St Robert Bellarmine
Catholic Primary School

SEND Policy

2026 - 2027

Our Mission Statement

"We are God's work of art."

- Help each other
- Be happy
- Follow the light of Jesus
- Include everybody
- Everybody do their best in every way
- Be friends with everyone
- Be responsible for your own actions
- Be Respectful
- Work to the best of your abilities
- Parents, teachers and children support each other.

Reviewed September 2026

FACTUAL INFORMATION

St Robert Bellarmine's is a Catholic Voluntary aided school for boys and girls in the 4-11 age range. In addition there is a 26 place part time Nursery in the 3-4 age range with an option to offer 30 hours of free Nursery Education to working parents.
A list of children with Special Educational Needs and Disabilities (SEND) is regularly updated.

Mrs A Davies is responsible for co-ordinating SEND at the school. Where needed, additional support and guidance is given from Special Educational Needs & Inclusion Service (SENIS) and the Educational Psychology service from SENIS. Mrs Davies can be contacted at the school on 0151 922 1216.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 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 2014)
- Children and Families Act (2014): Section 69
- Schools SEND Information Report Regulations (2014)
- The EYFS and National Curriculum in England Key Stage 1 and 2 Framework
- Child Protection Policy
- Policy for supporting pupils at school with medical conditions
- Teachers' Standards
- SEND information report

At St Robert Bellarmine, it is our belief that all children have an equal right to a full and rounded education. We provide a broad, balanced and creative curriculum for all children. All children benefit from "High Quality Teaching": this means that teachers expect to assess, plan and teach children at the level which allows them to make progress with their learning. The National Curriculum is the starting point for our planning in order to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

1.2 Admission Policy for pupils with SEND

The admissions criteria as detailed in the School admissions policy, applies to all pupils for whom education in a mainstream school is judged to be appropriate which is in line with Sefton's admissions policy. Children on SEND support may be given an enhanced transition depending on need.

1.3 Pupils with SEND

In accordance with our Mission statement, the school is committed to meeting the needs of its pupils by providing equality of opportunity for all. No child is discriminated against if they have a Special Educational Need. It is the responsibility of staff to take account of their differences in terms of gender, race, ability and experience.

This is achieved through:

- a whole school approach to spiritual, personal and social education; in line with the school's SMSCD policy
- an adapted approach to the curriculum;
- the use of a variety of teaching strategies to accommodate the different learning styles of pupils;
- the use of carefully selected resource materials which will provide a real challenge for pupils.

'A pupil has SEND where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.' - **The Code of Practice**

This policy has been developed to enable the school to support pupils who have:

- communication and interaction difficulties
- social, emotional and mental health difficulties
- cognition and learning needs
- sensory and/or physical needs

1.4 Access facilities for Pupils with SEND

The school building is single storey and has ramps for access to the main entrances. There are two toilets with facilities for people with disabilities. In line with school policy we will always aim to ensure the best possible facilities for all pupils including those with SEND. The Governors are committed to an ongoing programme of improvements to the building to facilitate access for all. The school has an Accessibility Plan which supports this process. This can found on our website.

2 AIMS

2.1 Principles

It is implicit in our Mission statement that we believe every child to be a unique gift from God with his or her individual needs and gifts.

It is our intention, therefore, to address the needs of all our pupils, who may have special educational needs, by providing the greatest possible access to a broad and balanced education, including R.E. and the National Curriculum. We feel that we can most efficiently secure effective assessment and provision where

the partnership between parents, children and school is strong, where the support of the LA and other agencies is firmly established and where resourcing is at least satisfactory.

2.2 Objectives

Our long-term objective is that pupils with special educational needs should be enabled to reach their full potential in school and into the next stage of their life.

To this end:

- their needs will be identified and assessed as early as possible and suitable provision made to secure the achievement of appropriate learning targets;
- their work will be adapted and challenging in order to ensure that pupils maintain a positive attitude to school;
- independence skills will be developed, with pupils being encouraged to take some responsibility for their own learning and to work collaboratively with their peers;
- progress will be monitored and reviewed, with reference to the learning targets which have been set, in order to inform future provision;
- consultation with parents and pupils at all stages of the process will take place and links with external agencies will be promoted.

3 PLANNING

3.1 School staff

The Governor with responsibility for SEND is Mrs C Jones. There is regular liaison between Mrs Jones and the SENDCo Mrs Davies.

The head teacher has responsibility for the day-to-day management of all aspects of the work of the school, including provision for pupils with SEND. She will keep the Governing Body fully informed. Class teachers meet termly the SENDCo to discuss progress of children with SEND which is then reported back to the Governing Body.

Provision for pupils with special educational needs is the responsibility of all staff.

Support staff under the direction of the class teacher work on specific programmes or tasks with SEND pupils as advised by the SENDCo.

