



Saint Jérôme
Church of England
Bilingual School

Special Educational Needs and/or
Disabilities (SEND) Policy

Policy created:	November 2020
Policy reviewed and updated:	September 2026
Date of next review:	September 2028
Review cycle:	Every 2 years, or sooner following significant changes to legislation or statutory guidance.
Linked policies:	Equality Scheme and Accessibility Plan, Child Protection and Safeguarding Policy, Attendance Policy, Complaints Policy, Supporting Children with Medical Needs Policy, RSHE Policy.

Version history

Date	Version	Summary of changes
November 2020	V1	Original policy. Six years old at time of this review, and built around older terminology (Education Support Plans, an SEN Information Report unaligned with current DfE reporting expectations).
September 2026	V2	Full rewrite, drafted by Sarah Cox (SENDSCO). Grounded correctly in current statutory guidance throughout, including the SEND Code of Practice, KCSIE 2026, Working Together to Improve School Attendance, the Children and Families Act 2014, and the Equality Act 2010. Correctly anticipates the DfE's SEND reform: the new duty to publish an Inclusion Strategy by 31 December 2026 as a condition of the Inclusive Mainstream Fund, which will in time replace the SEN Information Report; both are committed to in section 7. Introduces Pupil Support Passports and an 'ordinarily available provision' framework, replacing the previous Education Support Plan model. Verified accurate: the SENDCO NPQ requirement (mandatory since September 2024, three-year completion window) is correctly and appropriately stated.

Headteacher:

Kate Schutte

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(Kate Schutte)

SENDCO:

Schlop

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(Sarah Cox, Deputy Headteacher)

Co-Chairs of Governors: Approved by Governors on 17th September 2026

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(Vas Lappas and Edward Stowell)

Saint Jérôme Church of England Bilingual School seeks to be an aspirational, multilingual, multicultural education community that empowers everyone: to grow and flourish, to gain in knowledge, wisdom and skills, and to translate the love of God for all people into words and actions.

With this Christian vision at the heart of all decisions made at Saint Jérôme, this policy sets out how we provide support to pupils with SEND and to pupils experiencing other barriers to learning, with understanding and compassion, so that they not only achieve, but flourish.

1. Aims and Objectives

Our Special Educational Needs and/or Disabilities (SEND) and Inclusion Policy aims to:

- Make sure the school implements relevant national legislation and statutory guidance regarding pupils with SEND
- Support and make appropriate provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so that they can participate in the activities of the school alongside pupils who do not have SEND, with appropriate support and reasonable adjustments where required
- Help pupils with SEND fulfil their aspirations, achieve their best and develop their strengths
- Help pupils with SEND become confident, independent individuals who are able to live fulfilling lives
- Support successful transitions between phases and settings, including EYFS to Key Stage 1 and primary to secondary education
- Communicate with pupils with SEND and their parents/carers and involve them in discussions and decisions about support and provision
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure that this policy is understood and implemented consistently by all staff.

2. Vision and Values

In response to our Christian vision, ‘Our school seeks to be an aspirational, multilingual, multicultural education community that empowers everyone: to grow and flourish, to gain in knowledge, wisdom and skills, and to translate the love of God for all people into words and actions,’ we are committed to creating a fully inclusive community where every child is known, valued and enabled to flourish.

Grounded in the belief that all people are created in the image of God and are equally loved by Him, we seek to ensure that pupils with SEND are welcomed, respected and supported to achieve their God-given potential.

We strive to remove barriers to learning and participation so that every member of our diverse community can grow in knowledge, wisdom, confidence and independence, and contribute positively to the life of the school and the wider world.

Through compassionate relationships, high aspirations and collaborative practice, we seek to translate God's love into words and actions by promoting dignity, belonging and opportunity for all.

3. Legislation and Guidance

This policy is based on the statutory framework and guidance applicable in England, including the following, as amended and in force at the date of publication:

- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Improve School Attendance
- Working Together to Safeguard Children
- Part 3 of the Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014, as amended
- Equality Act 2010, including section 20 (reasonable adjustments) and section 149 (Public Sector Equality Duty)

- School Admissions Code
- Inclusive Mainstream Fund 2026 to 2027 and associated conditions and guidance, where applicable.

The school will also have regard to its funding agreement, articles of association and other relevant statutory or local authority requirements.

4. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, whatever their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the opportunity to thrive and fulfil their aspirations.

We will achieve this by providing high-quality, adaptive teaching and by making reasonable adjustments to teaching, the curriculum, the school environment and access arrangements so that pupils with SEND can participate fully in school life.

