

St. Michael's Catholic Primary School



Special Educational Needs and Disability Policy

October 2026

With Jesus we can Achieve what we Dream and Believe

SENCo: Mrs Sarah Reilly

Headteacher: Mrs Jade Gordon

SEND Link Governor: Mrs Jeanette Riley

Pastoral Team: Mrs Birch, Mrs Reilly, Miss Cornett, Miss Lannon and Miss Duncan

We can be contacted directly at school on 0151 260 8460 or via email at:

michaels-ao@st-michaels.liverpool.sch.uk

Section 1:

The Special Educational Needs Co-ordinator (SENCo) is contactable during school hours and will respond within 24 hours of contact being received during working hours in term time.

SENCo: Mrs. Reilly

Assistant SENCo: Mrs Birch

SEND team: Miss McEntee or Miss Elson

Contact: via School Office or by telephone: 0151 263 8460

Leadership Status: The SENCo is a core member of the Senior Leadership Team (SLT).

SENCo Qualification: The SENCo holds the Postgraduate Certificate in Special Educational Needs Coordination (Distinction-2023/24- NASENCo)

This policy was developed in collaboration with staff, parents/carers and governors to foster a fully inclusive culture. Every teacher at St. Michael's is a teacher of all pupils. We make reasonable adjustments and employ adaptive teaching to remove barriers to learning and development, ensuring every child achieves their full potential.

The Headteacher, Mrs. Gordon, alongside the leadership team, works in close partnership with the SENCo to ensure reasonable adjustments are integrated across the curriculum, learning environment and assessment practices.

SEND Governor: Mrs. Jeanette Riley

Section 2 Overview:

Our school is committed to equality as both an employer and a service provider. We recognise the entitlement of every pupil to a broad, ambitious and balanced curriculum appropriate to their needs.

This policy complies with the statutory requirements detailed in the SEND Code of Practice 0–25 and aligns with the following statutory frameworks and guidance:

- Special Educational Needs and Disability Regulations 2015,
- Equality Act 2010: Advice for Schools Statutory Guidance on Supporting Pupils with Medical Conditions at School (2014)
- Teachers' Standards (including adaptive teaching expectations)
- Ofsted Education Inspection Framework (EIF)
- Children and Families Act 2014
- School SEN Information Report Regulations

Policy Aims

- High Expectations: Continually raise the aspirations for all pupils with SEND, focusing on meaningful, high-value outcomes rather than hours of provision alone.
- Inclusion: Provide an environment where pupils with SEND learn alongside their peers in mainstream settings, fully participating in the wider life of the school.
- Preparation for Adulthood: Equip pupils early with independence, communication skills and self-advocacy to ensure smooth transitions into secondary education and life beyond.

Operational Objectives

- Operate a whole-school, person-centred approach to identifying and supporting SEND.
- Apply adaptive teaching as the primary strategy for inclusion before layering targeted interventions.

- Fully execute the Graduated Approach (Assess, Plan, Do, Review).
- Actively involve parents, carers and pupils at every stage of assessment, target setting and review.
- Ensure effective governance and rigorous monitoring of SEND resources and outcomes.

Section 3: Identifying Special Educational Needs and Disabilities

We define SEND in line with the SEND Code of Practice:

"A pupil has SEND where their learning difficulty or disability calls for special educational provision- namely provision different from or additional to that normally available to pupils of the same age."

Broad Areas of Need

Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health (SEMH)	Sensory and/or Physical Needs
•Speech, Language, and Communication Needs (SLCN); Autism Spectrum Condition (ASC).	•Moderate Learning Difficulties (MLD); Specific Learning Difficulties (SpLD: Dyslexia, Dyscalculia, Dyspraxia)	•Underlying mental health needs (anxiety, trauma), ADHD/ADD, attachment difficulties. Note: Behaviour is treated as an underlying communication of need, not a primary classification.	•Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disabilities requiring specialist equipment or adaptations.

Early Identification

Teachers monitor pupil progress regularly through formative, diagnostic and summative assessment practices alongside termly Pupil Progress Reviews and SEND review Meetings 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

Slow progress or lower attainment does not automatically mean a child has SEND. Conversely, attainment on par with age-related expectations does not rule out underlying difficulties (such as high-functioning autism or mental health challenges).

