Our Lady of the Assumption Catholic Primary School
SEND Policy 2025-2026

To be read in conjunction with:

- Behaviour Policy and Framework
- Assessment, Recording and Reporting Policy
- Whole School Marking Policy
- Disability Equality Scheme and related Access Plan
- School prospectus
- Policies related to Race, Equal Opportunities
- Admissions Policy
- Teaching and Learning Policy

Review Date: November 2026

1. The aims and objectives of this policy are:

- To create an ethos and educational environment that meets the needs of every pupil in the school/setting;
- To ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting and make the best possible progress;
- To foster and promote effective working partnerships with parents/carers, pupils and outside agencies;
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To enable full access for pupils with SEND to all aspects of the school curriculum and the wider school life and activities;
- To develop self esteem, promoting a positive self-image and a 'can do' culture;
- To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

2. Responsibility for coordination of SEND provision

The main responsibilities listed in this policy fall within the role Special Educational Needs and Disability Coordinator. The SENDCO role is outlined as follows:

- Overseeing the day to day operation of the SEND policy including reporting the effectiveness of the SEND policy to governors.
- Coordinating provision for pupils with SEND.
- Liaising with and advising all colleagues.
- Managing and coordinating the work of Teaching Assistants.
- Overseeing the records of all pupils with SEND.
- Liaising with parents/carers of pupils with SEND.

- Contributing to whole school CPD/ training particularly the induction of new staff.
- Liaising with and drawing upon the advice of external agencies and LA.
- Ensuring personalised provision maps (one page profiles) are integrated into every day practice and regularly reviewed.
- Assessing the progress of pupils with SEND (using all available data) ensuring that the progress of vulnerable groups is carefully tracked.
- Following a graduated response to the assessment and provision of SEND with a clear focus on early identification.
- Supporting the Headteacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND policy, SEND provision and outcomes for pupils with SEND drawing up further priorities and actions in the School Development Plan.
- Ensuring a smooth transition across key stages and phases.
- Ensuring that all additional interventions are monitored for their impact.
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching.

The SENDCO at Our Lady of the Assumption School is Mrs L Cusack.
She can be contacted directly at the school on 01514879301 or via email at ourladyp-ao@ourlady-pri.liverpool.sch.uk l.cusack@ourlady-pri.liverpool.sch.uk

We acknowledge that the SENDCO shares this responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remain responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at Our Lady of the Assumption School promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENDCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENDCO and how pupils are supported;
- developing an awareness of the types of SEND present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- reviewing and monitor the effectiveness of the SEND Policy.

The SEND Governor at Our Lady of the Assumption School is Sam Dunning. She can be contacted via the Headteacher or Chair of Governors.

3. Arrangements for coordinating SEND provision.

The main methods of provision made by the school and coordinated by the SENDCO are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum and/or access to a Teaching Assistant if required.
- Tailored intervention that is regularly evaluated for impact.
- In-class support with resources or specialised equipment.
- Support from specialists within class or as part of an agreed and monitored withdrawal programme.

4. Admission arrangements.

The Governing Body at Our Lady of the Assumption School believes that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (Code of Practice 1:33)

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment,

(Equality Act 2101 – Advice for school leaders, school staff, governing bodies and local authorities)

Some children already identified as having additional needs may require additional transition support into school. Some children may need a reduced timetable to begin with or different start or pick up times. This will all be co-ordinated by the SENDCO and class teachers.

5. Specialist SEND provision

Provision for pupils at Our Lady of the Assumption School with special educational needs and/or disability is the responsibility of the school as a whole with specialist guidance from the SENDCO, the Governing Body, and the Headteacher. All teaching staff are teachers of pupils with special educational needs. We adopt a graduated response to meeting special educational needs and/or disabilities

This requires the initial use of classroom and school resources before bringing specialist expertise for advice, support or observation (if deemed necessary).

