

SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND)



Date of report: October 2025

SENCo: Mrs S. Catt

National Award for SEND Status: Completed

SEND Governor: Craig Welsby

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The local offer can be found on the schools website www.halewoodcofe.co.uk or alternatively found on the Knowsley Family Information Service website <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

Halewood Church of England Primary School

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Mission Statement – Strategic Direction

At Halewood Church of England Primary School we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected. We believe in the uniqueness of the individual and recognise the diversity and range of contributions that each can make.

We aim to provide for the spiritual, emotional, physical, mental and social development of the whole child; this included a growth in knowledge and understanding of self, and the world in which we live. We seek to foster self-esteem and a sense of responsibility to others and the world around.

In all that we do, we endeavour to provide a high quality of education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require for living.

Ethos

Where children believe, achieve and succeed.

Vision

Train up a child in the way they should go, and when they are old they will not depart from it.

Proverbs 22:6

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1. Introduction

Halewood Church of England Primary School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities. All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and reasonable adjustments. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs.

Children may have SEND throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the pupil.

This special educational needs and disability policy takes careful account of the Education Act 1996, the Code of Practice 2001, the Special Needs and Disability Act 2001, the Special Educational Needs and Disability Code of Practice 2015, the policy of the Local Education Authority and the aims of the school as outlined in school documentation.

2. Aim

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning, so we can give all of our children the best possible start in life. We endeavour to raise the aspirations and expectations for all pupils with SEND by providing focussed outcomes for children to always be progressing with their learning.

3. Objectives

The objectives of this policy are:

- to identify pupils with special educational needs as early as possible, and ensure that their needs are met;
- to work within the guidance provided in the SEND Code of Practice 2014;
- to ensure a 'whole pupil, whole school' approach to the management and provision of support for special educational needs;
- to have a Special Educational Needs Co-ordinator to support staff to implement good practice and provision for our children;
- to ensure all pupils have equal access to a broad and balanced curriculum;
- to encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- to ensure parents are kept fully informed and are engaged in effective communication about their child's SEND;
- to promote effective partnership and involve outside agencies when appropriate.

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4. Roles and Responsibilities

Provision for pupils with special educational needs and disability is a matter for the school as a whole.

The Role of the Governors

The school governor responsible for SEND is Mr C. Welsby.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure all teachers are fully aware of their responsibilities towards pupils with special educational needs and disability. The school governor for SEND meets annually with the SENDCo to discuss the SEND provision within the school. They regularly visit the school to see the provision in action and have on-going discussions with the SENDCo and SLT to ensure the needs of all children are being met.

The Role of the Head teacher

The Head teacher, Mr D Catt, has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Head teacher keeps the governing body fully informed and works closely with the school's SEND co-ordinator.

The Role of the SEND Coordinator

The named SEND coordinator (SENDCo) for this school is Mrs Sarah Catt and she has the responsibility for the day-to-day operation of the policy.

The SEND Co-ordinator will:

- Oversee the running of provision for pupils with special education needs.
- Maintain and monitor the Special Educational Needs Register.
- Keep records on pupils who have special educational needs and ensure their progress is regularly monitored and reviewed.
- Liaise with teachers, parents and external agencies.
- Organise meetings as appropriate with designated teachers at regular intervals in respect of special needs issues
- Ensure annual reviews for pupils with EHC Plans are completed.
- Regularly review and monitor SEND provision within school.
- Take part in formal meetings with external agencies regarding individual pupils to be assessed.
- Liaise with subject leaders and class teachers to ensure the needs of pupils with special educational needs are met throughout all subjects of the National Curriculum.
- Support and provide access to in service training to meet the needs of the school and individual members of staff.
- Liaise with the designated SEND governor, making sure they are fully aware of all issues regarding SEND.

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- Monitor the progress and attainment of children on the SEND register.
- Ensure all class teachers are fully responsible for the progress of SEND children in their class.
- Keep an up to date school provision map.
- To work closely with the schools learning mentor to support children with SEND or barriers to learning.

