SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy

Date Updated: October 2025

Review Date: October 2026

SENDCo: Miss Todd

Head Teacher: Mrs Butt

This document is a statement of the aims, principles and strategies for the teaching of children who are deemed to have Special Educational and/or disabilities during their time in SS. Peter & Paul Catholic Primary School.

Vision

At SS Peter and Paul Catholic Primary, we are committed to the academic and personal development of all pupils regardless of ability. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). SS Peter and Paul adopt a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all pupils. We are committed to ensuring that students with SEND achieve their full potential. We believe in positive intervention: removing barriers to learning, raising expectations and accelerating levels of achievement. We also work in partnership with other agencies to ensure that all of our SEND pupils have a positive educational experience at SS Peter and Paul Catholic Primary School.

THIS POLICY WILL BE REVIEWED in October 2026.

1. Introduction

Our school provides a broad and balanced curriculum for all children. The National Curriculum of 2016 is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of our children have particular learning and assessment requirements that could create barriers to learning.

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

Children may have SEND throughout, or at any time during, their school journey. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

2. Aims and objectives

The aims of this policy are:

- To ensure equality of provision for young people with SEND
- To take into account legislation related to SEND and Inclusion, including The Code of Practice for Special Educational Needs (2014), The Children Act (2004), Disability Discrimination Act (2005), Progression Guidance (2009) and The Children and Families Act (2014)
- To provide full access for all children to a broad, balanced and relevant curriculum.
- To ensure that the needs of young people with SEND are identified, assessed, provided for and regularly reviewed.
- To enable young people with SEND to achieve their potential.
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child.
- To take the views of the young person into account.

3. Educational inclusion

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

- have different educational and behavioural needs;
- have different aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, literacy and maths;
- planning to develop children's understanding using all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, including trauma or stress, and to take part in learning

4. Special educational needs and /or disabilities

Children with SEND have learning difficulties and/or disabilities that call for special provision to be made. All children may have special needs at some time in their lives.

In our school the Special Educational Needs and Disabilities Co-ordinator (SENDCo) is **Katherine Todd,** in her role she:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- provides advice on a graduated approach to SEND support to staff, supporting and liaising with them and where necessary helping in the completion of Individual Action Plans;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs, completing relevant documents;
- tracks the progress of SEND pupils using school based data;
- manages school-based assessment of children with special needs and contributes to and/or completes the documentation required by outside agencies and the LA;
- can act as a link with parents where appropriate;

- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports through the Head Teacher, to the governing body;
- manages, with the Head Teacher, a range of resources, human and material, linked to children with special educational needs;
- Liaises with potential next providers of education;
- Works with the Head teacher and Governors to fulfil the Equality Act.

5. The role of the Governing Committee

The Governing Committee does its best to secure the necessary provision for any pupil identified as having SEND. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report to parents on the success of the school's policy for children with SEND.

The Governing Committee has decided that children with SEND will be admitted to the school in line with the school's agreed admissions policy.

The Governing Committee has a member responsible for overseeing SEND in school. Currently this is:

Rebecca McStea.

6. Allocation of resources

The SENDCo and Head Teacher are responsible for the operational management of the specified and agreed resourcing for SEND within the school, including the provision for SEN support children and those with Educational Health Care Plan (EHCP).

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

The Headteacher and the SENCO meet regularly to agree on how to use funds directly related to Education Health Care Plans.

7. Assessment

Early identification is vital. The class teacher informs the SENDCo and the parents at the earliest opportunity to alert them to their concerns and enlist the parents' help and support.

The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices and the Special Educational Needs and Disability Code of Practice.

The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps to aid progress and provide detailed and accurate indicators.

The Special Needs Register conforms to The Special Educational Needs and Disability Code of Practice: 0 to 25 years. Provision for SEND pupils is either in the category of SEN support or EHCP.

SEN support places emphasis on a graduated approach (assess, plan, do, review) with an aim to improve the experience and outcomes of school for all pupils ensuring high quality teaching and learning.

