

St Cuthbert's Catholic Primary School

School Motto

*In love with Christ: Be the best I can. Be kind to one another.
Amen*



Mission Statement

*As missionaries of our faith, our school community strives to embody the Christian values of St Cuthbert sharing in humility, spirituality, tolerance and kindness.
Each individual is nurtured and celebrated within our inclusive and equitable setting; appreciating and embracing diversity within the world around them.*

Special Education Needs & Disabilities Policy

September 2025

St. Cuthbert's Catholic Primary School

Key Information	
SENCo	Mrs Kate Lunt <i>National Award Special Educational Needs Co-ordination</i> Mrs Helen Jones
Contact	0151 228 4137
Dedicated SEN Time	Wednesday (pm)
SEN Governor	Ms Ruth Denson

SENcos will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

Lead SENCo, Mrs Kate Lunt, is also Assistant Headteacher and therefore a member of the Senior Leadership and Safeguarding Team.

Headteacher, Mrs Claire Bellis-Knox, advocates and work closely with the SENCos to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND – Ms Ruth Denson

The policy was developed in collaboration with staff, parents/carers and governors to promote the inclusive practice and approach we have at St Cuthbert's Catholic Primary School. It is important to recognise that all our teachers are teachers of *all* children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The aims of our school permeate all aspects of school life, including the curriculum statutory and non-statutory, and extracurricular activities.

AIMS AND OBJECTIVES IN RELATION TO SEND PROVISION

- Continually raise the aspirations of and expectations for all pupils with SEN and Disability, our school provides a focus on outcomes for children and young people and not on the hours of provision/support.
- Create an inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood.

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Within St. Cuthbert's, we will fulfil our aims through the following objectives:

1. To adhere to the graduated approach when identifying and providing for children and young people who have special educational needs, disability and additional needs
2. To work within the guidance provided by the SEND Code of Practice (January 2015)
3. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with teachers, Support Staff and other key individuals or services
4. To provide support and advice for all staff working with special educational needs pupils
5. To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing appropriate education for children with special educational needs and/or disabilities.
6. To establish / maintain a 'child-centred' approach to ensure that the child is at the heart of all decisions regarding provision of support

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

"A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age."
(SEND Code of Practice, 2015: 6.15)

At St. Cuthbert's, we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCo becomes involved we expect our teachers to use regular assessment, monitoring and observation and work with the SLT to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We also recognise that limited progress and low attainment do not necessarily mean that a child has SEN. Other factors may contribute to this and staff liaise with one another to ensure that pupils are not automatically being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting

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in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Once a child has been identified as having SEN, the SENCo continues close partnership with parents so that they are fully involved and aware of their child's provision. The SENCo will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the GRADUATED APPROACH (See Section 4). At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, a secondary need. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

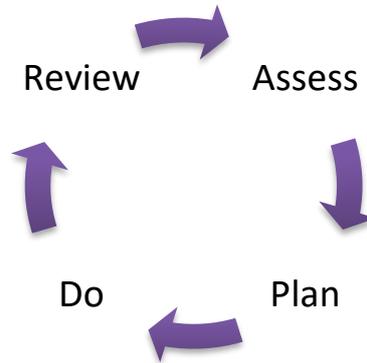
THE GRADUATED APPROACH

Where any pupil has been identified as having a Special Educational Need or Disability (SEND), we recognise that the individual pupil requires educational provision which is additional to, or different from the provision normally available to pupils of the same age. All class teachers are responsible for meeting the needs of every child in their care, including those with special educational needs. In ensuring that ALL pupils access appropriate provision, they, along with support from other colleagues and professionals (e.g. SENCo, Educational Psychologist), regularly reflect on the progress of pupils and consider next steps.

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Underpinning ALL of our SEN provision in school is **The Graduated Approach** Cycle, with the child remaining at the very centre, at all times:



A more detailed explanation of each stage of the process is outlined below:

Assess: Assessment of learning is carried out in a number of ways and is an integral part to all teaching and learning, in all areas of the curriculum and a child's development. Observations, discussions, formative assessments (e.g. marking of class work) and summative assessments (e.g. end of topic / SATs) are just some of the many ways staff within school assess all pupils throughout the school day on a regular basis. It is never assumed that a child who is not making expected progress has a SEN. Instead, staff work in collaboration to consider potential barriers to their learning and other influencing factors (e.g. attendance, punctuality, personal circumstances).

