



**CHRIST THE KING CATHOLIC PRIMARY SCHOOL – We love,
aspire and serve with Christ our King**

Special Educational Needs and Disability Policy and Guidance Notes

DATE FINALISED – 17/09/2025

DATE TO BE REVIEWED – 17/09/2026

Christ the King Catholic Primary School



Section 1: Front Page

Name of SENCO – Peter Heery

National Award for SEN Coordination (NASCO) Status – Completed

Contact Details of SENCO – 0151 722 3462 and senco@ctkliverpool.co.uk



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The SENCO will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The role of the SENCO at Christ the King is a member of our Senior Leadership Team. The policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher Mr Delaney advocates and works closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND – Mrs O'Donovan

Section 2

Aim :

- At Christ the King Primary School we aim to include children of all different abilities and backgrounds. We know that all children are born in the image and likeness of God (Genesis 1:26-27)
- Continually raise the aspirations of and expectations for all pupils with SEN and Disability, our school provides a focus on outcomes for children and young people and not on the hours of provision/support.
- Create an Inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood.

Objectives

At Christ the King Catholic Primary School we will fulfil our aim through the following objectives:

1. To identify and provide for children and young people who have special educational needs, disability and additional needs
2. To work within the guidance provided by the SEND Code of Practice (January 2015)
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
5. To provide support and advice for all staff working with special educational needs pupils



Section 3: Identifying Special Educational Needs and Disabilities

At Christ the King Primary School we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCO becomes involved we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach** (See Section 4). At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in



place extra teaching or other rigorous interventions designed to secure better progress, where required.

Things which are not considered SEN:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Section 4: The Graduated Approach

We follow the Local Authority’s graduated approach laid out by School Improvement Liverpool. We consider:

- The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching
- 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.
- High quality teaching, differentiated and personalised for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of high quality teaching.
- The school regularly and carefully reviews the quality of teaching 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 SEN most frequently encountered.
- School involves the teacher and SENCO and parents when making decisions about whether a child needs SEND provision. We consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- We draw upon specialist assessment from external agencies such as the Educational Psychologist from the Local Authority and SENISS (Special Educational Needs Inclusion Support Service). We do not use external agencies to conduct assessments for a formal diagnosis of Specific Learning Difficulties (eg dyslexia).



The role of the SENCO requires that they hold QTS. The Headteacher and Governors developed the role of the SENCO in accordance to the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families.

The SENCOs responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Section 5: Managing Pupils Needs On The SEND Register Through The Graduated Approach And Exit Criteria

We follow the graduated approach by identifying SEND concerns first and these are initially raised by the teacher to the SENCo. Initial provision and monitoring will be put in place to support the child. If the child does not make desired progress towards the national curriculum and needs extra provision then an IEP will be put in place. Once an IEP has been assessed, planned, done and reviewed, if there is a lack of progress, the teacher and SENCO may request support from an external agency such as an Educational Psychologist or SENISS. A referral to Alder Hey may be made if there are concerns over specific conditions. Recommendations from EP and SENISS reports should be put in place to support the IEP if appropriate. Finally, if school deems it necessary, there may be an application for an EHCP initiated for the child to support their progress if they have been through different cycles of Assess, Plan, Do, Review and progress has been minimal.

Some children and young people identified as having SEN may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such



Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to provision map). Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

- Child who exits the SEND register should be closely monitored and parents and teachers should raise any concerns if they believe it is necessary / the child needs to be placed back in SEND support.

Section 6: Supporting Pupils and Families Throughout the Graduated Approach to SEND

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website and available as a printed copy at our Main Reception (<https://www.christthekingcatholicprimary.co.uk/send/>) and is updated regularly. We guide parents towards the LA Local Offer

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10> for information about wider services which can be found across Liverpool and the wider Merseyside Area. In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy
- Our links with other agencies
- Our arrangements for examination and assessment access
- Our transition arrangements

We work closely with a variety of stakeholders with regards to SEND. We capture parents views in IEP meetings and record these on the IEP document. We obtain pupil views through allowing them to talk through their targets and next steps. Our SEND governor is updated regularly on data and processes. Information gathered is shared with all relevant stakeholders.



Section 7: Supporting Our Children/Young People with Medical Needs

At Christ the King Primary School we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website.

Section 8: Monitoring and Evaluation of SEND

We monitor and evaluate SEND regularly to ensure that IEP processes are correct and the assess, plan, do, review cycle is being applied. We do this through pupil voice, parent views and staff views.

Section 9: Resources and Training

The SENCo has achieved or is working towards the National SENCO award qualification. Staff are given opportunities to attend training relevant to children in their class. The SENCo attends termly local authority SENCO briefings.

Resources and interventions are audited regularly by the assistant SENCo and this is shared with the SENCo.

a) Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENCO.

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



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|--------------|---|
| Element 1 | <ul style="list-style-type: none">• Core Educational Funding• Mainstream per pupil funding (AWPU) |
| Element 2 | <ul style="list-style-type: none">• Notional SEN Budget• Contribution of up to £6k for additional support required by c/yp with high needs, from the Notional SEN Budget |
| Element 3 | <ul style="list-style-type: none">• High Needs/Top -up Funding• Top Up funding from the LA to meet the needs of individual c /yp with or without an EHC Plan. |

The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development and CPD

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this. The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools.

Section 10: Roles and Responsibilities



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As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High Quality Teaching to support children and recognise how the SENCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at [Christ the King Primary School](#) these include;

- The SEN Governor is Maureen O'Donovan, she meets with the SENCO annually and monitors the progress of pupils/students with SEN
- The school employs 7 support staff. They carry out a range of roles across the school and are line managed by the Headteacher They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Peter Heery
- The member of staff responsible for Looked After Children is Peter Heery
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are David Delaney and Peter Heery

Section 11: Storing and Managing Information

Documents for SEND are stored on the School's Google Drive system and on CPOMS recording system.

Section 12: Reviewing the Policy

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working,

Section 13: Accessibility

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

Parents/carers can contact key staff during school hours via telephone or email (0151 722 3462 / senco@ctkliverpool.co.uk).

Section 14: Other Policies Relating To SEND

Other policies relating to SEND include:

- The Equality Policy
- The Accessibility Plan



- Admissions Policy
- Teaching, Learning and Assessment Policy
- Behaviour Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Child Protection Policy
- Supporting Medical Conditions Policy
- Remote & Blended Learning Accessibility Plan

Section 15: Dealing with Complaints

Please see the complaints policy (<https://www.christthekingcatholicprimary.co.uk/wp-content/uploads/2021/10/complaints-procedure-ctk-2021.pdf>)

Compliance

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

Authored by – David Delaney

Contributions by – Peter Heery