

**“Learning and Growing
Together; Inspired by the
Love of Jesus.”**

St Aidan’s Catholic Primary School Special Educational Needs Policy



Christ Centred Aim:

Inspired by the love of Jesus, we are committed to creating a school community for all, by developing everyone to support Catholic values and show love and forgiveness to all.

Education Aim:

By learning and growing together, everyone can discover and develop their gifts, use their knowledge and skills and aspire to do their best in all areas of the curriculum.

Community Aim:

Together we foster respect for each other and for our environment creating a welcoming, non-judgemental community that works together in peace and harmony as one school, parish and global family.

Ratified on: 14th October 2025

Date to be reviewed: Autumn 2026

What is a Special Educational Need?

At St Aidan's all our teachers work with children with special educational needs. Meeting the needs of these children is therefore a whole school responsibility.

A child has special educational needs if he/she:

- ***Has a significantly greater difficulty in learning than the majority of others of the same age, or***
- ***Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age***
- ***He/she has a learning difficulty for which special educational provision needs to be made.***

(SEN Code of Practice 2014)

For children aged two or more, ***special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.*** Many children encounter difficulties in learning at some time during their school career. These may be slight and of short duration, or more severe and prolonged. The cause for concern may be of an academic, medical, physical, social, behavioural or emotional nature; exceptionally able children may also require special educational provision to be made for them.

Our SEND Policy reflects the:

- ***SEND Code of Practice 2014***
- ***Equality Act 2010***
- ***Children and Families Act 2014***

In accordance with section 19 of the Children and Families Act (2014) and the SEND Code of Practice (2014) this policy considers:

- ***The views, wishes of the child or young person, and the child's parents***
- ***The importance of the child or young person, and the child's parents, participating as much as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions***
- ***The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them to achieve the best possible educational and other outcomes, preparing them effectively for adulthood (SEND Code of Practice. 2014)***

Special Educational Needs (SEN) are unique to each child and must therefore be assessed on an individual basis. However, whole class/whole school screening tests will play their part in highlighting when a pupil is falling significantly behind peers. Teacher observation and parental concern will also serve as triggers for individual assessment. All our pupils are entitled to receive an education that is appropriate to their needs and this is usually delivered within the classroom environment. The teacher's classroom management skills ensure a positive atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs.

Pupils with Special Educational Needs and Disabilities (SEND) are helped to access the National Curriculum within the classroom by means of adaptive teaching, a range of teaching styles, technology and appropriate groupings. It is part of our school philosophy that any child perceived as having SEND should be identified as early as possible and assessed; so that they may receive the support and guidance necessary to their development. Provision is made in partnership and with the support of parents and carers.

Aims

- To provide a system for the early identification and continuing development of children with SEND.
- To raise the aspirations of and expectations for all pupils with SEND
- To provide a focus on outcomes for our SEND children
- To provide all staff with the knowledge, understanding and confidence to enable children with SEND to achieve their full potential

Objectives

- To identify and provide for pupils who have SEN and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a whole school approach to the management and provision of support for special educational needs and disability
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work with the SEND policy
- To provide support and advice for all staff working with SEN pupils
- Help every child with SEN find their place in the life of the school and foster a positive self-image
- Give children with SEN access to the National Curriculum at an appropriate and challenging level for each individual
- Work effectively with parents and carers and with relevant outside agencies to fully meet the needs of children with SEND.

Identification and Assessment

At St Aidan's we will identify the needs of pupils by considering the needs of the whole child that will include other factors beyond their special educational needs.

We recognise that if the child has an identified special need then the earlier action is taken, the more effective intervention it is likely to be. The first response to low or poor academic or pastoral progress should be high quality teaching targeted at the child's area of weakness. Where progress continues to be less than expected the teacher should inform the SENDCo and the teacher should fill in an Initial Concerns Form.