The majority of children with SEND will have their needs met within school. If your child has more complex special educational needs, which cannot be provided for through universal or targeted support, they **may** need an EHCP, also known as an 'EHC Plan', or 'EHCP'. This is a legal document that:

- describes your child or young person's Special Educational Needs and Disabilities, and
- describes the support that is needed to meet these needs.

EHCPs are designed to be person centered. This means that they focus on the child / young person and what they aspire to be as they grow up.

They focus on short term and long-term goals, and the steps that need to be taken to achieve them. These are called outcomes.

8. Access to the curriculum

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

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

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

SEND Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEND register will have an SEND support Plan to map and plan their progress.

All SEND Support Plans are reviewed each term by class teachers and targets are discussed each term at individual appointments with parents/carers.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with SEND are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, a different teacher, teaching assistant or outside agency and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

9. Partnership with Parents

At all levels of the special needs process, the school keeps parents informed and involved. We take account

of the wishes, feelings and knowledge of parents at all times. We encourage parents to make an active contribution to their child's education.

We have regular opportunities for parents to discuss the progress of their child. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Annual reviews (or 6 monthly reviews if the child is under 5) are held to meet with parents of children with an EHCP to which involved agencies are invited.

The school also has a Child Well-being Lead (Stacy Hulley) who regularly laisse with parents.
She can:

- Assist with referrals for Mental Health support to external agencies such as Healthy Minds Team/Lifecycles.
- Leads on Early Help Plans providing support for families who need additional guidance with issues in and out of school.
- Provide Mental Health support for children (Youth Mental Health First Aider).
- Deliver Kidsafe sessions across all Key Stages.
- Support the Designated Safeguarding Lead in all matters of Safeguarding (named Deputy DSL)

10. Partnership with Other School and Professional Agencies

During the Summer Term, all teachers meet with the children's new class teacher eg
the Year 3 teacher meets with the Year 2 teacher to discuss the educational needs of all children in Year 2 (Transition from Key Stage 1 to Key Stage 2).

If children are joining our Early Years, teachers laisse with any previous Nursery settings or professionals involved with the family. If children are joining Key Stage 1 or 2, class teachers laisse with previous schools and any professionals involved with the child to ensure a smooth transition.

We have a programme of liaison with St. Wilfrid's RC College and the Year 6 teacher and SENDCo also meet with the Head of Year 7 and the SENDCo's from all schools in the Summer Term (Transition from Key Stage 2 to Key Stage 3).

Any child who is moving to a different Key Stage 3 school, appropriate transition arrangements are also carried out.

Our School's assigned Educational Psychologist is Sandra Harrison. The SENDCo meets with the Educational Psychologist throughout the year.

We liase with the School Nursing Team, which is used for any queries or referrals to the nursing team.

For information about other external agencies which can be contacted for help/advice, please consult the South Tyneside Local Offer which can be found on this website:
https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND-
They can also be found on Facebook: SEND Local offer South Tyneside.

11. Monitoring and Evaluation

The SENDCo monitors the movement of children within the SEND system in school.

The SENDCo is involved in supporting teachers involved in drawing up SEND Support Plans for children.

The SENDCo and the Head Teacher hold regular meetings to review the work of the school in this area.

The school can measure pupil's progress by referring to:

- evidence from teacher observation and assessment
- their performance against the level descriptors within the National Curriculum at the end of a key stage
- standardised screening or assessment tools
- observations from outside agencies.

Adequate progress can be defined in a number of ways:

- closes the attainment gap between the pupil and the pupil's peers
- prevents the attainment gap growing wide
- matches or betters the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour

12. Complaints procedure

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher/tutor.
If this proves unsuccessful the matter should be referred to the SENDCo and/or Head teacher.
Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. In our school this person is **Rebecca McStea**.
If the complaint remains unresolved, the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

Date of Review: October 2025

This policy will be reviewed in October 2026

Signed: Katherine Todd
(SEND Co-ordinator)

Signed: Maria Butt
(Head teacher)

Signed: Paula Weatherelt
(Chair of Governors)