Our Lady's Catholic Primary School

Special Educational Needs And Disability Policy 2025-2026

"A place of learning – A community of Christ"

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014). It has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework Document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

It should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, Accessibility and the Equality Scheme. It is an essential part of all curriculum policies.

SEND Co-ordinator (SENDCo): Mrs. Clare Cid-Fuentes
SEND Governor:

Vision

We are all made in the image of Christ. We all have a right to learn. For some children this will be more difficult than for others. At Our Lady's Catholic Primary School, we believe that all children have a right to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking into account their needs and wishes. We will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success. Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically, morally, emotionally and spiritually.

All staff have a responsibility for maximizing opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

Aims and Objectives

High quality teaching that is adapted and personalised will 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 educational provision under Section 21 of the Children and Families Act 2014.
SEN Code of Practice (2014: Para 1.24)

We endeavor to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of SEN policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We will achieve this by:

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- Identifying those with special educational needs
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with St Thomas' Academy Trust, the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of needs on a day to day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs is value for money and leads to good outcomes.

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision

1. Provision for children with Special Educational Needs/Disabilities

Special educational needs support is provided for pupils at Our Lady's Catholic Primary School in a range of personalised ways, including the following ways:

- Teachers and Teaching Assistants work in class to support children with an EHCP (Education Health Care Plan). We aim to support, whilst fostering independent learning skills.
- Children may be taught specific skills in small groups or on a one-to-one basis inside or outside of the classroom. This may include pre-teaching vocabulary or concepts and overlearning in order to access quality first teaching.
- This withdrawal is kept to a minimum and carefully timetabled and regularly monitored to ensure children continue to receive a balanced curriculum.
- Children may also work in small groups with the class teacher or SENDCo on a regular basis.
- Some children may be withdrawn to work with an external agency such as a speech and language therapist or Occupational Therapist.. External provision is followed up by school
- Support and advice is given to the SENDco and class teachers by specialist teachers from Buckinghamshire's Specialist Teaching Service.

The school has access to one hour per term from the Bucks County Council EP service, in the form of an advice session online. The school is also able to access advice clinics with STS and Speech and Language therapists if a referral is being considered.

2. Identifying Special Educational Needs

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) *have a significant greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.*

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Code of Practice (2014) outlines four broad areas of need, namely:

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

There may be other circumstances that may have an impact on a pupil's progress and attainment. These are not classed as special educational needs.

- 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 a Looked After Child

- Being a child of a Serviceman/woman

3. A Graduated Approach to SEN Support / Managing Pupil's Needs

Quality First Teaching

a) All class teachers provide learning opportunities that aid all pupils' academic progression. There is an adapted pathway in every lesson to make sure that all children can access the task. Scaffolding is used to help children access and carry out classroom learning
b) Any pupils who are falling significantly outside of the range of expected academic achievements, in line with predicted performance indicators and grade boundaries, will be closely monitored in order to gauge their level of learning and possible difficulties.
c) The SENDCo will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
d) Through (b) and (c) it can be determined which level of provision the child will need going forward.
e) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
f) Termly Pupil progress meetings for children with an EHCP, are held between the class teacher and SENDCO to assess the progress being made by the child.

SEN Support

The decision to place a child on SEN register will be determined by the following thresholds:

- Makes little or no progress, despite good quality first teaching and appropriate intervention and adjustments to their provision.
- Continues working at levels significantly below those expected for children of a similar age.
- Presents persistent emotional and/or social difficulties
- Has sensory or physical problems and makes little progress despite the provision of personal aids and equipment.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be recorded as being on the SEN register as "SEN Support". The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The APDR Cycle

SEN support 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.

<u>Assess</u>
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 the parents. The pupil's views and, where

relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review.Using Provision Map (Edukey) Learning Plans are written by the class teacher, in consultation with the SENDCo, and agreed with the parents to reinforce or contribute to progress at home. Termly targets are set, ensuring that they are measurable and achievable within an agreed time frame; these targets are reviewed each term with the parents and pupil and new targets are then agreed.

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. If progress and outcomes are not being achieved, class teachers and the SENDCo will review current provision to better understand the barriers to achieving these outcomes and evaluating the intervention/support available. Where necessary, advice from outside agencies or specialist services may be 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 interventions may involve group or one-to-one teaching away from the main class/subject teacher. They will work closely with TAs and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and challenge, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupils and their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Needs Assessment (EHC NA)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school, but which can also be requested by a parent. This will occur where the complexity of need, or lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need (in planning provision and identifying resources) is required.
The application for an EHC NA will combine information from a variety of sources including parents, teachers, SENDCo, Social Care (if relevant) and Health professionals.

The school will make a request for an EHC NA when, despite an individual programme over a period of time, the pupil remains a significant cause for concern. The school must demonstrate that the child is being supported for over thirteen hours a week. Requests for assessment may also be made by the parent or by referral from another agency. When requesting an EHC NA the school will have the following information available:

- The action followed with respects to SEN Support.
- The pupil's past SEN Learning Plans with the reviews undertaken.
- Information on the pupil's health and relevant medical history.
- Other relevant assessments from specialists
- The views of both parent and child.
- Any other involvement by professionals.
- Social services/educational welfare service.

