



# Regina Coeli Catholic Primary School



## Special Educational Needs & Disabilities Policy

|               |                                      |                       |               |
|---------------|--------------------------------------|-----------------------|---------------|
| Scope:        | Regina Coeli Catholic Primary School |                       |               |
| Date Adopted: | Spring 2016                          |                       |               |
| This Review:  | Autumn 2026                          |                       |               |
| Next Review:  | Autumn 2029                          |                       |               |
| Approved:     | HT:                                  | <i>T. Christofara</i> | Every 3 Years |
|               | Governor:                            |                       |               |



# Regina Coeli Catholic Primary School



**‘Where there is love, there is God’**

Regina Coeli Catholic Primary School will give every child the best possible education because each individual is uniquely created and precious to God. As a Catholic community, guided by the Holy Spirit, we follow the example of Jesus Christ in all aspects of daily life.

With the help of God’s love, Regina Coeli Catholic Primary School seeks to develop the whole child. Each child is uniquely created and precious to God and it is our mission, guided by the Holy Spirit to nurture each child’s spiritual, moral, and academic growth.

## **Inspired by the teachings of Christ we will...**

- Develop our children’s faith, spirituality and joy in the love of God
- Educate our children to the highest standards thus realising their own potential
- Instil the knowledge, skills and confidence to succeed, recognising that each child has special gifts and talents
- Encourage everyone to achieve be more than they thought possible in a secure and loving environment
- Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity.
- Prepare our children today to become tomorrow’s responsible and independent individuals equipped to face life’s challenges
- Ensure our school is a happy, safe and welcoming place where we all enjoy learning, work hard, support one another and do our best
- Create an active partnership of love, joy and high expectations between children, parents, carers, staff, governors, the Trust, parishes and the wider community

### **Inclusion statement**

The school community will ensure that ALL children irrespective of race, ethnicity, nationality, gender (including those who identify as transgender), sexual orientation, ability, special educational need, disability, faith or religion, age, culture, socio-economic or home background will have equal access to the breadth of this policy.

The achievements, attitudes, and well-being of all our children matter. Regina Coeli endeavours to promote individuality, allowing children with learning difficulties or disabilities, to express themselves according to their ability. Work is adapted to meet their individual needs, and achievements are celebrated.

## Section 1: Our values and vision in relation to SEND provision.

We work closely with parents and children to ensure that we consider the child's own views and aspirations alongside the parents' knowledge and hopes. Parents are involved at every stage of planning and reviewing SEND provision. This relationship is crucial to facilitate children's development and to help them achieve the best possible educational outcomes and personal goals, preparing them effectively for transition to secondary school and adulthood.

We believe that all children learn best with the rest of their class. Our aim is for all children to work independently, in class, at the cusp of their potential. This policy aligns with the latest statutory requirements and the Government's landmark Schools White Paper: Every Child Achieving and Thriving, which drives a radical expansion of rights for children with SEND and reinforces a national expectation of high-quality, inclusive education within mainstream settings. <https://www.gov.uk/government/publications/every-child-achieving-and-thriving/every-child-achieving-and-thriving-html-version>

### Aims of this Policy:

- To ensure responsibility for SEND provision remains an integral part of the whole-school framework.
- To ensure children with SEND successfully engage in all aspects of school life alongside their peers through reasonable adjustments.
- To operate a modernised, tiered framework of support (Universal, Targeted, Targeted Plus, and Specialist) as mandated by national policy.
- To implement collaborative Individual Support Plans (ISPs) using digital solutions to guarantee consistent, everyday classroom provision.
- To work in close partnership with parents, the Sancta Familia Catholic Academy Trust, Croydon Local Authority and others (including Bromley, Lambeth, Surrey and Sutton) and key external agencies.
- To secure high staff expertise through targeted professional development and national training initiatives.

## Section 2: Admission Arrangements for pupils with SEND

Regina Coeli's admission arrangements are set out on the school website, ensuring the school does not discriminate against or disadvantage pupils with a disability or SEND. In accordance with statutory legislation, the school will admit all pupils who have an Education, Health and Care Plan (EHCP) where the Local Authority (LA) names Regina Coeli. The LA must name the school unless the placement is fundamentally unsuitable for the age, ability, aptitude, or SEND of the child, or if the inclusion of the child would be incompatible with the efficient education of others or the efficient use of resources. The school works closely with the LA to implement reasonable adjustments and access specialist resources when welcoming new pupils.

### Section 3: Identifying Special Educational Needs

Regina Coeli uses the definition of SEND set out in the Special Educational Needs and Disability Code of Practice and the Equality Act 2010. We recognize the importance of early identification and maintain robust diagnostic tracking to highlight children facing academic or social-developmental difficulties at the earliest opportunity.