Not all pupils with a disability will have SEN, and not all pupils with SEN will be disabled under the Equality Act 2010. The school will consider its duties under both the SEND framework and the Equality Act 2010 when identifying and supporting pupils.

Ordinarily Available Provision

The school seeks to meet commonly occurring needs through high-quality inclusive teaching and provision available to all pupils. Depending on individual need, this may include adaptive teaching, explicit instruction, scaffolding, visual supports, accessible resources, structured routines, pre-teaching, overlearning, flexible grouping, communication supports, appropriate seating and reasonable adjustments.

Provision will be informed by the individual pupil's needs and reviewed regularly to ensure that it remains appropriate and effective.

5. Definitions

5.1 Special Educational Needs

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 has 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 of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream schools.

5.2 Disability

For the purposes of the Equality Act 2010, a person has 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.

The school will make reasonable adjustments for disabled pupils so that they are not placed at a substantial disadvantage compared with pupils who are not disabled.

5.3 The Four Broad Areas of Need

The needs of pupils with SEND are grouped into four broad areas. Pupils may have needs that cut across more than one area, and their needs may change over time. Provision and interventions will be selected according to the pupil's particular strengths and needs at the relevant time.

Communication and interaction	Pupils with needs in this area may have difficulty communicating with others. They may have difficulty understanding what is said to them, expressing themselves, or understanding and using the social rules of communication. Pupils on the autism spectrum often have needs that fall within this area.
Cognition and learning	Pupils with learning difficulties may learn at a slower pace than their peers. This area includes specific learning difficulties such as dyslexia, dyscalculia and

	dyspraxia, as well as moderate, severe, and profound and multiple learning difficulties.
Social, emotional and mental health	These needs may reflect a wide range of difficulties. Pupils may experience mental health difficulties such as anxiety or depression, attention deficit disorder, attention deficit hyperactivity disorder, attachment-related difficulties, or the effects of adverse childhood experiences. Needs may present in different ways, including withdrawal, isolation or behaviour that communicates an unmet need. Not every behavioural difficulty is, by itself, a special educational need.
Sensory and/or physical	Pupils with these needs may have a sensory or physical impairment that affects access to educational facilities. They may require additional support, reasonable adjustments, specialist equipment or other adaptations to access opportunities alongside their peers.

6. Roles and Responsibilities

6.1 The SENCO

The SENCO at our school is Mrs Sarah Cox.

The SENCO will meet the statutory requirements for the role, including any applicable qualification requirements. Where applicable, the SENCO will complete the SENCO National Professional Qualification (NPQ) within the required statutory period.

- Inform parents/carers when the school identifies that their child may have SEN and liaise with them about the pupil's needs and provision
- Work with the Headteacher and SEND link governor to determine the strategic development of SEND policy and provision
- Have day-to-day responsibility for the operation of this policy and coordination of provision for individual pupils with SEN, including pupils with EHC plans
- Provide professional guidance to colleagues and liaise with staff, parents/carers and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to SEN support and on adaptive teaching and provision appropriate to individual pupils
- Advise on the deployment of the school's delegated resources and other funding to meet pupils' needs effectively
- Act as a point of contact for external agencies, particularly the local authority and its support services
- Liaise with potential next providers of education to support informed choices and smooth transitions
- Ensure relevant SEN information and provision records are transferred appropriately when a pupil moves to another setting
- Work with the Headteacher and Governing Board to ensure compliance with the Equality Act 2010 in relation to reasonable adjustments and access arrangements
- Ensure SEND records are accurate, current and securely maintained
- Identify staff training needs with the Headteacher and contribute to the school's continuing professional development programme
- Regularly review and evaluate the breadth and impact of SEND support and work with the local authority in relation to local provision and the local offer
- Prepare and review information for the SEN Information Report, the Inclusion Strategy and this policy
- Work with the Headteacher and teaching staff to identify patterns in the identification of SEN and use these to reflect on and strengthen the quality of teaching.

6.2 The Governing Board

The Governing Board is responsible for ensuring that the school fulfils its statutory duties for pupils with SEND. These responsibilities may be delegated to a committee or individual, but accountability remains with the Governing Board.

