



# **St Maria Goretti Catholic Primary School SEN Policy**

**Approved: September 2025**

**Renewed: September 2026**

## **Mission Statement**

We celebrate Jesus' life and love for everyone.

We work together to do our best in a happy, peaceful place where everyone tries to be kind, helpful and caring.

## **Objectives of the policy**

In order to achieve our aims and ensure that all SEN children achieve their full potential and make good progress we will:

- Ensure that pupils are engaged in their learning and become increasingly independent as learners and in their social skills, and that their views, wishes and feelings are regarded and that they participate in decision-making
- Ensure good working relationships with parents, allowing participation as fully as possible in decisions, and providing information and support to enable successful participation.
- Ensure collaboration between education, health and social care to provide an holistic approach to support.
- Ensure high quality support to meet the needs of children with SEN
- Ensure a focus on inclusive practice and removing barriers to learning

## **Kinds of SEN provided for in school**

The school currently provides support for a range of needs including: MLD, ASD, Attachment Difficulties, Speech, Language and Communication difficulties, and Emotional, Social and Mental Health difficulties.

## **Identification of children with SEN and arrangements for assessing and reviewing progress.**

The SENCO is Mrs Drummond, who has responsibility for the support of SEN children and has regard for the Code of Practice. The school focus is on early identification through the Early Years Framework, and the school buys in support from a speech therapist to help assess pupils' needs and, where required, to implement interventions and individual / group support. The school uses a tracking system to ensure that children's attainment is closely monitored and, where an SEN is suspected, the school takes a graduated approach to the

assessment and identification of the child, and initiates the four-part cycle of assess, plan, do, review. Where appropriate a child may then be identified with SEN and, with the agreement of the parents, be placed on the SEN register. The school then takes action to ensure the removal of barriers to learning by continuing to offer a range of support to meet a child's individual needs. The first step focuses on high quality teaching, differentiated for individual children. The graduated approach may also involve further support including 1-1 or group support, and, where appropriate, may involve support from an outside agency or specialist provision.

### **Consulting parents and arrangements for handling complaints**

The school understands the importance of involving parents, and works to ensure that parents are fully aware of the planned support and interventions, and that, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The school publishes its Local Offer which outlines the support and interventions available to the parents and families of the school. The school invites parents to review progress each term, and parents are encouraged to contact the school should they have any concerns or queries.

The establishment of good relationships with parents, through close liaison and open dialogue, is recognised as an important strategy in off-setting parental complaints. However, where a complaint is made it is important that a quick resolution is sought by seeking parents' views at an arranged meeting, initially with the class teacher. If the matter is not resolved to the parents' satisfaction, then the SENCO and class teacher will meet parents. Should the matter remain unresolved then parents should put the concern in writing to the SEN Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted. Where appropriate, an outside agency / LEA may be contacted to offer advice and support.

### **Consulting Pupils and supporting emotional and social development**

The school promotes the Christian message of love for everyone in its Mission Statement, and values all members of the school community. The school has a team of teaching assistants who work closely with children with SEN and who, alongside the SENCO, regularly seek the views and feelings of children. A pupil advice sheet is completed for each review of progress, and where appropriate, the child will be invited to attend the review meeting.

The school has in place a mentoring system, where all members of staff mentor children, which may include children with SEN. The school uses planned interventions: circle time, social skills groups to promote emotional and social development. The school employs a Learning Mentor whose support often focuses on the emotional and social well-being of children and their parents, and a Family Support Worker who may support families with emotional and social difficulties. In addition the school employs a Chaplain who fosters the

emotional, social and spiritual development of the children and the staff. The school works alongside colleagues from the health and care sectors in seeking advice and support to help improve the emotional and social development of children with SEN.

### **Adaptations made to the curriculum and learning environment**

All downstairs classrooms are accessible for wheelchair bound children, and kerbs have been dropped. The school has a disabled toilet which is situated on a corridor with the school offices. It is a quiet area, unobtrusive and easily accessible. There is a first aid room, and showers are available.

### **The approach to teaching children and young people with SEN.**

Pupils with SEN will be admitted to the school in line with the school's admission policy. The governors of the school understand that teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. The governors acknowledge that high quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. The school is committed to providing a curriculum which is stimulating, creative and exciting for all the children, and also broad and balanced. Teachers set targets which are relevant, specific, measurable and attainable, and ensure that classroom strategies and resources meet the needs of children with SEN. The SENCO, where required, provides support for teachers in the planning and reviewing of targets on children's Learning Support Plans.

### **Arrangements for transition within and beyond the setting.**

The Early Years Framework and additional assessment ensure a smooth transition from the nursery to Key Stage 1. Close monitoring of pupil progress and termly reviews ensure smooth transition to Key Stage 2. The school ensures that all relevant documentation is forwarded to high schools, and that children with SEN access any additional transition visits offered by their preferred high school. The SENCO may visit high schools to brief the high school on the needs of individual pupils. During any transition the school seeks the views and feelings of both parents and children to ensure success.

### **Expertise and training of staff to support children with SEN**

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENCO. The SENCO will keep fully up to date about SEN issues through attendance at training and cluster meetings. The school provides training, where appropriate, within its CPD programme. In addition the SENCO may provide additional training or support. Likewise the school accepts support and advice from outside agencies including colleagues in the health and social care sector. The

school may also, where appropriate or necessary, seek support and advice from the school's Educational Psychologist. Support is provided for children with Speech, Language and Communication difficulties by the NHS.

### **Evaluating the effectiveness of the provision made for children with SEN**

The school seeks to monitor closely the progress of attainment for all pupils, including those with SEN. Children who have been identified as having SEN will be issued with a Learning Support Plan which will be reviewed regularly with parents, and where appropriate the child. The interventions and programmes of study, implemented to support children with SEN, are reviewed for effectiveness by considering the views of the children and their parents in assessing overall progress. For children with an EHCP, effectiveness of the provision made may involve assessment by an outside agency or specialist teacher. All assessment and evaluation will inform further planning and target setting according to the four part cycle of assess, plan, do, review.

### **Support from other bodies, including health and social care bodies and other agencies.**

Where required the school consults with and requests intervention and support from a range of agencies and services including: CAMHS, Social Services, NHS colleagues. The Governors of the school understand the importance of joint commissioning arrangements to ensure the best use of all the resources available in an area to improve outcomes for children, and the importance of engaging both children and their parents in any decision-making process. The LEA provides a Local Offer which sets out information about provision expected to be available across education, health and social care.

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