

Saint Clare's Catholic Primary School

Special Educational Needs and Disabilities Policy



Member of staff responsible: Miss Scott

Date policy written: June 2026

Date approved by the full Governing body: June 2026

Date to be reviewed: September 2027

Mission Statement

St Clare's is a Christ-centred family where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another. Together in His love, we can achieve our full potential.

Play, learn and grow together with Christ

St. Clare's Catholic Primary School is voluntary aided school in the Diocese of Lancaster and part of the Mater Ecclesiae Catholic Multi-Academy Trust. Our approach to the education of the children and the policies employed by the school, are inspired by, and come naturally from our faith tradition. The Catholic Faith is fundamental to the whole life of the school and we see Christ as central to the whole educational process.

We see all that happens in our school –for example our priorities, aims, objectives, our relationships, curriculum, discipline, and pastoral care for each unique person involved with the life of the school as having the potential to reflect God's loving care for each individual. We strive to provide the children with opportunities, in a school founded on Gospel values, in which they can experience success without fear of failure or recrimination.

At St. Clare's Catholic Primary School, we value the individuality of all the pupils attending our school. We aim to give all our pupils the opportunity and appropriate support to achieve their maximum potential and gain a sense of success and worth. We do this by respecting and having regard for the pupil's varied life experience and needs. The school offers a broad and balanced curriculum which provides a wide range of opportunities and experiences for the pupils. We have high expectations for all the children.

In conjunction with our Mission Statement, our intent is to ensure that the individuality of each child is promoted, irrespective of ethnicity, attainment, age, disability, gender or background and that the children have a common curriculum experience. At St. Clare's all children have the opportunity to access a curriculum which is appropriate to their individual abilities, talents, personal qualities and educational needs.

The 1996 Act confirms previous legislation that children with SEND should be educated in mainstream school wherever practicable. St. Clare's School supports this view and therefore aims to cater for the individual learning needs of every child whilst also recognising the need for specialist provision to ensure access to the curriculum for all children. As a staff we actively seek, wherever possible, to remove the barriers to learning that can hinder or exclude individual pupils, or groups of pupils. At our school all children are treated as individuals with talents and abilities to be nurtured and developed as fully as possible; equality of opportunity must be a reality for our pupils. As a result, this policy relates specifically to the inclusion of pupils with special educational needs and disabilities.

This policy applies to those pupils who:

- have learning communication and interaction difficulties
- cognition and learning difficulties
- social, emotional and mental health difficulties
- physical and sensory difficulties
- significant medical needs

The Intent of our SEND Provision

We aim to provide a caring, stimulating environment with high expectations and aspirations for each child as 'All children have the right to a broad and balanced curriculum, including the National Curriculum. The right extends to every registered pupil of compulsory age whether he/she has a statement of special educational needs.' (A curriculum for All, Special Educational Needs in National Curriculum. NCC 1989)

We hope to achieve this by:

- Ensuring early identification of children with special educational needs
- Making timely referrals to relevant agencies to aid identification and to prepare packages of support and guidance for the child, family and staff
- Assessing the needs and progress of children with special educational needs in order to make use of appropriate interventions and teaching methods
- Providing the greatest possible access to a broad and balanced curriculum for all children in our care
- Establishing a secure positive partnership between families and school by respecting each parent's knowledge, views and experience of their child
- Supporting families of children with special needs to ensure they are receiving the emotional, financial and pastoral provision they require
- Celebrating the success and achievements of children with special educational needs

We seek to:

- Provide a suitable learning environment which stimulates and encourages children to learn
- Constantly promote caring Christian values in creating a climate of warmth and support in which self-confidence and self-esteem can grow, and in which all pupils can feel valued and be able to make mistakes as they learn, without fear of criticism.
- Use existing good practice
- Plan for our children with special educational needs to make the curriculum available to all pupils
- Regularly assess and review progress of pupils through teacher assessment, screening tests, diagnostic tests, SATs. Assessment and recording of attainment should ensure that a child with special educational needs is working at the appropriate standard for key learning objectives
- Provide for special Needs in our Curriculum-Children with SEND should have full access to a broad, balance and relevant curriculum. The tasks should be chosen and presented to enable each child to achieve success.