Factors that may impact progress but are NOT SEND in isolation:

- Attendance and punctuality
- English as an Additional Language (EAL)
- Health and welfare / Safeguarding issues
- Pupil Premium / Disadvantaged status
- Looked-After Children (LAC) / Previously Looked-After Children (PLAC)

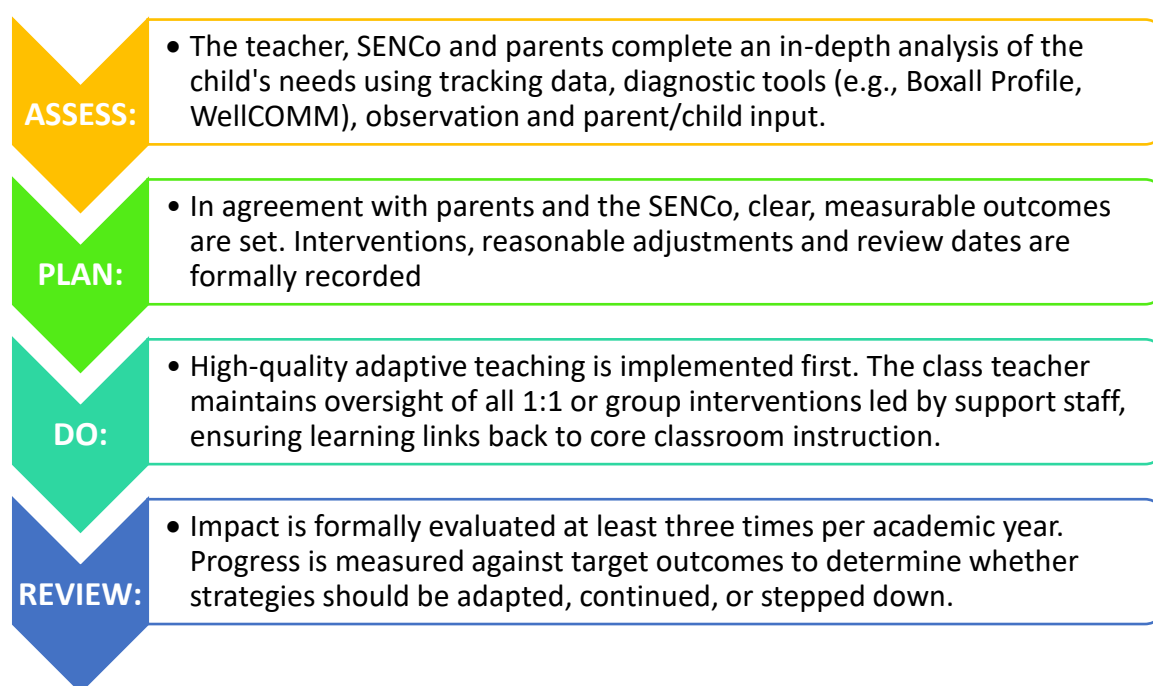
- Social factors (e.g., housing, mobility)

Early identification, will take into account all of these factors through the four-part cycle of the graduated approach. A pupil is placed on the SEND register if they are receiving targeted level support through wave one, high quality first teaching.

Section 4: The Graduated Approach

Class teachers remain strictly responsible and accountable for the progress and development of all pupils in their class, including where pupils receive support from Teaching Assistants or specialist staff.

The 4-Part Cycle



Section 5: Managing Needs on the SEND Register & Specialist Advice

Where a pupil continues to make less than expected progress despite evidence-based adaptive teaching and targeted interventions, the school will seek advice from specialist external services (e.g., Educational Psychology, Speech and Language Therapy, CAMHS, YPAS, Seedlings).

Criteria for Requesting an EHC Needs Assessment

If a pupil's needs remain significant and complex following at least two full cycles of the Graduated Approach, the school, in full partnership with parents, may request an Education, Health and Care (EHC) Needs Assessment from the Local Authority. The school will compile comprehensive evidence of:

- Graduated response cycles completed (Assess, Plan, Do, Review).
- Entry and exit data for targeted interventions.
- Advice and reports from external healthcare and educational professionals.
- Detailed accounts of how the school's notional SEND budget (£6,000 Element 2 allocation) has been deployed.

