



St Teresa's Catholic Primary School



School Policy for SEND and Inclusion

"A welcoming family of God, growing and achieving together with Jesus at our side."

This policy complies with: Children and Families Act 2014, SEND Code of Practice (2015), Equality Act 2010, Education Act 1996, Teachers' Standards (2012), and St Helens Local Offer (<https://www.sthelens.gov.uk/schools-education/send-local-offer>).

Approved by the Governing body in September 2025
To be reviewed: September 2026

Special Educational Needs / Disabilities Policy

The Special Educational Needs and Disability Code of Practice: 0-25 Years defines Special Educational Needs as:

- A child or young person having a learning difficulty or disability which calls for special educational provision to be made for him / her
- A child or young person who has a significantly greater difficulty in learning than the majority of others of the same age or 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

MISSION STATEMENT AND ETHOS

“A welcoming family of God, growing and achieving together, with Jesus at our side. I am the vine and you are the branches.” (John 15:5)

At St Teresa's Primary School, our Christian values guide everything we do. We are a therapeutic, inclusive school where every child is valued as a unique individual, supported to grow spiritually, emotionally, and academically.

We believe that relationships, compassion, and belonging underpin learning. With Jesus at our side, we nurture every child to reach their potential as part of our caring family.

POLICY INTENT

Our aims are:

- To provide a high-quality, inclusive education for all learners through Quality First Teaching
- All teachers are teachers of pupils with additional needs and everyone will commit themselves to the challenge of ensuring pupil participation
- Identify and respond early to barriers to learning,

- Embed therapeutic support that promotes emotional regulation and wellbeing
- Work collaboratively with families, pupils, and professionals. Parents have a vital role to play in supporting their child's education and parents' views will be sought in deciding actions and interventions to help their child
- Where appropriate, the views of the child will be sought.
- Enable every child to flourish academically, socially, and spiritually within a loving and safe environment.
- Relationships of mutual respect will be developed with every child - celebrating successes and supporting children through difficulties
- Due regard will be given to the Special Needs Code of Practice 2014 in all decision making, including liaison with other agencies.

In line with the Code of Practice 2014 which emphasises outcomes for children and young people from 0-25, we believe we all have a role to play in securing the best possible outcomes for children in school which will lead to them being successful as young adults.

OUR THERAPEUTIC APPROACH

At St Teresa's Primary School, we understand that children learn best when they feel safe, valued, and emotionally secure. All our staff use trauma informed practice, in line with therapeutic school model.

All classrooms include:

- Calm Corners for self-regulation
- Check in feelings tree
- Connecting circles, check in and check out
- Visual Timetables
- Visual Scaffolding and Dual Coding
- Visual supports and Knowing more and remembering more activities to aid understanding and memory
- Access to Sensory Breaks if required
- Emotional and social support is available via The Vines Hub and Learning Mentor

MANAGEMENT OF SEN WITHIN THE SCHOOL

The Head teacher and the Governing Body have delegated the responsibility for the day-to-day implementation of the policy to the SENCO. The management of SEN is supported and overseen by the head teacher.

In line with the recommendations in the SEN Code of Practice 2014, the SENCO is responsible for:

- Overseeing the day-day operation of this policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers
- Managing learning support assistants
- Overseeing the records on all children with SEN
- Liaising with parents of children with SEN alongside class practitioners and key stage managers
- Contributing to the in-service training of staff
- Liaising with external agencies including Local Authority support, Educational Psychology services, Health and Social Services, and voluntary bodies

The SENCO is responsible for reporting to the Head teacher and the Governor with responsibility for SEN on the day-day management of the SEN policy. The school SENCO is Mrs A Wright. Regular discussions take place during Governors' committee meetings and children on the SEN register have progress monitored closely.

The CLASS TEACHER is responsible for:

- Liaising with parents and the SENDCO about concerns
- Compiling support plans and agreed outcomes, involving the child and parents in this process, and evaluating their outcomes at least termly
- Providing data and other forms of assessment and evidence to the Head teacher and SENCO
- Inviting parents in to school each term to discuss and agree new outcomes and to sign the child's support plan
- Incorporating the involvement and advice of outside agencies organised by the SENCO
- Managing any extra support provided within school and working with the adults involved to implement any interventions

The TEACHING ASSISTANT is responsible for:

- Supporting children with SEND within the classroom, as planned for by the class teacher
- Working with individuals or small groups on individual or group targets with class teachers' guidance
- Keeping a record of support given
- Contributing their evaluations and assessments to any discussions/meetings to agree future interventions
- Liaising with the class teacher
- Supporting the class teacher in assessment and planning

IDENTIFICATION OF SPECIAL NEEDS

QUALITY FIRST TEACHING

Pupil Progress Meetings are held each term. Here, the class teacher meets with the SLT to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

a) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties and a form of concern will be completed.

b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

c) The SENCO will be consulted, as needed, for support and advice and may wish to observe the pupil in class and/or carry out a more detailed assessment of the child's needs.

d) Through (b) and (c) it can be determined which provision the child will need going forward.

e) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary

f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

g) The child is recorded by the school as being monitored due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents.