The Implementation of our SEND provision

Inclusion

At St. Clare's Catholic Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all children attending the school, whatever their needs or abilities. Legislation defines a child with special educational needs and disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him/her. A child of compulsory school age or a young person has a learning difficulty if he/she has:

a significantly greater difficulty in learning than the majority of children of his/her age or, a disability which prevents or hinders him/her from making use of educational facilities of a general nature provided for others of the same age in mainstream schools or mainstream post16 institutions (SEND code of Practice 2014 pg. 15-16).

Definition of Disability

Many young children and young people who have SEN may also have a disability under the Equality Act 2010-that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. (SEND code of Practice 2014 pg. 16).

At St. Clare's we have experience of supporting pupils with a range of differing needs including learning difficulties, social emotional and mental health difficulties, physical difficulties, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, medical difficulties and other difficulties or disabilities. Inclusion is regarded as crucial to this policy in line with that of the local authority.

Providing for Special Needs throughout the Curriculum

All pupils at St. Clare's will have access to the full curricular provision of the school. Delivery will be matched and supported according to the specific needs of pupils with SEND. Wherever possible children with SEND will be taught with their peers in mainstream classes by class teachers and teaching assistants and study a curriculum appropriate for their age –in some instances children are taught a year below their chronological age as agreed by all parties involved. There will be occasions when a child or small groups of children may be withdrawn to receive extra support.

Where pupils come into the school with an EHCP every possible step will be made to integrate them into the school community. To enable children with SEN/disability to take part in the curriculum as fully as possible appropriate adaptation and differentiation will be made to activities. However, it should be noted that on occasions it may not be possible to adapt an activity appropriately to allow children with SEN/disability full participation in this particular activity.

Planning for pupils with SEND is incorporated in schemes of work via teachers' weekly, short and medium term planning. Through this approach teachers will seek to:

- Provide suitable learning challenges
- Meet the pupils' diverse needs
- Remove the barriers to learning and assessment

Strategies for including and supporting children with SEND will include:

- Making lesson situations as realistic and meaningful as possible
- Breaking work into small steps so that pupils can experience success
- Differentiation of activity
- Provision of adult support as appropriate
- Provision of equipment to aid learning as appropriate
- Using practical work where appropriate
- Using co-operative work for pupils to develop learning and social skills
- Use of conversation/discussion in learning
- Provide a range of methods to support pupil with SEND during writing activities as appropriate.

The school will, in other than exceptional cases, make full use of the classroom and school resources before drawing on external support.

On occasions children benefit from a period of time of individual attention/small group attention external to the classroom to address specific skills to enable them to access the curriculum more fully. Children are then withdrawn and given 1:1 or small group support in a quieter atmosphere without distractions from others around them.

Within class flexible groupings are used so that learning needs may be met in individual, small group or whole class contexts. Teaching styles and flexible groupings will reflect this approach.

Support for Pupils with Medical Conditions

We recognise that pupils attending school with medical conditions should be properly supported so that they may have full access to education, including school trips, residential 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.

The Equality Act requires that Early Years Providers, schools, colleges and other education settings and Local Authorities:

- Most not directly or indirectly discriminate against, harass or victimise disabled children and young people
- Must make reasonable adjustments, including the provision of auxiliary aid services (e.g. tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as 'anticipatory'
- Schools are also required to think in advance about what disabled children and young people might need in the future.

Where a child has a medical condition, it may be necessary to share information about their condition with staff and other professionals (e.g. supply staff). Where a child has a medical problem that does not affect their ability to learn, they will be identified in the SEND register and their Arbor profile giving details of their condition and what staff can do to ensure that the child remains happy, safe and comfortable whilst at school. However, they will not need an IEP or Provision Map although a 'Learning Plan' may be completed if felt necessary. They will also be recorded on the Medical Register.

