

ST MARGARET MARY'S CATHOLIC INFANT SCHOOL

Loving, Learning, Growing together with Jesus



SEND Policy 2025

Approved by: Full Governors

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St Margaret Mary's Catholic Infant School SEND policy

October 2025

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‘Loving, Learning, Growing, together with Jesus.’

At St Margaret Mary’s Infant School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

Introduction

Miss Hart is the school’s SENCO and manages the school’s SEND work; she has completed the study for the National Award for SEN. Our SENCO can be contacted by telephone 0151 477 8815 or email: FAO Miss Hart at: stmargaretmary@knowsley.gov.uk

Miss Hart is a member of the Senior Leadership team and works with the staff to ensure the effective day-to-day operation of the school’s SEND policy. The SENCO will identify areas for development in SEND and contribute to the school’s development plan. She will coordinate provision for children with SEND and keep the governing body informed about the SEND provision made by the school through annual written reports.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2015)
- Schools SEND Information Report Regulations (2014) (see www.sendgateway.org.uk)
- Statutory Guidance on Supporting pupils at school with medical conditions (2015)
- The National Curriculum in England Key Stage 1 framework document (2013)
- The Statutory framework for the Early Years foundation stage (2025)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2021)

We have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of Practice D.F.E. 2015).

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEND includes:

- High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

Aims

We at St Margaret Mary's aim to ensure that every pupil is fully included in school life and that they are supported to fulfil their potential. If a pupil has a special need, disability or any other additional need, we will make all reasonable adjustments possible and will provide appropriate additional support to make their time at our school a happy and successful one. We affirm the individuality and worth of all our pupils and seek, through Early Years Curriculum and National Curriculum subjects, to adopt a broad and balanced curriculum offering opportunities to all our pupils. We are committed to an educational partnership with parents and seek to involve them in the education of their children. Through the Special Educational Needs Code of Practice 2015, children with special educational needs will be identified and their needs will be addressed, both by teaching staff within the school and by external agencies.

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

Work within the guidance provided in the SEND Code of Practice, 2015.

- Ensure that all pupils increase their responsibility for their learning and behaviour as they move through the school.
- Ensure good working relationships with parents, carers and the community.
- Ensure that the school offers a broad and balanced curriculum which is adapted to ensure that it is accessible to pupils with SEND and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of SEND pupils.
- Ensure that the school liaises with outside agencies effectively to meet the needs of staff and pupils.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction
Eg Speech and language difficulties, Autistic spectrum
- Cognition and learning
Eg Dyslexia and moderate learning difficulties
- Social, emotional and mental health difficulties
Eg ADHD and emotional difficulties.
- Sensory and/or physical impairment.
Eg Visual/Hearing impairment or physical disability

Roles and Responsibilities:

The Governing Body

The SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The Full Governing Body receives a report at every curriculum meeting to update progress on SEND issues
- The SEN Information Report is reviewed annually, and details the effectiveness of provision in the last year, along with any significant changes to policy
- The SEN Information Report 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 Governing Body has identified a governor to have oversight of SEND provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The SEND Governor is Mrs Trifoi.

The Headteacher - Miss Carroll

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCo, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENCo will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs and Disability Co-ordinator (SENCo)

The St Margaret Mary's Catholic Infant school SENCo is Miss Hart and she can be contacted via the school office: 0151 477 8815 or via email on stmargaretmary@knowsley.gov.uk

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
- 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 appropriate provision is planned and implemented and that reviews take place.

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 the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENCo to formulate provision and review progress and impact. They maintain a class YELLOW file which is kept in the classroom, this contains SEND information for reference by staff including supply staff and students as appropriate. Also, teachers complete a class overview on the top of their plans for PPA cover/Supply cover when planned.

A Graduated Approach to SEND Support

Quality First Teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching adaptations for individual pupils, is the first step in responding to pupils who have or may have SEND.

We regularly and carefully review the quality of teaching and progress for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The Senior Leadership Team hold termly pupil progress meetings with all teachers to monitor the progress and development of all pupils. This is based on high quality, accurate formative assessment recorded on SONAR and class records. Where pupils

are falling behind or making inadequate progress given their age and starting point, extra support is identified and put in place to support individual needs e.g. same day intervention strategies. The child's parents and pupil are informed of their child's strengths and areas to develop.

