

# St Patrick's RC Primary School SEND Policy

St Patrick's RC Primary School has a named Acting SENCO, Mrs Liz Hindley - who is also the Headteacher. She is supported in this role by the Associate SENCO, Mrs Donna Willians. There is also a named SEN Governor, Mrs Maureen Woodall. Together they ensure St Patrick's SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), Local Authority and other policies in school.

At St Patrick's, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. This is reflected in our mission statement which notes *'We provide a caring, joyful and supportive community, nurturing the Catholic faith, living and working together as part of God's family to shine and reach our full potential; we are all individuals, unique and special in God's eyes.'* We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

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

## What Are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. 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 provision. Code of Practice 2014.

This SEND policy details how, at St Patrick's, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them.

We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

## The Aims of This Policy Are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to families' and pupils' views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

# St Patrick's RC Primary School SEND Policy



- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## Admissions

Pupils with special educational needs will be admitted to St Patrick's in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs and at what level.

If the school is alerted to the fact that a child may have difficulty with learning, they will make their best endeavors to collect all relevant information and plan a relevant differentiated curriculum.

## Equal Opportunities and Inclusion

An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. At St Patrick's;

- We promote positive relationships, active engagement, and wellbeing for all pupils.
- Ensure all pupils can access the best possible teaching.
- Adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report (2022).

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.

# St Patrick's RC Primary School SEND Policy



- Planning to develop children's understanding through the use of all available Senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage and own their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

## Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school.

The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

We aim to understand individual pupil's learning needs using a graduated response as advised in the Code of Practice (2014)– 'Assess, Plan, Do, Review'.

<https://www.lancashire.gov.uk/media/914484/lancashire-send-graduated-response-continuum-of-need-process-map.pdf>

Assessment is regular and purposeful rather than a one-off event, and we seek input from parents and carers as well as the pupil themselves and specialist professionals. Our teachers feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

**Assess** - The teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and

# St Patrick's RC Primary School SEND Policy



expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile.

This may involve taking advice from the SENDCo, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first.

Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school including nurture group activities and support.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties and continues to make little or no progress.

**Plan** - Class teachers write Targeted Learning Plans (TLP) for any child receiving SEND support three times a year. Parents and pupils will receive a copy of the plans which will include the expected outcomes, actions and strategies and provision to be used. Where specialist teachers or external agencies are involved, they are responsible for writing a SEND Individual Action Plan or Support Plan.

**Do** - The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus through the use of specific TLP/Intervention weekly monitoring sheets.

Progress may be measured through assessment scores and/or through qualitative observations.

**Review** - The progress of the pupil will be reviewed continually by the class teacher and targets will be adapted and added as appropriate. This is monitored by the SENDCO. At the end of the specified period of intervention the TLP will be evaluated and a new one will be provided.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

# St Patrick's RC Primary School SEND Policy



Where necessary we involve the support of professionals from Lancashire team to help identify needs of children with English as an Additional Language.

## **Statutory Assessment of SEND**

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise and the outcomes for the child are not improving despite SEND Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's Individual Education/Behaviour plans (TLP) or external agency SEND Action Plans/Support Plans
- records of reviews and their outcomes
- TLP/Intervention monitoring forms
- Early Help Assessment (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else who parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP).

Further information can be found on the LA website [www.lancashire.gov.uk](http://www.lancashire.gov.uk)

## **Annual Review of the EHC Plan**

All EHC Plans must be reviewed at least annually. The SENDCo initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant

# St Patrick's RC Primary School SEND Policy



professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENDCo will record the outcomes of this meeting and ensure that it is sent to the LA.

## **Medical Needs**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs or disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school's policy on medicines is published on the school website at: [www.st-patricks.lancs.sch.uk](http://www.st-patricks.lancs.sch.uk)

## **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Our staff have developed a repertoire of strategies that they use flexibly in response to the needs of all pupils. Flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; and scaffolding.

Targeted Learning Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets using PIVATs (Performance Indicators for Valued Assessment & Targeted Learning.), we ensure that children experience success. All children on the special needs register have Targeted Learning Plan with individual SMART targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.



## **Progress of Pupils with SEND**

All the children who are currently receiving support are making progress and meeting their individual targets set out in their Targeted Learning Plans. Each term the progress of children with SEND is reviewed, with targets set taking into account the results of teacher assessment, care plans from Speech and language and also any other advice from specialist teachers.

## **Allocation of Resources**

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

## **Deployment of Staff**

Teaching Assistants support alongside the class teachers delivering specialised programmes and offering general classroom support. The majority of support is given in the core subjects namely numeracy and literacy.

A significant focus of SENDCo work has been in supporting and meeting the needs of TAs involved in delivering individualised and small group teaching, in administrative work and in liaison with agencies. Our SEND Governor is involved with assessing identified children in liaison with the SENDCo at regular meetings.

