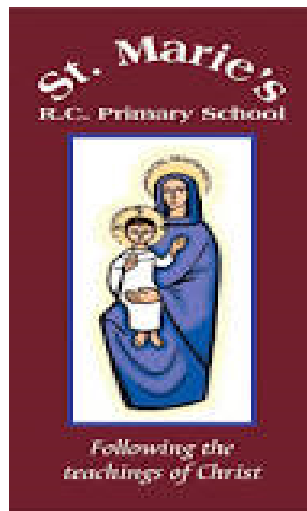
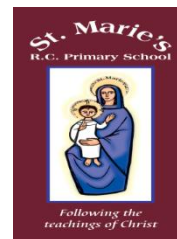




Special Educational Needs and Disability (SEND) Policy



Reviewed and Revised April 2026



St Marie's RC Primary School

Our Vision

St Marie's is proud to be a Catholic school, using the teachings of Christ as our foundations.

Within the care of Our Blessed Lady, we aim to make our school a place where children can safely learn through outstanding and innovative teaching, build on their potential, fulfil their dreams, and grow in faith and love.

Our Mission

As Christ's hands and feet on earth, we will...

- Follow the teachings of Christ so that all may grow in faith.
- Recognise and value each child as a loved and unique child of God.
- Treat each person with respect, tolerance and honesty in an atmosphere of love and security.
- Celebrate, nurture and strengthen the relationship between our school family: Our school, our families, our parish and our community.
- Inspire those within our care to become successful, caring members of our diverse society and transform the lives of others.

Our school Mission Statement expresses our belief in every child's entitlement to access a full curriculum to the best of their ability:

"To value and celebrate the uniqueness of every individual"

"To provide the opportunities through a broad, balanced, relevant and differentiated curriculum, enabling everyone to achieve his/her potential in an atmosphere of love and security, so that we may all grow in faith and make a positive contribution to society."

Policy Development

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (2014)
- SEND Code of Practice 0 – 25 (2015)
- School SEN Information Report regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Safeguarding policy
- Accessibility policy and plan
- Teachers Standards (2013)

Rationale

At St. Marie's RC Primary School, we believe that **every** teacher is a teacher of **every** child including those with special educational needs and disabilities. We endeavour to meet the needs of all children as effectively as possible, whilst providing a caring, happy, nurturing and secure environment where each child's true potential can be fulfilled. We work with "the whole child" by giving consideration to the child's academic, physical, emotional and social needs.

We are committed to narrowing the attainment gap between SEND and non-SEND children where appropriate, ensuring they meet their personalised targets. This will include the provision of learning interventions developed on an individual needs basis and focusing on achievable outcomes. We carefully monitor progress and work in partnership with parents and outside agencies to ensure we raise the level of achievement of all our children. We are committed to creating opportunities to enable all of our children to succeed. This is achieved by promoting positive feelings of self-worth, high esteem, confidence and mutual respect. We are committed to an inclusive practice to ensure that all of our children can work happily and cooperatively alongside each other.

Decisions on the admission of pupils with an Education Health Care (EHC) Plan are made by the Local Authority, in consultation with the school. The admission arrangements for pupils without an EHC Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

At St. Marie's RC Primary School **every** child is equal, valued and unique. We provide an environment where all children feel safe and can reach their full potential.

Aims

"The purpose of education for all children is the same; the goals are the same. But the help that individual children need in progressing towards them will be different. Whereas, for some, the road they have to travel towards the goal is smooth and easy, for others it is fraught with obstacles."