The SENDCO will take the lead in coordinating additional or different provision within school to enable the pupil to learn more effectively. The SENDCO will work closely with the parents/carers, teacher and pupil and may produce a Pupil profile or Healthcare plan outlining specific, measurable targets and strategies to meet them. The pupil's progress will be carefully monitored and pupil profiles (if required) will be reviewed termly.

For pupils whose progress continues to case concern, the school may request support and advice from external agencies (e.g. Educational Psychologist, Speech and Language Therapist, Outreach). Advice on new targets and additional strategies will be implemented by the class teacher based on the advice received from outside agencies.

EHCP Assessment

Where a request for a statutory assessment is made by the school to the LA, the pupil will have demonstrated significant cause for concern. The LA require information about the pupil's progress over time and also need documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

6. Inclusion and Facilities for vulnerable pupils and those with SEND

At Our Lady of the Assumption School we have taken all necessary arrangements to ensure all pupils regardless of any disabilities can fully access the building and extended facilities. We have done this in the following ways:

- Ensuring all entrances to the school are accessible and wheelchair friendly,
- Having a downstairs accessible toilet,
- Having a serviceable lift in place for access to the first floor,
- Ensuring space in all classroom and working areas is adequate,
- Fitting all staircases with handrails,
- Having in place appropriate evacuation procedures,

We are also developing particular expertise in the following areas:

- Speech and Language support
- Support for children with specific medical/ physical needs

We also carefully monitor the extended out of school provision accessed by pupils with SEND, ensuring it is fully inclusive. Detailed records are kept using the school tracking system.

7. Allocation of resources for vulnerable pupils, those with SEND.

The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Learning Support Teachers and Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from the SENDCO, SEND Teacher or support staff;
- Ramped access to the main buildings of the school;
- Accessible toilet facilities;
- Purchasing and maintenance of ICT and electronic equipment such as online programmes to develop literacy skills, I pads as means of communication for some children.

8. Identification and review of pupil needs.

Early identification of pupils with SEND is a crucial factor is overcoming barriers to learning. The SENDCO works closely with the school assessment coordinator to interrogate the school tracking data.

P scales are used in accordance with guidance (not for EYFS or EAL pupils) and are integrated with whole school assessment and moderation. P scales are only used to monitor the progress of pupils working below National Curriculum expectations and those pupils older than mid Y1.

At Our Lady of the Assumption School we also use a number of additional indicators to identify pupils special educational needs. Such as:

- Close analysis of data including: EYFSP, SATs, Optional SATs, reading ages and annual pupil assessments.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools.
- Information from other services.

This assists SENDCOs and class teachers to:

- provide starting points for the development of an adapted and appropriate curriculum that meets the pupil's needs;

- support the pupil within the classroom environment;
- continually assess pupils to identify strengths and areas for development;
- provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps;
- inform ongoing observation and assessment of each pupil;
- involve parents/carers in supporting pupils at school and at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings. EMTAS advocate the use of assessment materials and provide LA training to support teachers.

9. Access to the curriculum, information and associated services.

All pupils at Our Lady of the Assumption School have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.
Teachers (in line with the SEND Code of Practice 2014) have adopted a plan, assess, do, review approach when adapting provision for our children with SEND. Quality first teaching is expected across the key stages for all children, including those children with SEND.
The school's Learning and Teaching Policy should promote best practice towards students with SEND.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date.

Relevant information is shared with parents/carers of pupils with Special Educational Needs. They receive regular details on the agencies involved with their child's

education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

10. Evaluating the success of provision.

The SEND register is a fluid working document that is constantly updated and therefore the numbers of pupils on the register will be subject to change. A key element of evaluating the success of the SEND provision provided at the school is covered in the close monitoring of pupil profiles and Annual Reviews.

All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Where interventions have not made the expected impact over the time frame allocated alternative provision may be offered and pupil profiles modified.