Five classes at present have one full time Teaching Assistant. The other three classes have dedicated TA support for the majority of the timetable. TA’s are timetabled to work on a variety of different Intervention programmes to support pupils who have additional needs to ensure pupil progress. Generally, they support one class but on occasion they may be assigned to other classes or children as appropriate in order to fully support those children or groups who are in need and enhance their learning.

3.2 Links with outside agencies

The school has developed strong links and works closely with a wide range of educational, medical and social care personnel in order to support pupils with SEND.

It is the responsibility of the SENDCo to liaise effectively with outside agencies to ensure that the information provided, through their monitoring and evaluation procedures, is used to enhance the future provision for individual pupils.
It is the responsibility of the LA to inform the school of decisions regarding the issue of Education Health Care Plans and the placement of pupils. The school will support pupils in transferring to other establishments should this prove to be necessary.

3.3 Management and Administration

The school is committed to a whole school approach to SEND in order to encourage positive attitudes, to provide consistency in the implementation of curriculum policies and to facilitate organisational arrangements to support pupils.

Class teachers and TAs monitor the effectiveness of intervention programmes regularly. The effectiveness and efficiency of the provision for pupils with SEND will be monitored by the co-ordinator and the Governing Body.

Funding for pupils who require additional support or have SEND is used to provide additional material or resources for those pupils. Each subject co-ordinator is required to make provision for SEND in the development of schemes of work and in the purchase of resource materials.

For pupils who have more complex needs, school provide additional support and resources up to £6,000. If a child requires provision that exceeds the £6,000 provision, school can apply for top-up funding. Any additional funding from the LA is used to ensure pupils are fully included and can access the curriculum. Children who receive high needs funding are now banded according to need from the least need at Band 1 to most need at Band 4. Children with an EHCP are not automatically banded for funding.

As part of the Graduated Approach regular meetings are held concerning pupils who have SEND. The class teacher with support from SENDCo if needed, is responsible for arranging review meetings for all pupils who receive individual funding or who have an Education Health Care Plan.

All teachers are responsible for the progress of pupils in their class, including those who access additional support. It should therefore be the class teacher that parents initially approach if they have concerns about their child’s progress or well-being.

3.4 Working with Parents

Our partnership with parents is based on trust and openness of communication.

Initially, concern regarding a child may be expressed by parents or by teaching staff but, in either case, it is important that the parents' own distinctive knowledge and skills should be utilised in providing help for the child.

Parents of all pupils are fully involved regarding their child's progress and this is particularly important in the case of pupils with SEND.

Meetings with parents are noted in the pupils' individual records and any decisions reached are recorded. Opportunities for parents to meet with the Educational Psychologist are well established. Parent's views are incorporated in the Education Health Care procedure and in each annual review thereafter.

When an Education Health Care Plan has been proposed, parents may find it helpful to talk with the Named LA Officer, nominated to assist parents in this process.

The policy of the school with regard to SEND is referred to in the School Prospectus and on our website and is discussed in more detail with parents when a concern is expressed. SEND may, from time to time, also be the topic for discussion at a general meeting for parents. Parents will be informed by their child's class teacher if their child is to be placed on the SEND list. If further support or information is required, a meeting can be arranged between the relevant parties.

3.5 Involvement of pupils

All pupils are involved in self-assessment in daily lessons. They are encouraged to be aware of their own strengths and weaknesses and to set targets for improvement. Where pupils are involved, albeit at a level appropriate to their age and stage of development, in making decisions about their Pupil Support Plan, they are more likely to respond positively.
Similarly they should also participate in decision-making about the most appropriate provision to meet their special educational needs.

3.6 Arrangements for the treatment of complaints

Parents who wish to make a complaint about the provision made for their child at the school are encouraged to meet with the SENDCo in order to resolve any issues. Parents may also seek to discuss issues further with the Head teacher. Where the matter cannot be resolved informally, then the Complaints Procedure may be applied.

If, despite our best endeavours, you are not happy with the provision we are able to make for your child then your concerns should be directed in writing to; Mrs Anne-Marie Pennington, Chair of Governors, at the school address. Sefton Local Authority also has procedures for handling complaints. These should be directed in writing to Mrs Lyn Wallace, Complaints Officer, Education Department.

3.7 Identification and Assessment

Where no identification of SEND has been made prior to entry to the school, the information provided by parents and the baseline assessment profile completed by the Nursery teacher or Reception class teacher during the first term will be a useful indicator. If a child does not appear to be making expected progress e.g. similar to that of peers starting from the same baseline, a class teacher will identify the child on the vulnerable tracking grid. Then, where a child continues to make less than expected progress despite high quality teaching targeted at their area of weakness, the class teacher will speak with parents and the SENDCo. The school follows the recommended model for SEND which is 'The Graduated Approach'. This

follows the Assess, Plan, Do, Review approach. Children are identified as having SEND through pupil progress meetings, termly assessments, parental concerns or any other method deemed appropriate.