KS1 children who are working below age related expectations are graded using pre key stage standards.

It is the responsibility of the class teacher to implement the targets/next steps for the identified children in their class. Appropriate tasks / activities / group work are planned to meet the needs of the children taking into account the needs of the child and their learning styles. Teachers also plan for support staff in their class so that the identified children are adequately supported.

SEN Support

Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, alongside the SENCo, should assess whether the child has a significant learning difficulty. Where it is determined that a pupil does have SEND, parents will be formally advised of this and a joint decision will be made to add their child to the SEND register. 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. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This graduated approach is called SEND support. 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, referrals and advice from external support services will also be considered. For example,

- Speech and Language therapy
- Occupational therapy
- CAMHS
- School Nurse
- Educational Psychologist
- ASC Advisor
- Paediatrician
- School attendance service
- Behaviour Inclusion service

- EYFS SEND Advisor

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 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 and 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 SENCo.

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 SENCO 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 at least termly. The class teacher holds the overall responsibility for evidencing progress according to planned outcomes.

Access to the curriculum

At St Margaret Mary's, we ensure that quality first teaching and learning opportunities meet the needs of all our pupils. Provision is adapted for individuals and there is a challenge in place for all pupils regardless of their starting points.

In order to ensure St Margaret Mary's is fully inclusive, children will (in the main) work towards the same learning objective alongside their peers. Teachers will adapt planning in different ways when needed such as: the use of word banks, different learning tools i.e. Number lines, practical resources, differentiated levels of questioning/scaffolding and different ways of recording their learning and the level of adult support given, will support children in achieving their learning objectives.

As part of the school day and in each lesson, learning will be matched to the individual needs of the children. The class teacher ensures that the children build on prior learning and our curriculum progression maps show how the children will progress each year, from Nursery to Year 2. Children will be taught the curriculum for their year group, and they will be provided with activities that are appropriate to their level.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and by external professionals/agencies. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

On occasions it is necessary to provide children with a different learning objective, in order to ensure learning is tailor made to match the needs of the child. This will be done in consultation with the individual's parents.

Our School also welcomes advice from different professionals as to how we can best provide additional support for our children. Professional advice may involve internal staff (Head, Deputy Head, SENCO, Learning Mentor etc.) as well as external staff such as Speech and Language Therapists (SaLT), Occupational Therapists (OT), Educational Psychologists (EP) etc.

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

Referral for an Education, Health and Care Plan

The majority of children with SEND will have their needs met in mainstream schools. 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.

- Following Statutory Assessment, an EHC Plan will be provided by Knowsley, Liverpool or St Helens Council, 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 in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

- 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.

St Margaret Mary's will follow a graduated approach and seek guidance from the Liverpool/ Knowsley or St Helens Local offer dependant on the GP practice the child is under or their home address as applicable.

For details of Knowsley's Local Offer, visit:

<https://www.knowsleyinfo.co.uk/home>

For details of Liverpool's Local Offer, visit:

<https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/>

For details of St Helens' Local Offer, visit:

<https://lrcareershubs.co.uk/resource/st-helens-city-council-send-local-offer/#:~:text=St%20Helens%20local%20offer%20provides,carers%20%2D%20all%20in%20one%20place.>

Criteria for Exiting the SEND Register

A child may no longer require Special Educational Needs provision, where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers This would be determined at the review stage.

Supporting Pupils and Families

At St Margaret Mary's we have a School SEND report which provides information about the provision we offer children who have SEND. This is available for parents and pupils on the school website: <https://stmargaretmarysinfant.com/curriculum/sen/>

Local offer

For details of Knowsley's Local Offer, visit:
<https://www.knowsleyinfo.co.uk/home>

For details of Liverpool's Local Offer, visit:
<https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/>

For details of St Helens' Local Offer, visit:
<https://lcr-careershub.co.uk/resource/st-helens-city-council-send-local-offer/#:~:text=St%20Helens%20local%20offer%20provides,carers%20%2D%20all%20in%20one%20place.>

Parent Support

For free impartial advice on any matters relating to SEND contact:

Liverpool and Knowsley SENDIASS
on 03333237768.
<https://barnardosendiass.org.uk/liverpool-and-knowsley-sendiass/>

St Helens: <https://www.sthelensgateway.info/organisations/st-helens-helens-information-advice-support-st-helens-iass/>

ADDvanced Solutions support parents/children from Knowsley, Liverpool and St Helens in a variety of ways.