When a child is identified as having a special educational need, additional assessments (internally / externally as appropriate), with a specific focus, may be sought from other professionals and agencies (e.g. an Educational Psychologist's consultation). The purpose of such assessments is to gain a more detailed understanding of the child's needs and to establish the best ways in which such needs can be met.

Plan: Outcomes of assessments and the analysis of such data informs the planning and delivery of high-quality teaching and learning, as well as additional intervention required. Staff are trained in a variety of specialist areas and can readily access the expertise of fellow colleagues, with the needs and best interests of the children at the centre of all planning.

At times, school may seek the specialist support from other professionals perhaps from alternative settings within the Local Authority, in order to plan the most appropriate provision and support, specific to the individual pupil and their area of need. During the planning stage, parents / carers, teaching staff, the SENCo and at times additional professionals will all have a valued input to the process. Where there is involvement with a number of agencies, it is often purposeful to open what is known as an EHAT (Early Help Assessment Tool). This allows any professionals working closely with the child and family (e.g. paediatrician, class teacher, school nurse) to regularly meet and plan collectively; with the relevant professional leading, depending on the child's needs and circumstances.

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This collaborative approach can help to achieve a more holistic and consistent approach to meeting needs and achieving desired outcomes.

Any provision that is planned for the child is documented on Edukey - Learning Plans and Provision Maps. These personalised documents are written with the child's involvement and in collaboration with families / professionals. Such documents provide detailed and easily accessible information about the child so that all involved are able to ensure a consistency in approach. Examples of both documents can be seen below:

The screenshot displays the Edukey software interface, which is divided into several sections for managing a pupil's learning plan and interventions.

- Pupil information:** A form containing fields for Key Stage, Date of birth (25/10/2011), Gender (Male), Pupil UPN (123456789), Year Group, Ra (8), Key Staff, Start date (25/10/2022), Review date (25/10/2024), Plan number (0), and SEN Action.
- Provision / Interventions:** A table listing interventions with columns for Name, Area of concern, Wave, Start date, End date, Session frequency, and Session length. It includes two sample provisions.
- Signatures:** A red section for recording signatures, with a description field and dropdown menus for Parent, Pupil, and Teacher.
- 4 Broad Areas of Need:** A section for describing the pupil's needs, with a category of need dropdown (Cognition & Learning, Communication & Interaction, Social, Mental & Emotional Health, Sensory / Physical) and checkboxes for each.
- Assess:** A section for assessment, with a description field and checkboxes for 'I respond well to' and 'I can find it challenging to'.
- Assess: Pupil Voice:** A section for pupil voice, with fields for 'My special qualities', 'Important facts to know about me', and 'My hopes & ambitions'.
- Targets:** A section for targets, with a table for 'Agreed outcomes of support and provision' containing columns for Area of concern, Target, Success criteria, Strategies & Provisions, and Key staff.

Do: Whilst interventions and additional support may be offered by other colleagues or professionals, it is the responsibility of the child's class teacher to ensure that the plan is fully implemented. Provision may take place within the classroom, in small groups or on a one-to-one basis. The frequency of such provision will be determined by the nature of the support and the needs of the child.

Throughout the 'DO' stage, in order to ensure consistency in approach, colleagues and parents / carers must work closely and liaise regularly. On occasions, parents / carers may be invited into the school to observe the support that is in place and the way in which it is delivered – allowing for this to be emulated at home if appropriate.

Review: Communication between all involved is key to ensuring that the needs of the child are met. Regular discussions take place in school between the class teacher, support staff and external professionals (where applicable) who are working with the pupil so as to allow for feedback and updates to be shared. Regular meetings are held with parents / carers and key staff involved, to review the progress made and to plan the next steps for the individual child. The impact of implemented support and provision will be a key factor in determining the next steps for the pupil. Where impact

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is not evident, it is likely that a change in support / approach will be adopted. An intervention will never simply continue or be repeated unless it is seen to be having a positive impact on the child's progress. When considering this progress, a variety of data will be considered and questions discussed (e.g. Has attendance impacted on the outcomes of an intervention? Is the timetabling of intervention appropriate?)

If the school feel that additional funding could further support a pupil, an application for 'High Needs Funding' can be made to the Local Authority. An Education, Health and Care Plan (EHCP) can also be applied for either by the school or by the parent / carer of a child.

