



SEND Policy and Information Report

2026 - 27

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Written by	Mrs L Dakers
Reviewed by	Mr P McLoughlin
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Contents

1. Aims

2. Legislation and guidance

3. Definitions

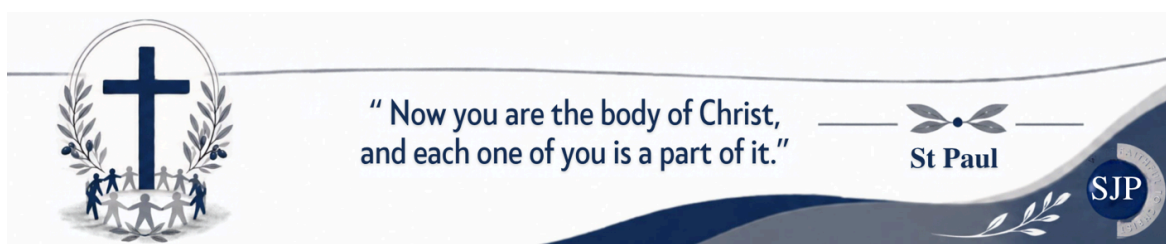
4. Roles and responsibilities

5. SEND information report

- 5.1 The kinds of SEND that are provided for
- 5.2 Identifying pupils with SEND and assessing their needs
- 5.3 Assessing and reviewing pupils' progress
- 5.4 Consulting and involving pupils and parents
- 5.5 Supporting pupils moving between phases and preparing for adulthood
- 5.6 Our approach to teaching pupils with SEND
- 5.7 Adaptations to the curriculum and learning environment
- 5.8 Additional support for learning / A Graduated Approach
- 5.9 Expertise and training of staff
- 5.10 Securing equipment and facilities
- 5.11 Evaluating the effectiveness of SEND provision
- 5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.
- 5.13 Support for improving emotional and social development
- 5.14 Supporting Students with SEMH needs
- 5.15 Working with other agencies
- 5.16 Complaints about SEND provision
- 5.17 Contact Details for raising concerns
- 5.18 The Local Authority Local Offer
- 5.19 Wirral SEND Partnership (SENDIASS)

6. Monitoring arrangements

7. Links with other policies and documents



1.Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At SJP we passionately believe that **all children are made in the image of God**. Each pupil has their unique gifts and talents to offer to our college community and to our world, including pupils with special educational needs and physical differences. SJP's SEND team and the entire staff community are committed to ensuring that all pupils with SEND receive the support and encouragement they need to **achieve, thrive and experience the fullness of life**.

We are inspired by the words of St Paul who said, "now you are the body of Christ, and each one of you is a part of it" (1 Corinthians 12:27). At SJP we strive to create an **inclusive environment** where all pupils are **treasured and respected** for who they are, ensuring they feel **a true sense of belonging** to our community. We relish opportunities to raise awareness of physical differences and neurodiversity across our college community. We recognise that **equity isn't always equality**, and some pupils require additional support in order to achieve their full potential and have equal access to opportunities both now and in their future. This support is rooted within our clear policy for assessment of needs, and the strategic implementation and monitoring systems in place.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- Part 3 of the [Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinator (SENDCO) and the SEND information report.

3. Definitions

The Special Educational Needs (SEND) Code of Practice: for 0 to 25 years (2015) states that:

'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition:

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

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Four Categories for Special Educational Needs and Disability are:

SEND Category	Examples
● Communication & Interaction	Autistic Spectrum Condition (ASC), speech and language difficulties
● Cognition & Learning	Dyslexia, Developmental Co-ordination Disorder (DCD)
● Social, Mental & Emotional Health	Attention Deficit Hyperactivity Disorder (ADHD)
● Sensory and/or Physical	Visual impairments, hearing impairments, processing difficulties, epilepsy

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas.