## **Partnership with Parents**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like.

They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the

# St Patrick's RC Primary School SEND Policy



process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCo through school.

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the TA.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom.

Parents will be invited to meet regularly with their child's designated TA and on request SENDCo on a termly basis.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

## **The Use of Outside Agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the TLP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum Age Related Expectations substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.



# St Patrick's RC Primary School SEND Policy



- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

## Training and Resources

Governors will ensure that there is a suitably qualified SENDCo who has the time necessary to undertake the role. Our SENDCo is qualified with the NASENCo award and has regular updates and training which are then cascaded down to staff.

Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored. Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their EHCPs, support plans and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCo.

The SENDCo will keep abreast of current research and thinking on SEND matters.

The SENDCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals. The SENDCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET. SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members. There are SEND training sessions for all support staff regularly.

Funding received for an Education Health Care Plan is allocated to ensure appropriate provision. The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The head teacher reports the outcome of the review to the full governing body.

## Monitoring and Evaluation

# St Patrick's RC Primary School SEND Policy



The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Targeted Learning Plans for children. The SENDCo and the head teacher hold regular meetings to review the work of the school in this area.

## **Number of Children with SEND**

Currently in 2025, we have 20 children on our SEND register.

## **External Personnel and Other Agencies**

We liaise with Educational Psychologists, SENDO, Specialist Behavioural Specialists, Down Syndrome Specialist Teachers, Golden Hill, Reach Behavioural Specialists, School Nurse, Visually-impaired Specialist Teacher, Hearing-impaired Specialist teacher, Occupational therapists, Schools Safeguarding Board, Children and Family Wellbeing Service, Paediatricians, as well as Speech and Language advisors.

## **Inclusion**

All pupils with SEND and/or disability take part in all aspects of school life including out of school activities. All children have participated in the full range of opportunities and events arranged by the school, including trips. As noted in the SEND Code of Practice (2014), 'The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEND or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.'

## **Roles and Responsibilities**

### **The Governing Board**

The SEN Governor, Mrs Maureen Woodall, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a termly report to update progress of children on the SEND register
- the SEND policy is reviewed annually
- the governors' annual report details the effectiveness of the SEND policy in the last year, any significant changes to the SEND policy, why they have been made and how they will affect SEND provision
- the school's Local Offer is updated annually which explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs

### **The Headteacher**

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work.

# St Patrick's RC Primary School SEND Policy



The Headteacher will keep the Governing Board informed about the special educational needs provision made by the school. The Headteacher will work closely with the Associate SENCO, the Special Needs Governor and other staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the Associate SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

## **The Special Educational Needs Co-ordinator (SENDCo)**

The Acting SENCO is: Mrs. Liz Hindley

The Associate SENCO is: Mrs Donna Williams

The SENCO is responsible for:

- co-ordinating SEND provision for children
- liaising with and advising teachers
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs
- along with class teachers, liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that TLPs are written and that reviews take place
- overseeing intervention across the school
- monitoring the impact of intervention across the school

## **Role of Class Teacher and Support Staff**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both teachers and additional adults in the classroom have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum adaptation and assessment of pupils with SEND. They work together with the SENCO to formulate and review TLPs and to maintain all SEND records. TLPs are now created on Insight, which is the school tracking tool.

## **Safeguarding**

At St Patrick's we are aware that children who have SEND can be more vulnerable than others. We use the Lancashire Continuum of Need (CON) to provide help and guidance for all our staff who work with our children, young people and their families to allow us to identify levels of need and risk through the use of indicators related to outcomes where necessary. The CON also supports us in determining how we can best support and work alongside children, young people and their families by providing guidance as to what assessment and planning procedures to follow at each level to meet or prevent the escalation of need and support de-escalation from statutory services.

# St Patrick's RC Primary School SEND Policy



<http://www.lancshiresafeguarding.org.uk/media/15006/pan-lancs-continuum-of-need-july-2017-.pdf>

## **Storing and managing information**

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are kept updated by the SENCO. These records are stored securely and confidentially in line with Data Protection Policy, and with the General Data Protection Regulation (GDPR) 2018. In line with GDPR 2018, the confidential nature of SEND information is fully recognised at St. Patrick's Catholic Primary School.

## **Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. St. Patrick's Catholic Primary School publishes its accessibility plans within its Local Offer. This can be found on the website at [www.st-patricks.lancs.sch.uk](http://www.st-patricks.lancs.sch.uk).

## **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 meet with the parents to discuss the concerns.

If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Headteacher. If the Headteacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the SEN Governor (Mrs Maureen Woodall). The Chair of Governors is Mrs Maureen Woodall and she will be involved in this capacity after other avenues have been exhausted to resolve the situation.

## **Reviewing the policy**

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review September 2026.

Updated: September 2025

Mrs Liz Hindley  
Acting SENCO/ Headteacher