The Warnock Report, 1978

At St. Marie's RC Primary School our aims are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To provide all children with a broad, balanced and differentiated curriculum to meet their individual needs
- To encourage every child to reach their full potential in all areas of school life
- To identify those children with difficulties and provide appropriate support

Our SEND Policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Provide good quality and regular training for staff in relevant areas of SEND
- Evaluate the impact of staff training and provision / intervention programs
- Raise the aspirations of, expectations for and achievements of all pupils with SEND
- Identify, as early as possible, and provide for all pupils who have special educational needs and additional needs
- Achieve maximum inclusion of all children whilst meeting their individual needs
- Regularly track the progress of children with SEND through school tracking systems, review meetings, lesson observations, provision maps and IEPs
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- Work within the guidance provide in the SEND Code of Practice, 2014
- To ensure that all children have a full access to the school curriculum through provision of differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities
- Develop good relationships with parents / carers to ensure pupils with SEND are supported well both at home and at school
- Work effectively with a range of other external agencies
- Make good links with other mainstream primary schools, secondary schools, and special schools.

Definitions

Definition of Special Educational Needs and Disability (SEND)

St. Marie’s RC Primary School acknowledges that the central issue of the policy for Special Educational Needs and Disabilities is that of raising achievement for all. In addressing curricular provision for children the school recognises that, as stated in the Warnock Report:

“The purpose of education for all children is the same; the goals are the same. But the help that individual children need in progressing towards them will be different.”

The Warnock Report, 1978

For the purposes of this policy, we have used the term Special Educational Needs and Disabilities as defined by the Special Educational Needs and Disability Code of Practice: 0-25, implemented in September 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of Practice DFE, 2014)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or

- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEND includes:

- High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people.

Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

Identifying Special Educational Needs and Disabilities

The **Special Educational Needs and Disability Code of Practice: 0 to 25 Years** identifies four broad areas of Special Educational Needs:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and / or Physical Needs.

The SEND Code of Practice 2014 suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the intervention or adjustments and good quality personalised teaching.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well- evidenced interventions targeted at their areas of difficulty and, where necessary, specialist equipment or software.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that:

“Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.”

Code of Practice, 2014

At St Marie’s, we identify the needs of pupils by considering the needs of the whole child. If a child is underachieving, they will not necessarily have a special educational need. It is our responsibility to identify this quickly and to ensure that appropriate interventions are put in place to help these pupils to make the progress of which they are capable through liaison with the class teacher. We recognise that there are factors which may impact on progress and attainment other than SEND, these may include issues in relation to:

- Attendance and punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of active Serviceman/woman
- Being a member of a Travelling community

At St. Marie’s RC Primary School, we recognise that pupil’s individual circumstances can affect whether or not they need additional educational support and whether or not they, at a certain point in time, have a special educational need. As such, the SEND register is fluid and regularly reviewed and updated.

We recognise that early identification and intervention is paramount in responding to children who need additional help. Progress of all of our children is assessed on a regular basis throughout the year and regular meetings are held with class teachers and SLT to discuss who may need extra support. Once this is identified, appropriate intervention is put in place. The child’s response to these interventions will determine whether additional support is needed.

The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. In discussion with the parents, child and teaching staff, individual learning targets are set and an IEP will be written by the class teacher. It will be discussed at this point whether consultation with outside agencies will provide a more specialised and targeted support for the child.

A Graduated Approach to SEND Support

At St. Marie’s RC Primary School, we follow the Assess, Plan, Do, Review model set out in the Code of Practice, 2014, and adopt a graduated approach to SEN Support.



The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments may be administered, and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

Plan

Planning will involve consultation between the teacher, TA, SENCO, parents and, where appropriate, outside agencies, to plan the personalised learning, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the personalised learning may involve group or one-to-one teaching away from the main class teacher.

They will work closely with teaching assistants (TA) to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO will provide strategic support during this stage.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact of the plan; it will also take account of the views of the pupil and parents. The class teacher, in conjunction with the SENCO will revise the type and level of support and, if necessary, the cycle will begin again.

Occasionally a pupil may need more expert support from an external agency. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

If a child's needs are complex or severe, we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHC Plan). This document will describe a child's SEND and the provision recommended. EHC Plans can involve the Local Authority (LA) providing extra resources to help a child.

