



St. Mary's Catholic Primary School
'Dat Deus incrementum'

SEND Policy

Date Policy approved and adopted:	Spring 2 2026
Date Due for review:	Spring 2 2027
Signature of Headteacher:	
Signature of Chair of Governors:	

SEND Policy

Policy for Special Educational Needs and Disability

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENDCo): Kayleigh Gamblin

SPECIAL EDUCATIONAL NEEDS Governor (SEND Governor): Charlie Pugh

PHILOSOPHY/ RATIONALE

We believe that every child, regardless of ability, should be valued as an individual and those with special needs are recognised and nurtured within a caring Christian environment which:

- values each child equally, regardless of their abilities or behaviours
 - provide access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs
 - recognises that parents should be involved in, and have a valuable contribution to make towards their child's development and learning
- promotes the principle of inclusion

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a special educational need if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.
- c)

Special educational provision means:

Educational provision which is **additional to** or **different from** the educational provision made generally for other children of the same age in the school.

(Special Educational Needs and Disability Code of Practice; July 2014)

AIMS AND OBJECTIVES

It is the right of every pupil to have access to a broad and balanced curriculum which is relevant and differentiated.

Our approach to the identification, teaching and monitoring of pupils with special needs will embrace the following aims:

- to offer a consistent whole school approach to pupils with special educational needs
- to identify and assess those children with special educational needs as early as possible
- to recognise the responsibility of all staff in assisting children to achieve their full potential by setting suitable learning challenges
- to ensure that each child feels equally valued within the school community
- to help each child to learn to appreciate and value his or her own strengths and where appropriate involve them in planning and decision making
- to remove potential barriers to learning and assessment
- to provide access to a broad, balanced and relevant curriculum differentiated to meet individual needs and monitored to measure progress
- to develop active, mutually supportive, relationships with both parents and children
- to ensure the smooth transition to and from St. Mary's Catholic Primary School
- to ensure that the SEND and Disability Code of Practice is implemented effectively across the school
- The special educational needs co-ordinator (SEND Co-ordinator) will support and monitor the progress of pupils who are identified as having particular needs, involving outside agencies as appropriate.

FUNDAMENTAL PRINCIPLES OF THE CODE OF PRACTICE

- A child with SEND should have their needs met
- The needs of these children will normally be met in a mainstream school
- The views of the child should be sought and taken into account wherever possible.
- Parents/carers have a vital role to play in supporting their child's education.
- Children with SEND should be offered full access to a broad and balanced education, including an appropriate curriculum in the Early Years and the National Curriculum.

THE ROLE OF THE SEND CO-ORDINATOR

The Headteacher, Governors and the SEND co-ordinator are committed to ensuring that effective provision is made for pupils with SEND. The role of the SEND co-ordinator is to co-ordinate and facilitate the class teachers, to enable them to be responsible for their own pupils with special needs. Where extra staffing is allocated for individual needs, the SEND co-ordinator undertakes to co-ordinate and sustain the learning support.

The SEND co-ordinator:

- Maintains an up-to-date register of pupils with SEND
- Monitors the quality and effectiveness of provision for pupils with SEND
- Discusses the needs of pupils referred by class teachers
- Recommends more detailed diagnosis and assessment where necessary
- Helps to establish, alongside the class teacher, efficient learning programmes catering for the needs of all individuals
- Ensures all records and Individual Learning Plans are updated regularly
- Offers support to colleagues involved with SEND
- Where appropriate liaise with parents/ carers and available outside agencies
- Attends annual review meetings and writes requests for Education, Health and Care plans (EHCP)
- Helps to improve and purchase resources that will enhance the learning for all pupils
- Provides inset provision for teachers and teaching assistants relating to SEND
- Liaise with the SEND governor regularly about SEND matters
- Report termly to the governors about the progress of pupils on the SEND register

THE ROLE OF THE GOVERNORS

It is the responsibility of the Governing Body to report upon the successful implementation of the SEND policy and its success in achieving progress for each child.

They need to keep up-to-date about the school's SEND provision, including how funding, equipment and resources are deployed; make sure SEND provision is an integral part of the school's development plan and continually monitor the quality of SEND provision.

