



SEND (Special Educational Needs and Disability) Policy

2025–2026

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SENDCo: Mrs Linda Thompson

SEND Governor: Miss Julia Spofforth



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1. Introduction

At St Gregory's Catholic Primary School, we recognise and celebrate that every child is a unique individual, created by God and gifted with talents, strengths and potential. We are committed to providing an inclusive, nurturing and aspirational learning environment where all pupils — including those with Special Educational Needs and Disabilities (SEND) — can thrive academically, socially, emotionally and spiritually.

We aim to remove barriers to learning, promote equity, and ensure all pupils have access to a broad, balanced and ambitious curriculum. Our provision is built on the belief that all children can succeed with the right support, delivered at the right time.

This SEND Policy works alongside our SEND Information Report, Accessibility Plan, Equality Policy and Supporting Pupils with Medical Conditions Policy.

2. Definition of Special Educational Needs and Disability

A child is identified as having Special Educational Needs (SEND) if they require provision that is *additional to or different from* that which is normally available to pupils of the same age. (*SEND Code of Practice 0–25, 2014*)

Some pupils with SEND may also meet the definition of disability under the **Equality Act 2010**, where a long-term physical or mental impairment substantially impacts their daily lives. Where this is the case, school makes reasonable adjustments to ensure full participation.

3. Aims

At St Gregory's, we aim to enhance opportunities for all our children, whatever their ability or needs, and ensure that pupils with SEND receive the support required to thrive at every stage of their time with us. We adopt a whole-school approach to SEND, with all staff committed to providing both care and challenge so that every child can flourish academically, socially, emotionally and spiritually. We are dedicated to identifying needs as early as possible, removing barriers to learning through high-quality, inclusive teaching, reasonable adjustments and personalised support. Children with SEND are offered full access to a rich, broad and balanced curriculum, alongside their peers, and we recognise their entitlement to the provision needed to take a full and active part in school life. We work in close partnership with parents, value pupil voice, collaborate with external agencies to secure the best outcomes, and continually develop staff expertise so that our provision remains effective, inclusive and responsive to the needs of all learners.

4. Objectives

At St Gregory's, our objectives focus on identifying pupils' needs as early as possible, ensuring



that assessments are accurate and that every child with SEND makes strong progress from their individual starting points. We are committed to delivering high-quality, inclusive teaching across the school, supported by targeted and specialist interventions where required. Provision is reviewed and adapted regularly in consultation with parents, pupils and external professionals, and we maintain detailed SEND documentation, including Support Plans and One Page Profiles, to ensure consistency and clarity. The effectiveness of interventions is monitored closely through ongoing assessment, and transitions — whether within school or to a new setting — are carefully planned and supported. We also strive to ensure that staff receive training that reflects the evolving needs of pupils and builds our whole-school expertise.

To achieve these aims, we work towards the following objectives:

1. To monitor and review pupil progress through any necessary modification of provision, progress tracking and assessment.
2. To identify children with SEND as early as possible so that appropriate provision can be made to raise their attainment.
3. To ensure that all children with SEND are fully included through adaptations of work, such as by task, by outcome or by level of support.
4. To provide individual and/or group intervention programmes for children with SEND where required.
5. To review and modify provision as necessary in consultation with parents, children and professionals.
6. To monitor and review the impact of intervention programmes.
7. To involve children in their own assessment and monitoring.
8. To communicate effectively with parents of children with SEND and welcome their full involvement.
9. To work closely with outside agencies and implement any recommendations they make.
10. To implement objectives arising from the school's self-evaluation processes and address SEND matters identified through data analysis.
11. To achieve and maintain a level of staff expertise that meets pupils' needs.



5. Roles and Responsibilities

Provision for children with special educational needs is a whole-school responsibility. It requires the collective commitment and collaboration of class teachers, teaching assistants, non-teaching staff, the SENDCO, the Headteacher, the Governing Body and parents. Every member of staff plays an important role in identifying needs, providing support and ensuring that pupils with SEND are able to access high-quality teaching, make strong progress and participate fully in school life.