We recognise that some of these pupils may also have special educational needs (SEN) and may have a statement or EHCP which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Resourcing and Funding

All mainstream schools are provided with funding to support pupils with additional needs including pupils with SEND. Most of these resources are determined by a local authority funding formula which is discussed with the local schools' forum. Schools have an amount identified within their overall budget called the notional SEN funding. This is found within the 'individual pupil unit' of the funding formula. This is not a 'ringfenced' amount and it is for the school to provide high quality appropriate support from the whole of its budget.

Schools are not expected to meet the full costs of more expensive SEND provision from their core funding. Schools are expected to provide additional support which cost up to a nationally prescribed threshold per pupil. Any additional funding to meet a child's special educational needs which are deemed additional by the EHCP will be allocated to the school's budget as a "top-up" payment by the LA within which the pupil resides.

It is at the school's discretion as to how funding is best allocated to meet the needs of pupils at School Support. However, funding allocated to meet needs of a pupil with an EHCP must be used to meet these specific requirements.

The Headteacher, SENDCo and Governors establish a clear picture of the funding resources that are available to the school. We consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups such as pupil premium and determine the school's spending priorities in

the light of SEND provision to ensure the SEND children, in particular those with EHCPs, receive the appropriate provision.

St. Clare's buys into Special Educational Needs and disability Service (SEND), a private Educational Psychologist Service and other services as appropriate. The school also works with other authorities/agencies to support children with SEND. The Head Teacher/SENDCo and teaching staff organise and plan the amount of additional in-class and external specialist support required for pupils at school support and with an EHCP. Each teacher is aware of their children's needs, plan for differentiation, and purchase resources with support from the SENDCo which are available in their classroom.

Professional Development

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs all pupils, all staff members take part in professional development to ensure secure, up to date subject knowledge. All staff members who attend any CPD course provide feedback/disseminate the information. All teachers and support staff undertake induction on taking up a post at St. Clare's and this includes a meeting with the SENDCo to explain the systems and structures in place around the school SEND provision and practice and to discuss the needs of individual pupils. The school's SENDCo regularly attends the Academy Trust's SENDCo network meetings in order to keep up to date with local and national updates in SEND.

The Identification and Assessment of Special Educational Needs

We place a significant emphasis on early identification of those children who are experiencing difficulties accessing learning and general school life. The Code of Practice (2014) suggests that pupils are only identified as having SEN if they do not make expected progress once they have had adjustments made to the curriculum, quality first teaching and interventions. Therefore, in the first instance if a child is experiencing difficulties, parents will be informed either at parents' evenings or during informal meetings to discuss the child's progress.

Initial Concern Meeting and Monitoring

During these meetings parents will be informed that their child's progress is giving the teacher 'cause for concern'. Results of assessments and reasons for concerns should be discussed and parents are given the opportunity to share their observations. At this stage the class teacher should be developing awareness of the child's potential SEND including:

Poor short-term memory (visual/auditory or both) possibly resulting in:

- Inability to remember instructions
- Forgetting an answer before time to respond
- Reading difficulties
- Spelling difficulties
- Inability to copy
- Difficulty in recalling common sequences e.g. days, months
- Difficulty in telling the time
- Difficulty in learning multiplication tables
- Organisational activities

Sensory discrimination (visual/auditory or both) –possible results:

- Reading difficulties
- Spelling difficulties
- Handwriting difficulties
- Untidiness
- Inability to discriminate sounds –phonic skills
- Difficulty in discriminating tone of voice (own/other's speech)

Poor motor discrimination (gross/fine motor skills or both)

possibly resulting in:

- Clumsiness
- Poor sporting ability
- Handwriting difficulties
- Untidiness
- Difficulty in learning to tie shoe laces, tie, buttons

The class teacher will then complete an 'Cause for Concern Form' that highlights the child's difficulties. A meeting between the class teacher and SENDCo will be organised in order to discuss the child's difficulties outlined on the form. During the meeting strategies and resources that will provide appropriate learning tasks for the pupil will be discussed. The teacher, in partnership with the parents/carers and child (where appropriate) will then implement the procedures outlined. A date to review the child's progress will then be agreed.