4. Roles and responsibilities

4.1

The SENDCO and SEND Team

Mrs L Dakers

SEND Coordinator

Qualifications: BA Hons Theology and Religious Studies. PGCE. CCRS. MA Education. NASENCO.

Role: Responsible for coordinating the day-to-day provision and Local Authority provision. Responsible for training staff regarding SEND provision and policy.



Mrs L Phelps

Assistant SENDCO

Qualifications: BA Hons Business Studies and Hispanic Studies. PGCE. NPQML. NASENCO.

Role: To support the SENDCO in co-ordinating the day to day provision and Local Authority provision.

Mrs L Jones

Manager of the Resourced Provision

Qualifications: BA Fashion. PGCE. Currently

Role: To co-ordinate the day to day provision of the Resourced Base.

Miss S K Robson

SEND Learning Coach (temporary)

Role: To support the SENDCO in co-ordinating the day to day provision and Local Authority provision.

Miss K Thompson

SEND Admin Assistant

Qualifications: BSC Hons Psychology.

Role: Supporting the SENDCO and the SEND Team with day to day administrative tasks.

SEND Team contact details

Phone number: 01516457606 (ask for SEND office)

Email: send@stjohnplessington.com

4.2 The SEND governor is Mr Amos Fatokun

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher is Mr. P. McLoughlin

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND.
- Working closely with any Learning Assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy
- Undertake training in regards to SEND as arranged by the SENDCO