- Pupils identified with SEND will have an Individual Education Plan (IEP)
- If the child does not have SEND but is struggling, the SENDCo will offer or seek further advice and strategies to be used in the classroom
- All parents should be informed if it is believed that their child has SEND. Personalised plans will be shared with the parents.

Four Broad Categories of need are outlined in the 2014 Code of Practice;

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

However, other factors that may impact on progress and attainment that are not SEND may include:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Summer born
- Pupil premium
- Child looked after (CLA)
- Being a child of a serviceman/woman

A Graduated Approach to SEND Support

'All teachers are teachers of SEND children'

(Code of Practice 2014)

All teachers are responsible and accountable for the process and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. At St Aidan's we regularly and carefully 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.

Termly pupil progress meetings take place with the SENDCo to discuss pupils with SEND and any others causing concerns. In deciding whether to make special educational provision, the teacher and SENDCo will be involved. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress will be considered. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, the SENDCo will make arrangements to draw on more specialised assessments from external agencies and professionals.

Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning.

The support provided consists of a four-part process: **Assess, Plan, Do and Review**. This is an on-going cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions that are most effective in supporting the pupil to achieve good progress and outcomes.

- **Assess**

This involves clearly analysing the pupils needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experiences of parents. The pupil's views and, where relevant, advice from external support agencies, will also be considered. The analysis will require regular reviews to ensure that support and intervention is matched to need and that barriers to learning are clearly identified and are overcome. The SENDCo uses a variety of assessments to support the class teacher in order to identify pupil's needs.

- **Plan**

Planning will involve the pupil, SENDCo, teacher and parents as appropriate to agree the support and interventions that are required. All those working with the pupil, including support staff, will be informed of the pupil's individual needs. An IEP is then put into place for children on SEND support. Children and parents are informed and the targets are shared. Parents are invited to termly meetings with the class teacher to discuss the progress of the child against these targets.

- **Do**

The class teacher remains responsible for working with the child on a day-to-day basis, even when interventions may involve group work or one-to-one teaching away from the class teacher. The class teacher will work closely with support staff to assess the impact of the interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses and advising of implementation of effective support will be provided by the SENDCo in conjunction with support and advice from outside agencies.

- **Review**

Reviews of the child's progress will be made regularly. The review process will evaluate the impact of the interventions and support against the pupil's targets on their IEP. It will also take into account the views of the pupil and their parents. The SENDCo and class teacher will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments in consultation with parents and pupils.

Managing Pupils Needs on the SEND Register

- Children who are at SEND Support will be on the school's SEND Register. They will be given an IEP that will be devised in conjunction with the pupil, teacher, support staff and any other professionals involved.
- IEPs will be reviewed on a regular (as required, but half termly as a minimum) basis by the teacher, pupil and parents. IEPs will be discussed and monitored in pupil progress meetings.
- The level of provision a child receives depends on the individual child's needs.

- The teacher is responsible for ensuring the IEPs are kept up to date.
- If a child remains a concern and is not making expected academic or pastoral progress, outside agencies and specialist teachers may need to become involved. Specialist support may include; An Educational Psychologist, School Nurse, Speech and Language, Therapy Service (SALT), Education Welfare Service, Child and Adolescent Mental Health Services (CAMHs), Behaviour Outreach and Autism specialists. The school also has access to outreach services for the Visually and Hearing Impaired and to Physiotherapy and Occupational Therapy.
- A statutory assessment (referral for an Education Health and Care Plan) may need to be considered.

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

If a child has lifelong, or significant difficulties they may undergo a statutory assessment process, this is usually requested by the school but can be also requested by parents. This will occur when the complexity of need or lack of clarity around the needs of a child are such that a multi-agency approach, assessing that need to plan provision and identify resources is required. The application for an EHCP will combine information from a variety of sources including; Parents, teachers, SENDCo, social care, health professionals, specialist services and educational psychologists.