They will ensure the following:

- SEND register maintained
- Individual Learning Plans (ILPs) and Individual Behaviour Management Plans (IBPs) are in place and regularly reviewed and updated
- School Census returns are completed (Information to the Local Authority)
- Annual Reviews are met and all legal requirements are carried out
- All staff are offered the opportunity to engage in professional training in the management of SEND
- Evidence of staff awareness of individual learning/ behavioural targets and needs
- Efficient transfer of information between key stages and between all staff
- Evidence of differentiation to meet individual needs

THE ROLE OF STAFF

We believe that all teachers are responsible for children with SEND in their class. Class teachers are responsible for the day-to-day teaching and assessment of children with SEND, for reporting to parents/carers and for the on-going tracking of progress.

The Headteacher and SENDCo will consider the progress of pupils on the SEND register as part of the school's monitoring programme.

IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES

Differentiated Curriculum Provision

The school system for regularly observing, assessing and recording the progress of all children, is used to identify children who are not progressing satisfactorily and who may have additional needs.

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class, and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, a greater level of provision may be needed. This is called "SEND Support".

This could be because there has been little or no progress made through quality first teaching and therefore could require additional support in one or more of the four areas of needs:

- cognition and learning
- social, emotional and mental health difficulties
- sensory or physical needs
- communication or interaction needs

Some children may need the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A child who is identified as needing SEND support is placed on the SEND register and will have an Individual Learning Plan or Individual Behaviour Management Plan.

This document forms an individual record for the child and contains information about assessments, a summary of the child's needs and action taken to meet them.

Monitoring will be carried out on a regular basis by all those involved with the child. Significant achievements and difficulties will be recorded. The SEND Co-ordinator will discuss the child with the class teacher and make adjustments to the provision for the child, if appropriate.

Individual plans will be reviewed termly, although some pupils may need more frequent reviews. The class teacher will take the lead in the review process. Parents/ carers and whenever possible,

the child, will be invited to contribute and will be consulted about any further action. The SEND Co-ordinator will monitor and review individual plans each time a new one is written.

As part of the review process, the SEND Co-ordinator and school colleagues, in consultation with parents/ carers, may conclude that despite receiving an individualised programme and/ or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to apply for an Education, Health and Care Plan (EHCP)

If an Education and Health Care Plan (EHCP) is issued and additional support is deemed necessary, the school is responsible for funding the first twelve and a half hours. The Local Authority is responsible for funding anything above this. Once an Education and Health Care Plan (EHCP) has been issued an Annual Review will review the appropriateness of the provision and will recommend to the Local Authority whether any changes need to be made to the Education and Health Care Plan.

ASSESSMENT AND RECORDING

Finding out what pupils know, understand and can do, what their strengths and weaknesses are and the way in which they learn best are an integral part of the teaching and learning process. We recognise that it is important to gather together both formative and summative assessments over a period of time which reflect the development of the whole child.

In identifying a pupil with special educational needs, specific assessments will take place to ensure that individual progress is being monitored adequately and that work of an appropriate level is subsequently planned.

The following specific assessments have been identified as being useful in developing a screening process for children within our school. Results and progress are discussed with parents. (See attached Appendix 1)

ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION FOR PUPILS WITH SEND

All teachers at St Mary's are responsible for teaching children with SEND.

Class teachers will:

- Plan the differentiation of work for SEND pupils.
- Ensure that daily plans include information about SEND pupils and resources/access strategies provided.
- Liaise with TAs delivering individual programmes
- Review ILPs/ IBMPs at least termly.
- Undertake to involve parents/ carers in the discussion of the child's needs and to encourage home/ school links as part of the on-going support for these pupils.

When a pupil has been identified as having significant needs either with cognition and learning, communication and social interaction, social, emotional and mental health or Sensory and/ or physical needs, an individual plan will be designed to meet each pupils' identified needs.

These plans include written information about:

- Strengths and areas for development
- Assessments
- Individual programmes of work
- Support in class and resources used
- Performance targets
- Review dates, outcomes and decisions
- Parental involvement

ILP targets should be continually kept under review by the class teacher and shared with parents.

At St Mary's we listen to and value all children's opinions. The Code of Practice sets out a model of action and intervention that is designed to help pupils towards independent learning. Part of this model should, wherever possible include involving pupils in setting their own targets for the ILP, and in agreeing and implementing appropriate strategies and evaluating the outcomes.

THE ALLOCATION OF RESOURCES FOR PUPILS WITH SEND

The type of support given is specific to each pupil as identified on their ILP/ IBP.

The SEND co-ordinator is responsible for overseeing the allocation of resources to support SEND and for ensuring that the resources are appropriately and effectively deployed.

TAs may be used to deliver a specific programme.

