



St. Mary & St. Andrew's Catholic Primary School

Policy for Children with Special Educational Needs and Disabilities

Policy 2025-2026

Our Whole School Policy for the Inclusion of Children with Special Educational Needs, usually called the Special Educational Needs (SEND) Policy has been drawn up using guidance from the Special Educational Needs Code of Practice (2014) and based on principles that reflect the values and beliefs in our Mission Statement.

'At St Mary and St Andrew's we are guided by God, who is at the centre of everything we do. We support each other to be the best people we can be, to secure bright futures for everyone. With our parishes, families and community, we work together to create a school that is safe, happy, respectful and inspirational.'

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014 & updates) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013.
- Schools SEN Information Report Regulations (2014).
- The National Curriculum in England.
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014).
- Teachers Standards 2012.

DES and Accessibility Duty

Our commitment to the Disability Equality Scheme and Accessibility is described in our Local Offer which is available in the school office and on the school website:

www.st-mary-st-andrews.lancs.sch.uk

Lancashire County Council's Local Offer <http://www.lancashire.gov.uk>

Local Offer

The School's Local Offer describes the arrangements and admission of children with SEND and how we ensure they are included fully in all areas of school life. The areas in which we seek to develop and improve are:

- Increasing children's access to the curriculum.
- Access to communication and information (children and adults).
- Physical access to school buildings and environment (pupils, teachers and the wider community).

St Mary and St Andrew's is a small village school, which is loved and supported by the local community. We understand that children are individuals who respond to different ways of teaching. Our Christian ethos creates the nurturing atmosphere in the school. We recognise that inclusion is something we need to continue to strive towards. All protected characteristics, including: age, ability, gender, ethnicity, language and social background must not be obstacles to learning or teaching. By listening and talking to our children and their families we seek to build an inclusive community. We have a shared mission and vision to ["support each other to be the best we can be, to secure bright futures for everyone."](#)

Our School aims for **all** of our children to:

- Access a rich curriculum that is challenging and aspirational for all.
- Inclusivity, diversity and a positive growth mindset are at the heart of our curriculum as we believe these specific strands will lead everyone to successful and happy futures.

Our school ethos is one of praise and encouragement. We have high expectations of all pupils both in work and behaviour. Every child is valued. It is important to make good relationships with children and promptly identify any barriers to their learning.

What is a special educational need or disability (SEND)?

A child has *special educational needs* if they have a *learning or physical difficulty* which calls for *special educational provision* to be made for them. From the 2014 Children and Families Act, Section 3:20, a child has a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

Special educational provision means teaching a child in a different way from the educational provision usually provided for a child of their age. It may require additional resources and expertise.

A child who has learning, physical, communication, sensory, and/or medical needs may require extra help or flexible arrangements to access the curriculum. Children who have mental health, emotional and social needs may also need additional support to facilitate their learning. These are the main areas of special educational need which we are currently able to support in our school.

Children may have special educational needs throughout their school career or for a shorter period. The following may impact on progress and attainment but are not special educational needs:

- Disability.
- Attendance and punctuality issues.
- Health and welfare issues.
- Speaking English as an additional language.
- Being in receipt of the Pupil Premium Grant or having free school meals or being a child who is cared for by the Local Authority.

This policy is to ensure that the ethos of the school and its curriculum and teaching, meet the special educational needs of individual pupils.

The aims of our SEND Policy

It is important to identify children with special educational needs so that we can adapt our environment and our teaching to enable them to learn and play well. We:

- Work closely with our families.
- Listen to children and enable them to take some responsibility for their own learning.
- Build a learning ethos where children respect each other as valued members of the school and wider community.
- Enable children to work independently and with each other.
- Help children have the confidence to see their mistakes as a valuable part of their learning; build their resilience.
- Have high expectations of all children and celebrate their successes.
- Raise staff awareness and provide them with the skills and knowledge necessary to fulfil their role in identifying and supporting the needs of individual children.

How we will meet these aims

- We have a clear process for identifying a child with SEND.
- We build a good relationship with their family or carers
- We make a plan of specific support to meet the needs of the child.
- We seek further advice and support if needed.
- We seek additional resources and expertise if we cannot meet the child's needs in school.

