



Sacred Heart Catholic Academy

LOVE • SERVICE • AMBITION • RESPECT



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY 2026–27

This policy is intended to set out how our school will support and make provision for pupils with special educational needs (SEN) and disability and should be read in conjunction with our SEND Information Report, which will outline the support and provision that you should expect if your child is a pupil at Sacred Heart Catholic Academy. It will also explain the **roles** and of everyone involved in providing provision for pupils with SEND.



Date approved:



Next review due by:



Member of staff responsible: **SENDCo**



Governing committee: Curriculum and Staffing



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As a Catholic school, we strive to ensure that all of the young people in our care are given every opportunity to **grow, achieve and succeed**. These opportunities should allow for development through academic study, but also through growth personally and spiritually. Our role as a school is to help nurture academic excellence and to help shape young people who can make a significant contribution to our wider community. We aim to create an inclusive environment that **recognises** the needs of young people with SEND and provides a broad and fulfilling educational experience which removes barriers to learning, raises aspirations and expectations, and prepares everyone for adult life. **We are committed to working in partnership with pupils, parents, carers and external professionals to ensure that every young person thrives.**



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Special Educational Needs and Disability Policy **2026-27**

This policy is intended to set out how our school will support and make provision for pupils with special educational needs (SEND) and should be read in conjunction with our SEND information report, which will outline the support and provision that you should expect if your child is a pupil at Sacred Heart Catholic Academy. It will also explain the roles and of everyone involved in providing provision for pupils with SEND.

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1. Aim

*As a Catholic school, we strive to ensure that all of the young people in our care are given every opportunity to **grow, achieve and succeed**. These opportunities should allow for development through academic study, but also through growth personally and spiritually. Our role as a school is to help nurture academic excellence and to help shape young people who can make a significant contribution to our wider community. We aim to create an inclusive environment that recognises the needs of young people with SEND and provides a broad and fulfilling educational experience which removes barriers to learning, raises aspirations and expectations, and prepares everyone for adult life. **We are committed to working in partnership with pupils, parents, carers and external professionals to ensure that every young person with SEND is fully included within school life. Through early identification, high quality teaching and personalised support, we aim to remove barriers to learning whilst promoting independence, wellbeing and successful preparation for adulthood.** Key to this is a clear recognition that all students have individual gifts and talents and with the right support every young person can flourish.*

Sacred Heart Catholic Academy values diversity and is committed to eliminating discrimination, advancing equality of

opportunity and fostering positive relationships for all members of our school community. We will make reasonable adjustments wherever required to ensure pupils with SEND can participate fully in all aspects of school life.

2. Objectives

At Sacred Heart Catholic Academy, we will fulfil our aim through the following objectives:

- To identify and provide for young people who have special educational needs and/or a disability.
- To encourage a strong focus both across the curriculum and pastorally, on high aspirations for students with SEND.
- To have a designated Special Educational Needs Co-ordinator (SENDCo) who will work collaboratively with the Headteacher, Senior Leadership Team, teaching and support staff, and other key individuals or services, to ensure a bespoke provision for pupils with SEND.
- To provide appropriate support and advice for all staff working with pupils with a special educational need, and an expectation that they will use their professional expertise and judgement in any interactions.
- To be proactive in enabling full access for pupils with SEND to all aspects of the school curriculum and wider school life. This includes activities which will help develop confidence, positive self-esteem, resilience and with a long term goal of independence and preparation for adult life.
- To ensure that teachers use their **best endeavours** to secure the special educational provision required for every pupil with SEND.
- To ensure that pupils and parents are fully involved in decisions regarding support, provision and future aspirations.
- To prepare pupils with SEND for successful adulthood through the development of independence, employability, community participation and healthy living.

