Special Educational Needs and Disabilities (SEND) Policy

St Cuthbert's Catholic Primary School

Approved by:	Governing Body	**Date:**	November 2026
Last reviewed on:	November 2026		
Next review due by:	November 2027		

Contents

1. Introduction 2
2. Educational Inclusion 3
3. Definition of SEND 3
4. Identification, Assessment and Provision 4
5. Educational, Health and Care Plan 5
6. Roles and Responsibilities 5
7. Supporting pupils and parents 6
8. Transition 7
9. Monitoring and Evaluation 7

1. Introduction

You are unique, talented and loved by God

Every child has the right to an education. (Article 28 UNCRC)

Education must develop every child's personality, talents & abilities to the full. (Article 29 UNCRC)

This policy is written with consideration for the Gospel values of our Catholic school and for our ongoing commitment to the Rights of the Child, which underpins our day-to-day practice and ethos. Although direct reference to these considerations are not continuously made, the policy has been written with full awareness of our responsibility and commitment to the faith and rights of our pupils.

As part of the Bishop Chadwick Catholic Education Trust (BCCET), we are committed to upholding the key values of our family of schools in the teaching of children with SEND:

- **Excellence**: lessons are planned, taught and monitored to enable staff and pupils to achieve regardless of need.
- **Respect**: all of our school family are created in the image of Christ and are treated with equity and fairness. We are committed to providing support, high expectations and challenge for our staff and pupils, no matter their starting point, to help them develop to the full.
- **Community**: we work as a community to achieve our aims and teach our pupils the value of collaboration and teamwork.
- **Gifts**: we support all staff and pupils to enable them to fulfil their potential.
- **Aspiration:** staff and pupils are supported to be the best they can be and we ensure the needs of every individual are met.
- **Celebration**: we recognise and celebrate success, resilience and positivity.

Our pupils are all unique individuals with their own strengths, aptitudes, interests and dreams. As a Catholic school community, we support each child to make the most of every opportunity we offer.

This policy was reviewed and updated in line with the Special Educational Needs Code of Practice 2014 and the Children and families Act of 2014, which the school has a statutory obligation to adhere to.
The Governing Body and the Head Teacher have overall responsibility for the school's Special Educational Needs policy.

Head teacher: Mrs N Noble
SENDCo: Mrs S Lambert
Governor responsible for SEND: Mrs K Lamond

2. Educational Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued member of our school community. Through appropriate curricular provision, we respect the fact that children:

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

Teachers

- provide support for children who need help with communication, language and literacy
- plan to develop children's understanding through the use of all available senses and experiences
- plan 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
- help individuals to manage their emotions, particularly trauma or stress, and to take part in learning

3. Definition of SEND

A child or young person has a special educational need if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream

A child with SEND may have difficulties in one or more of the four areas of need. These may be difficulties in communication & interaction, cognition and learning, social, emotional and mental health or sensory & physical.

The SEND Code of Practice (2014) has 4 broad areas of need:

- Communication and Interaction (including speech and language difficulties, Autistic spectrum disorder and Asperger's syndrome)
- Cognition and Learning (including moderate, severe and profound learning difficulties and specific learning difficulties such as dyslexia or dyspraxia)
- Social, emotional and mental health (including attachment disorder and attention deficit (hyperactivity) disorder)

- Sensory and/or physical (including visual impairment, hearing impairment or physical disability)

4. Identification, Assessment and Provision

Many of the children who join our school have already attended an early years education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information as a starting point for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level is called Ordinarily Available Provision. The child's class teacher will offer interventions that are different or additional to those provided as part of the school's working practices. The class teacher will keep parents informed and draw on them for additional information. The revised code of practice focuses on meeting the needs of the children within the class therefore all staff have a responsibility for identifying children with SEND.

If there is an ongoing concern, a meeting with the SENDCo, teacher, and parents will take place. The SENDCo will then take the lead in further assessments of the child's needs.

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 assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Teachers use the graduated approach, which forms a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined and the impact of support assessed.