For our policy to be successful, we also:

- Ensure that all staff recognise their responsibilities for pupils with SEND and are equipped to move each child forward.
- Enable each child to access the National Curriculum.
- Monitor each pupil's progress, as recommended by the SEND Code of practice 2014.
- Liaise with outside agencies for advice and support for our SEND children.

How we identify children with special educational needs and disabilities

Teachers and trained assistants observe and assess each child's progress and share their observations at staff meetings and during the day. Pupil Progress meetings take place termly with a member of the Senior Leadership Team (SLT) where each child's progress is discussed. SEND support may be needed when a child:

- Makes little or no progress even when teaching approaches are designed to address a child's identified area of weakness.
- Has ongoing emotional or behavioural difficulties which are not helped by our positive routines.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Concerns are usually seen in school or raised by parents. We also listen carefully to advice from previous schools and nurseries and external agencies.

How we meet the special educational needs of our pupils

Our school adopts a graduated approach with four stages of action:

- Assess.
- Plan.
- Do.
- Review.

Assess

The first step is to identify strengths and needs of children. To do this, we use an online assessment tool called 'SNAP'. SNAP SpLD (Specific Learning Difficulties) and SNAP-B (Behaviour) are online assessments designed to pinpoint specific learning and behavioural difficulties which, unidentified, may limit a child's potential to learn. SNAP is short for Special Needs Assessment Profile.

Three online questionnaires (completed by parents, teachers and the pupil) help to identify twenty different learning difficulties and seventeen behavioural difficulties. From these, the SENDCo and class teachers will select appropriate actions and interventions to put in place as part of the 'Plan' step.

Plan

Parents are asked to contribute to and support the plan to support their child's learning. It is important for a child to feel actively encouraged and motivated both at home and school. As first educators, parents know from experience how to teach their children and we need to hear their ideas. We also need to explain clearly our teaching strategies in school. Our plans are called Individual Education Plans (IEPs). Home and school discuss and set learning targets, agree strategies, resources and a period of time for these to be achieved.

Do (teach)

School monitors progress carefully, making adjustments to targets and teaching as needed. We share progress with families.

Review

The plan is reviewed, new targets are set and the process is repeated. Where classroom strategies and interventions have been explored, outside SEND services can be used to assess a child's needs further. Parents are always fully involved in the decision making process. The Lancashire Early Help Assessment (EHA) tool may be used with a family to identify a child's areas of need and form an action plan.

Children who have more significant learning needs may have an Education and Health Care Plan (EHCP) which is applied for and drawn up in agreement with parents, school and the Local Authority. EHCPs are reviewed annually or earlier if needed and parents are fully involved. Children are invited to attend and contribute to their reviews.

Support from the Specialist Teaching Service may be accessed.

Communication with Families

Our School has an open door approach towards building good relationships with families. Parents of children receiving regular, additional help (IEPs) are invited to meet with the relevant staff half termly/termly to review their child's progress and set new targets. Parents' meetings for all children are held in the Autumn and Spring terms. Interim reports are written by class teachers and a detailed progress report is sent home at the end of the summer term with an invitation to parents to comment in writing or speak to their child's class teacher.

Concerns or Complaints

Parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss additional support children are receiving. If you wish to discuss your child's needs further please contact the Head Teacher, Mr Simon Weywell, who will be able to talk about how St Mary & St Andrew's can support children with SEND. The School's complaints policy is on our school website. This includes complaints around SEND and children who are Looked After. Please follow this policy if you would like to make a formal complaint. In the first instance discussions would be encouraged with the class teacher, SENDCo/Head Teacher to try and resolve any issues.

How we make the curriculum available to all our pupils with SEND

All teachers have a key role in monitoring all aspects of pupil progress and in the identification of pupils' additional needs. Our teaching arrangements are flexible, in order to make the best use of our skills and resources. We:

- Have high expectations for every pupil.
- Show consideration for the different learning needs of pupils.
- Use a variety of teaching strategies aimed to help pupils know more and remember more.
- Set appropriate assessments and targets which are ambitious but achievable.
- Break difficult tasks down into small steps so that pupils can experience success.
- Use practical and oral work.
- Use collaborative groups for pupils to develop learning and social skills.
- Emphasise conversation and discussion in learning.
- Consider the level of concentration of individual pupils.
- Develop effective relationships between adults and children
- Effectively disseminate the skill and expertise of other adults in the classroom.