These could include extra funding to support the child in school, specialised equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENCO, and possibly other professionals.

All children at St. Marie's RC Primary School have an entitlement to high quality everyday personalised teaching. This is teaching that is carefully planned and takes prior learning into account. Lessons have a clear structure and include learning objectives, which are shared and revisited during the lesson.

Teachers use lively, dynamic, interactive teaching methods that ensure high quality teaching and learning, taking different learning styles into account.

All teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Four Step Approach

To enable all children to achieve their personal learning outcomes, St. Marie's RC Primary School uses a four step approach when providing support. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school.

Stage 1: No additional support (Quality First Teaching)

Stage 2: Low level of additional support (Short term intervention)

Stage 3: High level of additional support (SEN Support)

Stage 4: Exceptional Support (EHC Plan)

Stage 1

No additional support (Quality First Teaching)

Where children achieve the learning outcomes appropriate to their age and ability, through Inclusive Quality First Teaching.

St. Marie's RC Primary School recognises that there are a number of children who are achieving the learning outcomes appropriate for their age despite a disability or additional need. However, it is important that teachers and support staff are aware of this need in order to provide the appropriate support. These children are known as Stage 1.

Stage 2

Low level of additional support (Short term intervention)

These are children who are beginning to show some signs of emerging needs. These children are not making adequate progress, despite having access to a differentiated curriculum. They may have additional needs, but are not identified as having special educational needs. These children will have access to time – limited, teacher planned interventions or resources such as Numicon, extra guided reading sessions, 1:1 reading, social intervention.

Timely intervention would ensure that they move back to the 'Stage 1' category in the majority of cases. For some children there may be a period of time when the support gradually intensifies.

Stage 3

High level of additional support (SEND Support)

These children are not making adequate progress, despite having access to differentiated curriculum and intervention.

The school may seek the advice and assessment of other agencies. Following assessment, a decision will be made as to what support the child needs. It could include sessions of 1:1 support. An Individual Education Plan (IEP) will be drawn up and the child will be recorded as 'SEND Support'.

There may be the possibility of a future Education Health Care Plan (EHC Plan) Referral for these children.

Stage 4

Exceptional Support (EHC Plan)

These are children who have complex and long term needs and who have an Education, Health and Care Plan (EHC Plan) or who will be referred for an EHC Plan assessment in the near future.

Individual Education Plans (IEPs)

Our approach to Individual Education Plans (IEPs) is as follows:

- IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and ownership of the targets.
- IEPs will be based on informed assessment and will include the input of outside agencies
- IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly
- IEPs will be reviewed at least termly by class teachers in consultation with the SENCO, parent/carer and pupil
- IEPs will be time-limited – at termly review
- IEPs will be clear about what the pupil should be able to do at the end of the given period
- Targets for an IEP will be arrived at through:
 - Discussion between teacher and SENCO
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with other professionals

Managing Pupils Needs on the SEND Register

At St. Marie's RC Primary School, we ensure that pupils who are on the SEND register are receiving the appropriate provision and we assess and review this through:

- ❖ Tracking the progress of pupils through the whole school tracking system.
- ❖ Pupil progress meetings.
- ❖ Termly evaluation of the effectiveness of interventions on the provision map, in relation to the progress of each pupil.
- ❖ Ensuring that the class teacher fulfils their responsibility in collecting evidence of progress in relation to the outcomes set out in the plan or IEP and regularly maintaining and updating IEPs and plans relating to interventions.
- ❖ Termly review of IEPs where evidence of targeted support is used to review progress, identify next steps and create a new plan.
- ❖ When reviewing progress, if a child is not making expected progress or if the school is unable to meet the child's needs through the provision available, the SENCO requests additional support from specialist services.
- ❖ When specialist services or outside agencies are requested, both parents and children are involved in the process of discussing the appropriate services required to meet their needs.
- ❖ Any agency referral documentation is completed by the SENCO. This could include referrals to any of the agencies listed above.
- ❖ Annual review of EHC plans as prescribed in the SEND Code of Practice 2014. All stakeholders are invited to be involved in the Annual review.

