ST MARY'S CATHOLIC PRIMARY SCHOOL

Special Educational Needs and Disability Policy

This Policy was reviewed by the Governing Body: Autumn 2026

Next Review: Autumn 2027

Mission Statement

'Learning together in Faith and Love"

St. Mary's Catholic Primary School exists to serve the Roman Catholic families of the Parish of Our Lady of the Holy Souls, Kensal New Town and other local parishes.

The aims of our schools are:

- To promote Christian values where pupils live, learn and celebrate the teaching of Christ.
- To provide a curriculum which is broad, balanced and meaningful and where pupils can experience enjoyment and fulfilment.
- To promote the highest standards of teaching and learning within the framework of the National Curriculum
- To develop in each pupil a sense of achievement, value and self worth and to achieve the standards of which they are capable.
- To help our pupils acquire the skills of independent learning and make sufficiently rapid progress.
- To provide a safe and secure environment where pupils feel valued, and where they respect, help and care for each other.
- To involve parents in all aspects of their pupil's education and promote good home/school partnership.
- To develop in our pupils awareness and respect for the different cultures and religions represented in society and their responsibility to the wider community.
- To foster the continuing development of staff, parents and governors in serving the community.

St. Mary's Values- these are the values that underpin all areas of our school community:

- Kindness
- Respect
- Tolerance
- Honesty
- Responsibility (for ourselves and our world)
- Co-operation

St Marys Catholic Primary School

'Learning together in Faith and Love'

Introduction

St Mary's Catholic Primary School has a named **SENCO (Mrs Magdalena Tusting)** and a named **Governor responsible for SEND (such Governor is appointed on a yearly basis).** They ensure that the St Mary's Disability and Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

1. Legal and statutory framework

This policy is written for a mainstream primary school in England. It has been reviewed with reference to the statutory framework and guidance in force at the time of drafting, including:

- Children and Families Act 2014, Part 3.
- Special Educational Needs and Disability Regulations 2014.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015; government publication page last updated 12 September 2024).
- Equality Act 2010, including the duties relating to disability discrimination, reasonable adjustments and accessibility planning.
- Education Act 1996, including the duty to use best endeavours to secure special educational provision for pupils who need it.
- School Information (England) Regulations 2008, as amended, including requirements for the school's published SEN information report.
- Applicable statutory guidance on safeguarding, attendance, supporting pupils with medical conditions, behaviour and the Early Years Foundation Stage.

The school will have regard to the SEND Code of Practice and comply with applicable legal duties. Government proposals or consultations about future SEND reform are not treated as law unless and until relevant legislation or statutory guidance comes into force.

This policy is not a substitute for the school's separate SEND Information Report, Accessibility Plan, Equality Objectives or individual pupils' statutory plans.

2. What do we mean by SEND?

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) 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 for a school-age child means educational or training provision that is additional to, or different from, that made generally for other children of the same age. A disability under the Equality Act 2010 is a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Not every disabled child will have SEN, and not every child with SEN will be disabled.

The SEND Code of Practice identifies four broad areas of need. These are used to help understand a pupil's needs, not to label a child; a pupil may have needs in more than one area.

- Communication and interaction: for example, speech, language and communication needs, or social communication differences.
- Cognition and learning: for example, difficulties with literacy, numeracy, memory, processing or learning at the expected rate.
- Social, emotional and mental health: for example, difficulties managing emotions, anxiety, attention or relationships that create barriers to learning.
- Sensory and/or physical needs: for example, hearing or visual impairment, sensory processing needs, or physical needs that affect access to learning.

High attainment alone does not mean a pupil has SEN. However, the school recognises that able pupils may also have SEND and will identify and meet any needs they have.