5.1 Headteacher

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including SEND provision. This includes ensuring that adequate resources are allocated to support pupils with additional needs and providing strategic leadership so that SEND remains a whole-school responsibility. The Headteacher ensures that the SENDCO has sufficient time, training and capacity to carry out their role effectively and maintains regular communication with the Governing Body regarding SEND developments. They liaise with the Local Authority and a range of external agencies to secure appropriate advice, guidance and support for pupils with SEND.

5.2 SENDCO

The SENDCO manages the day-to-day operation of the SEND Policy and oversees the school's SEND Register. She co-ordinates provision for pupils with additional needs, ensuring that appropriate interventions are planned, implemented and reviewed. The SENDCO works closely with class teachers and teaching assistants, offering guidance, support and professional development to help staff meet pupils' needs effectively. She liaises regularly with parents and carers, external professionals and secondary schools to ensure continuity of support and strong transition arrangements. The SENDCO also maintains all SEND documentation, ensuring accurate records are kept and shared when pupils move between settings, and provides termly updates to the Governing Body regarding SEND provision and pupil progress.

5.3 Class Teachers

All teachers at St Gregory's are teachers of children with special educational needs and are responsible and accountable for the progress and development of every pupil in their class. Teachers deliver high-quality, inclusive teaching and adapt lessons, resources and the classroom environment to meet the diverse needs of learners. They are expected to assess, identify and monitor pupils who may have SEND and to raise concerns promptly with the SENDCO when a child is struggling or failing to make adequate progress in areas such as reading, writing, spelling, speech and language, mathematics or fine and gross motor skills. Class teachers work in close partnership with parents and carers, maintaining clear communication about concerns, progress and support. They are responsible for writing, implementing and reviewing Support Plans with SMART targets and One Page Profiles, ensuring that pupils' needs are accurately recorded and regularly reviewed. Teachers also liaise with outside agencies when required and manage the deployment of teaching assistants effectively to enhance learning and promote pupil independence.



5.4 Teaching Assistants

Teaching Assistants play a vital role in supporting pupils with SEND and in helping to raise standards of achievement across the school. Working under the direction of class teachers, they implement intervention programmes designed by teachers and outside agencies, and supervise or assist individual pupils or small groups during learning activities. Teaching Assistants support pupils' personal, social, physical and health needs, including aspects such as hygiene, first aid and welfare, and help to deliver personalised programmes where required.

They work to promote pupil independence, encouraging children to engage with learning activities, interact positively with others and participate fully in lessons led by the teacher. Teaching Assistants provide regular feedback to class teachers to inform planning and ensure that teaching and support remain responsive to pupils' needs.

5.5 Parents

We recognise the vital role that parents and carers play in supporting their child's learning and development, and we value the unique knowledge and insight they bring. When a concern is raised about a child's progress or possible special educational needs, the class teacher will speak with parents at the earliest opportunity. Where parents themselves express concerns, the teacher or SENDCo will gather information, respond promptly and ensure parents are fully involved in discussions and decision-making.

Parents work in partnership with school, attending review meetings, contributing to target-setting and maintaining open communication with staff. We keep parents informed through a range of approaches, including home-school diaries, informal phone calls or meetings, letters, parent evenings, Support Plan or Pupil Review meetings and annual reviews. By working together, we ensure that pupils receive the most effective support and that their needs are met in a collaborative and compassionate way.

5.6 Governing Body

The Governing Body has a crucial role in ensuring that pupils with SEND receive the support and provision they need. Governors work to secure the necessary resources for any pupil with identified SEND and ensure that SEND is given appropriate priority when making decisions about staffing, funding and whole-school development. A named Governor is appointed with special responsibility for SEND, providing oversight and acting as a link between the Governing Body, the SENDCo and the Senior Leadership Team.

The Governing Body monitors the implementation of the SEND Policy, keeps informed about developments in SEND practice and participates in reviewing provision to ensure it remains effective and inclusive. Governors also respond to any complaints related to SEND provision or the handling of parental concerns, ensuring that issues are addressed fairly, promptly and in line with the school's complaints procedures.



6. The Graduated Approach

At St Gregory's, we follow the **Assess–Plan–Do–Review** cycle, ensuring that support is tailored, responsive and built on a clear understanding of each child's needs. This graduated approach enables pupils to access increasingly personalised support if difficulties persist, and ensures that decisions are based on robust evidence gathered over time.