3. Legislation and guidance

3.1 This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014.
- DfE Teachers' Standards 2012

3.2 This policy complies with the statutory requirements laid out in the following documents:

- *SEND Code of Practice 0-25 2015 (revised edition)*
- *Special Educational Needs and Disability Regulations 2014*
- Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014
- *Equality Act 2010: advice to schools February 2013*
- *Statutory Guidance on Supporting Pupils with Medical Conditions (December 2015)*
- Information for Parents and Carers about The Graduated Approach in Sefton What support is available in Sefton schools and settings to support children and young people with special educational needs and disabilities (SEND)? Sefton Local Area SEN <https://sefton.uksouth01.umbraco.io/media/ufao3met/2451-guide-for-parents-using-the-graduated-approach-web.pdf>
- *The National Curriculum 2013*
- *Safeguarding Policy*
- *Medical Policy*

- *Accessibility Policy*
- Section 69(2) of the Children and Families Act 2014

Sacred Heart Catholic Academy recognises its statutory duty under Section 66 of the Children and Families Act 2014 to use its best endeavours to secure the special educational provision required by pupils with SEND. The school is committed to ensuring equality of opportunity, removing barriers to learning and making reasonable adjustments so that every pupil can participate fully in school life.

4. Definitions

- 4.1 We recognise the Code of Practice's definition of SEND as:
 - 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 him or her.
 - A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age.
- 4.2 A disability is defined by the Disability Equality Act 2010 as:
 - A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on the ability to do normal daily activities.
 - 'Substantial' is more than minor or trivial e.g it takes much longer than it usually would to complete a daily task like getting dressed.
 - 'Long term' means 12 months or more.
- 4.3 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 SEND. We will continually strive to work with parents/carers to listen to and hear their concerns that they may have in regard to their child's development and progress towards outcomes.
- 4.4 Special education 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.
- 4.5 The SEND Code of Practice (January 2015) specifies 4 broad areas of need 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, 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.
- 4.6 Through the process of identifying a young person as having SEND, the SENDCo will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **graduated approach** (see Section 5). At this point, the pupil may be placed on the SEND register as 'K' – which indicates SEND support. This process will lead to the identification of the child's primary, and if required, secondary need.

5. Roles and Responsibilities

- 5.1 The SENDCo is **Miss Melanie Carrigan**. You can contact her by telephoning school on 0151 931 2971 or by emailing m.carrigan@shca.pfcmat.org. The role of the SENDCo requires that the post holder has Qualified Teacher Status and is an experienced classroom practitioner. She also holds the NASEN SENDCO qualification. Mrs McNicol is the Assistant SENDCo and can be contacted on the same number or by emailing k.mcnicol@shca.pfcmat.org
- 5.2 The **SENDCo** will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the specific provision made to support individual pupils with SEND, including those with an EHCP.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive the appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

5.3 The **SEND governor** (Mrs Maria Sharratt) 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.

5.3 The **Headteacher** (Mr O'Hagan) will:

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

5.4 Each **class teacher** is responsible for:

- The progress and development of every pupil in their class.
- Reviewing the SEND register to inform them of how they can support students they teach.
- Working closely with any teaching 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.
- **Delivering high quality adaptive teaching that enables all pupils to access learning.**
- **Using their best endeavours to meet the needs of pupils with SEND through Quality First Teaching before additional provision is considered.**
- **Working collaboratively with pupils, parents and the SENDCO to review the effectiveness of provision.**

5.5 We promote the responsibility of our teachers and the use of High Quality Teaching to support children and recognise how the SENDCo will co-ordinate and monitor the quality of support and progress made by our pupils. There are other key colleagues who have a significant impact on the progress and development of our Sacred Heart pupils, these include:

- Teaching assistants, who are line managed by the SENDCo.
- The Pastoral Lead is Mr John Roberts.

- We have 3 non teaching pastoral Heads of Year who have responsibility for the welfare of all pupils in their year group. (Year 7/Year 8 – Miss Moss, Year 9 – Mr Willock, Year 10/Year 11 – Mrs Tinsley).