Please visit their website:
<https://www.addvancedsolutions.co.uk/>
Or contact them on: 0151 486 1788

Parent support groups:
Knowsley: Knowsley Parent Carer Voice - <https://www.kpcv.co.uk/>

Liverpool: LIPVAC - <https://www.wellchild.org.uk/in-your-area/liverpool-parents-and-carers-forum-livpac/>

St Helens – Listen 4 change - <https://www.haltonsthelensvca.org.uk/organisation-directory/102933/Listen%204%20Change>

Parental involvement in school is highly regarded. We encourage parents and carers to share information about their child at parent's evenings, which take place twice a year. Teachers are willing to discuss a child's progress with parents at convenient times throughout the year either arranging a meeting, making a telephone call or ad hock on the door at the beginning and the end of the day. The SENCo is also available

for parents to discuss concerns by appointment. At least one of the following members of staff are available on the yard at the start of each day for parents to request a follow up call to arrange a meeting to discuss their concerns: Learning Mentor/Head Teacher/Deputy Head/SENCo

Parents contribute and take part in Annual Reviews for children with an Education Health Care Plan (EHCP) and receive copies of all relevant paperwork concerning their child.

Personal Provision Plan/Individual Education Plans (IEPs) and /or play plans are produced termly for children with an EHCP, children who are on the SEND register or children who are on the monitoring list.

The school operates an open-door policy with regards to any concerns a parent may have. If a parent has concerns about their child, they can speak to the class teacher in the first instance, who will inform and seek advice from the SENCO. The class teacher and SENCO will work together to oversee an IEP or play plan for the child. Our SEND Governor is a frequent visitor to school and monitors SEND provision.

Parental involvement is also encouraged in the following ways:

- Induction and information meetings prior to starting school.
- Family learning activities and workshops
- Links with children's centres
- Parent governors
- Website, regular newsletters, Instagram
- Shared homework activities- vis Seesaw
- Visits of prospective parents are always welcome
- Stay and play/ Stay and read/ Prayer & Liturgy sessions
- Coffee mornings
- Power or Positive Parenting 6-week course (POPP)

If a child has an Individual Education Plan (IEP) (sometimes titled as Personal Provision Plan) or Play plan, parents are invited to reviews at least every term.

Admissions

Pupils with SEND will be admitted to St Margaret Mary's in line with the school's admissions policy. The school is aware of the statutory requirements related to SEND and disabilities. The school will use its induction meetings to work closely with parents to ascertain whether a child has been identified as having SEND in Early Years Foundation Stage. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan necessary adaptation to the curriculum.

Accessibility

Pupils with SEND will be given full access to the curriculum through the provision provided by the school as necessary, 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.

The Headteacher ensures all pupils with SEND have appropriate access to assessments and tests, including the application for additional time, to dis-apply pupils from tests or to have support in the form of a 'writer' or a 'reader'.

Please also refer to the Pupil Equality, Equity, diversity and Inclusion policy available on the school website. <https://stmargaretmarysinfant.com/information/equality/>

Also, our accessibility plan: <https://stmargaretmarysinfant.com/curriculum/sen/>

Transition

New Starters:

Before children start in Nursery the class teacher will arrange home visits and consult with previous settings to discuss the needs of individual pupils.

In Reception, the class teacher will set up meetings with previous settings to discuss the needs of individual pupils. Parents are invited to Welcome to school meetings and children have at least two visits to their new class/teacher in the Summer term.

If a child is entering the school with complex needs and/or disabilities, relevant training and risk assessments will be carried out. School will also extend the amount of contact with parents and relevant agencies before the child starts here. Also, extra visits to school will be made available for the child and parents if deemed necessary.

