have English as an additional language (EAL).

Appendix C: Description of the rationale and strategies related to Quality First Teaching (QFT) and Adaptive Teaching

(i)Quality First Teaching (QFT)

The SEND Code of Practice explains that schools should regularly review the quality of teaching for all pupils including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.

The QFT approach was developed from 'Personalised Learning – A practical guide 2008, Department for Children, Schools and families). Its essential characteristics are:

- Clearly designed lesson plans.
- Plenty of opportunities to involve and engage with pupils.
- Appropriate use of modelling, explaining and questioning for pupils to engage with higher levels of critical thinking skills.
- Providing pupils with the chance to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regularly using encouragement and (authentic) praise to engage and motivate pupils.

(ii) Adaptive teaching

According to Standard 5 of the 'Teachers' Standards (DfE 2011), adaptive teaching is when teachers "adapt teaching to respond to the strengths and needs of all pupils. It requires teachers to:

- 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 and 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 SEND, those of high ability, those with English as an additional language-and be able to use distinctive teaching approaches to engage and support them.

Adaptive teaching also forms part of the Early Career Framework (DfE, 2019). Much of the framework is also worthy of note for experienced teachers and form sound general principles for teaching in all circumstances. Section 5 notes that new teachers should learn that:

- Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
- Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor the impact on engagement and motivation, particularly for low attaining pupils.
- Pupils with SEND are likely to require additional or adapted support so working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

The ECF goes further and also notes that new teachers also need to learn how to:

- Develop an understanding of different pupil needs, including by identifying pupils who need new content further broken down, using formative assessment, and working closely with the SENDCO and others.

- Provide opportunity for all pupils to experience success, including by maintaining high expectations for all and making effective use of teaching assistants.
- Meet individual needs without creating unnecessary workload, including by planning to connect new content with pupils' existing knowledge or providing additional pre-teaching; building in additional practice; reframing questions to provide greater scaffolding; and weighing up whether intervening within lessons with individuals and small groups could be more efficient and effective than planning different lessons for different groups of pupils.
- Group pupils effectively, including by applying high expectations to all groups, changing groups regularly and ensuring that any groups based on attainment are subject specific.

Adaptive teaching focuses on the whole class, whereas traditional differentiation focuses on individual pupils or small groups of pupils. This means teaching the same lesson to all pupils in the class by 'teaching to the top' while providing scaffolds to those who need additional support in order to access the same curriculum and meet high expectations.
Additional support offered as scaffolding should be reduced over time to ensure that all pupils become increasingly independent.
Having a full understanding of every child is a significant part of successful, adaptive teaching.

The SEND Code of Practice refers to graduated response meaning the four-part cycle of assess, plan, do and review. Adaptive teaching strategies are integral to this cycle – adapting planning prior to the lesson and adjusting practice during the lesson. Strategies include:

- Using grade descriptors (say, 1 to 5) and practical examples to set out the standards of work expected and explaining the difference between the grades.
- Deconstructing the examples of top grades to show pupils how to get from where they are to where they need to be.
- Teaching frameworks and memory aids such as mnemonics to remember key information.
- Teaching study skills and using quizzes (start in one subject and then transfer the skills).
- Requiring pupils to evaluate their own work in relation to grade descriptors and giving specific and challenging feedback which sets out where they are now, how far they have come and what their next steps should be.
- Ensuring that all pupils. In the class complete the same task and works towards the same goals.
- Asking the same questions of all pupils that require critical thinking.
- Providing differing levels of support depending on pupils' starting points and different needs; offering clues or 'starters' to help them begin.
- Having a thorough understanding of what pupils already know and can do to identify gaps or misconceptions in learning as a starting point.

Appendix D: Overview of SEND management (flowchart)

Please see Our Graduated Approach to SEND on the school website at https://greatcrosbycatholicprimary.com/send