



**Our Lady and All Saints**  
Catholic Multi Academy Company  
Strong in Faith



## St Edward's Catholic Primary and Nursery School

*We Carry the light of Christ as we love, live, learn and look after others.*

### Special Educational Needs and Disability (SEND) Policy 2024-2025

SENDCO	SENCO Assistant	SEND Governor
Jade Conway	Denise Jeffery	Natalie Halsall

#### 1 Introduction

**1.1** This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

**1.2** These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and makes provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

**1.3** Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

**1.4** Definition of Special Educational Needs and Disability (Code of Practice: 0 to 25 April 2014): The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN. The Code of Practice(2014) states that 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,  
or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

## **2 Aims and objectives**

**2.1** The aims of this policy are:

- To create an environment that meets the special educational needs or disability of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum.

## **3 Educational inclusion**

**3.1** Through appropriate curricular provision, we respect the fact that children:

- - Have different educational and behavioural needs and aspirations;
- - Require different strategies for learning;
- - Acquire, assimilate and communicate information at different rates;
- - Need a range of different teaching approaches and experiences.

**3.2** Teachers respond to children's needs by:

- - Providing support for children who need help with communication, language and literacy;
- - Planning to develop children's understanding through the use of all available senses and experiences;
- - Planning for children's full participation in learning, and in physical and practical activities;

- - Helping children to manage their behaviour and to take part in learning effectively and safely;
- - Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

#### **4 Special educational needs**

**4.1** Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

**4.2** In our school the SENDCO, supported by the SENDCO Assistant:

- - Manages the day-to-day operation of the policy;
- - Co-ordinates the provision for and manages the responses to children's special needs or disability;
- - Supports and advises colleagues;
- - Maintains the school's SEND register;
- - Contributes to and manages the records of all children with special educational needs or disability;
- - Manages the school-based assessment and completes the documentation required by outside agencies and the LEA;
- - Acts as an extra link with parents;
- - Maintains resources and a range of teaching materials to enable appropriate provision to be made;
- - Acts with the head teacher as link with external agencies and other support agencies;
- - Monitors and evaluates the special educational needs provision and reports to the governing body;
- - Manages a range of resources, human and material, linked to children with special educational needs or a disability.

#### **5 The role of the governing body**

**5.1** The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate.

**5.2** The governing body is committed to children with special educational needs being admitted to the school, in line with the school's agreed admissions policy.

## 6 Allocation of resources

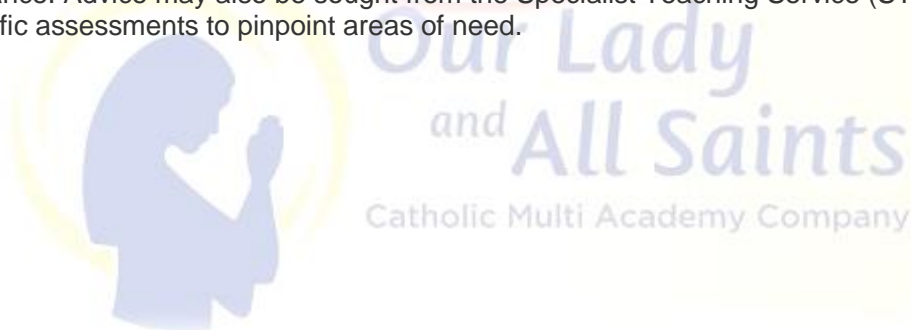
**6.1** The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health Care Plans (EHCP) of special educational needs.