5. Identifying Special Educational Needs and Disability

When a child is displaying certain behaviours or is not making adequate progress with their learning, staff will always speak with the school SENDCo and follow school SEND procedures. This allows the school to identify a child early and unpick the area of need, so that the most appropriate provision can be implemented.

The Code of Practice describes 4 broad areas of need as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

The four areas of need gives an overview of the range of needs that should be planned for. The main purpose of identification is to work out the action the school needs to take in order to best support the child. At times, children may have more than one need, and children may receive support for a range of reasons. At Halewood C of E Primary School we truly believe in early identification. The earlier we put the correct provision in place for the child, the more progress we will see. Our staff are excellent at identifying the needs of children and speaking to the schools SENDco, SLT and parents about the provision that is required to support the child.

The gathering of information in respect of identifying the pupil's special educational needs may be via:

- liaison with teachers
- liaison with pre-school provision/ or previous setting
- liaison with parents
- Gathering the child's views
- Liaison with external agencies where pupils may be known to their service.

Halewood C of E Primary School recognises that there may be children who do not have SEND, but have other barriers to learning that have an impact on their progress and attainment.

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

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- Young careers

If a child does not have SEND, but does have other factors that impact their progress and attainment, then reasonable adjustments will be made within the classroom setting for that child. If required, additional provision and interventions can be put into place to support the child.

Our school ensures that we build excellent relationships with all of our children and therefore we will always recognise when there is a change to a child's behaviour. We will act in an appropriate way to find out the underlying reasons for the change in behaviour so that we can put appropriate support in place. We understand that a child's behaviour is an underlying response to a need and we will ensure that the correct support and provision is put into place.

6. Educational Inclusion

At this school we respect the fact that pupils: -

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- learn at different rates
- require a range of different teaching strategies and experiences

Teachers respond to pupils needs by:

- planning for pupils' full participation in learning, and in physical and practical activities
- planning to develop pupil's understanding through the use of all senses and experiences
- planning for pupils to manage their behaviour, enabling them to participate effectively and safely in learning
- using multi-sensory teaching approaches
- curriculum design is carefully planned and sequenced to ensure all children are able to learn and have access to a broad and balanced curriculum.

7. Recording Pupils Needs on the SEND Register

At Halewood C of E Primary School we recognise the importance of high-quality teaching. All class teachers are responsible for all children within their class and have to make reasonable adjustments to enable all children to learn and make good progress. The class teacher is responsible and accountable for the progress of all pupils within their class including those who have support from teaching assistants. We understand that additional intervention and support cannot compensate for a lack of good quality teaching. Our school has robust monitoring systems and procedures in place to ensure that the quality of teaching is excellent across the school. If it is felt necessary, support is given to class teachers to ensure they have an understanding of strategies to identify and support all children.

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Once a child has been identified as having an area of need, they will be placed on our SEND register which is split into three stages.

Stage 1: Targeted Support

A child placed on targeted support will receive intense interventions to target a particular area of need that is a growing concern and they will be closely monitored. The interventions will often follow specifically designed programmes to help close gaps for children. If an intervention does not follow a programme then clear targets will be set for the teaching assistant to address. Targeted intervention is usually carried out in small groups where the children all have the same identified area of need. It is the class teachers responsibility to share with parents the interventions their child is receiving which is often done at parents evening.

The identification would be with regard to the information as outlined in the Code of Practice. The triggers for intervention through targeted support could be:

- the teachers or parents express concerns;
- data collected through assessments indicate little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness;
- shows signs of difficulty in developing oracy, literacy or mathematical skills, which result in poor attainment across the curriculum;
- presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in school;
- has sensory or physical needs, 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 despite the provision already in place.

If there continues to be limited progress and the school feel a referral to an external agency is necessary for us to meet the child's needs, or more intense intervention is required on a 1:1 basis using a more personalised approach, they may be placed on the SEND Support stage of the register.