6. The Graduated Approach

- 6.1 The school follows the assess, plan, do and review cycle for pupils with SEND. This is explained in more detail in the SEND information report.
- 6.2 The graduated approach is a process by which young people are supported, so that if barriers and additional needs are identified, appropriate and timely support can be put in place to address this.
- 6.3 The first response is High Quality Teaching by all subject teachers. The role of the subject teacher is to provide clear expectations linked to outcomes for all students. The Code of Practice suggests that students are only identified as SEN if they do not make adequate progress once they have had interventions/adjustments and good quality personalised teaching. Therefore, high quality teaching, differentiated and personalised for individual students, is the first step in responding to those who have or may have SEN. **At Sacred Heart Catholic Academy, High Quality Teaching is underpinned by our Principles of Practice, adaptive teaching expectations and Quality First Teaching framework. Teachers are expected to plan lessons which remove barriers to learning through appropriate scaffolding, modelling, retrieval practice, explicit instruction, effective use of teaching assistants and adaptive teaching strategies. Provision for pupils with SEND follows a graduated continuum of support, beginning with high quality adaptive teaching for all, supplemented where necessary by targeted interventions and specialist provision, ensuring support is proportionate to identified need and regularly reviewed for impact.**
- 6.4 In addition, teachers are responsible and accountable for the progress and development of the pupils in their class, including access to support from teaching assistants or specialist staff. Additional intervention and support do not compensate for a lack of high-quality teaching.
- 6.5 **Co- production**
Pupils and parents are active partners throughout the graduated approach. Their views, aspirations and lived experiences are considered during assessment, planning, intervention and review so that provision remains personalised and meaningful.
- 6.6 At Sacred Heart we regularly and carefully review 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. Regular monitoring and evaluation take place as part of the QA process for quality of education.
- 6.7 During observations, all teaching staff are required to produce a bus route for their classes, which indicates which pupils need support and at what stage of the lesson.
- 6.7 The school decides whether to make special educational provision, in the case of Year 7 students, through information that comes from the primary SENCO about a young person's needs. In addition, and for young people at different stages of their academic life, the decision as to whether SEN provision is made involves the subject teachers, SENDCo and parents/carers. This is done through consideration **of all** the information gathered from within the school about the student's progress, alongside national data and expectations of progress.
- 6.8 For higher levels of need, the SENCO may need to draw on more specialised assessments from external agencies and professionals. This may include the Educational Psychology Service, Specialist Teaching staff or healthcare professionals. **Where appropriate and following the graduated approach, referrals may be made through the CHAT or FAST pathways to access additional support from external agencies and Early Help services.**
- 6.9 **Education, Health and Care Plans. Pupils with an Education, Health and Care Plan receive provision which is matched to the outcomes identified within their EHCP. Annual Reviews are undertaken in partnership with parents, pupils, the Local Authority and external professionals to evaluate progress towards agreed outcomes and consider any amendments required.**
- 6.10 **Preparation for Adulthood. Throughout Key Stages 3 and 4 we actively promote preparation for adulthood by developing pupils' independence, confidence, communication, resilience, employability and participation**

within their local community. Careers education, transition planning and independent living skills are incorporated into personalised provision wherever appropriate.

7. Sefton Local Offer

- 7.1 The Local Offer provides clear and accessible information about the provision Sefton Council expects to be available locally for our children and young people from 0 to 25 who have special educational needs and/or disability (SEND).

The Local Offer can help you to understand what services you can expect from a range of local agencies, including your statutory entitlements, eligibility and referral criteria. The Local Offer also makes clear what is available from early years settings, schools (including Academies and Free Schools), colleges and other services including those from health and social care. **The school contributes to Sefton's Local Offer through the publication of its SEND Information Report, which outlines the provision, interventions and support available to pupils and families.**

Further information about services, support, eligibility criteria and resources for children and young people with SEND can be found on the [Sefton SEND Local Offer](#)

- 7.2 We also work with the following agencies to provide support for pupils with SEND

- Sefton SEN and Inclusion Service, including specialist teacher.
- SENDIASS: Sefton SENDIASS offers impartial advice, information and support for parents and carers of children with Special Educational Needs and/or disabilities. They are able to help with any concerns that may still arise after any intervention or effort made by the school. In addition, an appeal can be made to the Special Educational Needs tribunal, which is an independent body that hears parents' appeals against LA decisions on statutory assessments and EHCP's. **The service can offer advice, advocacy and support at meetings, helping families to participate fully in decisions about SEND provision. Parents and carers can contact SENDIASS on 0333 323 8003, email sefton.sendiass@barnardos.org.uk , or complete an online enquiry via the [Sefton SENDIASS website](#)**
- Educational Psychologist
- Sefton CAMHS
- Visual Impairment Team
- Autism support/ADHD foundation
- Physical disabilities and health needs support/Occupational Therapy support
- Alder Hey deaf and hearing support
- Speech and Language Therapy team
- Careers North
- School Nurse and other NHS colleagues as appropriate