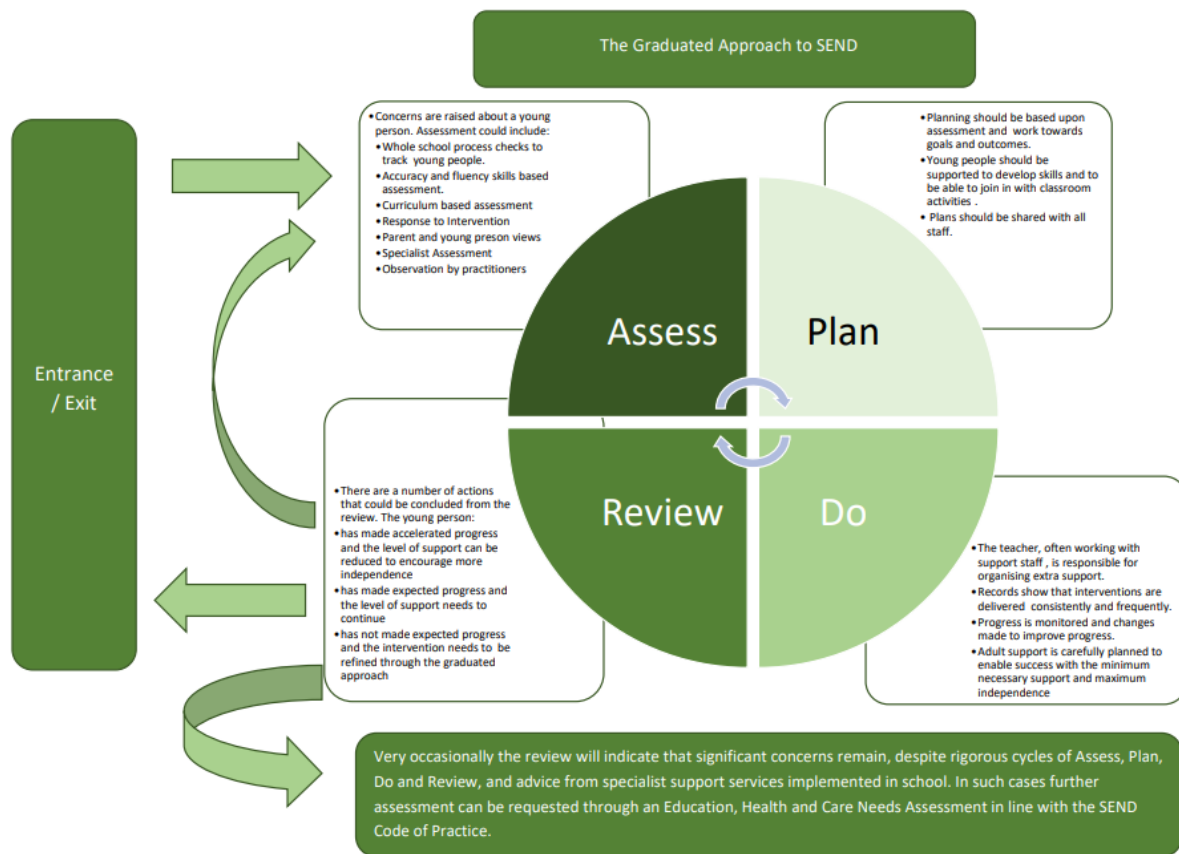
**6.2** The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

**6.3** The SENDCO and the SENDCO Assistant meet regularly to agree on how to allocate resources. The SENDCO draws up the resources bid when the school is planning for the next school improvement plan.

## 7 The Graduated approach

- 7.1** The Graduated Approach describes the process of identification, removing barriers to learning and providing an effective provision using a four-part cycle of 'Assess, Plan, Do and Review.' We operate a graduated response in school to assessing a child's needs. This begins with in-class assessments, which may be followed by more detailed standardised assessments delivered by the Inclusion team in school to external assessments with outside agencies when deemed necessary. At every stage, parents and carers will be consulted.
- 7.2** The first step in our graduated response is that all of our teachers provide high quality teaching for all children, with '**Adapted Teaching**' and '**Quality First teaching strategies**' to meet the needs of individual children in their class. In addition, they may provide extra small group practice for individual pupils in each class and targeted teaching in areas of weakness, using strategies such as pre-teaching. Class 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 (TAs) or specialist staff.
- 7.3** If a pupil continues to make significantly slower progress than that of their peers, starting from the same baseline, fails to match or better their previous rate of progress or fails to close the attainment gap between the child and their peers, a meeting would be held between the class teacher and parents (the SENCO may also attend if appropriate) to share school's concerns and agree targets for a Learning path. A child with an Learning path would also be entered onto the SEND register. For pupils with higher levels of need, the SENCO would consult parents and carers before involving external agencies and professionals for further support and guidance. Advice may also be sought from the Specialist Teaching Service (STS) in the form of specific assessments to pinpoint areas of need.





## 8 Assessment

**8.1** Early identification is vital. The class teacher discusses concerns with SENDCO and then informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

**8.2** The class teacher and the SENDCO assess and monitor the children's progress in-line with existing school practices.

