

# Our Lady of Perpetual Succour Catholic Primary School

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## Special Educational Needs and Disability Policy (SEND) September 2025



*We learn to love everyone as Jesus loves us*

Policy Written	October 2025
Ratified by Governors	January 2026
Review Date	October 2026



OUR LADY OF PERPETUAL SUCCOUR CATHOLIC PRIMARY SCHOOL

## Mission statement

*We learn to love everyone as Jesus loves us*

At Our Lady's Catholic Primary School, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. At Our Lady's our school priority is to offer individual support for pupils that is needs led not diagnosis led.

All of our policies are interlinked and should be read and informed by all other policies. In particular the SEND policy should be read alongside the Behaviour Policy, Curriculum policy and Supporting pupils at home with medical conditions policy and other curriculum policies.

### **Guiding Principles:**

The Special Educational Needs and Disability Code of Practice: 0-25 years 2014 states,

"All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential" (Chapter 6.1).

In line with the SEN and Disability Regulations 2014 (Part 3), Our Lady of Perpetual Succour Catholic Primary School has a designated, SENDCo Alison Heston, who will monitor and track the progress of any child with SEND, inform parents of any provision made and will ensure that all pupils with SEND are included in the whole school curriculum and extra-curricular activities, allowing them to achieve their full potential.

We will not discriminate against any pupils and will make reasonable adjustments to the curriculum where required in accordance with the Equalities Act 2010.

This Special Educational Needs Policy will provide guidance to ensure that Our Lady of Perpetual Succour Catholic Primary meets its statutory responsibilities for children with SEND in line with this Government guidance.

School Values and Ethos at Our Lady of Perpetual Succour Primary School is all inclusive where every child is supported to access all aspects of school life including after school events and residential trips.

Our children's involvement in the wider life of the school is viewed as being just as vital as their academic progress. We have high expectations for all children and we encourage and support all children to achieve their best. Our Lady of Perpetual Succour Primary School is an inspiring and aspirational community where we learn to love everyone as Jesus loves us.

## **Definition of Special Educational Needs**

A pupil is considered to have a SEND if he or she has a defined learning difficulty or disability over and above those generally experienced by the majority of his or her peer group in a mainstream setting. These difficulties may be sensory, cognitive, physical, social and/or emotional, and some children may have complex needs, which cover a range of difficulties.

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if he or 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 in mainstream schools or mainstream post-16 institutions *SEN Code of Practice (2015)*

## **Definition of Disability**

Many children and young people who have SEN may also have a disability that is defined in the UK Equality Act, 2010 as ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015)*

“Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... health care provision or social care provision which educates or trains a child or young person is to be treated as special educational needs provision”. (*SEN Code of Practice, 2014*). This Policy aims to address the needs of these pupils.

Although there are acknowledged links, in some instances, with pupils who have English as an Additional Language (EAL) needs, this is a separate area of provision (see EAL and Bilingual Policy). Children with EAL are not regarded as having a SEND, although pupils with EAL may also have a SEND.

## **Children with medical needs**

A pupil's medical needs can broadly be summarised as being of two types:

- Short term, affecting their participation in school activities and for which they are on a course of medication or
- Long term, potentially limiting their access to education and requiring extra care and support.

Our School has a Supporting Children with Medical Conditions Policy in place to ensure that arrangements are made to support pupils with medical conditions. Our School will ensure that such children can access and enjoy the same opportunities at school as any other child. Pupils with medical conditions, including both physical and mental health conditions, will be properly supported so that they have full access to education, including school trips and physical education. If children with a medical need spend time at home due to a chronic condition, provision will be made to support their learning remotely in line with the Remote Learning Policy.

Individual Health Care Plans provided by the relevant support agency are in place to help staff identify the necessary safety measures to support children and ensure that they and others are not put at risk.

## **All Behaviour is Communication**

Staff consider the range of individual pupil needs when developing and implementing the Behaviour for Learning Policy. Whilst maintaining a level of consistency, they do focus on the needs of the pupils experiencing Special Educational Needs (SEND) or disabilities and other groups defined as being vulnerable.