Section 6: Parental Engagement, Student Voice & Accessibility

- Communication: Parents/carers are involved in co-producing plans and evaluating outcomes at least three times per year through structured parent-teacher conferences and SENCo reviews.
- Local Offer & Information Report: Our school's statutory SEND Information Report and links to the Liverpool Local Authority Local Offer (<https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/>) are published on the school website and available in print from Reception (<https://stmichaelscatholicprimary.co.uk/about-us/send-and-inclusion/>).
- Full Participation: In accordance with the Equality Act 2010, all extra-curricular activities, trips and residential visits are accessible to pupils with SEND. Reasonable adjustments, risk assessments and auxiliary aids are put in place prior to activities taking place.

Section 7: Supporting Pupils with Medical Conditions

St. Michael's recognises its statutory duty under the Children and Families Act 2014 to support pupils with medical conditions.

- Individual Healthcare Plans (IHPs) are developed for pupils with complex medical needs in collaboration with parents, the SENCo, healthcare professionals and the assigned School Nurse.
- Staff receive necessary medical training (e.g., EpiPen administration, epilepsy management, diabetes care) as required by specific pupil needs.
- Refer to our standalone ***Policy for Supporting Medical Conditions in Schools*** for full procedures.

Section 8: Monitoring, Evaluation & Governance

The Governing Body holds ultimate strategic oversight for SEND provision and accessibility across the school.

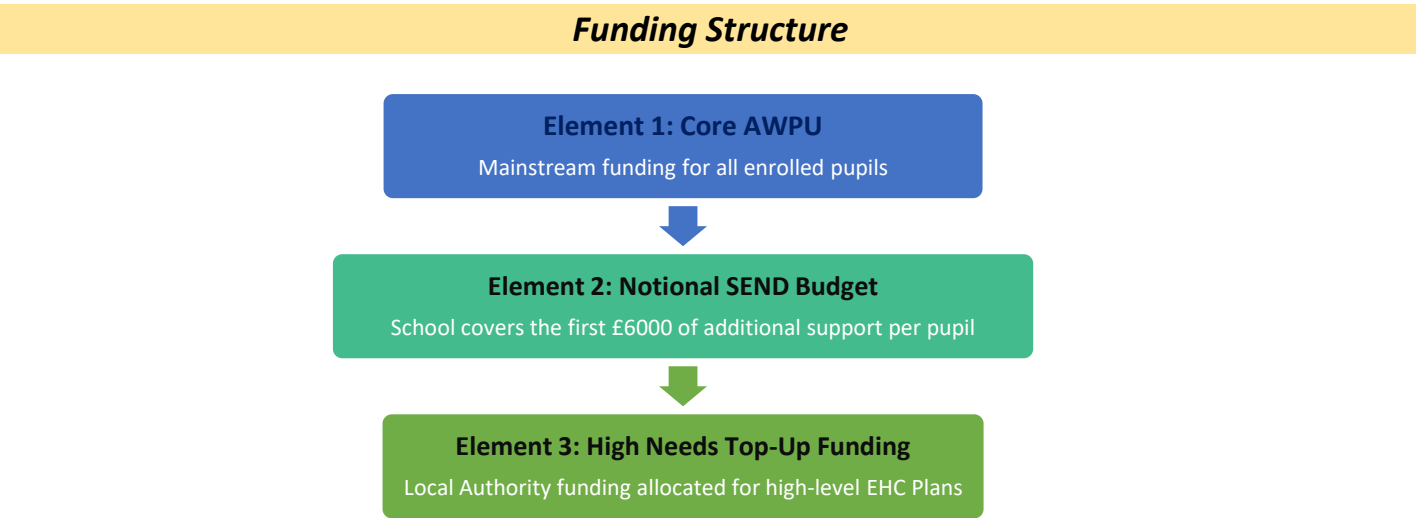
Role of the Link SEND Governor

The Link SEND Governor (Mrs. Jeanette Riley) monitors provision through:

- Termly meetings with the SENCo and SLT.
- Learning walks, work scrutiny and pupil voice activities focusing on adaptive teaching.
- Reviewing anonymised progress data for pupils on the SEND register.
- Reporting directly to the Full Governing Body on the deployment and impact of SEND funding.