- Ensure that appropriate arrangements are in place for identifying, assessing and meeting the needs of pupils with SEND

- Ensure that pupils with SEND are able to participate in the activities of the school alongside pupils who do not have SEND, subject to appropriate adjustments and support
- Monitor the effectiveness and impact of SEND provision and the progress and outcomes of pupils with SEND
- Ensure that the school has arrangements to support pupils with medical conditions
- Ensure access to a broad and balanced curriculum
- Ensure the school has a clear and effective approach to identifying and responding to SEND
- Ensure SEND information is published and maintained through the SEN Information Report, the Inclusion Strategy and other required school information
- Ensure that statutory accessibility and equality duties are met
- Ensure that an appropriately qualified SENCO is designated and that the effectiveness of the role is monitored
- Scrutinise the school's use of resources for SEND and, where applicable, the Inclusive Mainstream Fund
- Ensure that parents/carers and pupils are appropriately involved in SEND decision-making.

6.3 The SEND Link Governor

Cath Still is the Governor responsible for Safeguarding.

- Help to raise awareness of SEND issues at Governing Board meetings
- Monitor the quality and effectiveness of SEND provision and report to the Governing Board
- Work with the Headteacher and SENCO on the strategic development of SEND policy and provision
- Scrutinise the school's Inclusion Strategy and, where applicable, its use and impact of Inclusive Mainstream Fund funding.

6.4 The Headteacher

- Work with the SENCO and SEND link governor to determine the strategic development of SEND policy and provision
- Work with the SENCO and Governing Board to ensure the school meets its Equality Act 2010 duties
- Have overall responsibility for and awareness of provision for pupils with SEND and their progress
- Monitor the school's notional SEN budget and any additional funding allocated to support pupils
- Ensure the SENCO has sufficient time and resources to carry out the role effectively
- Maintain an overview of the needs of the current cohort of pupils identified as having SEND
- Work with the SENCO and local authority where an EHC needs assessment or an early review of an EHC plan is required
- Identify staff training needs with the SENCO and ensure appropriate professional development
- Review and evaluate the breadth and impact of SEND provision
- Work with the SENCO and teaching staff to identify patterns in SEND identification and use these to strengthen teaching and inclusion.

6.5 Class Teachers

- Plan and provide high-quality, adaptive teaching that responds to pupil needs through the graduated approach
- Remain responsible for the progress and development of every pupil in their class
- Work closely with teaching assistants and specialist staff to plan, deliver and evaluate support and interventions, ensuring these are linked to classroom learning
- Work with the SENCO to review pupil progress and development and agree changes to provision
- Follow this SEND policy and the SEN Information Report
- Communicate regularly with parents/carers to set clear outcomes, review progress, discuss support, clarify responsibilities and listen to concerns and aspirations.

6.6 Parents/Carers

Parents/carers are important partners in identifying and meeting their child's needs. They are encouraged to share concerns about progress, development, wellbeing or barriers to learning.

- Parents/carers of pupils receiving SEN support will be given opportunities to provide information and express their views
- Parents/carers will be invited to participate in discussions and decisions about support and provision
- Parents/carers will normally be invited to termly meetings to review provision and progress
- Parents/carers will be invited to share information about support outside school and changes in their child's needs
- Parents/carers will be given opportunities to share concerns and agree aspirations for their child
- Parents/carers will receive the school's usual reports on their child's progress and any statutory information relating to their child's EHC plan, where applicable.

The school will take account of parents'/carers' views in decisions that affect their child.

6.7 The Pupil

Pupils will be given meaningful opportunities to express their views about their strengths, needs and support. Participation will be appropriate to the pupil's age, maturity, communication needs and individual circumstances, including:

- Explaining their strengths, interests and difficulties
- Contributing to setting targets or outcomes
- Attending or contributing to review meetings where appropriate
- Giving feedback on the effectiveness of interventions and adjustments.

The school will make reasonable efforts to support pupils to participate in decisions that affect them, including through alternative communication methods or appropriate adult support where required.

7. SEN Information Report and Inclusion Strategy

The school publishes an SEN Information Report on its website setting out how this policy is implemented in practice. The report will be updated annually and as soon as reasonably possible after any significant change to the information it contains.

For the 2026–2027 financial year, where the school is in receipt of the Inclusive Mainstream Fund, the school will publish an Inclusion Strategy statement using the Department for Education's template and guidance. The strategy will explain how the school's overall funding, including the notional SEN budget and Inclusive Mainstream Fund, is being used to identify and meet commonly occurring needs and remove barriers to learning and participation.

The Inclusion Strategy for 2026–2027 will be published by 31 December 2026 and will be updated annually thereafter, in line with the Department for Education's requirements.