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Buckinghamshire County Council if it is decided that the child's needs are not being met by the provision that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

If an EHC Plan is approved by the LEA it will include details of targets set for the pupils, these will be:

- Short term in nature, established through parent/pupil consultation.
- Implemented in the classroom setting either with whole class or group teaching.
- Delivered by the class teacher and other support staff

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named on the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Annual Review

The school will review each EHCP annually and the SENDCo will invite:

- The child's parent(s)
- The relevant teacher.
- A representative of the LEA.
- Any other person involved with the pupil's educational needs e.g. SALT, OT.

The aims of the review will be to:

- Assess the pupil's progress in relation to objectives outlined in the statement and review the progress made from the provision as mapped in the termly Learning Plans.
- Review the provision made for the pupil in the context on the National Curriculum and attainment in basic literacy and numeracy skills.
- Consider the appropriateness of the existing statement/EHC Plan in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing statement.
- Set new targets for the coming year when the statement is to be maintained.
- The year 5 review, held early in the Spring term, will indicate the provision that will be required at the secondary stage. At the year 6 review, in the summer term, the SENDCo of the secondary school will be invited, enabling the receiving school to plan appropriately for the new school year and to give parents the opportunity to liaise with the new school.
- The child with the EHC Plan will be involved in their review.

4. Monitoring, Assessment and Evaluation of SEND

All teachers monitor and review pupil progress through a combination of:

- Teacher and Teaching Assistant observation and marking of daily work
- Assessment records for reading, writing, spelling, maths
- Phonics Assessment
- Review of Learning Plans using Provision Map software
- Annotations and notetaking during provisions by support staff.

5. Working in Partnership with Pupils and Families

Our Lady's Catholic Primary School values the knowledge, views and first-hand experience that parents and carers have that can contribute immensely to the development of their child's education. Parents and carers are essential partners in the educational process and are encouraged to keep in regular contact with the school about their child's progress and are encouraged to contact the SENDCo with any concerns about their child's special educational provision. Parents are invited to contribute to and review their child's SEN Support Plan three times a year. This is in addition to the two parents" consultation evenings; Autumn Term and Spring Term.
We also run a Parent Support Group for parents/carers of children with a diagnosis of ASD or ADHD.

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice).

All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets
- take part in the Annual Review process, where appropriate

6. Working in partnership with Other Agencies

As a school, we work collaboratively with other agencies to fully support the needs of the child and the family. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

The following services may be involved as, and when, necessary:

- Occupational Therapy
- Speech and Language Therapy
- Specialist Teaching Service
- School Nurse
- Physiotherapy
- Community Paediatrics
- Pupil Referral Unit
- CAMHs (Child and Adolescent Mental Health Service)
- Family Resilience
- Child Protection Services
- County SEN Team

7. Training and Resources

Our Lady's Catholic Primary School firmly believes in the SEND Code of Practice 2014 guidance that, all teachers are teachers of children with special educational needs" and that quality first teaching is essential. 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

General and specific training needs and strategies are identified and actioned through the school's professional development and school improvement plans. Training is planned in accordance with the requirements of the school improvement plan. This includes training for SEN topics and access to outside agency advice.

All new teachers and TAs are fully briefed by the SENDCo in order that they understand the systems and structure in place around in the school's SEND provision and practice and to discuss the needs of individual pupils.

TAs are invited to all appropriate training sessions. The SENDCo addresses the ongoing needs of the TAs and also organises regular TA training sessions to share best practice and implement new strategies and initiatives. Additionally, TAs have access to Bucks training sessions, SALT and OT webinars and other relevant courses.

The school's SENDCo regularly attend the local authority's SENDCo network and STCAT meetings in order to keep up to date with local and national updates in SEND.

8. Admission Arrangements

Admission arrangements for children who have already been identified as having SEND but have not been issued with an EHCP are the same as for other children. However, every effort is made to identify the individual needs of children on entry, through careful consultation with parents and nursery/ pre-school settings.

Children showing early signs of needing extra support will have a Provision Map drawn up for them, in consultation with parents/ carers, Class Teacher and SENDCo. They will also be placed on the school's SEND register.

The school building is accessible for children with physical disabilities and those using wheelchairs. Staff are trained and have experience of working with a wide range of agencies. The accessibility plan is updated annually and is available from the website.

9. Transition

The SENDCo at Our Lady's Catholic Primary School links with the SENDCo of the secondary schools to which our children are transferring, to pass on information/records regarding the nature of support required to allow children to reach their potential at their next placement. Transition programmes are put in place where required.

Children entering school into Foundation Stage visit the school prior to the beginning of the new school year and have an extended transition into school in September. Pre-school providers involve the SENDCo and class teacher in pre-school meetings for children causing concern.