MANAGING PUPILS NEEDS ON THE SEND REGISTER THROUGH THE GRADUATED APPROACH AND EXIT CRITERIA

Some children and young people on the SEND Register may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such as: Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the GRADUATED APPROACH, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to provision map). Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carers at the end of each monitoring cycle.

THE ROLE OF THE SENCO

The role of the SENCo requires that they hold QTS, the mandatory SENCo qualification (NASENCO / NPQ) and is an experienced classroom practitioner. The Headteacher and Governors developed the role of the SENCo in accordance to the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families. Roles include:

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- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

SUPPORTING PUPILS AND FAMILIES THROUGHOUT THE GRADUATED APPROACH TO SEND

Recognising and valuing parental engagement, we aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website and available as a printed copy at our Main Reception and is updated regularly. We guide parents towards the LA Local Offer for information about wider services which can be found across Liverpool and the wider Merseyside Area, signposting workshops, webinars etc as and when they become available which are specific to the need of their child. In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy
- Our links with other agencies
- Our arrangements for assessment access
- Our transition arrangements

It is the child / young person who remains at the centre of our approach to SEN provision – the provision is personalised to suit **them**, to meet **their** needs and to support **them** in achieving **their** aspirations. Therefore, it is essential that they have an input and voice particularly in the writing of Pupil Profiles and planned provision. Their 'pupil voice' is vital and is obtained in ways appropriate for them (e.g. discussions, questionnaires, choices).

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Staff fully appreciate the importance and value of regular communication with the parents of our pupils. Regular formal and informal discussions are encouraged in order to ensure that all adults with close contact to pupils have an up to date and informed knowledge of their needs and progress. There are various ways in which this is achieved, depending on the needs and circumstances of individual children: meetings to discuss and explore potential referrals to other agencies, Pupil Profile / Play Plan drafting and reviewing. Such communication is key to ensuring a holistic and consistent approach to identifying and meeting the needs of all of our learners.

Action / Event	Who is involved?	Frequency
Parents Meetings	Pupils, parents / carers, teaching staff	At least once per academic year
Profile Meetings	Pupils, parents / carers, teaching staff, intervention staff, other relevant professionals.	Termly
Early Help Assessment Tool (EHAT) meetings / reviews.	Parents, SENCo / Safeguarding Lead, external agency representatives.	At least every 12 weeks
EHCP Applications / Annual Reviews	Pupils, parents / carers, SENCo, class teachers, intervention staff, SEN representatives.	Annual / as required

SUPPORTING OUR CHILDREN / YOUNG PEOPLE WITH MEDICAL NEEDS

At St. Cuthbert's, we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website.

MONITORING AND EVALUATION OF SEND

Our school is committed to ensuring that all of our pupils access the highest quality provision to which they are entitled. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. Findings from such monitoring inform our practice as a school and indicates areas for development. Ways in which monitoring takes place include:

- Feedback from parents
- Professional dialogue between colleagues (internal and external)
- Pupil voice
- Staff Audits (Training / CPD)
- Observations / Learning Walks
- Book Monitoring