Some children exhibit particular behaviours based on a SEND and/or early childhood experiences and family circumstances. As a school, we recognise that all behaviour is communication. We also understand that for many children they need to feel a level of safety before they exhibit challenging behaviours. Where possible, we use our most skilled staff to build relationships with each individual child who may be exhibiting more challenging behaviours. Please refer to the school's Behaviour for Learning Policy for further information and guidance on our approach to behaviour management.

## **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND Support Plan List. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. A graduated approach is followed providing support which consists of a four-part process:

## • Assess • Plan • Do • Review

This is an ongoing 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. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. 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 their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes, as a major focus of the Code of Practice. All strategies are then targeted to achieve the agreed outcome.

### **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. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will

evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals
- Other involved professionals – Educational Psychologist, Speech and Language

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether (or the child is eligible for statutory assessment). Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

<https://localoffer.haltonfamilyhubs.co.uk/send-home> or Parent Partnership Service

<https://sendiasshalton.co.uk>

1. Following Statutory Assessment, a decision will be made whether to issue an EHC Plan, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
2. If a decision is made not to issue an EHC plan, the Local Authority will issue an Additional Support Plan which records the pupil's needs and the

- appropriate strategies which support those needs
- 3. Parents have the right to appeal against the description of the child or young person's SEND specified in an EHC plan, or the special educational provision specified. They may also appeal against the school named in the Plan if it differs from their preferred choice. If you disagree with the decisions then, as well as your legal appeal rights, there is a mediation service, Your Family Matters, which can help settle disputes. The mediators are not employed by the local authority and are completely independent. You can also ask for advice and support from Halton SENDIASS
- 4. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the local authority. Staff members are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEND. Subject leaders have made every effort to enable all children to achieve in their subject by looking at barriers in this subject area and strategies that could be used to enable children to access this subject.

In class provision and support are deployed effectively to ensure the curriculum is adapted, where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

### **Accessibility and Inclusion:**

At Our Lady of Perpetual Succour Catholic Primary School, we endeavour to be disability friendly. The school operates on one level and has an accessible toilet within school. Where changes cannot be made to the physical environment, teachers will adapt lessons to ensure that all children are able to participate. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with any other disabilities including sensory difficulties.

We aim for all of our classrooms to be inclusion friendly. We aim to teach in a way

that will support children with ASD, ADHD or other specific learning needs. This is good practice to support all children but is vital to those who particularly need it. All of our children access the full National Curriculum, and we recognise achievements and expertise in all curricular areas. As part of normal class adaptive teaching, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

The Headteacher and SENDCO oversee the school's policy for inclusion and are responsible for:

- Ensuring that it is implemented effectively throughout the school.
- The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.
- The school will seek advice, as appropriate, around individual pupils, from external support services.

### **Evaluating the success of provision**

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 and pupil questionnaire, discussion and through progress meetings with parents.

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

SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

### **Admissions Procedures**

Our Lady of Perpetual Succour Catholic Primary School aims to meet the needs of any pupil whom the parent wishes to enrol at the school as long as a place is available and the admission criteria are fulfilled. This currently includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of a EHCP under the Children and Families Act 2014 and the Local Education Authority has indicated that the provision required is incompatible with that available at our school. Where a pupil due for admission is known to have special educational needs, the SENDCo will gather appropriate information from any school the pupil has been attending and from other agencies

known to have been involved. This is to ensure that there is no loss of learning time and that transitions into the school are smooth.

### **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 Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

### **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

### **Working in partnerships with parents**

Our Lady of Perpetual Succour Catholic Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required along with the LA Local Offer

Website.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governors (Miss C Houghton) may be contacted at any time in relation to SEND matters.

### **Links with other schools**

The school works in partnership with the other local primary schools through a cluster group and networking within the Local Authority which, enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### **Links with other agencies and voluntary organisations**

Our Lady of Perpetual Succour Catholic Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- iCART team
- Speech and Language Service
- SEND Service
- Hearing Impairment Team
- Vision Impairment team

Name	Role	Signed	Date
Mrs A Heston	SENDCo		
Miss K Nuttall	Headteacher		
Miss C Houghton	SEND Governor		
Mr P Hindley	Chair of Governors		

This policy will be reviewed annually