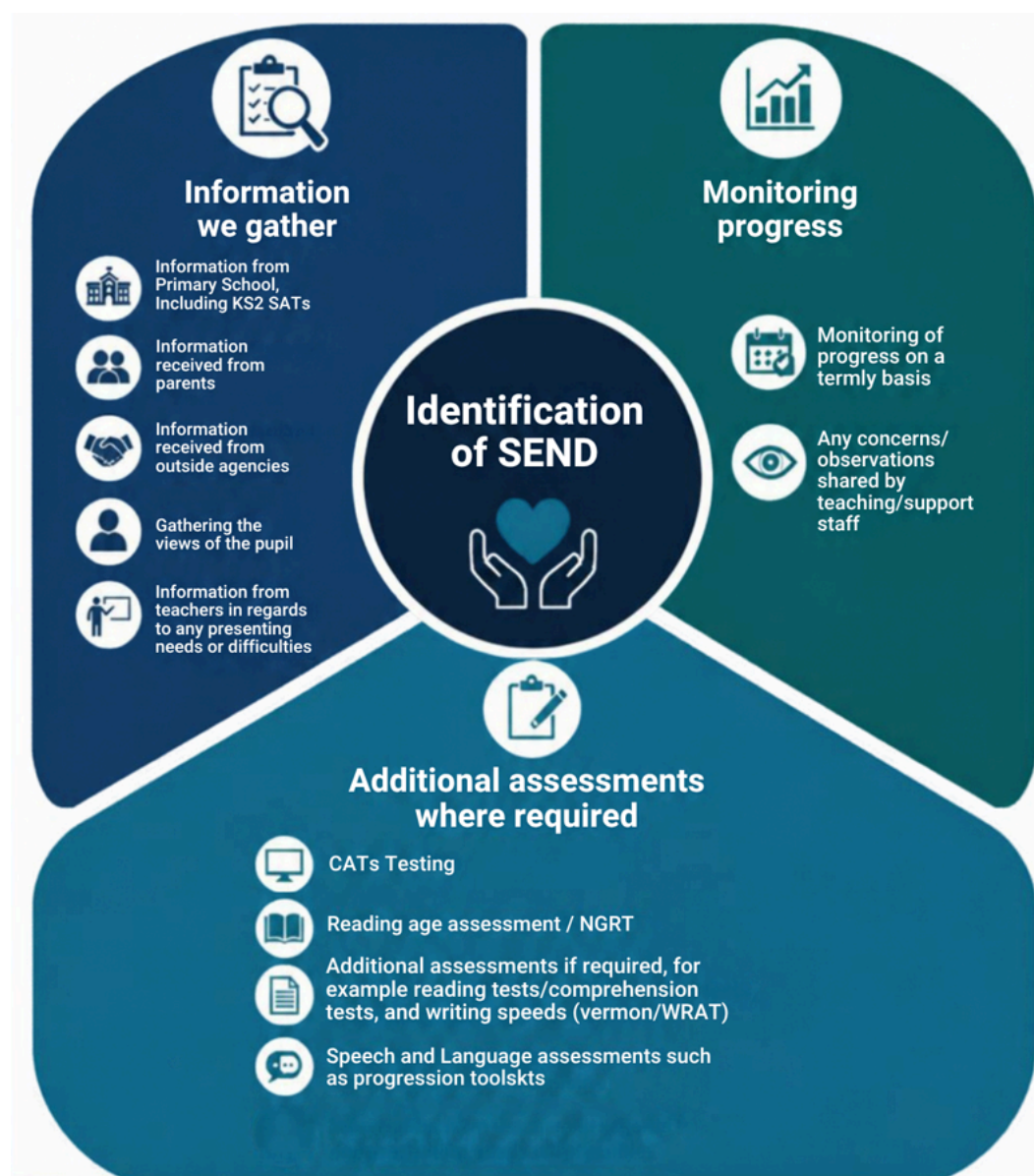
5. SEND information report

5.1 The kinds of SEND that are provided for

SEND provision for all four categories of need is available at SJP. Pupils' needs are met through high quality first teaching supported by **a broad, deep, connected and knowledge rich curriculum**. Pupils with a SEND are taught in mainstream classrooms and academic support and intervention is classroom based. Some pupils receive targeted specialist intervention alongside a broad and balanced curriculum. We also have a Resourced Base for a cohort of pupils in years 7 and 8. These pupils all have EHCPs, receiving approximately 50% of their curriculum within the base, and accessing the mainstream classrooms for the remainder of their timetable. The main area of need for pupils in the Base is ASC/Social Communication.

5.2 Identifying pupils with SEND and assessing their needs

The identification of SEND is integral to the monitoring and progress of all students and includes taking the following information into account.



Important: **Defining a child or young person as having additional needs does not mean that they will necessarily require additional support. Likewise, Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.**

5.3 Assessing and reviewing pupils' progress

We identify required actions for SEND students in terms of rates of progress to be achieved and access to learning. When a child or young person can be ascribed an identifiable learning need, the child or young person will be placed on the SENCAR so that all staff are aware of their needs. This information is also recorded on Arbor for all staff to easily access.

M	SEND Monitoring If a pupil is making progress and ordinarily available provision is meeting their needs, they will be placed on our SENCAR at this stage. This will enable staff to be aware of their needs, and have access to information and guidance regarding the meeting of that need via our Guidance and Support folder. However, as long as the pupil continues to make progress in line with expectation, quality first teaching will meet their needs: additional support and intervention will not be offered. Their progress will be carefully monitored.
K	SEND Support For pupils who require modifications and support additional to, or different from, that offered to all pupils and who may also have outside agency intervention/involvement. Children accessing additional support may be given a K code to signify to teachers that they are on the SEND register. This is attached onto Arbor for all staff to see, and any attached documents such as a Person centered Plan (PCP) can be used to support the child within the classroom.
E	EHCP For pupils with an Education Health Care Plan: These pupils' needs will be met in line with the statutory outcomes detailed in their EHCP.

5.4 Consulting and involving pupils and parents

Parents

A key element of the 2015 legislation is to ensure that children, young people and their families and carers are central in the assess-plan- review cycle, including those with EHCPs. At SJP we ensure that this is the case by adopting a person-centred approach to the creation of plans and to inform strategies.

We abide by a process whereby students' thoughts and feelings about their own learning and needs are considered and utilised in planning advice and strategies that may be shared with staff. Similarly, the views and feelings of parents/carers,

and, where appropriate, the young person's wider family are also collected. To carry out this process properly, time needs to be spent in discussion with both the young person and their families.