Stage 2: SEND Support

A decision to place a child onto our SEND Support stage is not taken lightly. This decision is made from on-going discussions with the SENDCo, class teacher and parents. Information is gathered from pupil progress meetings alongside national data and expectations of progress and attainment.

A child is only recognised as having SEND Support when they do not make adequate progress once they have been exposed to:

- High quality teaching
- Reasonable adjustments
- High quality interventions

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The first step in responding to pupils who have SEND is high quality teaching and differentiation for individual pupils. We ensure that our differentiation is personal to the child and their needs. Differentiation means teaching a pupil in ways and at levels, which match their ways of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught and scaffolded in different ways. Teaching assistants are used very effectively and make a significant impact on the progress of children's learning. If we feel we are not able to meet the needs of a child, we will always draw upon professional, expert advice. Children may be referred for support from external agencies.

Stage 3: Educational, Health, Care Plan

When there are a number of professionals involved to support a child and school need to implement a very personalised curriculum for a child then school may refer for an Education, Health, Care Plan from the local authority. This is a legal document that outlines the child's needs and targets very clearly.

As outlined in the Code of Practice, 'Where a request for statutory assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern'. The school will provide evidence from:

- Individual Pupil Passport
- Individual Target Plans if they have been required
- Records of regular review meetings and outcomes
- The pupil's health including the child's medical history where relevant
- Attainment in reading, writing and maths
- Specialist reports and other assessments from external agencies
- Reports of diagnosis
- Views of parents and child
- Costing provision map
- Examples of the child's work

On receipt of an Educational Health Care Plan from the LEA, the SENDCo will formulate an action plan of support/ provision. This will form the child's 'Personal Plan' and it will be shared with the parents. The plan will support the child to make progress against the outcomes set within their EHCP.

An annual review will take place each year. The class teacher and SENDCo collect information from the staff, parents, external agencies and the child (if appropriate) prior to the review. At the annual review all of the information is shared and each outcome on the child's EHCP is discussed in detail. At the end of the annual review there may be three possible outcomes:

- i. Maintain the Education, Health, Care plan and continue with pupil provision plans
- ii. Request an amendment to the plan
- iii. Request ceasing the plan and revert back to School SEND Support.

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If as a school we feel that despite all of the provision that is in place a child is not making progress a referral to the SEND Team for a Change of Placement may be considered. This would mean that all professionals involved with the child ensure they have up to date assessments of the child to feedback to the SEND Team. The SEND team and school will support parents to look at alternative specialist SEND setting which may be able to offer more suitable provision for the child.

The school's SEND Register is updated termly by the schools SENDCo.

8. The Graduated Approach

The graduated approach is the way in which we record discussions and actions when meeting with families and professionals.

Assess, Plan, Do and Review

Assess

Information of a child is gathered from a range of sources (observations, termly assessments, school tracking of progress and discussions with parents). After looking at all of the evidence the main areas of concern are agreed.

Plan

A list of strategies and interventions are created to outline the support that will be best for the child.

Do

All of the additional support, scaffolding and interventions must be carried out consistently over a number of weeks (Typically 6 weeks). The consistent approach is vital in order for us to see the impact of the provision. When children receive intervention from a teaching assistant outside the classroom, the class teacher is responsible for what is being delivered and it is essential that links are made between the learning in class and during interventions.

Review

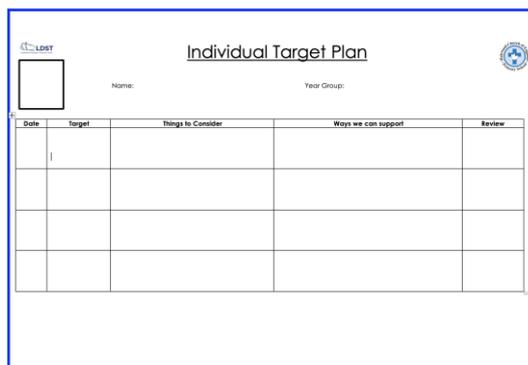
After a number of weeks, the impact of the support is reviewed, however if a child has met a target sooner it can be reviewed earlier and a new target can be set. When we review a child's progress we recognise the importance of celebrating any steps of progress no matter how small they may be. It is the class teacher's responsibility to review the plan agree with parents. Discussions with parents and the child help to inform the reviewing process and next steps are agreed. Next steps may include further support to be put in place or referrals to external agencies for further specialist advice and support. Referrals for external agency support will be completed with the parents who will always receive a copy of any referrals sent.