Criteria for Exiting the SEND Register

When tracking pupils' academic progress, the SLT, SENCO and class teachers consider 3 main points:

- Whether children have achieved their termly targets

- Whether they still fall below age-related expectations
- How well children with SEND have made progress in relation to the rest of their year group.

Some children (for example those with an EHC Plan) may remain on the register throughout their time at St. Marie's RC Primary School. Others may exit the register if it is agreed at the review stage of the Assess, Plan, Do, Review model that an intervention has achieved all its desired outcomes, and barriers to the child's learning have been removed to the satisfaction of parents/carers, school staff and external professionals.

Supporting Pupils and Families

St. Marie's RC Primary School will support pupils and their families by:

- Ensuring that staff in school are easily contactable and available to liaise with parents.
- Ensuring that parents and pupils have easy access to the LA local offer through the schools own website.
- Ensuring that families are provided with links with other agencies to support both the family and the pupil when appropriate.
- Parents are sign posted to services that will meet the needs of their own child.
- Ensuring that families are able to access information about admission arrangements.
- Ensuring that families are informed about access arrangements for tests when necessary.
- Planning effective transition between phases and key stages and arranging additional visits or social stories where necessary.
- Ensuring parents are able to access the policy for managing medical conditions of pupils.

Supporting Pupils at school with Medical Conditions

Any children with medical conditions at St. Marie's are supported and have full access to all aspects of education, including school trips, physical education and any after school activities. Any children who have a disability in conjunction with a medical condition also have access to all aspects of school life and the school endeavours to comply with its duties under the Equality Act 2010.

- ❖ If a child with a medical condition at St. Marie's also has a special educational need (SEN) and an EHC plan, we will work with health and social care to bring the plan together alongside their special educational provision and ensure that the SEND Code of Practice (2014) is followed.
- ❖ St. Marie's has a medication policy with forms in the office to be completed in every case.
- ❖ Care plans are created where necessary, involving health professionals if appropriate, and staff are informed. A list of children with medical conditions, such as asthma, allergies and other conditions, is provided for staff and regularly updated.
- ❖ Procedures are in place for medical emergencies.
- ❖ All staff have briefings about children's needs.
- ❖ Excellent ratios of staff with first aid training are maintained.
- ❖ Staff are trained by outside agencies when required to support specific medical needs and conditions. For example, epilepsy, diabetes, asthma, tracheostomy and vent training.
- ❖ The school has a policy for managing the medical conditions of pupils.

Monitoring and Evaluation of SEND

St. Marie's monitor and evaluate the effectiveness of the provision carried out in the following ways:

- Classroom observation by the Senior Management Team.
- Tracking pupil progress using assessment data.
- The assessment of progress made by intervention groups.
- Scrutiny of planning by the Senior Management Team.
- Pupil interviews when setting new IEP targets or reviewing existing targets.
- Parent and pupil views through annual reviews of EHCPs and Statutory Assessments.
- Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupil's progress.
- Termly review of provision map.
- Meetings between the SENCO and Governor responsible for SEND (Mrs. Victoria Dalton).
- SEND report to Governors.

Training and Resources

It is the policy of the school to ensure that all staff have access to appropriate training in order to be able to support the identified needs of the children with whom they are working.

In order to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This training will take account of The School Development Plan and Performance Management. The training can be provided by:

- SLT
- The SENCO
- Outside agencies e.g. Occupational Therapy
- Co-ordinators within the school
- LA
- Other suitable training courses provided by reputable organisations specialising in SEND

The school's SENCO regularly attends the LA's SENCO network meetings, in order to keep up to date with local and national updates in SEND.