Following this, if concerns remain the child will be moved onto Step 2 (SEND Support)

SEND SUPPORT

If a child has been identified as having a special educational need, they will be placed on the Special Educational Needs Register. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach to SEND support. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

ASSESS

This involves clearly analysing the pupil's needs using the class teacher's assessment 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 experience of parents. More detailed assessments may be requested by the SENCO and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

PLAN

Planning will involve consultation between the teachers, SENCO and parents. Where appropriate, outside agencies will be consulted with to plan the interventions, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a clear date will be identified for review. This will be recorded on an Individual Support Plan; Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

DO

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO will provide strategic support during this stage.

REVIEW

Reviews of a child's progress will be made every term. The review process will evaluate the impact of interventions and adjustments. It will also take account of the views of the pupil and parents. This review will be recorded on a child's support plan. The class teacher, in conjunction with the SENCO will revise the type and level of support and, if necessary, the cycle will begin again. Occasionally a pupil may need more expert

support from an outside agency such as the Learning Support Service, Speech and Language therapy, etc. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

EDUCATION AND HEALTH CARE PLAN (EHC PLAN)

If a child's needs are complex or severe we may suggest that that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHC Plan). This document will describe a child's SEN and the provision recommended. EHC plans can involve the Local Authority (LA) providing extra resources to help a child. These could include money, staff time, special equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SEND Managers, LA representatives and other professionals as required. The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Children at the SEN Support stage or EHCP are discussed at termly planning meetings with LA and actions noted with a copy of agreed next steps sent to the Additional needs team.

CHILDREN WITH DISABILITIES BUT WITHOUT LEARNING DIFFICULTIES

Children with disabilities but without learning difficulties will have an 'Individual Care & Access Support Plan' written by the parents, SENCO and class teacher and, if appropriate, the child. This will outline strengths and areas of focus, plus suggested actions, to minimise the impact of these potential barriers to learning.

CHILDREN WITH HEALTH NEEDS

Children with long term medical conditions will have a Health Care Plan agreed with the school and the parents. When a Health Care Plan is implemented we would also look at any staff training that may be needed. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

SUPPORTING PUPILS AND FAMILIES

Involving parents

At St Teresa's, we believe that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision

- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

We aim to involve parents in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions. This may be through:

- Discussion with the class teacher
- Liaison with the Learning Mentor
- Parents evenings
- Discussions with the SENCO or other professionals;
- Parents are encouraged to comment on their child's Support Plan with possible suggestions that could be incorporated.

Involving Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning during the review process or during pupil voice conferences
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets
- Direct them to the schools and LA's Local Offer web page for extended support awareness

In addition pupils who are identified as having SEN are invited to participate in:

- Support plan reviews and setting of new targets
- Annual reviews

EVALUATING THE SUCCESS OF PROVISION

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

The success of SEND provision and interventions for children on the SEND register are recorded on an individual support plan, which is updated on a termly basis. This helps to identify whether provision is effective. In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent questionnaire, informal discussion and through meetings with parents.

ADMISSION ARRANGEMENTS

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

TRANSITION ARRANGEMENTS

Many strategies are in place to enable a pupil's transition to and from St Teresa's, as well as transition between year groups and key stages, to be as smooth as possible. These include:

- Discussions between the previous or receiving schools/teachers prior to the pupil joining/leaving
- All pupils attend a transition session where they spend some time with their new class teacher
- Additional visits are also arranged for pupils who need extra time in their new school/class
- Transition from Nursery to Reception are carefully planned and home visits ensure staff are fully aware of children's developmental needs.
- Mrs Wright meets with the SENCOs from the secondary schools to pass on information regarding pupils with SEND/particular needs.

IN-SERVICE TRAINING

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Relevant SEN focused external training opportunities are made available to all teaching and support staff where appropriate.

The SENCO regularly attends relevant SEND courses, network meetings and family SEND meetings, feeding back relevant information to staff, the SENDCO and the Head teacher.

RESOURCES

The SENCO holds a number of specialist resources. Resources may be purchased to meet individual needs as identified. In allocating any resources (human or material), consideration is given to our duty under the Equality Act as outlined in the Equality Policy and the Special educational Needs and Disability Code of Practice: 0-25 Years.

COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SEND Managers, who will be able to advise on formal procedures for complaint.

Policy written by Amanda Wright (SENCO)

Presented to staff:

Approved by Governors:

Still to Include:

Individual Workstations,

Bespoke Timetables

Targeted Interventions tracked on Provision Map.

All classes have Intervention folder

Emotional and social support is available via The Vines Hub and Learning Mentor.

Provision is reviewed termly for effectiveness.