In line with the national SEND framework, we evaluate student needs across four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional, and mental health difficulties
4. Sensory and/or physical needs

When teachers identify that a pupil is falling behind, they first review their quality first teaching strategies to ensure high-quality, inclusive instruction is being delivered. If concerns persist after exhausting standard adjustments, teachers immediately initiate a collaborative dialogue with both the pupil's parents and the SENDCo to discuss observations, share insights, and plan next steps together. Consideration is always given to underlying factors such as attendance, English as an additional language (EAL), family circumstances, or medical needs which may be affecting achievement.

### Section 4: The Four-Level Model of Support & Graduated Response

To meet the standards of the latest Government policy, Regina Coeli has a four-tier structure of support to remove barriers to learning:

| The Four Tiers of Support | Description & Provision Framework                                                                                                                                         |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Universal              | A strong baseline for all children in mainstream schools, featuring high-quality adaptive teaching, calm classroom environments, and inclusive everyday practices.        |
| 2. Targeted               | School-led, structured help for pupils with ongoing needs that exceed the universal offer, such as small-group interventions or sensory management.                       |
| 3. Targeted Plus          | Enhanced, specialist-backed support delivered inside mainstream settings or local inclusion bases, utilizing external health and education professionals.                 |
| 4. Specialist             | Reserved for children and with the most complex needs. This is the only tier accessed via an Educational Health Care Plan tied to specific specialist provision packages. |

**Flexibility:** Children can fluidly move up or down between tiers as their individual needs evolve over time.

## Individual Support Plans (ISPs) and the SEND Register

Pupils requiring Targeted or Targeted Plus support are placed on the school's SEND Register to closely monitor progress and allocate resources. In alignment with current national directives, the school co-produces a digital Individual Support Plan (ISP) with parents and the pupil. The ISP details day-to-day educational provision, targeted outcomes, and specific timelines.

Progress is managed through the continuous **Assess, Plan, Do, Review** cycle:

- **Assess:** Detailed diagnostic assessment of the pupil's primary and secondary needs, combining parental insights, teacher tracking, and external specialist reports.
- **Plan:** Formulating the ISP with clear, outcome-focused targets, outlined interventions, and home-support strategies.
- **Do:** The class teacher retains day-to-day responsibility for overseeing the plan, ensuring adjustments link directly to the general curriculum.
- **Review:** The ISP's impact is formally evaluated at least termly with parents and the pupil. If a pupil makes excellent, sustained progress and achieves their targets, they are removed from the register following formal consultation.

## Education, Health and Care Plans (EHCPs)

Where a pupil presents with the most complex, long-term specialist needs, the SENDCo—in agreement with parents—will request a statutory EHC needs assessment from the Local Authority. In compliance with modern national criteria, EHCPs are reserved for cases where lower-tier targeted provisions are insufficient to fulfil the child's academic and personal potential.

## Section 5: Meeting the needs of pupils with medical conditions.

Regina Coeli complies fully with statutory guidance to ensure pupils with medical conditions participate completely in school life. Where applicable, an Individual Health Care Plan (IHCP) is issued by the appropriate nursing team in collaboration with health professionals, parents, and school staff. IHCPs are reviewed immediately upon any change in therapy or diagnosis and are seamlessly linked to the child's ISP if a disability or SEND overlap exists.

Staff tasked with administering or supervising medication receive ongoing, accredited training. Parents must complete a formal medicine administration form at the school office before any medication can be kept on site. The Sancta Familia Catholic Academy Trust fully indemnifies school staff against claims for alleged negligence provided they act within the scope of their employment and follow designated guidelines.

Should a child need medication during the school day, their parent or carer will complete a medicine administration form available at the school office.

*Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate **Supporting Pupils with Medical Conditions at School Policy** which can be found on our website.*

## Section 6: Transition Arrangements

Regina Coeli is proactive in securing successful transitions between phases of education:

- **Early Years Entry:** The SENDCo coordinates with pre-school settings, early years representatives, and families during the summer term to establish clear support strategies. For complex needs or incoming pupils with an EHCP, a transition plan is put in place to support a positive entry into the school environment.
- **Secondary Transition:** The SENDCo directly contacts recipient secondary schools to securely transfer ISPs, EHCPs, and professional assessments. Formal transition events, including additional visits and meetings with parents, pupils, and representatives from the new setting are held to ensure continuous, uninterrupted support.

