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"RESPECT, BELIEVE, ACHIEVE."

Cardinal Heenan Catholic High School

SEND Policy

Approved by:	F&F Committee	16/10/2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	
Policy status:	Statutory	Annual



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Section 1:

Key people in school

Deputy Headteacher	Ms J Leech
Assistant SENCO	Ms R Boateng
Named Governor (SEN)	Mrs Brenda Owens

To be read in conjunction with:

- Behaviour Policy
- Equality Objectives and Accessibility Plan
- School prospectus
- Policies related to Race, Equal Opportunities
- Admissions Policy
- Teaching and Learning Policy
- Bullying Policy
- Safeguarding/CP Policy
- Supporting Children and Young People with Medical Conditions

This policy/procedure will be reviewed annually

Policy written: August 2012
Revised October 2015
Revised: October 2016
Revised: November 2017
Revised: November 2018
Revised: June 2019
Revised: September 2021
Revised: July 2023
Revised: October 2025

The SENCO at Cardinal Heenan Catholic High School is Ms Marita Fallon.

She can be contacted directly at the school on 0151 235 1430 or via email at m.fallon@cardinal-heenan.org.uk

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 SENCO at Cardinal Heenan Catholic High School is a member of our extended 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



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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.

Members of the Senior Leadership Team advocate and work closely with the SENCO to ensure reasonable adjustments are made to the curriculum and learning environment.

The SEN Governor at Cardinal Heenan Catholic High School is Mrs Brenda Owens and she can be contacted via Mrs Lewington (Clerk to the Governors).

Section 2:

AIM

At Cardinal Heenan Catholic High School we aim to:

- To create an ethos and inclusive educational 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

We will fulfil our aim through the following objectives:

1. To ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting and make the best possible progress
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 clearly identify the roles and responsibilities of school staff in providing an appropriate education for pupils with special educational needs and/or disabilities
6. To provide support and advice for all staff working with special educational needs pupils
7. To foster and promote effective working partnerships with parents/carers, pupils and external agencies
8. To enable full access for pupils with SEND to all aspects of the school curriculum and the wider school life and activities
9. To develop self-esteem, promoting a positive self-image and a ‘can do’ culture
10. To regularly review and evaluate the progress of pupils with additional needs, ensuring parents/carers and pupils are fully involved throughout the process

Section 3:

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

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



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with the Senior Leadership Team, Key Stage Coordinators and the Pastoral Team 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.

Other factors may also impact on progress and attainment;

- 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



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- Being a Looked After Child
- Being a child of Serviceman/woman

Section 4:

THE GRADUATED APPROACH

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 high quality personalised teaching.

- Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff
- High quality teaching which is 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)
- 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
- Before a pupil is added to the SEND register the class teachers, pastoral team, SENCO and parents consider all of the information gathered from within the school in relation to progress, alongside national data/expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials
- For higher levels of need, we draw on specialised assessments from external agencies and professionals to support the class teachers with appropriate strategies and the SENCO with next steps (See Section 5)

Our SENCO holds the National Award for SEND. The Headteacher and Governors developed the role of the SENCO in accordance with the SEND Code of Practice to have the key responsibilities to improve the outcomes of our children and families. The SENCO role is outlined as follows:

- overseeing the day-to-day operation of the school’s SEND policy
- co-ordinating provision for children with SEND with a clear focus on early identification
- liaising with the relevant designated teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEN support
- managing and coordinating the work of Learning Support Assistants
- advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- contributing to whole school CPD/training
- ensuring Pupil profiles and provision maps are in place and regularly reviewed
- liaising with parents of pupils with SEND
- 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



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- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- assessing and tracking the progress of pupils with SEND
- ensuring that all additional interventions are evaluated in terms of impact
- 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 SEND up to date

Section 5:

MANAGING PUPILS NEEDS ON THE SEND REGISTER THROUGH THE GRADUATED APPROACH AND EXIT CRITERIA

Some children and young people on the SEND Register 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 then the school can ask for further support from the Local Authority. This could be a High Needs Top-Up Funding request or an application for an Education, Health and Care (EHC) Plan assessment. 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 go on or remain on the SEND Register are made in partnership with the primary school and parent/carer. This is reviewed regularly. If you feel your child has additional needs then please do not hesitate to contact our school SENCO.

Section 6:

SUPPORTING PUPILS AND FAMILIES THROUGHOUT THE GRADUATED APPROACH TO SEND

We aim to work in partnership with our parents and families to ensure that they are fully informed about all matters relating to their child’s SEND. Our SEND Information Report is published on our [website](#) and is available as a printed copy at our Main Reception.

This report is updated annually. We also guide parents to refer to the [LA Local Offer](#) 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



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- Our arrangements for examination and assessment access
- Our transition arrangements

We aim to use Person Centred Approaches which involves capturing parent/carer and pupil views. We can then use this information to ensure that we provide effective support for pupils and their families.