10. National Tests

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENDCO will make the necessary arrangements in line with statutory guidance.

11. Managing Medical Conditions

The school recognizes 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 children may also have special educational needs and may have a statement or Education, Health and Care Plan, which brings together their special educational, health and social care provision.

At Our Lady's Catholic Primary School, we support children, where possible, with medical conditions. Staff will be trained as need arises.

Refer to policies for Health & Safety, Accessibility Plan, Accidents, First Aid & Administration of Medicines, in School

12. The Local Offer and Annual SEN Report

Our school's SEN Policy and the SEN report is reviewed annually and is published on the Our Lady's Catholic Primary School website.

13. Roles and Responsibilities

a. The Special Educational Needs/Disability Coordinator (SENDCo) is responsible for:
- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision of education for children with Special Educational Needs/Disabilities.
- Liaising with and advising fellow teachers.
- Liaising with and advising Teaching Assistants (TAs).
- Liaising with and advising specialist support assistants (SSAs) employed for children with SEN/D.
- Ensuring the pupil's parents/carers have an opportunity to review and comment on the SEN Support Plan and make appropriate changes in light of the progress made and the child's views of the provision in place.
- Meeting with each class teacher at least once per term to discuss any additional needs or concerns with any pupil in the class.
- Coordinating the records of all children with special educational needs.
- Liaising with parents/carers of children with special educational needs in collaboration with the class teacher.
- Discussing the management of provision for pupils with SEN/D with the Headteacher.
- Contributing to the in-service training of staff.
- Coordinating annual review meetings of pupils with a statement for SEN and/or an EHC Plan.
- Liaising with external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies.

b. The Governing Body is responsible for:

The governing body is responsible for ensuring that necessary provision is made for pupils with special educational needs. In consultation with the Head teacher and SENDCo, it will determine the school's

general policy and approach towards SEN/D provision.

The governing body will be guided by the current 2014 SEND Code of Practice when carrying out its duties towards all children. It maintains a general overview and has an appointed representative (the SEN Governor)

The SEND Governor, Mrs. Teresa Pawlik meets with the SENDCO, Mrs. Clare Cid-Fuentes, termly to discuss provision and progress for pupils with SEN or medical needs. She attends training and feeds back new initiatives to the governing body.

Mr. Mark Holdsworth (Headteacher) is the Designated Lead for Safeguarding. Miss Ruth Green and Mrs Clare Cid-Fuentes are the deputy designated leads.

Miss Linda Mansfield and Mr. Mark Holdsworth are the members of staff responsible for ensuring the medical needs of pupils are met.

14. Storing and Managing Information

Records are kept in accordance with the 1998 Data Protection Act. Please refer to the school's policy on Information Management for further information.

- The SENDCo securely stores files on all children on the SEN register and pupils on the Monitoring List in a locked filing cabinet in the school office. These files contain SEN information, reports from pressionals, notes of meetings with parents, Copies of IEP s etc. These are archived and stored for 10 years after which time they are destroyed. This information is gradually being stored electronically.
- Electronic records relating to SEN can be accessed by authorized personnel in SIMS.
- Each class holds an Action Pack Folder outlining the specific needs of pupils in their class. This is stored securely by the teacher and can only be accessed by the teacher, TA and SENDco.

15. Reviewing the Policy

In line with the Code of Practice (2014), the SEN policy is reviewed annually alongside the review of the school's annual SEN Report.

16. Accessibility

Please see the school's Accessibility Plan and Equalities Policy.

17. Complaints Procedure

Problems and concerns can usually be resolved amicably on an informal basis. However the school does have a formal procedure for complaints. A copy can be obtained from the school office.

18. Equality Statement

At Our Lady's Catholic Primary School, we seek actively to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.

19. Bullying

Please see the school's Anti Bullying Policy.

Appendices

- Annual SEN report
- Behaviour and Anti Bullying Policy
- Accessibility Policy
- Equalities Policy
- Supporting Pupils with Medical Conditions Policy

Policy date: September 2024
Review date: September 2025

SEND Graduated Support Provision

Stage of Support	SEN receiving additional support	Education, Health and Care Plan
Nature of Support	Quality First Teaching/additional support using school's resources. Specialist support may also be sought (This may be advisory or direct input with the pupil It may or may not require some level of funding from the school)	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will be available to meet the child's needs.
Criteria for placement	Working below age expectation Making below expected progress. Some children will go straight to this stage if they have a specific need requiring specialist advice e.g. children requiring input from Speech and Language Team or Autistic Spectrum Condition advisory teacher	Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan
Moving on	Child will remain at this stage if making progress but still below standard or if their additional needs continue to require outside agency support/monitoring (e.g. Autistic Spectrum Condition advisory teacher)	Child will remain at this stage whilst need remains subject to annual review.
Criteria for exiting	Child is making expected progress and attaining at the expected, the expected standard for their age. (Children with a diagnosis may remain at this stage to ensure their needs continue to be met.)	It is agreed by all at Annual review that a statement or EHCP is no longer required.