## Section 7: Funding and Resources

Regina Coeli Catholic Primary School strategically maps its financial resources across four tiers of support. Our funding architecture combines core school budgets with the government's ring-fenced Inclusive Mainstream Fund (IMF) and Local Authority high-needs blocks to ensure early, flexible, and targeted intervention

| Support Level    | Primary Funding Stream & Mechanism                                        | Strategic Resource & Provision Covered                                                                                                                                                                     | Accountability & Compliance Requirement                                                                                       |
|------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 1. Universal     | Core School Budget                                                        | High-quality inclusive instruction.<br><br>Universal classroom scaffolding and resources.                                                                                                                  | Monitored by Subject Leaders and Senior Leaders via routine monitoring and evaluation.                                        |
| 2. Targeted      | Delegated Notional SEND Budget+ Inclusive Mainstream Fund (IMF)           | Ring-fenced IMF used for evidence-based early interventions without needing a formal diagnosis.<br><br>High-ratio adult supervision in small groups. Setup and staffing of dedicated, low-stimulus spaces. | Regulated by the school's statutory Annual Inclusion Strategy Statement. Conducted under the DfE's seven themes of inclusion. |
| 3. Targeted Plus | School Core Budget Allocation+ Centrally Funded "Experts at Hand" Service | Diagnostic assessments through referral to Educational Psychologists and Speech Therapists.<br><br>Specialised software packs.                                                                             | Managed by the SENDCo via Digital Individual Support Plans (ISPs). Evaluated in termly parent-teacher review cycles.          |
| 4. Specialist    | High-Needs Top-Up Funding                                                 | Completely individualised Provision.<br><br>Tailored physical or medical equipment.                                                                                                                        | Subject to annual statutory review processes managed via the Croydon Local Offer                                              |

## Section 8: Roles, Responsibilities, and Governance

- The Deputy Head Teacher *with responsibility for Inclusion* is also the (SENDCo):
- The SENDCo holds day-to-day responsibility for the operation of this policy and the coordination of specific provision.
- The SENDCo manages teaching assistants, provides expert instructional guidance to teaching staff, coordinates with external agencies, and anchors partnerships with parents.
- The SENDCo will also take a key role in supporting the transition of pupils with SEND to different settings.
- **The Headteacher & Wider Inclusion Team:** Oversee the operational safety, safeguarding, and pastoral care infrastructure of Regina Coeli, working closely with designated safeguarding professionals.
- **The Local Governing Body & Academy Trust:** Sancta Familia Catholic Academy Trust and our local governing body retain statutory oversight of SEND arrangements. Designated SEND Governors **meet at least termly** with the school's inclusion leadership to review the effectiveness of provision, verify that funding is deployed efficiently, and report findings directly to the Local Governing Board.

**The lead governors for SEND at Regina Coeli Catholic Primary School are**

***Other key staff who are a part of our wider inclusion team include:***

**Our Designated Persons for Child Protection are:**

Mrs Tessa Christoforou - Head Teacher  
Mrs Charlotte Guilmartin-Cole - Deputy Head Teacher  
Mrs Michelle Spain - Deputy Head Teacher  
Mrs Joan Mabey - Office Administrator  
Mrs Maria Goodridge - Pastoral Support Assistant  
Mrs Elizabeth O'Donnell - Pastoral Support Assistant

**Our Governors responsible for Safeguarding are:**

Mr - Safeguarding Governor  
Mr - Safeguarding Governor  
Mr - Chair of Governors

## Section 9: Monitoring and evaluating SEND Provision

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the schools will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

## Section 10: Complaints and Dispute Resolution

Parents are encouraged to share concerns immediately with the class teacher or the SENDCo. If initial efforts fail to resolve a dispute, parents are signposted to the independent and impartial local Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS). If an issue remains unresolved, parents may initiate a formal complaint via the official School Complaints Procedure. Disagreements or appeals regarding Local Authority decisions on EHCP assessments, high-needs allocations, or school placements are handled through council-commissioned independent mediation services, with the First-Tier Tribunal (SEND) acting as a final statutory recourse.

## Section 11: Anti-Bullying

Regina Coeli Catholic Primary School recognizes that pupils with SEND can be uniquely vulnerable to bullying and acutely feel its impact on their emotional health and well-being. In line with our Catholic ethos, we maintain a zero-tolerance approach to bullying. Pupils are explicitly encouraged to tell a trusted adult immediately if they feel uncomfortable, unsafe, or targeted in class, in small-group spaces, or on the playground. Through rigorous tracking of behaviour incidents, close staff supervision, and regular collaborative reviews of our anti-bullying practices with parents and the Trust, we ensure our proactive measures remain effective in preventing, reducing, and responding to bullying.