Section 7:

SUPPORTING OUR CHILDREN/YOUNG PEOPLE WITH MEDICAL NEEDS

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

- Pupil progress is closely monitored to ensure pupils’ needs are being met successfully
- Additional provision is evaluated in terms of impact
- Parent/carer views along with pupil views are regularly sought so that we can evaluate the SEND provision offered by school
- Our SEN Governor reviews the SEND policy and the progress made by our pupils regularly
- Our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

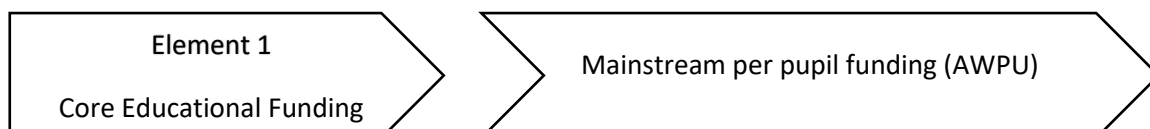
Section 9:

RESOURCES AND TRAINING

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 coming from the SENCO.

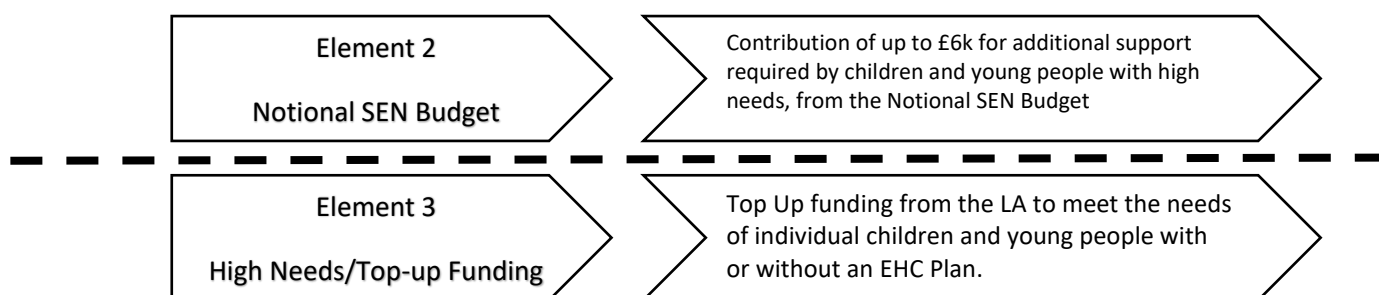
The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:





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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 relation to 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

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High Quality Teaching to support children. We also recognise how the SENCO will coordinate and monitor the quality of the support provided and the progress our pupils make. There are other key colleagues that have a significant impact on the progress and development of our children and young people;

- The SEN Governor meets with the SENCO and monitors the progress of pupils with SEND
- The school employs 19 learning support assistants. They carry out a range of roles across the school and are line managed by our SENCO. They work closely with the class/subject teachers to ensure effective planning and differentiation



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- The Designated Safeguarding Lead is Ms J Leech
- The member of staff responsible for Looked After Children is Ms J Leech
- The staff responsible for managing the school’s responsibility for meeting the medical needs of pupils are: Ms J Leech, Mr J Asquith and the Admin team.

Section 11:

STORING AND MANAGING INFORMATION

Documents are secured in a locked container with restricted access. Pupils’ records are scanned onto CPOMS and retained for 25 years from the pupils’ date of birth, in line with the Information and Records Management retention guidelines for schools and our General Data Protection Regulations (GDPR) policy.

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 Equality Objectives and 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 regularly, barriers are identified, and plans are put in place to remove them. A copy of this policy is on the school [website](#).

Parents/carers can contact key staff by phone through the office switchboard on 0151 235 1430.

Section 14:

OTHER POLICIES RELATING TO SEND

- The Equality Objectives and Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)



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- Safeguarding/Child Protection Policy
- Supporting Medical Conditions Policy
- Young Carers Policy
- Looked After Children Policy
- Behaviour for Learning Policy

Section 15:

DEALING WITH COMPLAINTS

Any complaints should first be raised with the SENCO, then if necessary with the Deputy Headteacher/Headteacher and finally, if unresolved, with the SEN Governor.

- All SEN complaints must follow the school’s formal complaints [procedure](#)
- The SEN Governor is consulted
- External advice may be sought
- Key legislation regarding the matter is identified
- Good levels of communication with the parents/carers are maintained throughout the process
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as SENDIAS / Parent Partnership
- Key issues are identified including where there is agreement
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- Intervention Plans and progress tracking data are reviewed examining what progress has the pupil has made
- Any behaviour logs should be shared with parents/carers

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 statutory and non-statutory guidance, information and policies:

- 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