



Sacred Heart School

Special Education Needs and Disabilities (SEND) Policy

At Sacred Heart School we all aspire to provide a happy, safe and secure environment in which every child is encouraged to achieve their full potential.

This policy is applicable to all pupils, including those in EYFS.

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Mission and Ethos

At Sacred Heart Catholic Primary School, we believe that every child is created in the image and likeness of God and is called to flourish. We are committed to providing a fully inclusive environment where all pupils are valued, supported and enabled to achieve their full potential.

We recognise that pupils with SEND may face additional barriers to learning and participation. Through our Catholic ethos, we are committed to dignity, compassion and respect, ensuring that every child is supported to grow academically, socially, emotionally and spiritually.

Aims

The school aims to:

- Identify pupils with SEND as early as possible
- Provide high-quality teaching that is adapted to meet pupils' needs
- Remove barriers to learning and participation
- Ensure all pupils have access to a broad and balanced curriculum
- Work in partnership with parents, pupils and external agencies
- Enable pupils with SEND to achieve their best possible outcomes

Legal and Statutory Framework

This policy is informed by:

- Children and Families Act 2014
- SEND Code of Practice (2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Keeping Children Safe in Education
- EYFS Statutory Framework (2024)

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Inclusion Policy
- Behaviour Policy
- Accessibility Plan
- Complaints Policy

Definition of SEND

Special Educational Needs (SEN)

A pupil has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for pupils of the same age in mainstream schools

Special educational provision means educational provision that is additional to, or different from, that made generally for other pupils of the same age in mainstream schools.

Disability

A pupil is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

In accordance with the school's duties under the Equality Act 2010, reasonable adjustments will be made to ensure disabled pupils are not placed at a substantial disadvantage compared with their peers.

Some pupils may meet the definition of both SEN and disability.

The Four Areas of Need

Pupils' needs are broadly categorised into four areas. These categories support identification and planning; however, pupils may have needs across more than one area.

• Communication and Interaction

Pupils may have difficulty communicating with others, understanding language, or using social communication skills. This includes pupils on the autism spectrum.

• Cognition and Learning

Pupils may learn at a slower pace than their peers or have specific learning difficulties such as dyslexia, dyscalculia or dyspraxia, as well as moderate, severe or profound learning difficulties.

• Social, Emotional and Mental Health

Pupils may experience difficulties such as anxiety, low mood, attention difficulties or attachment needs. These may present through behaviour, withdrawal or emotional regulation challenges.

• Sensory and/or Physical

Pupils may have visual, hearing or physical impairments that require additional support or equipment to access learning and the school environment.

Roles and Responsibilities

Governing Body

- Ensures compliance with SEND legislation
- Monitors the effectiveness of SEND provision
- Ensures appropriate resources are allocated
- May appoint a designated governor for SEND to provide oversight and challenge

Headteacher

- Has overall responsibility for SEND provision
- Works with the SENDCo and governors to ensure effective implementation
- Ensures staff receive appropriate training

SENDCo

- Leads and manages SEND provision across the school
- Provides guidance and support to staff
- Maintains and reviews the SEND register
- Monitors progress of pupils with SEND
- Liaises with parents and external agencies
- Maintains accurate SEND records

Class Teachers

- Are responsible for the progress of all pupils in their class
- Deliver high-quality, adaptive teaching
- Implement the graduated approach
- Work in partnership with parents and the SENDCo

Identification of SEND

The school identifies pupils with SEND through a range of approaches, including:

- Ongoing teacher assessment and observation
- Progress tracking and attainment data
- Screening and diagnostic assessments where appropriate
- Discussions with parents and pupils
- Information from previous settings or external professionals

Early identification is prioritised to ensure timely and effective support.

SEND Register

The school maintains a SEND register, overseen by the SENDCo, which records all pupils identified as requiring SEND support, including the nature of their needs and the provision in place.

The register is reviewed at least termly and is used to:

- Monitor progress and outcomes
- Inform provision planning
- Ensure appropriate support is in place

Parents are informed when their child is placed on or removed from the SEND register.

Our Approach to SEND Support

The school follows the graduated approach to SEND support:

- **Assess**

Pupils' needs are identified through assessment, observation and discussion with parents and the pupil.

