St Catherine's Catholic Primary School

"Loving and Learning Together as Jesus taught us"

Special Educational Needs and Disability Policy

Date of policy review: April 2026

Next review: April 2027

Policy Reviewed & Passed by the Governors
Key Person Responsible: Maureen Kelly

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Sept 2014)3.65 and section 69(2) of the Children and Families Act 2014. It has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEN Code of Practice 0-25 2014
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- The National Curriculum in England Key Stage 1 and 2 2013
- Safeguarding Policy
- Accesssibility Plan
- Teachers Standards 2012

This policy was created by the school's Inclusion Leader with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Name of Inclusion Leader & SENDCo: Sen Selvi

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At St Catherine's we are committed to promoting the highest possible levels of achievement to ensure that each individual pupil reaches their potential and to value all learners equally while developing their enthusiasm for learning. We focus on the outcomes for children.

We define SEN in the following way;-

- A significantly greater difficulty in learning than the majority of children of the same age
- A disability or physical impairment which prevents or hinders children from learning
- An emotional or behavioral difficulty that impedes the child's own learning, or that of other children.

Every teacher is a teacher of every child including those with SEN.

We work in close partnership with parents/carers who play an active and valued role in their child's education.

The objectives of our SEN policy are as follows:

- To identify students with special educational needs and disabilities as early as possible so that appropriate provision can be made and their needs met and attainment raised
- To work within the guidance provided in the SEND Code of Practice 2014.
- To allocate staffing and resources in ways which reflect differing individual needs as finances allow.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them and that targets set are appropriate and achievable based on identified need
- To plan an effective curriculum to meet the needs of children with SEN which is stimulating, focused and challenging
- To involve parents/ carers in the identification and co-produce targets for individual children and for those targets to be identified in the child's Individual Support Plan;
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision of children with special educational needs

Roles and Responsibilities

The governing body will;

- Appoint an SEND Governor.
- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all children with special educational needs
- Have a written SEN policy containing the information as set out in the SEN Code of Practice.
- Report to parents/carers on the implementation of the school's policy for children with SEN in the school profile and school prospectus
- Ensure they are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personal resources are deployed.
- Perform the duties of the Special Educational Needs and Disability Act (2001) including publishing a 3-year Disability Equality Scheme Access Plan.
- Ensure the appointment of an appropriately qualified Inclusion Leader /SENDCo

The Inclusion Leader (Sen Selvi) is responsible for coordinating the provision of special educational needs throughout the school. The role of the Inclusion Leader / SENDCo is to;

- Ensure day to day operation of the SEN Policy and the deployment of Teaching Assistants.
- Provide advice to staff supporting, liaising with them and where necessary supporting the completion of Individual Support Plans.
- Work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that the children make progress.
- Line manage the SEN Teaching assistants.
- In consultation with class teacher, set up, monitor and review ISPs.
- Overseeing and maintaining resources for special educational needs
- Liaising with outside agencies
- Where necessary, referring children and families to external agencies
- Contributing to and, where necessary, leading the continuing professional development of staff.
- Monitoring, evaluating and reporting on the provision for children with SEN to the Head and governing body.
- Coordinating the range of support available to children with SEN.
- Together with the class teacher liaising with parents/carers of children with SEN
- Maintaining and monitoring a Provision Map which details the

various programmes and arrangements in place to meet identified needs.

Every teacher is expected to take responsibility for meeting the learning needs of all children in their care and to differentiate the curriculum appropriately. The Inclusion Leader will provide guidance and support for staff as they work towards these aims and will help staff to become aware of their children in light of the whole school policy for SEN.

Identification and assessment arrangements and review procedures.

The school follows the guidance contained in the SEN Code of Practice (2014). This recommends a graduated approach. The Code does not assume that there are rigid categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas.

These are: -

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or physical needs

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. Where possible we will meet every child's needs within the classroom through ensuring that our planning, teaching and approaches are high quality and effective. At St Catherine's the quality of teaching for all pupils is regularly and carefully reviewed, including those children at risk of underachievement. This includes reviewing, and where necessary, improving, teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the Inclusion Leader/SENDCo. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Additional interventions and targeted support will be provided. Pupils will only be identified as SEN and placed on the register if they do not make adequate progress once they have had access to interventions and good high quality personalised teaching.

Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already provided.

We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. We may reassess needs, if appropriate

through diagnostic assessment. When we have all the available information, we will consider the findings with the parents/carers and the child, and plan the next strategy for action. This may involve engaging the child in an appropriate programme as part of our Provision Map and drawing up an ISP. Any provision made and the progress made by each child will be discussed with the parents/carers regularly and reviewed to ensure it is having an impact on achievement. Where, despite all of our best efforts, the child still continues to make little or no progress in relation to the targets set, or is working at National Curriculum levels significantly below those of his/her peers we draw on more specialised assessments from external agencies and professionals provided by the LA.

We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. An ISP will be written to reflect these new targets after consultation with these agencies, parents/carers, the child, the Inclusion Leader/SENDCo and the class teacher. We will ensure that parental consent is sought before any outside agencies are involved.

An Individual Support Plan will detail: -

- Exactly what needs are identified
- Clear outcomes to be achieved within a given time frame. Short-term SMART targets.
- The teaching strategies;
- What additional provision will be made;
- How we will judge progress (success criteria) including the exit criteria;
- Any outcomes after a review;

All ISPs are reviewed at least three times a year and we acknowledge that ISPs are only effective if they are living records that are regularly monitored and revised.

Where, despite all of our best endeavors, the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers and child the need for either of us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an Education and Health Care Plan. Where a child has an EHC Plan, we will carry out an annual review which parents/carers, child, outside agencies, Inclusion Leader/SENDCo and other staff as appropriate, will be invited to attend. A six-month review may be held for children in Foundation Stage and will be used, if necessary, for any child in Key Stage 1 or 2.

Training and Resources

Many of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the Inclusion Leader/SENDCo to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the Inclusion

Leader/SENDCo. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All training needs of staff are identified and monitored by the Inclusion Leader/SENDCo. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Leader/SENDCo to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's Inclusion Leader/SENDCo regularly attends the SENDCo network meetings in order to keep up to date with local and national updates in SEND.

Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed local authority policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met**.** If a child is transferring into the school with a statement or EHC Plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

Links and Use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the Inclusion Leader/SENDCo will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Education Team including the Educational Psychologist, Autism Support team, Physical and Sensory Impairment Support Service team, Speech Therapist, Behaviour Support team, health and LA personnel. Any or all of these agencies may be involved in the Provision Map and/ or construction, delivery or review of targets set in children's Individual Support Plans in order to ensure children's attainment is raised.

Supporting Pupils and Families.

Parents should refer to the LA local offer for information and support and to access links with other agencies. This is available on our website together with Admission arrangements. Transition into the school, from class to class, across key stages, and onto secondary school is managed very carefully for all children, especially those with SEND, and parents are included in all arrangements regarding transition. Close links are maintained with local schools and transition arrangements are in place to ensure continuity of learning when pupils change schools. Parents/carers are important partners in the effective working relationship with the school in raising

their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school.
Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and co-producing the Individual Support Plan.

Supporting Pupils at School with Medical Conditions.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
Some may also have SEND and may have a statement or Education, Health and Care Plan which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please see schools policy on managing the medical conditions of pupils.

Complaints Procedure
If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the Inclusion Leader/SENDCo and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

Criteria for evaluating the success of our policy
The success of the school's SEND policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the Provision Maps.

Tracking

DfE Stat Policy	Best Practice	Web	MyUSO	Signed by Staff
✓	-	✓	-	-
✓	-	✓	-	-