Section 9: Resourcing, Budget Allocation & CPD

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

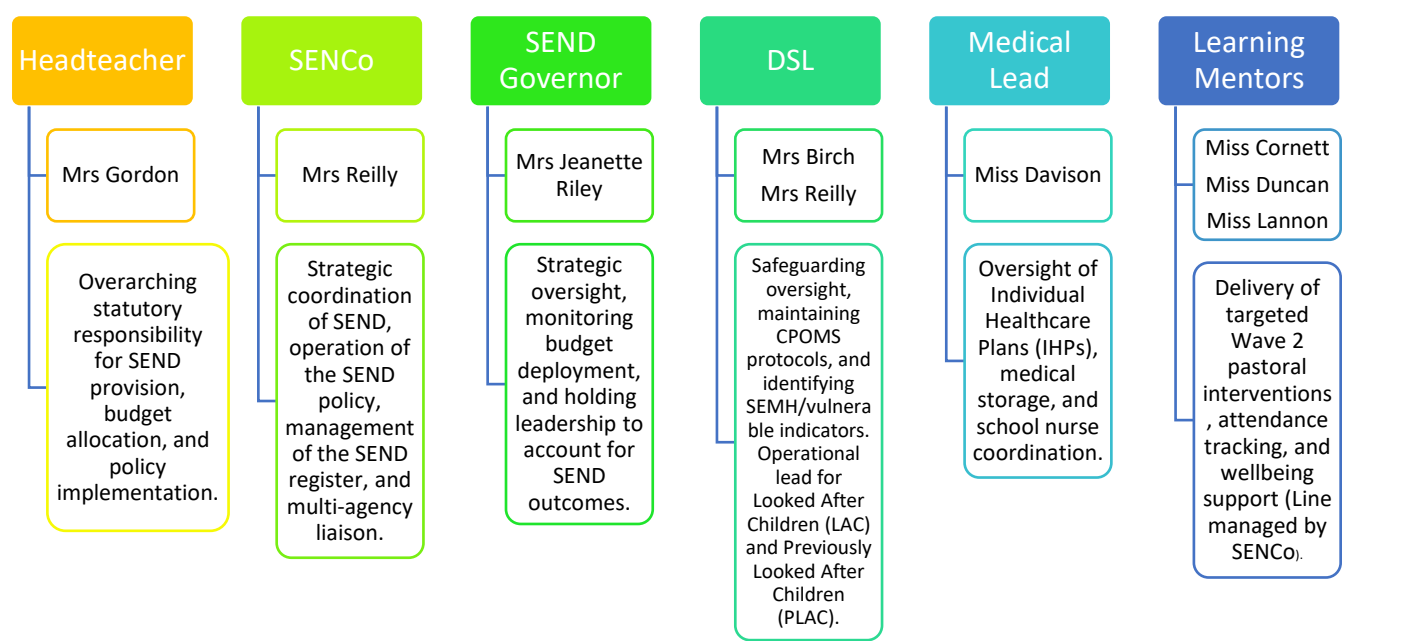


Workforce CPD and Training

- Every new teacher, support staff member and Initial Teacher Trainee undergoes an induction with the SENCo on school systems, pupil profiles and adaptive strategies.
- An annual SEND training needs analysis is conducted across all staff to inform the School Development Plan (SDP).
- The SENCo actively participates in local authority Partnership Meetings, School Improvement Liverpool briefings and statutory professional networks to stay aligned with legal and pedagogical developments.

Section 10: Roles and Responsibilities

While the SENCo coordinates provision and monitors support, all teachers are teachers of pupils with special educational needs. Provision for SEND is a whole-school responsibility.



Key Operational Responsibilities

Class Teachers and Learning Support Assistants

- Retain primary accountability for the progress, development and attainment of all pupils in their class, including those accessing support from TAs or specialist staff.
- Deliver high-quality adaptive teaching as the first step in the Graduated Approach.
- Plan, assess and monitor the impact of in-class support and targeted classroom strategies.
- Contribute to Assess-Plan-Do-Review cycles and collaborate with parents during termly reviews.