Resources are used to enhance the learning opportunities for pupils with SEND and support the development of independent learning.

USE MADE OF TEACHERS AND FACILITIES FROM OUTSIDE THE SCHOOL, INCLUDING SUPPORT SERVICES.

Some pupils may require additional support to access the full curriculum. If it is agreed that advice should be sought on the provision for certain pupils, parents are consulted and the appropriate agency contacted for support and advice on work/ programmes and or effective teacher support.

Pupils whose communication and interaction, cognition and learning, social, emotional and mental health or Sensory and/or physical needs is giving cause for concern may be referred to an outside agency. Parents are always consulted before any outside agency becomes involved. (See Appendix 2 for a list of outside agencies)

INCLUSION PRINCIPLES

Staff at St Mary's value pupils of different abilities and support inclusion. Within the school, staff will be constantly involved in the best way to support all pupils' needs within the school. Within each class teaching and learning styles and organisation will be flexible in order to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS

An important feature of the SEND Code of Practice is the partnership between parents/ carers and school. We strongly endorse key principles within the Code of Practice and recognise that parents/ carers hold key information and have a critical role to play because they understand their child in a way no one else can.

Parents/ carers are informed if their child is on the SEND register and termly meetings are held with the class teacher and parents to discuss targets and how they can help their child with these. If parents/ carers wish to speak to the SEND co-ordinator appointments can be made.

In addition to the school information and advice is available from the LA Parent Partnership. This service offered by Hampshire County Council provides parents with accurate, neutral information on their rights and the roles and responsibilities within the SEND process.

TRANSITION

- Reception class teachers liaise with pre-schools/ nurseries to ensure progression. The children visit St Mary's in the summer term and the class teacher visits children in their own setting. A transition meeting may be arranged.
- Pupils transferring to secondary schools visit their new school. The SEND co-ordinator at secondary level may meet with the SEND co-ordinator to discuss individual needs. A transition meeting may be arranged.
- When transferring to another school all information and assessments are passed on.
- When pupils with SEND transfer at the end of each year to a new class time is allocated for discussion between the previous year's teacher and the receiving teacher.

SUPPORTING PUPILS IN 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 we will comply with our duties under the Equality Act 2010.

Some may also have SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision: if this is the case the SEND Code of Practice is followed.

ACCESSIBILITY

We are an inclusive school and try to meet the needs of children with SEND to the best of our ability. Adaptations to the curriculum are made to ensure this happens. We liaise with outside agencies and services to provide the necessary support and equipment to enable them to be able to do this.

The school is on one level. There is a disabled toilet.

ADMISSION ARRANGEMENTS

Details regarding admission arrangements for students with SEND are included within the school's admission policy.

COMPLAINTS PROCEDURES

In the first instance any complaint should be addressed to the SEND Co-ordinator or the Headteacher. If the problem cannot be resolved by this means the Special Needs Governor or the complaints panel of the Governing Body may become involved. In the final instance, if school-based solutions fail to resolve the complaint, parents should write to:

The Education Department (SEND Section)
Hampshire County Council,
The Castle,
Winchester, SO228UG

Date: March 2026

Review date: March 2027

APPENDIX 1

Assessment Tools

Early Years

- Early Learning Goals
- DST screening (only for pupils identified by the class teacher as having a delay with Literacy skills)

Key Stage 1

- DST screening
- Read, Write Inc assessment
- High frequency words known
- BPVS
- Phonics assessment
- Strengths and difficulties Questionnaire
- End of KS1 assessments

Key Stage 2

- DST
- BPVS
- Read, Write Inc assessment
- High frequency words known
- Strengths and difficulties Questionnaire
- KS2 assessments

APPENDIX 2

Support Services

Educational Psychologist (EP)

National Health Speech and Language Therapist (SALT)

Ethnic Minority and Traveller Achievement Service (EMTAS)

Child and Adolescent Mental Health Service (CAMHS)

Paediatrician (P)

Specialist Teacher Advisors for Visual, hearing and Physical needs

Early Help Hub (EHH)

I will praise thee; for I am fearfully and wonderfully made." Psalm 139:14

Family Support Services

Parent Partnership

National Health Physiotherapist (PT)

National Health Occupational Therapist (OT)

Outreach- Heathfield Special School/Riverside/Waterloo

Primary Behaviour Service (PBS)

Portsmouth Down Syndrome Association (PDSA)

Mental Health Support Team (MHST)