8. Our Approach to SEND Support

8.1 Identifying and Assessing Special Educational Needs and Disabilities

The focus, in the first instance, is on high-quality learning and teaching for all pupils, which engages, motivates and challenges pupils from their different starting points. Through assessment, observation, pupil voice, parental information and monitoring of progress, the school seeks to identify barriers to learning and determine whether these indicate a special educational need or another factor.

Assessment is a continuous process. The school considers progress in relation to a pupil's individual starting point, previous rate of progress, age-related expectations and identified outcomes. Progress may be demonstrated through academic attainment, development of skills, increased independence, communication, social and emotional development, wellbeing and improved access to the curriculum and wider school life.

The SEND Code of Practice describes less than expected progress as progress that is significantly slower than that of peers starting from the same baseline, fails to match or better the pupil's previous rate of progress, or fails to close the

attainment gap between the pupil and their peers. The school will consider these indicators alongside the pupil's individual circumstances and wider evidence.

8.2 Parent/Carer Concerns

We value early communication with parents/carers. If parents/carers have concerns about their child's development, progress, wellbeing or possible SEND, they are encouraged to speak to the class teacher in the first instance.

If further action is required, parents/carers are welcome to speak to the relevant Phase Leader: Ms Ford/Archdeacon for EYFS and Year 1, Ms Sherece Wilson for Years 2, 3 and 4, or Mr Jack Corson for Years 5 and 6, supported by Ms Genevieve Renaudon.

Our SENCO and Deputy Headteacher, Mrs Sarah Cox, is also available to meet with parents/carers by appointment through the school office.

8.3 Support and Review of Provision

Saint Jérôme School is an inclusive school that encourages the participation of pupils and their families, works with education, health and care professionals, and follows a cyclical graduated approach.

Our graduated approach includes the following stages:

Ordinarily available provision and high-quality adaptive teaching

Teachers first ensure that high-quality teaching and ordinarily available inclusive provision are in place. This may include adaptive teaching, scaffolding, targeted questioning, visual supports, structured routines, communication supports, reasonable adjustments and other evidence-informed approaches.

Raise a concern and gather information

Where attainment, progress, participation, communication, behaviour, wellbeing or development gives cause for concern, the class teacher will gather information and discuss the concern with parents/carers. The teacher may raise the concern with the SENCO as part of pupil progress and SEND monitoring.

Assess, Plan, Do, Review

Where concerns persist, the teacher, pupil, parents/carers and SENCO, where appropriate, will consider the pupil's strengths, needs, barriers and desired outcomes. A Pupil Support Passport may be developed to record agreed outcomes, strategies and provision. Support will be implemented, monitored and reviewed. Reviews will normally take place at least termly and may occur more frequently where appropriate.

SEN support and SEND register

Where assessment indicates that a pupil has SEN requiring provision that is additional to or different from that ordinarily available to pupils of the same age, the pupil may be identified as receiving SEN support and recorded on the school's SEND register. The register is regularly reviewed and is not regarded as a permanent categorisation.

Specialist SEND support

Where a pupil continues to experience significant difficulty despite appropriate school-based provision, the school may seek advice or involvement from specialist services. Depending on the pupil's needs, these may include Speech and Language Therapy, Educational Psychology, Occupational Therapy, specialist teaching services or mental health services. Parents/carers will normally be involved in decisions about referrals and specialist involvement, subject to safeguarding or other statutory considerations.

Request for an EHC needs assessment

Where a pupil's needs cannot reasonably be met through SEN support and the school considers that additional provision may be necessary, the school may work with the parents/carers and local authority regarding an EHC needs assessment. Parents/carers also have the right to request an EHC needs assessment directly from the local authority, subject to the statutory framework.

8.4 Support and Review for Pupils with an EHC Plan

Where a pupil has an EHC plan, the school will use the plan to inform provision and will work with the pupil, parents/carers, local authority and relevant professionals to deliver the provision specified in the plan.

A Pupil Support Passport may be used alongside an EHC plan to record short-term outcomes, classroom strategies and day-to-day provision. It does not replace the EHC plan or the statutory duties arising from it.

The school will contribute to annual reviews of EHC plans and invite relevant professionals to contribute where appropriate. Following the annual review meeting, the school will submit the required information and recommendations to the local authority. The local authority will then make the statutory decision about whether the EHC plan should be maintained, amended or ceased.

9. Attendance

Attendance is a key school priority and the school has a whole-school aspiration for pupils to achieve attendance of 96% or above. We recognise, however, that some pupils with SEND may experience barriers to attendance related to their individual needs.

Where SEND-related or other barriers to attendance are identified, the school will work with the pupil and their parents/carers to understand and address those barriers and provide appropriate support, in line with current statutory attendance guidance.