All pupils begin with **Universal** support through Quality First Teaching. Where further intervention is required, pupils may receive **Targeted** provision. For more complex needs, **Specialist** support is introduced, involving external professionals. In a small number of cases, a statutory assessment may lead to an **Education, Health and Care Plan (EHCP)**.

6.1 Types of SEND

In line with the SEND Code of Practice (2014), pupils' needs typically fall into one or more of the following four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

These areas guide planning, provision and review to ensure that support remains appropriate and effective.

6.2 Universal Support (Quality First Teaching)

All children at St Gregory's have access to high-quality, inclusive teaching that meets a wide range of learning needs. Teachers make reasonable adjustments to ensure that every pupil can take part fully in the curriculum. Universal adaptations may include:

- differentiated tasks and activities
- visual supports such as timetables, word banks and step-by-step instructions
- scaffolding and modelling
- pre-teaching of vocabulary
- sensory breaks or use of sensory strategies
- adapted resources or equipment (e.g., writing frames, enlarged print, manipulatives)

General group interventions may take place at this stage. Teachers also share strategies with parents to support learning at home.

6.3 Targeted Support

If assessment indicates that a pupil is not making expected progress despite Universal support, the class teacher and SENDCO will plan Targeted interventions. These may include:

- phonics and early reading interventions
- precision teaching in maths
- speech and language activities
- social skills groups
- increased adult support for specific skills or learning areas
- adapted classroom environment and additional practice opportunities



Teachers deploy teaching assistants strategically to support these interventions. Progress is monitored closely and reviewed termly with pupils, parents and staff. External agency reports may begin to contribute to in-class strategies at this stage.

6.4 Specialist Support

Where pupils continue to experience significant difficulties despite Targeted provision, the SENDCo and class teacher work together to introduce Specialist support. At this level:

- a SEND Support Plan is implemented with personalised, measurable targets
- teachers, TAs, parents and pupils contribute to target-setting
- the plan is reviewed regularly and updated as needed
- pupils may have a One Page Profile to summarise their strengths, needs and preferred strategies

School may seek parental consent to request involvement from external agencies, such as:

- Inclusion Consultants
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- CAMHS or School Nurse
- Early Help services

Advice from these professionals is used to refine strategies, inform teaching and shape future intervention.

6.5 Education, Health and Care Plan (EHCP)

If a child continues to show significant cause for concern despite graduated support, the school or parents may request a statutory assessment for an **EHCP**.

The Local Authority will require:

- detailed evidence of progress over time
- records of interventions at each stage of the graduated approach
- assessments, reports and recommendations from relevant external agencies
- information regarding the pupil's strengths, needs and barriers to learning
- details of the support already in place and its impact

The Local Authority, parents, school and external professionals work together to decide whether an EHCP is required. If issued, the EHCP outlines the child's educational, health and social care needs and specifies the provision necessary to meet them. EHCPs are subject to an Annual Review, involving parents, school staff, external agencies (where applicable) and the pupil.

7. Monitoring and Evaluation

St Gregory's has a rigorous system for monitoring and evaluating SEND provision to ensure that all pupils make strong progress. The school's ongoing processes for observing, assessing and tracking pupil progress help staff identify any child who is not making expected progress.



Where concerns arise, teachers consult with the SENDCO to review current provision and consider additional strategies or adaptations. This may lead to the conclusion that a pupil requires support beyond that normally available within the classroom.

The SENDCO monitors the movement of pupils within the SEND system, liaising closely with staff and external agencies to ensure that support remains effective and appropriately matched to pupil need. Provision Maps and SEND Support Plans are working documents integral to planning, teaching and assessment. These are reviewed and updated regularly in consultation with class teachers, teaching assistants, parents and, where appropriate, pupils themselves.

Monitoring activities include pupil progress meetings, SEND review meetings with parents, scrutiny of work samples, learning walks, observations and the tracking of intervention outcomes. Pupil voice and self-evaluation are also central to understanding how effectively provision is supporting learning and emotional wellbeing. Provision is continually adapted based on this evidence.

The SENDCO and Headteacher work together to evaluate the quality and impact of SEND provision across the school. Reports are prepared for the Governing Body outlining pupil progress, trends, outcomes and any issues requiring attention. The named SEND Governor maintains an overview of provision, ensuring accountability and supporting strategic development.