- **Plan**

Appropriate support and interventions are planned, with clear outcomes identified.

- **Do**

Teachers implement support and interventions, supported by the SENDCo where necessary.

- **Review**

Progress is reviewed regularly with pupils and parents, and provision is adjusted accordingly.

SEND support may include:

- Adapted teaching strategies
- Targeted interventions
- Additional adult support
- Specialist advice from external agencies

Where a pupil requires more significant support, the school may request an Education, Health and Care Plan (EHCP).

Ordinarily Available Provision

The school provides a range of support within its standard fee structure. This includes:

- High-quality adaptive teaching
- Differentiated curriculum planning
- In-class support from teachers and teaching assistants
- Small group interventions where appropriate
- Ongoing assessment and monitoring

This provision is available to all pupils and forms the foundation of the school's inclusive approach.

Additional and Enhanced Provision

In some cases, pupils may require more specialised or intensive support beyond that which is ordinarily available. This may include:

- Individualised programmes
- Increased levels of 1:1 support
- Specialist teaching or therapeutic input

Where such provision is required:

- The school will work in partnership with parents
- The nature of the support will be clearly explained
- Any associated costs will be discussed and agreed in advance

The school remains committed to ensuring that all pupils can access a broad and balanced education and to fulfilling its duties in relation to equality and inclusion.

Exiting SEND Support

Where a pupil makes sustained progress and is able to access the curriculum without additional SEND provision, the school may decide, in consultation with parents and the pupil, to remove them from the SEND register.

This decision is based on:

- Ongoing assessment and progress data
- Review meetings with parents and staff
- The pupil's ability to maintain progress through high-quality adaptive teaching

The school will continue to monitor progress to ensure that improvements are sustained.

Education, Health and Care Plans (EHCPs)

Where a pupil requires significant and sustained support, the school may work with parents and external agencies to request an Education, Health and Care Plan.

The school will:

- Involve parents fully in the process
- Provide evidence to support applications
- Deliver provision specified within the plan
- Review progress in line with statutory requirements

Inclusion and Equal Opportunities

Sacred Heart is committed to ensuring that all pupils, including those with SEND, are fully included in all aspects of school life.

The school:

- Maintains high expectations for all pupils
- Makes reasonable adjustments to support access
- Promotes participation in the full life of the school

Safeguarding and Wellbeing

The school recognises that pupils with SEND may be more vulnerable to safeguarding concerns.

All staff follow the Safeguarding and Child Protection Policy and ensure that pupils with SEND are supported appropriately. Concerns are reported immediately to the Designated Safeguarding Lead.

Working with Parents and Pupils

Parents and pupils are central to decision-making.

The school:

- Works in partnership with parents
- Provides regular opportunities to review progress
- Ensures pupils are involved in decisions about their support
- Values and responds to parental views and aspirations

External Agencies

The school works with a range of external professionals, including:

- Educational psychologists
- Speech and language therapists
- Health professionals
- Specialist teaching services

This ensures that pupils receive appropriate and specialist support where needed.

Transitions

The school recognises that transitions can be particularly important for pupils with SEND.

To support this, the school:

- Liaises with early years settings and previous schools on entry
- Shares information between teachers at key transition points
- Provides additional transition support where needed
- Works with receiving secondary schools to ensure continuity of provision

Parents and pupils are involved in planning for transitions.

Admissions and Accessibility

Sacred Heart is an inclusive school and welcomes all pupils.

The school works in partnership with parents and external agencies to ensure that appropriate provision is in place to meet individual needs. Accessibility arrangements are outlined in the school's Accessibility Plan.

Complaints

If parents have concerns about SEND provision, they should first speak to the SENDCo.

If concerns are not resolved, complaints should be made in accordance with the school's Complaints Policy.

Monitoring and Evaluation

SEND provision is monitored through:

- Pupil progress and attainment data
- Provision reviews and SEND records
- Lesson observations and learning walks
- Pupil and parent voice

Outcomes from monitoring inform school improvement planning.

Review

This policy will be reviewed annually by the governing body to ensure it remains compliant with legislation and reflects best practice