Title: SEND Policy

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Review: April 2026

Page 6 of 12

We will make curriculum adaptations which may include the following:

<p>Classroom environment</p> <ul style="list-style-type: none"> ➤ Well organised classroom ➤ Calm learning environments ➤ Working walls and relevant displays ➤ Consider dyslexia friendly presentations e.g. font (Arial and Comic Sans) and colour and contrast (Use dark-coloured text on a light (not white) background. Avoid green and red/pink. 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> ➤ Clearly designed lesson plans ➤ Adaptations ➤ Learning intentions and success criteria are consistently shared with children ➤ There are plenty of opportunities to involve and engage with pupils ➤ Use of 'cold calling' ➤ Opportunities for pupils to talk and work individually, in pairs and in groups ➤ High-quality questioning for children of all abilities (AfL) ➤ An expectation that pupils will accept responsibility for their own learning and work independently 	<p>Cognition and Learning cont.</p> <ul style="list-style-type: none"> ➤ Appropriate use of modelling and explaining for pupils ➤ Opportunities to use physical resources/manipulatives ➤ Scaffolding tools are used as appropriate ➤ Graphic organisers (e.g. writing frame, story map, spider diagram) are used as appropriate ➤ Regular using encouragement and specific praise to engage and motivate pupils ➤ Access to good quality resources ➤ Access to ICT ➤ Classroom assistants planned for and used to maximise learning
<p>Communication and Interaction</p> <ul style="list-style-type: none"> ➤ Use of visual timetables ➤ Visual aids ➤ Topic/spelling banks ➤ Use of graphic organisers e.g. sentence starters, writing frames ➤ Knowledge organisers ➤ Always use a pupil's name ➤ Clear and age-appropriate instructions ➤ Appropriate time to process verbal questions or instructions ➤ Regular and explicit classroom routine ➤ Language clear and unambiguous at all times 	<p>Social, Emotional and Mental Health</p> <ul style="list-style-type: none"> ➤ Groupings provide positive role models ➤ All adults promote well-being ➤ There is an ethos where asking for help and support is okay and welcomed ➤ All staff are committed to developing a safe and secure environment for all 	<p>Sensory and Physical Needs</p> <ul style="list-style-type: none"> ➤ Appropriate seating positions are considered (noise, light, proximity to board and/or teacher) ➤ Appropriate noise levels are maintained ➤ All adults speak clearly and naturally ➤ Opportunities to work with a learning partner

Supporting pupils at school with medical needs

Our school recognises that pupils at school with medical conditions must be properly supported so that they have full access to education, including school trips and physical education. School complies with its duties under the Equality Act 2010. We have a medical policy outlining this in more detail.

Responsibility for the teaching and progress of our children with SEND

Class Teachers are responsible for the teaching and progress of all children in their class. They set work at different ability levels or expect different outcomes, as well as giving additional support and teaching. Planning for children with SEND is an integral part of planning for each class.

Teaching Assistants (TAs) provide regular group support and also teach individual children as directed by the Class Teacher. Children with similar difficulties may work together in small groups and TAs work flexibly where they are most needed in the afternoons.

The SENDCO is able to support staff and pupils in their knowledge and strategies for supporting children with a range of difficulties and to signpost families and staff to relevant information. Mrs Gunson is the SENDCo with part of her role being to work with individuals and liaise with staff and parents. She will liaise with outside agencies and ensure that information is shared.

The Head Teacher has overall responsibility for the safety, care and progress of all children within the school.

On **the Governing Body**, our SEND governor is designated to oversee how the school meets the needs of children with SEND. The Governing Body has statutory requirements to ensure that all children have their learning needs identified and met.

Governors report annually about the effectiveness of the school's SEND provision so that parents are kept informed. Pupil confidentiality is maintained.

Our appointed Special Educational Needs and Disability Governor, Mrs Audrey Swann, is invited regularly into school to meet the Head Teacher/SENDCo to review the progress of our SEND provision. The SEND Governor is kept informed whenever local or national changes to the SEND Policy are introduced.

Joining extra-curricular activities

The school offers a wide range of extra-curricular activities as well as quality childcare during term time.

Morning Club (7.45 – 8.50am) and After School Club (3.30- 5.45pm (5:15pm on Fridays)) are by arrangement with the school office.