All parent/carers of pupils with additional needs are offered an appointment on all parent review days/evenings to meet with a member of the SEND team to review their progress and provision. They are also able to book appointments with all of their teachers and their pastoral team.. Parents are also able to request additional meetings to discuss any issues/consult with curriculum/pastoral or SEND staff according to needs.

In addition, all parents/carers of pupils with an EHCP are also invited to an Annual Review of their needs.

Parental views are a key part of our investigation of SEND. We will speak to parents about their child's developmental history and collaborate on any referrals together. We share PCPs with parents and give them opportunities to add to or amend PCPs before sharing with staff.

Pupils

All pupils with additional needs are supported by curriculum staff, pastoral team and SEND Team. All pupils with an EHCP attend and contribute to their annual review of needs. All pupils are encouraged to attend the review meetings with their parents.

St John Plessington Catholic College aims to be sensitive to the needs of all students and their parents/carers. The SEND Team welcomes meeting with parents/carers at mutually agreed times to discuss the needs of their children and the school's provision for them. Parents/carers who have a concern specific to a pupil's additional needs are encouraged to meet and discuss this with a member of the SEND Team in the first instance.

If they feel that an issue has not been adequately resolved they may follow the [complaints procedure](#).

5.5 Supporting pupils moving between phases and preparing for adulthood

Primary Transition

All students who gain a place at SJP will, in the summer term of Year 6, meet in their Primary School environment, a key member of Pastoral staff from SJP. Pupils then attend SJP on Induction Day. Some students will, on account of their additional needs, require an enhanced transition. This may require an additional visit in order that students can experience various aspects of the school day in advance of Induction Day or following Induction Day and in response to any

issues that are identified. It is SJP's expectation that primary schools will liaise with us to identify pupils requiring enhanced transition. Parents are also welcome to make contact with us directly to arrange a meeting or a tour of the school. A member of the SEND team meets with every primary school (ideally the SENDCO) to discuss pupils on the SEND register, to ensure effective information sharing and to inform provision planning. We also discuss pupils who aren't on the SEND register but may have a diagnosed or suspected special educational need. We also offer several coffee mornings over the summer term, where parents can come into school, find out more about our systems and policies, and speak to a member of the pastoral and/or SEND Team.

Preparation for adulthood

We will share information with the school, college, or other setting the pupil is moving to once they leave SJP. We will agree with parents and pupils which information will be shared as part of this. For those students who have an EHC plan there may be opportunities for additional visits and assistance in the preparation of documents and plans to support the young person in their next stage. The SEND team are also able to help students looking to attend University, by supporting them through the process of requesting Disability Student Allowance.

For pupils with EHCPs, we also run trips to local colleges for pupils from year 9 and above. Annual reviews focus on preparation for adulthood and ensure that pupils receive careers advice to support them in their decision making for their next steps.

The Local Authority offers a lot of support and information in preparation for Adulthood. Information can be found on SENDLO:

<https://www.sendlowirral.co.uk/news/tag/preparation+for+adulthood>

5.6 Our approach to teaching pupils with SEND



Teachers are responsible and accountable for the progress and development of all the pupils in their class.



High-quality teaching is our first step in responding to pupils who have SEND.

This will be adapted for individual pupils.

We will also provide interventions such as:

- ELSA (Emotional Literacy Support)
- Reading Intervention
- Kilgarth Outreach support- behaviour management
- SALT interventions (led by Liverpool Speech and Language or the SALT Higher level teaching assistant)
- Social Skills (1:1 or group)
- Numeracy/Maths Intervention
- Mental health support

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Appropriate scaffolding.
- Adaptive teaching strategies and resources; e.g giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Strategic allocation of staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Learning Assistant support as per EHCP requirements.

The school is fully accessible via stairs or lift.

Please see Attached [Accessibility Plan](#) for more information.