The school works with a variety of support services to obtain advice and extra support for the children with special educational needs. These services act in the following ways:

- To give advice to teachers, TAs and SSAs
- To support curriculum development for children with additional educational needs
- To aid the identification, observation and assessment of individual pupils, identified as having or possibly having additional educational needs
- To advise on the use of technology, including information technology, for pupils with additional educational needs
- To give direct teaching/practical support for classroom teachers

- To support the professional development of teachers in working with pupils with additional educational needs and the development of the school's policy on additional educational needs.

Roles and Responsibilities

The Governing Body

SEND Governor: Mrs. Victoria Dalton

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring provision, standards and expenditure through regular reports to the Governing Body, meeting with SENCO, analysis of data and visits to school.

Admissions Arrangements

The Governing Body is responsible for the admissions arrangements of the school. It fully recognises its duties in admitting pupils with identified special needs.

The Head Teacher

Head Teacher: Mr. Glynne McRae

Responsible for:

- The day-to day management of all aspects of the school, this includes the support for children with SEND.
- Being the Designated Teacher with specific Safeguarding responsibility.

The SENCO

SENCO: Mrs. Elizabeth Hodgson

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
 1. Involved in supporting their child's learning.
 2. Kept informed about the support their child is getting.
 3. Involved in reviewing how they are doing.
- Liaising with other people who may be coming into school to help support a child's learning e.g. Additional Needs Team, Educational Psychology etc.

- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of a child's progress and needs.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class Teachers

Responsible for:

- Checking on the progress of all children and identifying, planning and delivering any additional help a child may need and letting the SENCO know as necessary.
- Writing Individual Education Plans (IEPs) and sharing and reviewing these with parents at least twice per year.
- Ensuring that all staff working with children in school are helped to deliver the planned work / programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

It is the role of the class teacher to provide high quality class teaching for all pupils.

"The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support."

SEND Code of Practice 0-25 years, p.101 para 6.52

SEND Teaching Assistants

Responsible for:

- Keeping records up to date.
- Regularly feeding back to the teacher so that this can be fed into planning and target setting.
- Contributing to pupil progress and annual review meetings.

Parents

As a school we welcome the involvement of parents in our work for all our children and recognise the vital role that parents play in supporting their children's education.

Parents are treated as equal partners and we encourage a close partnership with our parents through our 'Open Door' policy. School has positive attitudes to parents and strives to ensure they understand procedures and are aware how to access advice and support. Parents are involved in

supporting the target setting process and are provided with guidance on how to help their children at home.

Pupil Participation

Pupils are encouraged to participate in the decision making process including the setting of targets and contributing to IEP's.

Links with Other Schools

Advanced planning for children in Year 5 is essential to allow appropriate options to be considered. Our SENCO liaises with the SENCO from St. Gabriel's and any other receiving High Schools to ensure that effective arrangements are in place to support children at the time of transfer.

When children move to another school their records will be transferred to the receiving school.

Storing and Managing Information

- All documents are stored in a locked cabinet.
- All documents no longer required are shredded prior to disposal.
- Record keeping procedures follow the school's confidentiality policy.

Complaints

We encourage parents to discuss their concerns relating to the provision for children with additional educational needs with the class teacher (in the first instance), then the SENCO or the Head Teacher. It is policy at St. Marie's RC Primary School to involve parents at every stage and to provide ample opportunities for discussion. We put a high value on parental contributions and recognise them as partners in their child's education.

Should we be unable to resolve difficulties in this way and parents feel they wish to pursue a complaint, they should follow the usual official complaints procedure. Details of this can be obtained from the Head Teacher or are available on our school website. Confidentiality is always observed.

Anti-bullying

Instances of bullying are extremely rare at St. Marie's RC Primary School, however the school has an Anti-bullying Policy in place with clear procedures for dealing with any issues when they arise. Anti-bullying messages, as well as teaching about independence and resilience, are promoted in all areas of school life and learning.

Reviewing the Policy

This policy will be reviewed annually, or before if required.

Elizabeth Hodgson
SENCO

Reviewed: April 2026