Information will be gathered relating to the current provision provided. The decision regarding whether a child is eligible for an EHCP is made by a panel of professionals from Education, Health and Social Care. Parents have the right to appeal against the decision not to initiate a statutory assessment that leads to an EHCP. Further information about the EHCP's can be found at Knowsley's Local Offer:

<https://www.knowsleyinfo.co.uk/knowsley-local-offer-send>

Criteria for exiting the SEND Register

Where specific planned provision has been successful and significant progress has been made, pupils should be removed from the SEND register and progress monitored in class to ensure progress continues. At St Aidan's these pupils remain as part of our Inclusion register sitting alongside the SEND register but regarded as 'Targeted support'.

Supporting Pupils and Families

For any concerns regarding Special Educational Needs please contact the class teacher in the first instance and then the SENDCo; Mrs Magill. Additional support in school is available from our Learning mentor and support in the local community is available from Knowsley's local offer at:

<https://www.knowsleyinfo.co.uk/knowsley-local-offer-send>

Admissions

Pupils with Special Educational Needs and Disabilities will be admitted to St Aidan's in line with the school's admissions policy. The school will use their induction meetings to work with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Transition

St Aidan's has a robust internal transition system between classes within school; we also have excellent links with local secondary schools. If an individual child requires extra support (e.g. social stories, extra visits etc) to transition to the next class this will be put into place through collaboration between the child, parents and professionals.

Monitoring and Evaluation of SEND

In order to make consistent and continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. Our evaluation and monitoring arrangements promote an active process of continual review and improvement for all pupils in line with the SEND Code of Practice. To ensure quality of our SEND provision the school will conduct regular audits which involves; lesson observations, book scrutiny, data analysis (including intervention programmes), pupil progress meetings, seeking of parent/pupil views, monitoring staff CPD and half termly SENDCo network meetings. St Aidan's is involved in high quality, robust monitoring and evaluation with the PINS project which is a national programme that brings specialist health and education professionals and expert parent carers into mainstream primary schools to:

- help shape whole-school special educational needs and disabilities (SEND) provision
- provide early interventions at a school level
- upskill school staff
- support the strengthening of partnerships between schools and parent carers

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. These needs are identified through staff performance management. All teachers and support staff undertake induction on taking up a post, this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school SENDCo regularly attends the SENDCo network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

- SENDCo

The Special Needs Coordinator (SENDCo) is Mrs Magill. The role of the SENDCo is :

- To oversee the operation of the SEND Policy and co-ordination of provision for children with special educational needs.
- To liaise with and advise teachers and teaching assistants
- To maintain the schools special needs register and oversee individual children's needs
- To liaise with external agencies including the LA's support and educational psychology services, health and social services
- To seek to develop effective ways of overcoming barriers to learning and sustain effective teaching through the analysis and assessment of children's needs
- To support teachers in the writing of IEP's
- To be responsible for provision and organisation of resources, ensuring awareness of their location and their appropriate use.

- The Role of the Governing Body

The Governing body have identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

- The Role of Teaching Staff

All teachers and teaching assistants are responsible for differentiating the curriculum for pupils with special educational needs and for monitoring their day to day progress in order to plan for their needs. The SENDCo will review and monitor the progress made by SEND children, through tracking results of summative and formative assessments. All staff will work closely with the SENDCo to keep her fully informed of pupil need.

Storing and Managing Information

Information collected about a pupils SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupils' parents, the head teacher or the SENDCo, unless the school has safeguarding concerns.

Accessibility: Access for Disabled

To ensure access for pupils or parents with disabilities the school has disabled access as described in the school's Accessibility Plan. Please also see Local Offer on the school website for SEND information. As a school we work heavily with Knowlsey's Sensory Impairment team to support children with hearing and vision impairments.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues, then the SENDCo and class teacher will arrange a further meeting with the parent/carers. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head teacher. If the Head teacher is unable to resolve the difficulty the parents' concerns should be put in writing to the SEND Governor. The chair of governors will be involved after other avenues to resolve a situation have been exhausted.

SEND Information Report

The SEND Information report can be found on the school website alongside this SEN Policy.