**8.3** The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support which is detailed in the child's learning path.

**8.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can breakdown the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

**8.5** The school uses a six stage model to respond to children's special educational needs:

- **Stage 1:** The class teacher identifies and consults with the SENDCO in setting up an IPP.
- **Stage 2:** The class teacher meets with the parents and child to discuss the child's learning. Targets will be agreed by the class teacher, parent and child in relation to their learning difficulty.
- **Stage 3:** The class teacher, with support from SENDCO team if needed, takes the lead in gathering information and coordinating the provision in school;
- **Stage 4:** The teacher and the SENDCO are supported by outside agency

involvement if needed.

If needed:

- **Stage 5:** The LA considers the need for statutory assessment and may order multi-disciplinary assessment through the Educational Psychologist
- **Stage 6:** The LA may issue an Educational Health Care Plan.

## **9 Access to the curriculum**

**9.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

**9.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

**9.3** Learning paths, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs and disability register have a learning path

**9.4** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **10 Partnership with parents**

**10.1** The school prospectus contains details of our policy for SEND, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents.

**10.2** At all stages of the SEND process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

**10.3** We have parent's meetings each term to share the progress of all children and discuss their child's next steps. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information.

relating to the education of children with special educational needs through sharing learning paths. We encourage parents to discuss any concerns through our open door policy.

## **11 Monitoring and evaluation**

**11.1** The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the

impact of the policy on the practice of the school.

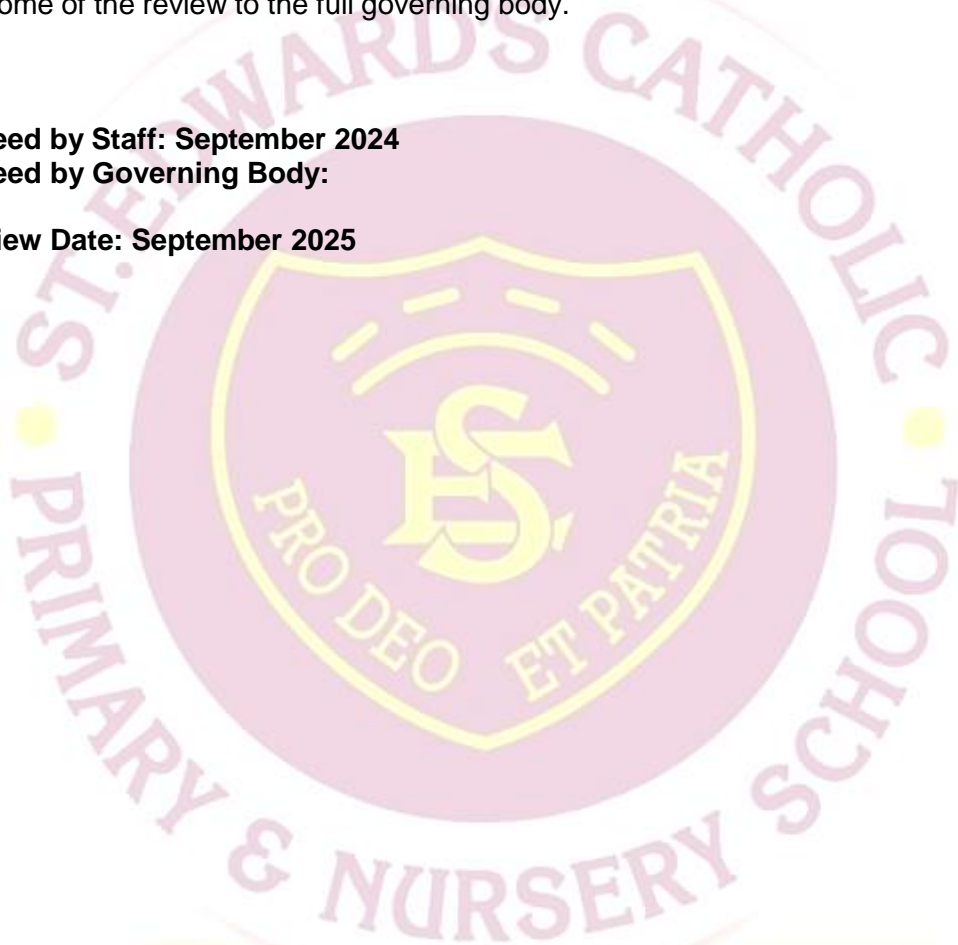
**11.2** The SENDCO is involved in supporting teachers involved in drawing up learning paths for children. The SENDCO and the head teacher hold regular meetings to review the work of the school in this area.

**11.3** The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENDCO reports the outcome of the review to the full governing body.

**Agreed by Staff: September 2024**

**Agreed by Governing Body:**

**Review Date: September 2025**



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