The image shows a 'Review Meeting' form template. At the top, it says 'Review Meeting' and includes logos for 'LDST' and a school crest. Below the title, there are fields for 'Date:', 'Name of Child:', and 'Parent Signature:'. The form is divided into four quadrants by a central circular diagram labeled 'My Support'. The quadrants are: 'Assess' (Strengths and Concerns), 'Plan' (What support/interventions may be helpful?), 'Review' (What went well? Any further actions?), and 'Do' (Who, What and When?).

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9. Progress of SEND Pupils

When a child is significantly behind their peers and are working at a much lower level, our SEND Assessment Toolkit is used. This is an assessment tracker that is specially designed selecting the core objectives within the curriculum that are paramount for a child to learn and retain. Children significantly behind what is expected for their age will be assessed using this tracker and the targets set from this toolkit will form an important part of their classroom lesson objectives and learning. Targets will be set on an 'Individual Target Plan' and this will be shared with parents. This will be reviewed regularly throughout the academic year.



The image shows a form titled 'Individual Target Plan'. At the top left, there is a small logo and the text 'LDBT'. The title 'Individual Target Plan' is centered at the top. Below the title, there are fields for 'Name:' and 'Year Group:'. The main body of the form is a table with five columns: 'Date', 'Target', 'Things to Consider', 'Ways we can support', and 'Review'. There are four rows of empty cells for data entry. At the bottom of the form, there is a large empty rectangular box for additional notes or comments.

10. Criteria for Exiting the SEND Register

Once a child is on the SEND Register this does not mean they will always be on it. There are many reasons why a child may be removed from the SEND register including:

- data collected during assessment weeks shows there has been great progress made and the child is working in line with their year group expectations
- Class teachers no longer have concerns.
- Parents no longer have concerns
- External agencies are happy with the progress made and discharge the child from their service.

Typically it is a combination of all which results in the child being removed from the SEND register.

A child on SEND Support would be placed onto Targeted support before being removed completely so that their progress can continue to be monitored closely.

A child on targeted support may be removed from the whole SEND register.

10. Supporting Pupils and Families

At Halewood C of E Primary School there are a number of ways in which we support families including:

- Meeting regularly with parents to inform them about their child's progress and targets
- Sharing strategies and resources with families so they can use the same at home
- Sharing any concerns we have about a child immediately with the family
- Provide parents with a link to the local authorities local offer
- Providing a SEND Information Report

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- Sign posting families to other agencies who may be able to support the family
- Ensuring the correct access arrangements are in place for assessments
- School learning mentor offering support to families
- Planning transition from class to class or on to Secondary school
- Managing medical conditions of children carefully

11. Supporting Pupils at School with Medical Needs

Our school recognises that children 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 under the Equality Act. Some children may have special educational needs as well and an Educational, Health, Care Plan will bring together their health and social needs as well as their special educational provision.

Any child with medical needs or a disability will be placed on the schools Inclusion Register. This will ensure that all staff are aware of their needs and the reasonable adjustments that are required to ensure they are safe and can access the curriculum.

12. Access to the Curriculum

Our curriculum has been carefully designed and sequenced to support all children in our school. The approach and decisions made while designing our school curriculum ensures that all children with Special Educational Needs can have equal access.