Initial Concern Review Meeting

During this meeting between parents, class teacher and SENDCo the child's progress will be studied and the effectiveness of support provided will be assessed and the necessary next steps identified. Concerns are recorded on the child's 'Passport' sheet and kept in the SEND File and by the class teacher. The outcome of this meeting may be:

- The child continues at this level of input
- The child no longer needs special help
- The child moves to 'School Support'

School Support

At this meeting if it is deemed that the child

- Has made little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Still shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- Presents persistent social, emotional or mental health difficulties
- Has sensory or physical problems, and continues to make little or no progress despite the provision of a differentiated curriculum.

Then a decision in conjunction with parents will be made as to whether the child should be added to the SEND Register and what further action is necessary.

SEND Register

Children requiring 'School Support' or an EHCP will be recorded on the school's SEND Register so that provision for their needs can be planned for. The SEND Register is simply a record of which children require additional support and allows the SENDCo to ensure that resources are allocated appropriately and to enable support to be sought for the pupil from additional external agencies such as Education Psychology, Child and Family Support worker, Speech and Language Therapy. Children with specific medical or other needs identified which impact on curriculum provision will be recorded on the SEND Register. Children with medical needs will be recorded on the school's medical register as well.

Children may be added to, or removed from, the SEND Register at the school's discretion. The decision to add or remove a child from the SEND Register is generally made when it is felt that the pupil no longer requires additional support. This decision will be made based on evidence from a range of sources of formative and summative assessments and observations.

Any child who is removed from the SEND Register will continue to be monitored by the class teacher and it may also be necessary to retain some form of SEN support to ensure that the child continues to make good progress. Should there be any concerns the child's educational progress then the child may be placed back on the register at any time.

Parents/carers will be informed of this decision and the reasons for it. Children often move off the SEND Register when their needs are met and no additional provision is required.

Where removal of support would be detrimental to the child's continued progress then the child may remain on the SEND Register despite improving their rate of progress.

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

Individual Education Plan

If a child is added to the SEND Register parents/carers will be invited to a meeting to agree targets and support for their child. These will then be written into an Individual Education Plan (IEP) which will be discussed with the child along with their own views of school and learning.

An IEP highlights:

- The school's main areas of concern for the child
- The strengths of the child which can be used to overcome difficulties
- Targets for the child to work towards (these should promote learning in small achievable steps)
- PIVATs targets to provide the summative assessment data.
- Details of strategies to be employed to enable the child to meet its targets.

Thereafter parents/carers, their child and professionals involved are invited to a meeting at least each term to review progress made against targets set, set new targets and agree provision for the next term. In the summer term there will be an annual review of the child's progress. School will endeavour to ensure that the meeting will take place at an agreed time to ensure parents/carers are able to attend. Records are kept of these meetings on the child's passport and copies made available to parents. Copies will also be made available to any external agencies involved in the education/well-being of the child.

During these meetings the following will be presented and discussed:

- Evidence of progress against the targets and success criteria (assessments and other progress indicators)
- Effectiveness of interventions and teaching strategies in enabling the child to make progress against their targets will be reviewed using evidence of progress made.