Learning Mentors

- Deliver evidence-based Wave 2 and Wave 3 interventions as planned by the class teacher and SENCo.
- Record entry and exit baseline data to measure intervention efficacy.
- Provide continuous feedback to class teachers on pupil progress, barriers encountered and emotional wellbeing.

Special Educational Needs Co-ordinator (SENCo)

- Oversee the day-to-day operation of the SEND policy and update the statutory SEND Information Report annually.
- Coordinate provision for pupils on the SEND register and manage High Needs top-up funding allocations.
- Provide professional guidance and CPD to teachers and support staff on adaptive teaching and early identification.
- Act as the lead point of contact for external agencies, health services, and the Local Authority (Liverpool LA).
- Oversee transition planning to secondary settings or alternative providers to ensure smooth educational continuity.

Section 11: Storing and Managing Information

All SEND records, diagnostic reports, and personal data are handled in strict compliance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

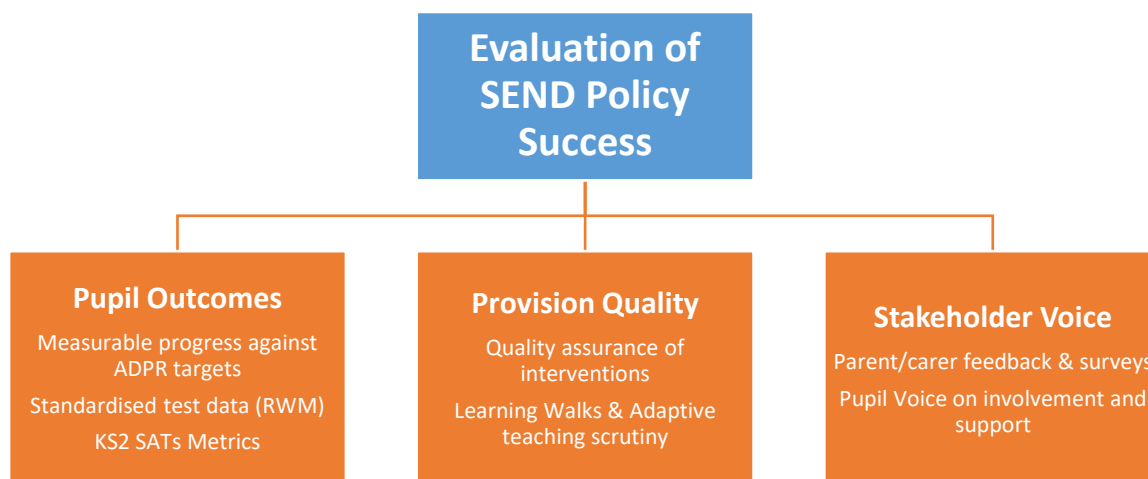
- **Safeguarding & Sensitive Records:** Confidential child protection and high-level pastoral records are secured on CPOMS, accessible only to Designated Safeguarding Leads and designated SLT members.
- **SEND Provision & Intervention Tracking:** Classroom-level learning plans, external specialist reports and intervention records are managed securely via Edukey (Provision Map). Access is strictly restricted to class teachers, the SENCo and senior leaders.
- **Data Transfer:** When a pupil transfers to another educational setting, all SEND and safeguarding records are transferred securely via CPOMS and CTF (Common Transfer File) protocols within statutory timeframes.

Section 12: Policy Review & Evaluation

This policy is reviewed annually by the SENCo, Headteacher and Link SEND Governor in consultation with staff, parents and pupils. It may be updated mid-cycle to reflect statutory changes from the Department for Education (DfE) or Local Authority guidelines.