All pupils, including those with SEND, contribute to Records of Achievement and these contain evidence of pupils' strengths and accomplishments in all areas of their development.

Annual Reviews are conducted according to the recommendations in the Code of Practice.

Children who have identified or emerging additional needs may be placed on the school's monitoring list. Staff working with these children will be made aware of their identified needs and will monitor their progress and wellbeing closely, identifying and responding to any additional needs that may arise. Appropriate support and adjustments will be put in place where necessary, in consultation with the child, parents/carers and relevant professionals.

A medical diagnosis of autism (ASD) or ADHD does not automatically mean that a child should be placed on the school's SEND register. The SEND register is based on a child's educational needs and the difficulties they experience in accessing learning and making progress, rather than on a diagnosis or label alone.

Some children with an ASD or ADHD diagnosis may be working well in the classroom and making expected progress with ordinarily available provision. In these cases, the child may be placed on the school's monitoring list so that their progress, wellbeing and needs can be carefully reviewed. If evidence shows that the child requires special educational provision that is additional to or different from that normally available, they may then be identified as having SEN and added to the SEND register.

3.8 Provision

The provision for each pupil is the Graduated Approach of the Code of Practice for SEND. We offer high quality teaching in all cases and where it is felt that pupils are not making expected progress, there may be some additionality.

Across the curriculum, staff continually assess the strengths and needs of learners and adapt their teaching and resources accordingly to ensure that all learners can access their learning.

3.9 Access to the Curriculum

All pupils enjoy equal access to the whole curriculum and take part in all the activities of the school, irrespective of their strengths and weaknesses and in accordance with our whole school policy for Equality.

The curriculum is planned and implemented in such a way as to provide access for pupils with SEND and enrichment opportunities for the most able.

3.10 Funding

The school seeks to provide additional resources, especially in terms of personnel, to provide opportunities for class teachers to meet the needs of pupils with SEND more effectively.

Subject co-ordinators are responsible for addressing the needs of SEND pupils in the purchase of books and equipment.

Funds allocated to meet the needs of pupils are used to provide either

- additional personnel e.g. Teaching Assistant/ additional teacher time or,

- additional resources e.g. printed materials/laptop computer/spell checker/appropriate computer programmes

3.11 Accommodation

As an inclusive school we try to keep interventions and support in class. However, on occasions when more specific programmes are being used, children may be withdrawn. The school does not contain a particular room designated as a SEND area. In cases where children are withdrawn, this is usually to one of the 5 additional rooms available.

4 PUPIL PROGRESS

4.1 Recording

A list of all children with SEND is kept. It also indicates Pupil Premium, area of need/s, wider school life, additional provision and latest NFER data.

The steps taken to meet the needs of individual children are recorded, including dates of reviews, meetings with parents and outcomes in a Pupil Support Plan.

The pupil record is made available to the LA if statutory assessment is undertaken, and to the school to which a pupil may transfer.

4.2 Reviewing

Class teacher, parents and pupils will review Pupil Support Plans on a termly basis. These are working documents and will be amended throughout the year. During the year, recommendations from reports by outside agency professionals will be incorporated into the Pupil Support Plan. For children with SEND reviews will be held two times each year. In addition to this, pupil progress meetings are held in the Autumn and Spring. Those involved will be the class teacher, the SENDCo and Educational Psychologist (if needed) the parent and the child (where appropriate).

Meetings with parents may be those taking place on Pupil Progress Evenings, or may be specially arranged.

Reviews for children with SEND may also include the SENDCo or Educational Psychologist and other outside agencies.

4.3 Reporting

Annual Reports to parents use the same format throughout the school for all pupils.

Records of Achievement celebrate the achievements of pupils in academic, physical and personal development. A rewards system using certificates of achievement presented weekly and termly to infant and junior pupils, ensures that all pupils, including pupils with SEND can receive recognition for individual effort.

5 REVIEW AND DEVELOPMENT

5.1 Staff Development

In-service training needs are dealt with through the staff development plan, which is revised annually as part of the School Improvement Plan.

Additional INSET provided by the LA or outside providers is made available to staff.

In addition, school-based and cluster INSET is undertaken.

Training opportunities for class teachers, support staff and welfare assistants are provided wherever possible.

The effectiveness of staff development will be evaluated by reference to the appropriateness and effective implementation of Pupil Plans, and in discussion with staff.

5.2 Evaluation of the SEND policy

Individual aspects of the school's functioning are evaluated annually as part of the School Improvement Plan.

The policy will be considered to have been effective:

- if pupils with SEND are able to take a full and active part in the life of the school.
- if their needs are provided for through an adapted and challenging curriculum
- if learning targets are realistic and achievable
- if staff, pupils, parents and the external agencies work together to promote the interests of pupils with SEND.

Date updated by Governing Body September 2026

Date for review September 2027

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Governors Head teacher