Following the review of assessments, the teacher/other professionals, the child and parents/ carers will agree a new plan of action, involving personalised target setting and success criteria to measure progress. If despite significant support and intervention at the early stages of support, the school has evidence that a pupil is making insufficient progress, or if the SENDCo believes the nature of the pupil's difficulties requires it, we may seek further advice and support from external professionals. Referrals with parental consent may be made to external agencies if:

- A child continues to make slow or little progress, despite receiving high quality targeted support
- A child is working at National Curriculum Standards substantially below that of expected of children at a similar age
- A child continues to have difficulty developing literacy and/or numeracy skills
- A child demonstrates emotional and behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- A child has sensory, or physical, needs and requires additional specialist equipment or regular advice or visits by a specialist service
- A child has an ongoing communication or interaction difficulty which impedes the development of social relationships and causes barriers to learning

If a child is still experiencing significant difficulties after recommendations from outside agencies have been put in place, actioned and reviewed after a length of time the SENDCo and other professionals may consult with parents and agree that the school will put forward a request for the consideration of the initiation of statutory assessment.

Request for the Consideration of the Initiation of Statutory Assessment

School will often be able to meet the needs of children through School SEND Support. However, it sometimes may be that a pupil needs a more intensive level of specialist help that cannot be met from the resources available to provide SEND support. In these circumstances the school will consider asking the LA for a Statutory Assessment for the pupil. This assessment could lead to the pupil getting an Education Health Care Plan (EHCP). An EHCP brings the pupil's education, health and social care needs into a single legal document. The school will use reports from all the professionals involved with the child to complete the statutory forms provided on the Local Authority's (LA's) website. All of these reports and forms are submitted to the LA's SEND Panel where it will be decided whether a statutory assessment will be granted. Parents'/carers' views and feelings are also sought throughout the process. The criteria for applying for a statutory assessment are set by the LA. The school's educational psychologist must have assessed the child and be in agreement with any application for statutory assessment. The Statutory Assessment Process for an EHCP may take up to 20 weeks to be completed. Whilst the LA makes its decision about whether a statutory assessment is necessary, and whilst any subsequent assessment is being made, the child continues to be supported at SEND Support within school.

If a statutory assessment is granted then the LA's SEN panel will request detailed reports from all of the professionals involved about a child's development, progress and the difficulties being experienced, with details of what has been provided to support the child up to this stage. For full details of the Local Authority's (LA's) arrangements for referrals and arrangements for decisions on EHCP applications refer to <http://www.lancashire.gov.uk/localoffer/families/ehcp>.

If the SEND Panel are in agreement, an Education, Health and Care Plan (EHCP) will be drawn up, which will outline in detail the child's specific educational needs and required provision. The EHCP will also detail any additional funding which is being provided to the school and how this must be used as well as detailing the school placement for the child. The SEN Panel may make a recommendation as part of the process as to the best placement of the child in light of their special educational needs. A provision map may be needed to record of all the additional "provision" provided for the child during the course of the child's time within school. A provision map is completed by the class teacher in conjunction with the SENDCo. It must be pointed out to parents that not all requests for statutory assessment are successful and that this will be up to the LA's SEND Panel.

Personal Budgets

Parents/carers are also entitled to request a personal budget if their child has an EHCP or has been assessed as needing a plan. A personal budget is an amount of money the Local Authority has identified to meet some of the needs in the child's EHCP if the parents/carers want to be involved in choosing and arranging a part of the provision to meet their child's needs. Parents/carers (or a representative) will need to agree this with the Local Authority and can only be used for an agreed provision in the EHCP.

Where statutory assessment is not agreed or where an EHCP is not issued, the school will continue to provide support for the child at SEND Support and decisions will be made about gathering evidence for a further request to be made if this is deemed appropriate or necessary. Parents/carers are also able to appeal a decision and may have the opportunity for the decision to be reviewed at a tribunal.

EHCP Annual Review Meeting

The provision set out in the pupil's EHCP will be closely monitored by the SENDCo and reviewed annually. Where a pupil has an EHCP there is, at the minimum, an annual review carried out by the school in conjunction with the LA to which parents and external agencies are encouraged to attend. If a pupil makes sufficient progress, an EHCP may be discontinued by the LA.