Types of Intervention

When additional support is required, the class teacher and SENDCO will decide on the most appropriate actions, which may include:

- adapting learning materials or providing specialist equipment
- offering group or individual intervention sessions
- working with parents and carers to support learning at home
- providing additional SENDCO time for assessment, planning or monitoring
- staff development and training to enhance effective teaching strategies
- seeking advice or support from Local Authority services or external agencies

Through this structured and collaborative approach, we ensure that SEND provision at St Gregory's is responsive, evidence-based and centred on improving outcomes for pupils.

See Appendix 1 – St. Gregory's SEND Flowchart

8. Staff Development

St Gregory's is committed to ensuring that staff have the knowledge and skills needed to meet the diverse needs of pupils with SEND. In-service training for teachers and teaching assistants is planned and delivered in line with the school development plan and the identified needs of pupils. Staff receive ongoing professional development in areas such as trauma-informed practice, autism awareness, dyslexia-friendly classroom strategies, sensory



circuits, speech and language approaches, behaviour and SEMH support, and ELSA-style emotional literacy training. Specialist CPD is regularly accessed to strengthen practice, and staff are supported to attend training delivered by external agencies where appropriate. Two members of staff are currently undertaking SPLD (Specific Learning Difficulties) Champion training, further enhancing the school's capacity to meet literacy-related needs, and the SENDCO continues to pursue higher-level professional qualifications to ensure that leadership of SEND remains informed by the latest research and guidance. Through continuous professional development, we ensure that our staff team remains skilled, confident and equipped to deliver high-quality SEND provision.

9. Admissions

St Gregory's Catholic Primary School welcomes applications for admission from all families, including those with pupils who have Special Educational Needs and Disabilities. We are an inclusive school and are committed to providing a place for every child we can reasonably support.

In line with statutory guidance, children with an Education, Health and Care Plan (EHCP) that names St Gregory's have priority admission and will be allocated a place before the application of the school's oversubscription criteria.

Where the number of applicants exceeds the number of available places, the following admissions criteria will be applied in order:

1. Baptised Catholic children who are Looked After or previously Looked After.
2. Baptised Catholic children who have a sibling already attending the school.
3. Baptised Catholic children residing within the parishes of St Gregory's and Our Lady's, Lydiate.
4. Baptised Catholic children from other parishes.
5. Other applicants, considered according to the school's published admissions procedures.

All children have the right to attend their local mainstream school wherever possible, and St Gregory's is committed to supporting children with SEND to access a place. We work closely with families, the Local Authority and relevant professionals to ensure that the needs of children with SEND are understood and planned for during the admissions process.

10. Special Facilities and Building Adaptations

St Gregory's is committed to ensuring that the school environment is accessible, welcoming and inclusive for all pupils, including those with physical, sensory or medical needs. The school building is fully on one level, allowing ease of movement throughout the site. We have accessible toilet facilities and a dedicated changing area to support pupils who require additional personal care. Classrooms follow dyslexia-friendly principles to reduce barriers to learning, and staff make further adaptations as required to meet the needs of individual pupils. The school continually reviews the physical environment in consultation with parents,



professionals and the Local Authority to ensure that appropriate/reasonable adjustments are made and that the environment remains inclusive for all children.

11. Supporting Pupils with Medical Conditions

St Gregory's Catholic Primary School is fully committed to ensuring that pupils with medical conditions are properly supported so that they can access all aspects of education, including the full curriculum, school trips, residential visits and physical activities. We recognise that medical conditions can vary significantly in their impact on education and wellbeing, and we work closely with families and health professionals to meet each child's individual needs.

Where a pupil has a medical condition that requires regular medication, ongoing monitoring or specific adjustments, an **Individual Healthcare Plan (IHP)** will be created. This plan outlines the child's condition, symptoms and triggers, required medication or procedures, emergency actions, and any adaptations needed to ensure their safety and inclusion in school life. IHPs are written in collaboration with parents, relevant healthcare professionals, the SENDCO, and school staff, and are reviewed regularly or sooner if the child's needs change.