Key principles underlying our curriculum that will support SEND children include:

- Carefully designed and sequenced learning.
- Teachers thinking carefully about prior learning and learning to come at a later stage when planning.
- Multi-sensory approach and teaching style.
- Key vocabulary outlined at the start of a topic to help children understand the key language and use it.
- Every lesson focussing on key language
- Every lesson starting with retention activities
- The emphasis on quizzing our children to support with retention
- The application of Rosen Shine Key Principles for Learning
- Carefully selected key facts for children to learn
- Sharing the facts and vocabulary with parents so children can be supported with their non-core learning at home

The school aims to include all pupils with special educational needs in all the activities of the school as far as it is appropriate. However, in the best interest of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught. Parents and pupils where appropriate will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

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13. Early Years

In our Early Years setting, we ensure that there is early identification of a child's need. If a teacher is concerned about a child, they will complete a 'cause for concern form' and a meeting will be held with parents. If an area of need is identified, the child will be placed on Targeted Support and interventions will be put into place which will be carried out by the class teacher and teaching assistant.

The triggers for targeted support as regard to the Code of Practice: 'The triggers for Targeted Support could be that, despite receiving an individualised programme and/ or concentrated support the child:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at National Curriculum levels substantially below expected level of children of similar age.
- Continues to have difficulty developing literacy and mathematical skills.
- Has emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of a class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, requires additional specialist equipment or regular advice or visits from a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and causes substantial barriers to learning.

A child on targeted support will be monitored very closely and the class teacher if necessary, may write a play plan. A play plan will be reviewed every 6 weeks and will be shared with parents. If there continues to be limited progress the child may be placed on the SEND Support register and the appropriate external agencies will be called upon for advice. Children on the SEND Support register will also have a play plan that is reviewed every 6 weeks.



The form is titled 'EARLY YEARS PLAY PLAN' and includes a small circular logo in the top right corner. It contains fields for 'Child's Name:', 'Class:', 'Date:', and 'Play Plan:'. Below these is an 'Assess' section with a blue header and a dotted line for notes. The main part of the form is a table with three columns: 'PLAN', 'DO', and 'REVIEW'. The 'PLAN' column has a sub-header 'SMARTER Target' and three rows numbered 1, 2, and 3. The 'DO' column has a sub-header 'Who? What? When?'. The 'REVIEW' column has a sub-header 'Success criteria (after 6 weeks)'. At the bottom of the form, it says 'Where children believe, achieve and succeed'.

14. Monitoring and Evaluation of SEND

Monitoring Provision and Progress of SEND children

Our school has regular monitoring systems in place to ensure our provision is of high quality. Our monitoring process involves class teachers, SLT, SENDCo, parents and children.

Information gathered to monitor SEND provision:

- High quality teaching observations
- Small group intervention observations
- Programmes being delivered being observed
- Pupil views
- Parent feedback
- Feedback from external agencies
- Data from assessment of SEND children

Where children believe, achieve and succeed

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This information provides valuable insight into the progress of pupil's with special educational needs and disability. In Halewood C of E Primary School, we value the monitoring and evaluation process to ensure we are constantly reviewing and improving our provision for all pupils.

15. Training and Resources

The SENDCo attends relevant training and disseminates the details to the staff as/if appropriate. The provision of training will be allocated where there is deemed a recognised need and will be in accordance to the school's Professional Development Plan.

We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that all staff are kept up to date with information and legislation.

Opportunities are given for staff to support each other and share good practice.

16. Queries and Complaints

Parents and partners with the school are welcome to query decisions made by the school through the designated channels as laid down in the Complaints Procedure in the school prospectus. If on pursuing complaints the parents are not wholly satisfied with the response of the school they may wish to seek further assistance/advice from the LEA. If at this point they do not agree with the LEA's decision, they have a right to appeal to the SEND Tribunal.

17. Funding

The annual allocation of Budget for Special Educational Needs (not including salaries of SEND staff) for the year 2025/2026 is £4000

18. Admission Arrangements

The school has its own admissions policy and has no special provision under admission arrangements for limiting or promoting access for pupils with special educational needs and disability who are without Education Health, Care Plans.

19. Storing and Managing Information

All information about a child is stored safely on sharepoint, ED:Gen and CPOMS. When the child moves onto secondary all the information will be shared with their new school.

20. Reviewing the Policy

The SEND Policy will be reviewed at least once every academic year.