Working with Parents

The knowledge, views and first-hand experience parents/carers have regarding their children is valued for the contribution it makes in supporting and planning for their child's education. Parents/carers are seen as partners in the educational process. Parents/carers are encouraged to be fully involved in their child's educational provision, so that a collaborative problem-solving approach can be implemented.

Throughout all stages of support the school will do its utmost to keep parents informed and will encourage them to attend their child's review meetings, however parents should note that this is a very much a two way process and their availability is greatly appreciated.

All parents are welcome to contact the Head Teacher, SENDCo and teaching staff if they have any concerns about educational provision for children with SEND at St. Clare's Catholic Primary School.

If a parent has a concern over their child's progress or provision then they should in the first instance consult the class teacher. If their concern is not resolved in this way then they should consult the school SENDCo or the Head Teacher and if necessary, the SEND Governor and after this the Local Authority.

Storing and managing information

All SEND documents are stored securely. The sharing of information regarding SEND is subject to the procedures set out in the Confidentiality Policy. Parental consent will be sought, where necessary, to share information with external agencies and/or professionals. As the passports/IEP documents contain details of pupils' historical achievement, it is important that these documents are treated as confidential documents. It is the responsibility of parents/carers to ensure that their copies of these documents are kept safely.

Accessibility/Disability Discrimination

The DDA, as amended by the SEN and Disability Act 2001, placed a statutory duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled children and to implement their plans. Schools are required to produce accessibility plans for their building and Local Authorities are under a duty to prepare accessibility strategies covering maintain schools in their area. A copy of the school's Accessibility Plan can be obtained, upon request, from the school office. Currently the school complies with the Disability Discrimination Act through ensuring equal access to both the school's building and curriculum. School also has the facility of a purpose built disabled toilet. The curricular provision also takes account of individual pupil's needs as outlined above.

Monitoring and Evaluating SEND Provision and Practice

All pupils' progress in reading, writing and mathematics is monitored every half term (usually 6-8 weeks) by the class teachers and head teacher. The class teacher and SENDCo monitor the progress of individual pupils with SEND to ensure that the interventions in place are effective and that the pupils with SEND are making progress. This information is then reported to Governors via the Head Teacher's report to the Full Governing Body and the nominated Governor for SEND. An annual SEND Information Report is also produced and published on the school's website. Governors also attend a data analysis session of LSIP (Lancashire School's Information Profile) where the progress of classes and pupils is examined.

Parents' views are sought via the Lancashire School's Parental Questionnaire, pupil reports, parents' evenings and at school support review meetings. Pupils share their views via pupil attitude questionnaires, school questionnaires, school support review meetings.

Monitoring and Evaluating Policy

This policy will be reviewed annually. Policy evaluation and the subsequent devised action plan focuses on:

- Establishing how far the aims and objectives of the policy have been met
- Establishing how effective the inclusion provision has been in relation to the resources allocated
- The attainment, achievements and progress of pupils with SEND when compared to their peers and with local and national data drawn from Lancashire School Information Profile
- Listening and responding to the views of pupils

- Comments from the annual parent questionnaire
- The school's own self-evaluation of the inclusion of pupils with SEND and behaviour

The Impact of our SEND Provision

We believe that effective schools are also inclusive schools and to this end, we focus upon a shared vision and commitment to inclusion which ensures:

- A stable and experienced teaching team working in collaboration with teaching assistants
- Strong support from parents, carers and governors
- Careful and systematic use of resources; thorough monitoring, evaluation and assessment of progress
- A calm and consistent school climate that promotes good, positive social relationships; high expectations of all pupils
- That pupils' views are valued and the pupils' voices are listened to
- Clear and consistent whole-school policies, with the emphasis on early intervention
- Recognition and respect for diversity
- Appropriate, effective communication systems

In short a school that is committed to providing the best outcome for all of its students.