## Section 12: Disability Access Arrangements

In compliance with the statutory duties set out in the Equality Act 2010, Regina Coeli maintains a comprehensive, live Accessibility Plan. This plan details the specific, ongoing actions the school takes over time to eliminate barriers and increase accessibility for all pupils. Our strategic goals focus on:

- **Curriculum Participation:** Continually adapting teaching materials, utilizing assistive technology, and ensuring equal access to both classroom learning and extracurricular opportunities.
- **Physical Environment:** Making targeted structural and environmental modifications to ensure pupils with physical or sensory disabilities can fully utilize all school facilities, including mainstream classrooms and dedicated low-stimulus environments.
- **Information Access:** Improving the delivery and readability of information (such as providing alternative formats or translation supports) for pupils, parents, and carers. Our current Accessibility Plan is available on the Regina Coeli school website.

## **Appendix A: Statutory Compliance**

This school-specific policy is executed in alignment with the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Code of Practice (0-25), and the modern legislative frameworks introduced under the 2026 Schools White Paper (Every Child Achieving and Thriving).

## **Appendix B: Croydon Local SEND Offers**

<https://www.croydon.gov.uk/children-young-people-and-families/special-educational-needs-and-disability-support/local-offer-special-education-and-disability-support-directory>

## **Appendix C: Core Independent Support Services**

Croydon SENDIASS: <https://www.kids.org.uk/sendias/services/croydon-sendias/>

- Phone: 020 8152 4558
- Email: [croydon@kids.org.uk](mailto:croydon@kids.org.uk)
- Facebook: [www.facebook.com/CroydonSendias](https://www.facebook.com/CroydonSendias)

Parents in Partnership (PIP) Croydon:

- Phone: 020 8663 5626 (or Croydon Mencap at 020 8684 5890)
- Email: [office@pipcroydon.com](mailto:office@pipcroydon.com)

## Appendix D: Links with Local and National services and organisations to support implementation of the SEND policy

| Service / Organisation                                      | Current Telephone / Contact   | Current Email / Website                                                                                                                                                     |
|-------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Asthma + Lung UK (Formerly Asthma UK)                       | 0300 222 5800                 | <a href="https://www.asthmaandlung.org.uk/">https://www.asthmaandlung.org.uk/</a>                                                                                           |
| Council for Disabled Children                               | 020 7843 1900                 | <a href="https://councilfordisabledchildren.org.uk/">https://councilfordisabledchildren.org.uk/</a>                                                                         |
| Croydon Child and Adolescent Mental Health Services (CAMHS) | 020 3228 0000                 | <a href="https://slam.nhs.uk/">https://slam.nhs.uk/</a>                                                                                                                     |
| Croydon Children's Physiotherapy                            | 020 8274 6853                 | <a href="https://www.croydonhealthservices.nhs.uk/crystal-childrens-development-centre/">https://www.croydonhealthservices.nhs.uk/crystal-childrens-development-centre/</a> |
| Croydon Community Paediatricians                            | 020 8274 6300                 | <a href="https://www.croydonhealthservices.nhs.uk/crystal-childrens-development-centre/">https://www.croydonhealthservices.nhs.uk/crystal-childrens-development-centre/</a> |
| Croydon Early Help (SPOC)                                   | 020 8726 6400                 | <a href="mailto:childreferrals@croydon.gov.uk">childreferrals@croydon.gov.uk</a>                                                                                            |
| Croydon Educational Psychology Service                      | 020 8241 5468                 | <a href="mailto:edpsychology@croydon.gov.uk">edpsychology@croydon.gov.uk</a>                                                                                                |
| Croydon Occupational Therapy                                | 020 8274 6850 / 020 8274 6854 | <a href="https://www.croydonhealthservices.nhs.uk/crystal-childrens-development-centre/">https://www.croydonhealthservices.nhs.uk/crystal-childrens-development-centre/</a> |
| Croydon Peripatetic Hearing Impairment Service              | 020 8760 5783                 | <a href="mailto:sensupport@croydon.gov.uk">sensupport@croydon.gov.uk</a>                                                                                                    |
| Croydon Peripatetic Visual Impairment Service               | 020 8760 5784                 | <a href="mailto:sensupport@croydon.gov.uk">sensupport@croydon.gov.uk</a>                                                                                                    |
| Croydon Primary & Secondary Fair Access Panels              | 020 8726 6000                 | <a href="mailto:fairaccess@croydon.gov.uk">fairaccess@croydon.gov.uk</a>                                                                                                    |
| Croydon Primary Behaviour Support Team                      | 020 8686 0393                 | <a href="mailto:pbst@croydon.gov.uk">pbst@croydon.gov.uk</a>                                                                                                                |
| National Autistic Society                                   | Contact via web form          | <a href="https://www.autism.org.uk/">https://www.autism.org.uk/</a>                                                                                                         |