5.8 Additional support for learning / A Graduated Approach

Individual information regarding a pupil's diagnosed or observed needs is shared

with teachers via our SENDCAR (Special Educational Needs, Care and Action Register). Our expectation is that high quality first teaching supported by thoughtful scaffolding should meet the needs of most pupils. All intervention is initially classroom based.

Further guidance and support is available via the school's SEND Google Drive which all staff can access to support their understanding. This includes additional information and research about a wide range of additional needs. As a part of the graduated response to needs, a more specifically individualised plan, a Pupil Centred Profile, may be written for some individual pupils. These are written with pupils and parents and shared with all staff.

All pupils who arrive at SJP with an EHCP or high needs funding will have additional information regarding their needs shared with staff, leading to a pupil centred profile being written in line with the outcomes detailed on the plans that SJP receive from the LA.

For other pupils, a PCP may be written for a range of reasons and for a range of pupils. The decision to write a PCP will be made in collaboration between the pastoral and SEND team as a graduated response to needs. The usual process would be after discussion at GAS (Guidance and Support fortnightly meetings to discuss pupils with the SEND Team and HoL Team), and AIM meetings (termly meetings - attended by all highlighted previously plus AHT and Deputy Headteacher).

PCPs are written in consultation with the pupil whose voice is central, and parents/carers are also fully involved in the process. PCPs are shared with a pupil's teachers and the Year Team supporting them, and the fact that a pupil has a plan is identified on the SENDCAR. The PCP is also attached to the pupil's profile on Arbor. The plans are also shared with parents and pupils when completed. Plans are reviewed at school on scheduled review days and during Annual Review meetings. They may also be updated according to need at any time.

If, despite the reasonable modifications and adjustments suggested by the PCP, a pupil continues to experience barriers to learning which are impeding their success in school then other options will be discussed to look at next steps. Depending on the presenting difficulty, the pupil may receive the following support in terms of SEND co-ordination.

- Review meetings with home and school to ensure we are looking at holistic support and intervention
- Professionals meetings – again to ensure all agencies are working together
- Observation in lessons by SENDCo (this may also precede the writing of a PCP if felt appropriate)

- SEND intervention work – for example Reading intervention/Social skills intervention/focus aids/access arrangement/supervised support during unstructured times.
- Be offered social and emotional support in school- restorative justice/re-negotiation of friendships/relationships in school/mental health support.

5.9 Expertise and training of staff

Our SENDCO has experience in this role and is also a classroom teacher. The SENDCO, Assistant SENDCO and the HLTA Reading intervention co-ordinator all have the NASENCO award. The Base Manager is currently working towards the National Professional Qualification for SENDCOs.

In the last academic year, all staff have received specific SEND training in Autism, Developmental Language Disorder (DLD), the effective use of Teaching Assistants, Allergies, and the Zones of regulation. All teaching and support staff have access to a wealth of information and latest research in regards to SEND in the Guidance and Support (GAS) folder on Google Drive. All teaching and support staff also have opportunities to complete additional SEND training on Prospero (an online training platform).

New staff at SJP also receive a bespoke SEND training session during their induction process. The SEND team also works with leaders to support the training of new teachers and ECTs.

Learning Assistants have received additional training on the teenage brain, executive functioning, ADHD, and Autism (Neuroinclusive Education Network).

Members of the SEND and support team along with identified teachers have been trained in manual handling and the safe use of evacuation chairs.

The SEND team and Learning assistants have been trained in the latest access arrangement procedures. The SEND team also receives regular training from the Local Authority. In the last academic year the SEND team has received training on the graduated approach, the annual review process, and the new NHS Neurodiversity referral pathway ('Knowing me profiling toolkit'.

SJP also has a clear and robust CPD programme for teaching and learning, with a strong emphasis on adaptive teaching and high quality teaching for all, including those with SEND.