Staff receive appropriate training to ensure they can support pupils with medical needs safely and confidently. This may include training in:

- recognising and managing allergic reactions
- administering EpiPens or other emergency medication
- asthma management and inhaler use
- epilepsy care and responding to seizures
- diabetes management
- safe administration and recording of medicines

All medication is stored securely while remaining accessible for emergency use. Only trained staff administer medication, and accurate records are kept in line with our *Supporting Pupils with Medical Conditions, including Medicines Policy*.

Risk assessments are completed for school visits, PE lessons and residential activities to ensure that pupils with medical needs can participate fully and safely. Where necessary, reasonable adjustments, additional supervision, or specialist equipment may be provided. In exceptional circumstances where a particular activity poses an unavoidable risk, alternative but equivalent learning opportunities will be offered.

We work in partnership with families, the School Nursing Team, GPs, specialist clinicians and, where relevant, external agencies to ensure consistent care. Our aim is to promote pupils' wellbeing, confidence and independence while ensuring that medical needs never become a barrier to participation or achievement.

12. Transition Arrangements

At St Gregory's, we recognise that transitions — whether starting school, moving between year groups or transferring to secondary school — can be a challenging time for some pupils,



particularly those with SEND. We therefore plan transitions carefully to ensure that every child feels confident, supported and prepared for the next stage of their education.

For new starters, we work closely with nurseries and early years settings to gather detailed information about each child's strengths, needs and development. Staff visit children in their nursery setting where possible, and we hold meetings with parents and carers to ensure we understand the child's needs before they begin school. Additional visits are arranged for children with more complex needs so they can become familiar with the environment, routines and key staff.

Within school, transitions from one year group to the next are supported through thorough teacher handovers, where detailed information about pupils' progress, support needs and SEND documentation is shared. Pupil Profiles are updated in preparation for the move, ensuring that receiving teachers have an accurate picture of each child. Many pupils benefit from additional visits to their new classroom so they can become familiar with the space and routines before the start of the new academic year.

For secondary transfer, we work closely with SENDCOs and transition leads from local high schools. The SENDCO attends borough transition forums and meets with secondary staff to discuss pupils who may require additional support. Documentation is shared early to ensure continuity of provision, and enhanced transition arrangements are put in place for vulnerable pupils or those with more complex needs. These may include additional visits, opportunities to meet key staff and personalised transition activities designed to reduce anxiety and build confidence.

Through these carefully planned approaches, we aim to ensure that all pupils — and especially those with SEND — experience transitions that are smooth, supportive and positive.

13. Working with External Agencies

At St Gregory's, we recognise the importance of working in partnership with a wide range of external agencies to ensure that pupils with SEND receive the most appropriate and effective support. Strong multi-agency collaboration enables us to meet pupils' educational, social, emotional and health needs through a coordinated and evidence-informed approach.

We work closely with a number of specialist services, including:

- Educational Psychology – EB Psych Ltd
- Sefton SENISS (Special Educational Needs Inclusion Support Service)
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing Team
- CAMHS (Child and Adolescent Mental Health Services)
- Social Care Services



- Early Help Teams
- Family Support Agencies

These agencies provide valuable advice, assessments, training and intervention strategies, which we integrate into pupils' provision in consultation with parents and staff. Referrals are always made with parental consent, unless safeguarding concerns dictate otherwise.

The Governing Body oversees the school's multi-agency work and ensures that these partnerships remain strong, effective and aligned with pupils' needs. Governors also pay particular attention to the support provided for Looked After Children, ensuring that their plans and provision are regularly reviewed in collaboration with children's services and external professionals.

14. Complaints

Parents should initially raise concerns with the class teacher. If concerns remain, they should contact the SENDCo, followed by the Headteacher. If the issue is still unresolved, parents may follow the school's formal Complaints Procedure, available on the school website.

15. Support for Parents

Parents and carers can access a range of support, including:

- **SENDIASS Sefton** – free, confidential advice and advocacy
- **Sefton Local Offer** – information about services for children and young people aged 0–25
- **Sefton SEND Toolkit** – guidance on universal, targeted and specialist support pathways

Parents are encouraged to contact the SENDCo at any time for advice, support or to discuss any concerns.

Policy Review

Reviewed by: Mrs L. Thompson (SENDCO) – 15/09/2025

Next Review Due: September 2026



Appendix 1