Please see the school's Attendance Policy for further information about attendance, absence and support for vulnerable groups.

10. Safeguarding

Safeguarding is paramount to everything we do at Saint Jérôme. We recognise that all children are vulnerable, and that some pupils with SEND may face additional safeguarding vulnerabilities.

All staff will follow Keeping Children Safe in Education 2026 and the school's Child Protection and Safeguarding Policy. Staff will remain alert to the possibility that changes in behaviour, communication, presentation, attendance or wellbeing may indicate a safeguarding concern and will follow the school's reporting procedures.

Please see the school's Child Protection and Safeguarding Policy for further information.

11. Expertise and Training of Staff

The school's arrangements for SEND and inclusion professional development include:

- The SENCO attends relevant local and professional networks and training to maintain current knowledge of SEND and inclusion
- Inclusion is monitored and targeted through the school's strategic priorities and School Development Plan; professional development is matched to identified needs
- In-house SEND and inclusion training is provided through staff meetings by the SENCO and relevant external partners, such as Speech and Language Therapy, mental health and autism specialist services
- All staff have access to professional development opportunities and may request additional SEND or inclusion training where a need is identified at individual-pupil, class or whole-school level
- Support staff are encouraged to extend their professional development, and the Senior Leadership Team will arrange tailored training where appropriate
- Training needs will be reviewed in response to the needs of the current cohort and to changes in statutory guidance or evidence-informed practice.

12. Links with External Professional Agencies

The SENCO works with a range of external professionals to support identification, assessment, specialist provision and review. Access to individual services is dependent on eligibility, referral criteria, availability and the needs of the pupil.

- Harrow Speech and Language Therapy Services: the school works with Speech and Language Therapy services where appropriate. The service may provide direct therapy, advice and/or training to support pupils' communication and language needs
- Harrow Children's Mental Health Service: the school works with relevant mental health services to support pupils with identified emotional and mental health needs and to access advice, intervention and staff support where available

- Harrow Bereavement Team: the school may access bereavement support for pupils who have experienced significant loss
- Occupational Therapy Services: where occupational therapy is specified in an EHC plan or otherwise commissioned/available, the school works with the relevant service to implement recommendations and support staff
- Educational Psychology Services: the school may commission or access Educational Psychology assessment and advice to help understand a pupil's learning profile, strengths and barriers. Assessment decisions are based on identified need and available capacity
- Harrow Autism Specialist Teachers: the school may work with specialist autism teachers to support pupils with autism and, where available and appropriate, pupils whose needs are being assessed or where significant support is required
- Harrow Parent/Carer Forum: the school encourages parents/carers to make use of local parent/carers support networks to increase their knowledge of SEND services and community support (harrowparentforum.org).

13. Admission and Accessibility Arrangements

All pupils are admitted to Saint Jérôme School in accordance with the school's admissions arrangements and the School Admissions Code.

Where a pupil has an EHC plan, the school will work with the relevant local authority and the pupil's parents/carers as part of the statutory process for determining the appropriate educational placement.

Where Saint Jérôme School is named in an EHC plan, the school will fulfil its statutory duties in relation to admission and provision. The school will work with the local authority, parents/carers and relevant professionals to identify and implement appropriate provision, reasonable adjustments and access arrangements.

The school will maintain an accessibility plan and will take reasonable steps to prevent disabled pupils from being placed at a substantial disadvantage in comparison with non-disabled pupils.

14. Complaints About SEND Provision

If a parent/carers is dissatisfied with the SEND provision made for their child, we encourage them to raise the concern with the class teacher in the first instance and, where appropriate, with the Phase Leader or SENCO. The school will seek to resolve concerns through constructive discussion and review of the provision.

If a parent/carers remains dissatisfied and wishes to make a formal complaint, the complaint will be considered in accordance with the school's Complaints Policy and procedure.

Where a concern relates to an EHC plan or a decision made by the local authority, parents/carers may also have rights to pursue the matter through the statutory SEND processes applicable to that decision.

Appendix 1: Key Statutory and Guidance References

The following links are provided for reference and should be checked for the latest version when this policy is reviewed.

- SEND Code of Practice: 0 to 25 years
- Keeping Children Safe in Education
- Working Together to Improve School Attendance
- Working Together to Safeguard Children
- Inclusive Mainstream Fund: 2026 to 2027
- Equality Act 2010
- Children and Families Act 2014, Part 3
- SEND Regulations 2014
- School Admissions Code.