Transitioning through Key Stages:

At St Margaret Mary's Catholic Infant School, we recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible, current class teachers meet with future class teachers and discuss the individual needs of a child. If a child has complex needs, the SENDCo may be present for the meeting. In some circumstances, parents are invited to meet the new class teacher/1:1 support in the Summer term or early in the Autumn term. Parents are welcome to request such a meeting.

Transitioning to St Margaret Mary's Junior School:

St Margaret Mary's Infants has links with St Margaret Mary's Junior school, as most of our year 2 children continue their education at this school. Records of children with SEND are sent to the school with other transfer documents. The SENCO's and Learning Mentors from both the Infant and Junior schools meet to discuss the needs of the children on the SEND register and current provision to ensure that their needs are met on transition. If a child has complex needs, parents may be invited to attend the meeting. The Learning Mentor for both schools and class teachers provide whole class, small group and individual transition support to each year group, particularly Year 2 (Infants) to Year 3 (Juniors). Prior to transition to the Junior school, our year 2 children take part in carefully planned activities at both schools including seeing their new classroom, playground, finding out where the toilets and canteen are.

All children receive a transition document which details their class teachers, door they enter in a morning and photos of provision areas in their new classroom. Children with EHCPs receive a transition booklet with larger photographs of their new classroom and staff.

Transitioning to a New Setting:

When a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies.

Supporting Pupils in School with Medical Conditions

St Margaret Mary's 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, we comply with the duties set out under the Equality Act 2010. (See school website for Single Equalities Policy) Some children may also have special educational needs or a disability (SEND) 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 (2015) is followed. Every pupil with a specific medical need in school has a 'Care Plan'. This is written and implemented in conjunction with the school nurse, doctors, other relevant health professionals, parents and school.

St Margaret Mary's is fully committed to managing the medical conditions of pupils in line with statutory guidance which can be found on the schools website. (Supporting pupils at school with medical conditions)

<https://stmargaretmmarysinfant.com/information/policies/>

Monitoring and Evaluation of SEND

St Margaret Mary's staff regularly and carefully monitor and evaluate the quality of provision we offer all pupils. 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 parents' evenings.

Pupil progress is monitored on a termly basis in line with the SEND Code of Practice. The SENCo completes regular audits, action plans, observations of interventions and provision, sampling of parent views and pupil's views. This promotes an active process of continual review and improvement of provision for all pupils.

SEND provision and interventions are recorded, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCo. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Training and Resources

St Margaret Mary's has an amount of money identified within the school's overall budget, called the notional SEND budget. This is for the school to use to provide high quality, appropriate support, including staffing and resources. School receives 'top up' funding for children who currently have an EHC plan or were Higher Needs funding has been agreed.

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. The SENCO attends relevant SEND courses and facilitates relevant SEND focused internal or external training opportunities for all staff. Training opportunities are matched to school development priorities and those identified through performance management.

New teachers to the school have an induction period which includes a meeting with the SENCO/Year group leader to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO regularly attends the LAs SENCO network meetings for Liverpool and Knowsley in order to keep up to date with local and national updates in SEND and cascades this information to staff through staff meetings.

Storing and Managing Information

The confidential nature of SEND information is fully recognised at St Margaret Mary's Catholic Infant School.

Current SEND documents are kept in a locked filing cabinet in the SENCO's room. They are also kept electronically on the SENCo school 'admin drive' and CPOMS which is password protected. This is in line with the school Data protection Policy.

Archived SEND documents are stored electronically on the SENCo's private drive and on CPOMS. Documents prior to CPOMS are stored in a locked cupboard in the school's admin department.

Anti-bullying

St Margaret Mary's Infant School is against all forms of bullying. This includes bullying between pupils, staff members, parents and any other members of our community. The behaviour policy can be found on our school website under policies.

Complaints

The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found on the school website under policies.

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 SENCO and class teacher should further discuss the concern with the parent or carer. If the concern cannot be resolved at this stage, it should be brought to the notice of the Headteacher.

Reviewing the Policy

The SEND policy is reviewed annually. This policy was written October 2025 and is due for review October 2026.

J. Hart