8. Monitoring arrangements

- 8.1 This policy and information report will be reviewed by Mrs McIntosh, SENDCo each year. It will also be updated if any changes to the information are made during the year.
- 8.2 The practice at Sacred Heart Catholic Academy, in regularly and carefully monitoring and evaluating the quality of provision we offer to all pupils, is an integral part of the school's processes. We do this through:
- Regular audits, sampling of parent views, pupils' views.
 - Regular meetings between the SENDCo and the Headteacher.
 - Regular governor meetings, of which SEND always features on the agenda and is included in the report and minutes.
 - Evaluation and monitoring arrangements – progress review data, curriculum reviews, book looks within department and termly cycle assessments linked to intervention.
 - This is then linked to subject specific Department Action Plans, Self-Evaluation Documentation and the

School Development Plan.

- The effectiveness of SEND provision is evaluated through analysis of pupil progress, attendance, behaviour, exclusions, pupil voice, parent feedback, quality assurance activities and annual review outcomes. Findings inform the School Development Plan and future priorities for inclusion.

8.3 The policy will be approved by the governing body.

8.4 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 practice. This policy will next be reviewed in September 2026.

9. Links with other policies and documents

- SEND information report
- Admissions Policy
- Teaching, learning and assessment policy.
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (December 2015)
- Safeguarding policy.

10. Storing and managing information

Documents related to a student's special educational needs are stored within the office of the SENCO. This information is only accessed by the SENCO and the Assistant SENDCo.

Educational Psychologists reports or other reports provided by professionals are held by the SENCO and on the school's SIMS system. Reports provided by specialist services can only be accessed by teaching staff who have access to SIMS.

All documents held are treated with confidentiality and are only distributed to other agencies when parental consent has been given. All information collected, stored and shared fully complies with GDPR guidelines.

11. Safeguarding

Sacred Heart Catholic Academy recognises that children and young people with special educational needs and disabilities may be at increased risk of abuse, neglect, exploitation or harm. All staff receive safeguarding training and understand their responsibility to identify, respond to and report safeguarding concerns in accordance with the school's Child Protection and Safeguarding Policy.

The school works closely with parents, carers and external agencies to ensure that pupils with SEND are safeguarded and that barriers to communication or disclosure are recognised and appropriately supported.

This policy should be read alongside the following documents:

- Child Protection and Safeguarding Policy
- Keeping Children Safe in Education (2025 and revised 1st September 2026)
- Working Together to Safeguard Children (March 2026)
- Children Act 1989
- Children Act 2004
- Human Rights Act 1998
- Data Protection Act 2018 and UK GDPR
- Equality Act 2010
- Children and Families Act 2014

- SEND Code of Practice: 0–25 years (Revised 2015)

12. Appendix – Useful Websites

Local Services (Sefton)

Organisation

[Sefton SEND Local Offer](#)

[Sefton SENDIASS](#)

[Sefton Graduated Approach](#)

Support Provided

Information on local SEND services, education, health, social care and family support

Independent information, advice and support for parents, carers and young people with SEND

Guidance on SEND support available in Sefton schools

National SEND Organisations

Organisation

[IPSEA](#)

[Contact](#)

[National Autistic Society](#)

[ADHD Foundation](#)

[Speech and Language UK](#)

[British Dyslexia Association](#)

[Dyspraxia Foundation](#)

[National Centre for Learning Disabilities \(Dyscalculia Network\)](#)

[Tourette's Action](#)

[Sense](#)

Support Provided

Independent legal advice on SEND law, EHCPs and appeals

National charity supporting families with disabled children

Information and support relating to autism

UK's leading neurodiversity charity providing support, advice and training for ADHD, autism, dyslexia and related conditions

Information and resources relating to speech, language and communication needs

Information and support for dyslexia and dyscalculia

Support for individuals with Developmental Coordination Disorder (Dyspraxia)

Information relating to dyscalculia

Support and advice for individuals with Tourette syndrome

Support for people with deafblindness and complex disabilities

Mental Health and Wellbeing

Organisation

[YoungMinds](#)

[Mind](#)

[Anna Freud Centre](#)

Support Provided

Mental health advice for young people and parents

Mental health information and support

Children's mental health resources

Careers and Preparation for Adulthood

Organisation

[Preparing for Adulthood](#)

Support Provided

Resources to support successful transition into adult life

Organisation

[National Careers Service](#)

Support Provided

Careers information and guidance