Activities provided by staff and parents during lunch breaks and after school generally have a minimal charge.

Afterschool clubs provided by sports coaches, drama and music services from outside of the school have their own policies for supporting children with special educational needs and disabilities. As a school, we always work with visitors to make their clubs genuinely accessible to all of our children and parents.

Clubs and school trips are open to all children in the designated age range for that specific activity. Parents of children with SEND are consulted and may collaborate in the planning of school trips. Prior notice of visitors to school for educational purposes is given to parents.

Listening and talking to our children

Pupils are encouraged to contribute their own views about their welfare and education in class time with their class teachers and through curricular areas such as PSHE, HRSE and RE. The children have an elected School Council so that children are encouraged to feel a sense of ownership and responsibility and care for school. We always seek the views of children with additional needs, they are invited to their annual reviews and CLA meetings as appropriate.

Adults talk to children in class about their work – giving feedback and encouragement and explaining their next steps in learning. Children are encouraged to respond, to talk about how they learn and what interests them. Learning objectives are shared with children and they are taught to reflect on whether these have been met. Children with IEPs also review their own progress with a key adult.

Working with families

School meets regularly with parents of children with SEND. We tell our parents about local support groups. We recommend the SEND Information Advice and Service (IAS). Its role is to provide parents and carers with impartial and accurate information to assist them in making choices for their children. Tel: 0300 123 6706 Monday to Friday 8am to 5pm. We share the monthly FIND newsletter electronically. We have a dedicated webpage to support families with parenting in the modern world.

Transition to high school

The school has good links with the local secondary schools. High school teachers share their expertise by visiting us as well as inviting groups of children to different events at the secondary schools for example, maths challenges, computing and language workshops.

Throughout school, we are preparing children for life by teaching them how to be part of a community and how to learn. In Year 6, there are specific transition activities. All pupils have a transition day at their chosen secondary school. Further transition visits to ease the move to Key Stage 3 can be organised. We enable parents and high school staff to meet beforehand so that information can be exchanged, concerns addressed and new relationships begun. Children Looked After have additional resources provided for them to support transition between settings.

Seeking support from outside agencies

Within our school we are fortunate to have a range of expertise and experience. However, there are learning difficulties that we are not qualified to assess. School may engage private specialist advisers or Specialist Teachers from the Inclusion and Disability Support Service (IDSS). School has a link educational psychologist from the local authority who can give advice. Before school calls upon external agencies, we consult parents and ask for their written permission.

School is always willing to work closely with other professionals such as Speech and Language Therapists (SALT), Occupational Therapists (OT), Child and Adolescent Mental Health Service (CAMHS) and other medical practitioners.

The Governing Body

The school's governing body work with the Head Teacher to determine the school's general policy and approach to meeting pupils' special educational needs. They establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. Our Governing Body has decided that children with special educational needs should be admitted to the school in line with the school's agreed Admissions Policy.

How we know that we are making a positive impact

Our families tell us they are happy with their children's progress and with the positive relationships they have with school. We achieve this through:

- Having access to a good curriculum and take a full part in the wider life of the school.
- Showing an increased rate of improvement in our progress tracking.
- Showing progress against their starting points.
- Showing a good or improving sense of well-being and happiness, have excellent or improving school attendance and participate in school activities.

This feedback is collected formally through the school tracking and assessment processes. We listen regularly and carefully to each child, their families and staff for feedback, ideas and concerns. Where appropriate, the Engagement Model is used to measure progress and report this

to parents. Parents and carers are able to express their concerns and share in their child's progress and successes.

This policy is reviewed annually. It reflects our genuine commitment to the care and inclusion of all children in our school and acknowledges that our skills and understanding of SEND are continually developing.

People who have Responsibilities for SEND:

Governor (SEND): Mrs Audrey Swann

Head Teacher from April 2025: Mr Simon Weywell

SENDCo from 2025: Mrs Gunson

Contact school via the bursar, Mrs Matthews Tel: 01772 862 335
or Email: bursar@st-mary-st-andrews.lancs.sch.uk

School may also be able to signpost families to useful sources of support or see the Lancashire County Council website: www.lancashire.gov.uk/ Children education and families / Special educational needs and disabilities / Getting help

FIND – Family Information Network Directory – available via the LCC website or Email: FIND@lancashire.gov.uk