We will record the strategies used to support the child within an Individual Support Plan. The Support Plan will show the short-term outcomes set for the child and the teaching strategies to be used. It will also indicate the date the plan was implemented and when it is to be reviewed. In most cases the review will take place once a term with parents.

If the SP review identifies that support is needed from external services, we consult parents prior to any support being actioned. In most cases, children will be seen in school by external services after a referral has been submitted. External support services will provide information for the child's new SP. The new strategies within the SP will, wherever possible, be implemented in the child's classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment (EHCP) will be made to LEA. A range of written evidence about the child will support the request.

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 SEND support or EHCP.

5. Educational, Health and Care Plan

An Education, Health and Care Plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support. It is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to do in their life. The plan is drawn up by the council after an EHC needs assessment.

6. Roles and Responsibilities

As a school community, we share the responsibility for addressing the needs of the children with SEND. The headteacher, Governing Body, SENDCo, class teachers, teaching assistants and parents all have important roles to play.

Headteacher

- Allocate roles and responsibilities to staff so that special needs are met
- Liaise with staff, SENDCo, support services, parents and pupils
- Report to governors on the needs of the SEN children in her care
- Delegate the organisation of review meetings to the SENDCo
- Ensure that the needs of SEND children are met within the school

SENDCo

- 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
- Oversees the records of all children with special educational needs
- Ensure Support Plans are written and reviewed termly
- Ensure that the school's SEND register is updated termly
- Acts as a link to parents
- Acts as a link with external agencies and other support agencies
- Meets regularly with the SLT to discuss individual children, resources and use of time
- Monitors and evaluates the special educational needs provision and reports to the governing body
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs
- Contributes to the professional development of staff

Teachers

- Identify the Special Educational Needs of individual children in their class
- Know which pupils are on the SEND register
- Write individual Support Plans
- Ensure Support Plans are reviewed with parents (and child if appropriate) at least three times a year

- Ensure TA's support pupils appropriately
- Ensure that the SENDCo are aware of children's needs
- Provide learning experiences, which are appropriate to the needs of the child
- Attend appropriate INSET and courses

Teaching Assistants: Under the guidance of the class teacher to:

- Carry out activities and learning programmes planned by the class teacher and SENDCo
- Keep records of work as requested
- Support children in class or by withdrawing individuals and small groups
- Attend INSET and courses where appropriate
- Be aware of the school's SEND policy

Governors

- The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs
- A named governor to have specific oversight of the school's provision for pupils with special educational needs.
- Ensures that parents are notified of a decision by the school that SEND provision is being made for their child
- Have up to date knowledge about the school's SEND provision including funding

7. Supporting Pupils and Parents

Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The Governors Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any external intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupils

In our school we encourage children to take responsibility and to make decisions. This is part of our culture and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills. Children are involved at an appropriate level in setting outcomes in their SPs and in termly SP review meetings where appropriate. Children are encouraged to make judgements about their own performance against their SP targets. We recognise success here as we do in any other aspect of school life.

8. Transition

Provision is made to ensure transition between Key Stages and year groups are as smooth as possible. Information about children will be passed on to the new class teacher in advance and a planning meeting will take place between the new and current teacher. Children will spend time in their new classrooms to familiarise themselves with the layout and staff in the new environment. If necessary, additional time and provision will be afforded to ensure transitions are as easy as possible.

Transitions for pupils to secondary school can be difficult for many pupils, but particularly so for pupils with SEND. During the final primary year, plans are made to make this transition as positive as possible for all involved. If extra transition is needed, plans will be made with the secondary school.

9. Monitoring and evaluation

The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCo is involved in supporting teachers involved in drawing up Support Plans for children. The SENDCo and the headteacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for special needs also hold termly meetings.

The governing body reviews this policy annually and considers any amendments in the light of the annual meetings. The SENDCo reports the outcome to the governing body.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

This policy complies with BCCET Curriculum Vision https://bccet.org.uk/key-documents/