11. Working in partnership with parents/carers.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. It hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

Mrs Cusack is available to speak to and meet with parents/carers on Tuesday's and Wednesday's. We also believe in the3 importance of the SENCO being available to converse with parents/carers regularly; Mrs Cusack is also available on the playground, 8:45am. School also host a number of coffee mornings and support sessions, with the support of various services, across the school year which parents/carers are always invited to attend. Updates and information are also sent out to parents/carers via email.

The school prospectus contains details on special educational needs and parents/carers may request a copy this policy.

This policy and a summary of this policy are available on the school's website.

12. Complaints procedure for parents/carers.

Any complaints should first be raised with the SENDCO, then if necessary with the Headteacher and finally, if unresolved, with the SEND Governor.

Managing parental complaints related to SEND (any of the following may apply)

- All SEND complaints must follow the school's formal complaints procedure.

- The SEND Governor is consulted.
- External advice may be sought
- Key legislation regarding the matter is identified.
- Good levels of communication with the parents/carers are maintained throughout the process.
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENDCO
- Reports provided by outside agencies should be considered
- Pupil Profiles are reviewed examining what progress has the pupil has made.
- Any behaviour logs should include strategies are included and shared with parents/carers.

13. CPD and training of staff.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENDCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan. Over the last academic year the following areas have been covered:

- Teaching phonics
- Supporting children with physical needs
- Writing and setting smart targets
- Training for all staff on strategies to support children with ASD
- Speech and Language training (sign-a-long/ bespoke therapy)
- SENDCO has completed the National SENDCO Qualification through Hope University.

Following the latest audit, training and support for this academic year is planned as follows:

- Further support for reading intervention.
- Supporting children with 'specific' health needs
- Dealing with challenging behaviour
- Supporting children ASD in particular those with sensory processing needs
- Ensuring good progress for children with SEND and how these children are best supported particularly with Higher Needs Funding or an EHCP.

14. Links to support services

At Our Lady of the Assumption School works in partnership with outside agencies:

- SENISS
- Health and Social Services
- Educational Psychology
- Educational Welfare
- SEND Consortium
- Springwood Heath (supporting physical difficulties)
- School Family Support service
- Seedlings intervention for Mental Health
- ADHD Foundation
- Sensory Service
- Together Trust
- Speech and Language

Members of these agencies are invited to meetings in school to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into pupil profiles and intervention/provision.
The school promotes the 'team around the family approach' and draws upon EHAT's, where appropriate, to ensure early identification and assessment of SEND.

15. Links with other schools and clusters

Prior to admission to Our Lady Of The Assumption School, contact is made between the SENDCO and the SENDCO or class teacher at the previous school in order to contribute to a transition plan should one be required. When a pupil with SEND transfers to another school, all relevant documentation is passed on to the SENDCO at the receiving school. Liverpool has an annual SENDCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

All primary schools within a SEND Consortia that shares best practice and offers support within the locality.

16. Reviewing the effectiveness of this SEND Policy

The Governing Body will report annually on the success of the policy under the statements listed in '**The aims and objectives of this policy'** (Page 1).

In evaluating the effectiveness of this policy, the school will consider the views of:
- Reports presented by the Headteacher, SENDCO and Link SEND Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting profile targets.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATs or equivalent qualifications

- The school's tracking systems and teacher assessments
- Evidence generated from pupil profiles and Annual Review meetings.
- Reports provided by outside agencies including Ofsted

Key legislation informing this policy includes:

The Education Act (1996)
The Code of Practice (2014)
The Equality Act (2010)

Key Local and National Agencies who advise SENDCOs or Parents:

Liverpool and Knowsley Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) ehd.liverpool.gov.uk

School Improvement Liverpool (SIL) Yvonne.Sutton@si.liverpool.gov.uk

Date presented to/approved by Governing Body: 18th November 2025.

Chair of Governors: S Dunning. **Headteacher: M Burke.**