5.10 Securing equipment and facilities

Working with external agencies, parents and young people any adaptations or equipment required is purchased or on loan for a child's specific health or SEND needs.

5.11 Evaluating the effectiveness of SEND provision

There is regular assessment and monitoring of progress which informs our AIM (Additional Intervention Meetings) where we review the support in place so far, and assess what further support is required. This is in consultation with our Senior Leadership Team and pastoral team. Intervention is part of our graduated response to needs at KS4.

In regards to non-academic SEND intervention and provision, data is analysed in regards to attendance and behaviour in order to monitor impact. We also have intervention specific assessments and tests to monitor effectiveness, e.g. progression toolkits for SALT interventions and NGRT tests for reading interventions.

For therapy and intervention delivered by Liverpool Speech and Language we receive Impact reports termly.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We are an inclusive school which supports pupils with SEND to ensure that barriers to learning and inclusion are reduced, and enable them to enjoy all that SJP has to offer. We do this by ensuring that:

- all of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs
- all pupils are given opportunities to travel to other countries during their journey with us, including China, Africa and Europe.
- all pupils are encouraged to take part in sports day/school plays/SJP Experience.
- no pupil is ever excluded from taking part in these activities because of their SEN or disability. Additional support will be provided to enable a pupil to access these opportunities if needed, and if necessary specialist resources/facilities/equipment will be sourced.
- Enrichment opportunities as a part of our 'belong' curriculum are designed for all pupils to access including those with SEND.

5.13 Support for improving emotional and social development



5.14 Supporting students with SEMH

To support children with SEMH needs, we follow a 'relational practice' approach, focusing on building trusting and positive relationships, providing a calm and consistent environment, and using empathy to understand and respond to their behaviour. We aim to empower children by helping them identify their own emotions and develop self-regulation strategies using tools like the Zones of Regulation. We believe that a child's start in life need not determine their future. We have high expectations of all of our students, and we personalise support where needed by collaborating with families, considering the child's individual context and potential risk factors like trauma or attachment issues, and adapting the environment to their needs.

At SJP we endeavour to:

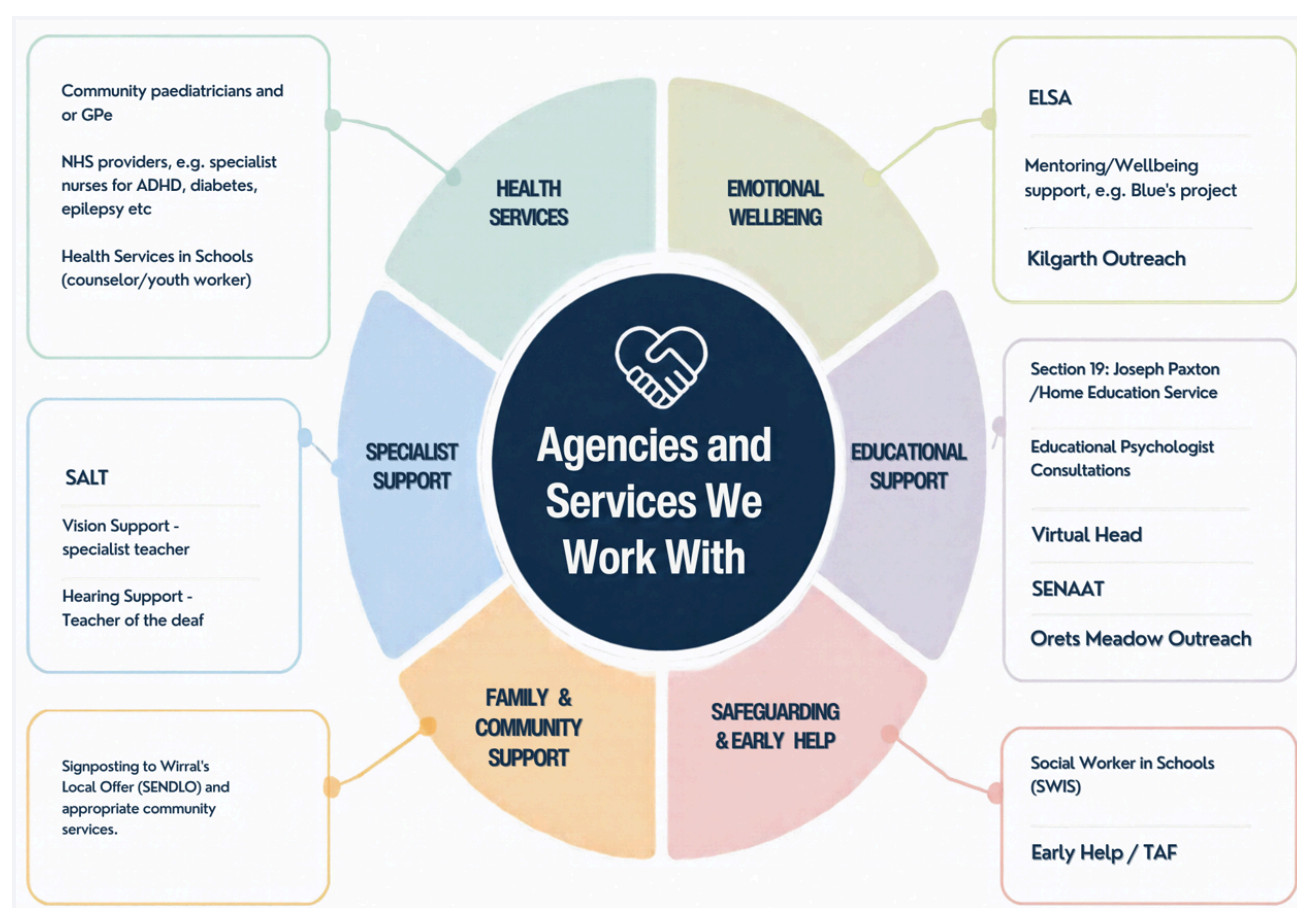


5.15 Working with other agencies

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, we will consider involving specialists once we have exhausted all school-based intervention and support available to us.

SJP may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. We will aim to involve a specialist where a student struggles to make progress over a sustained period or where they continue to work at levels substantially below their peers. The student's parents/carers will be involved in any decision to involve specialists.

SJP works in tandem with outside agencies including the following:



5.16 Complaints about SEND provision

If you are unhappy with how a SEND issue has been raised or managed within school, initially all complaints about SEND provision in our school should be made to the SENDCO. We endeavour to manage to work collaboratively with parents

and other professionals with kindness and understanding. Most issues can be managed within this stage of the complaints process. However, if there should be a concern that is unable to be managed by the SENDCO or another member of our SEND team, the parent can be referred to the school's [complaints policy](#).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
- Parents can access the support of WIRED, the SENDparent support network.

5.17 Contact details for raising concerns

Please contact the SENDCO in the first instance.

FAO Mrs Dakers send@stjohnplessington.com

To escalate your complaint please refer to the [complaints policy](#).

5.18 The Local Authority Local Offer



Our local authority's local offer is published here: <https://www.sendlowirral.co.uk/>

This provides information for children and young people (0-25 years) with special educational needs and disabilities. SENDLO provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care as well as information about other local support services.

5.19 Wirral SEND Partnership



Wirral SEND Partnership (SENDIAAS) is an impartial, independent and confidential service which gives free information, advice and support about matters relating to Special Educational Needs or Disabilities (SEND) and is for parents or carers of children aged 0-25, and young people aged 16-25 with special educational needs and/or disabilities.

Further details about Wirral SEND Partnership can be found at:

<https://wired.me.uk/special-educational-needs-and-disabilities/wirral-send-partnership/>

Contact details:

0151 522 7990

contact@wired.me.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Dakers and Mr McLoughlin every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following document:

[Accessibility plan](#)

[Complaints policy.](#)