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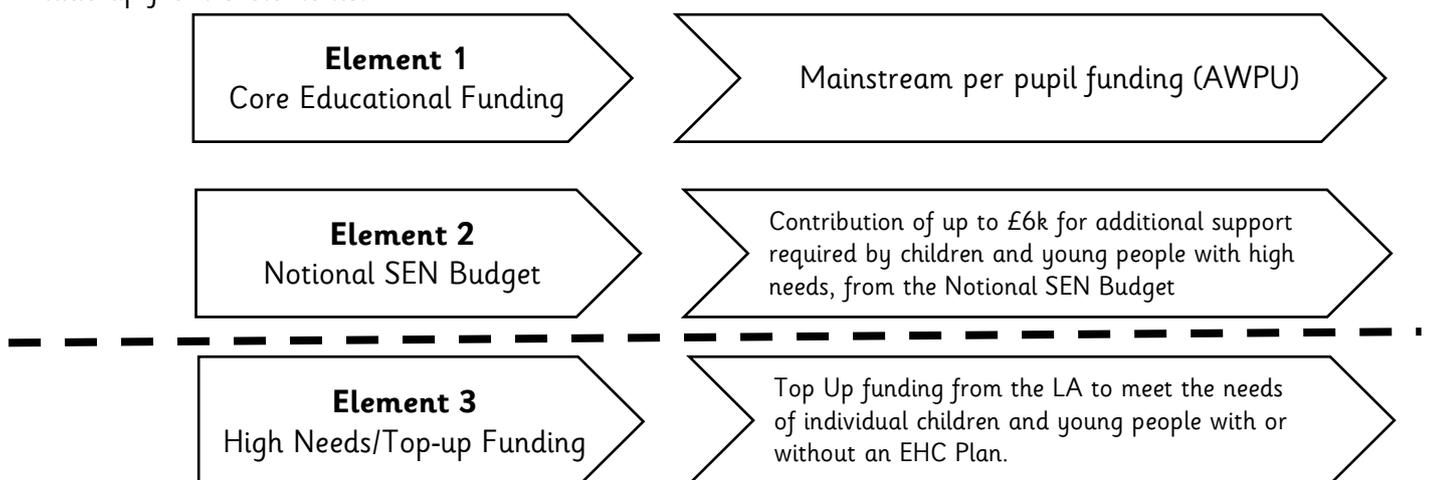
RESOURCES AND TRAINING

All primary schools within Liverpool belong to SEND Partnership, which provides opportunities to share best practice and offer support within the locality. Training is needs led and linked to the School Development Plan and needs of the particular consortia. Specific training can be provided for the SENCOs, Teaching Assistants, whole school and parents/carers. Liverpool School Improvement service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in the summer term where children with SEND and/or vulnerable children can be discussed directly with the secondary school and a transition plan put in place. Training can also be accessed outside of the Partnership if it is needed. All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with children with SEND. The SENCOs provide school-based INSET and targeted support to develop awareness of resources and practical teaching strategies or specific interventions advised by outreach providers, for use with children with SEND. All new staff have an induction programme. For permanent and long-term temporary staff, (including initial teacher trainees) this includes a session with the SENCOs that is designed to explain the systems and structures in place to support the needs of individual children.

FUNDING FOR SEND

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment coming from the SENCO.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block

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allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

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

St Cuthbert's allocates their SEND funding in the following ways:

- Learning Support Teachers and Teaching assistants
- Training for all teachers and Teaching Assistants so they can meet pupils' needs more effectively
- Specialist books and equipment
- In class and intervention support from support staff
- Bought in professional services.

ROLES AND RESPONSIBILITIES

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High-Quality Teaching to support children and recognise how the SENCo will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at St Cuthbert's, including the SEN Governor (Ms Ruth Denson). She meets with the SENCo termly and monitors the progress of pupils/students with SEN

In addition to class teachers, St. Cuthbert's employs a number of support staff to further support teaching and learning in various ways. They carry out a range of roles across the school (examples include: providing 1:1 support, supporting pupils in class, delivering interventions, working in close collaboration with the class teacher to discuss planning and assessment) and are line managed by the Senior Leadership Team. They work closely with the class/subject teachers who oversee their work and plan with them.

Further information regarding roles and responsibilities can be found on our school website.

STORING AND MANAGING INFORMATION

All data is stored and managed in line with our GDPR Data Protection Policy and retention 2020.

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ACCESSIBILITY

St Cuthbert's has an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

DEALING WITH COMPLAINTS

A 'concern' may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'. A complaint may be generally defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'. It is in everyone's interest that complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to follow formal procedures. St. Cuthbert's takes informal concerns seriously and makes every effort to resolve the matter as quickly as possible. There are occasions when complainants would like to raise their concerns formally. In those cases, the school's formal procedure should be followed through the stages outlined. Please refer to our school complaints policy which is located on school website.

OTHER POLICIES RELATING TO SEND

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Supporting Medical Conditions Policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 0-25 (January 2015)
- Children and Families Act 2014
- Statutory Guidance on Supporting Children with Medical Conditions 2014
- Teachers' Standards 2012

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REVIEWING THE POLICY

This policy will be reviewed annually as part of the school policy review cycle. This may be brought forward at any time to reflect Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working.

Policy Written: September 2025

Sent to the Governors (Curriculum and Safeguarding Committee): September 2025

Next Review: September 2026

Staff Responsible: Kate Lunt & Helen Jones

Statutory Review as per DfE: Annually