Evaluation Criteria

The effectiveness of our SEND provision is evaluated using quantitative and qualitative metrics:



Section 13: Accessibility

In accordance with Schedule 10 of the Equality Act 2010, St. Michael's maintains a statutory Accessibility Plan updated every three years. This plan focuses on three key pillars:

- Curriculum Access: Increasing access to a broad, ambitious curriculum through adaptive teaching, assistive technology (e.g., Widgeo) and tailored support.
- Physical Environment: Improving physical access to school buildings, including ramped access, accessible toilet facilities and sensory adjustments.
- Written Information: Ensuring written materials (reports, letters, newsletters) are available in alternative formats for parents, carers, or pupils with visual impairments or literacy barriers.
- (<https://stmichaelscatholicprimary.co.uk/wp-content/uploads/2022/11/St-Michaels-Accessibility-Plan-2022-2025.pdf>)

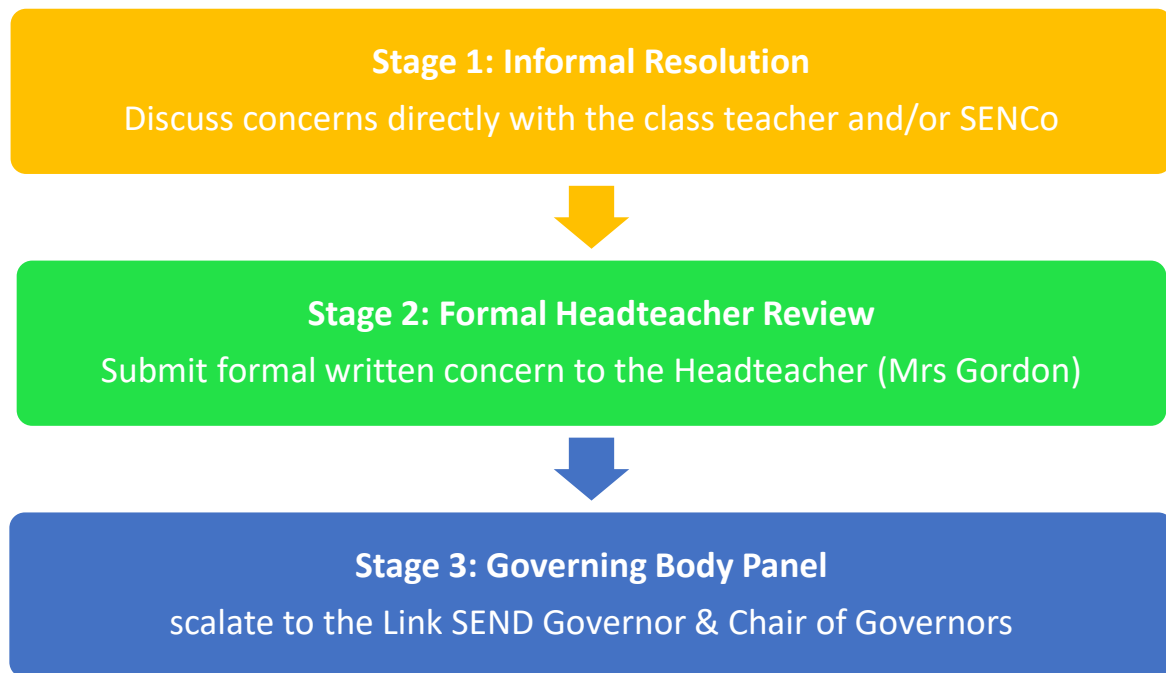
Section 14: Linked Policy Framework

This SEND Policy forms part of our broader inclusion framework and should be read alongside the following school policies:

- SEND Information Report (Updated annually)
- Accessibility Plan (2025–2028)
- Supporting Pupils with Medical Conditions Policy
- Equality & Diversity Policy
- Child Protection & Safeguarding Policy
- Teaching, Learning & Assessment Policy
- Admissions Arrangements
- Behaviour for Learning Policy (incorporating reasonable adjustments for SEMH)

Section 15: Dealing with Complaints

St. Michael's works transparently with families to resolve concerns early. If a parent or carer has concerns regarding their child's SEND provision, the following phased resolution process applies:



Note on Statutory Rights: Parents retain the right to contact the Local Authority's SEND Information, Advice and Support Service (SENDIASS) for independent advocacy at any stage. Decisions regarding Education, Health and Care Plans (EHCPs) or local authority assessments can be appealed directly via the First-tier Tribunal (Special Educational Needs and Disability).

Authored by- Mrs Reilly

This SEND Policy was produced in October 2026 and will be reviewed in October'27