3. Our principles and commitments

St Mary's aims to:

- identify needs early and respond promptly, avoiding assumptions based only on attainment, diagnosis or behaviour.
- have high aspirations for every pupil and support access to a broad, balanced and ambitious curriculum.
- use a graduated, evidence-informed approach to assess, plan, do and review support.
- involve parents and carers as partners and take account of pupils' views, wishes and feelings.
- make reasonable adjustments for disabled pupils and plan for accessibility.
- support pupils to participate in the wider life of the school, including trips, clubs, worship, performances and other activities, with appropriate adjustments.
- work collaboratively with relevant professionals and the Local Authority (LA).
- review whether support is improving outcomes, independence, wellbeing and participation, adapting provision where needed.
- protect pupils' safety, dignity, privacy and right to be treated fairly.

4. Roles and responsibilities

The Governing Body

The Governing Body has strategic oversight of SEND and inclusion. It will:

- ensure that the school has regard to the SEND Code of Practice and fulfils its statutory duties.
- ensure that SEND is considered in the school's policies, improvement planning, accessibility planning and evaluation of provision.
- appoint a governor with responsibility for SEND and inclusion, with the role and arrangements recorded by the school.
- monitor the effectiveness of the school's SEND arrangements, including how the school identifies needs, supports pupils and works with families.

- ensure that the school's SEND Information Report is published, accessible and reviewed at least annually.

Governors should maintain appropriate strategic oversight without taking responsibility for decisions about individual pupils' day-to-day teaching or provision.

The Head of School

The Head of School is responsible for the day-to-day leadership and management of the school, including ensuring that staff understand their responsibilities for pupils with SEND, that provision is organised and monitored, and that the school uses its resources to meet pupils' needs as effectively as possible.

The Special Educational Needs Coordinator (SENCO)

The SENco is Mrs Magdalena Tusting.

The SENco/Head of School works with the Assistant Headteacher, teachers, support staff, parents and external professionals to coordinate SEND provision. Responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy and coordinating provision for pupils with SEND.
- advising and supporting teachers in identifying needs, assessing progress and planning appropriate provision.
- supporting the graduated approach and maintaining accurate, proportionate and confidential SEND records.
- liaising with parents, pupils, the LA and relevant external agencies.
- supporting requests for Education, Health and Care (EHC) needs assessments and coordinating contributions to EHC plan reviews.
- helping staff understand pupils' needs and the strategies, adjustments and interventions that support access and progress.
- monitoring and evaluating the impact of provision and reporting to senior leaders and governors as appropriate.
- supporting transition arrangements between year groups, phases and schools.

The SENCO's role does not remove the responsibility of class and subject teachers to teach and make appropriate provision for pupils with SEND.

Class teachers and support staff

Every teacher is responsible for the progress and development of pupils in their class, including those receiving additional support. Class teachers will:

- deliver high-quality teaching that is adapted to respond to pupils' strengths and needs.
- use assessment and observation to identify barriers to learning and monitor progress.
- implement agreed strategies, reasonable adjustments, support plans and interventions.
- communicate with parents and carers about progress and support, involving the SENCO where appropriate.
- contribute to reviews and work with support staff and external professionals.

Teaching assistants and other support staff will implement agreed support under the direction of teachers and relevant leaders. Support should promote participation, learning and independence rather than create unnecessary dependence.

5. Identification and assessment of need

The school uses a range of information to identify a possible special educational need. A concern may be raised by a parent or carer, the pupil, a teacher, the SENCO or a relevant professional. Identification may arise from slower-than-expected progress, difficulty accessing learning, communication needs, persistent emotional or social barriers, sensory or physical needs, or information received during transition.

No single test, score, diagnosis or observation will automatically determine whether a pupil is identified as having SEN. The school will consider the whole child, their progress over time, strengths, circumstances and the effectiveness of teaching and support already provided. Factors such as English as an additional language, interrupted schooling, absence or other contextual circumstances should be considered carefully and should not themselves be treated as SEN.

Where a concern arises, the class teacher and SENco will consider relevant evidence, which may include:

- classroom observations, work samples and assessment information.
- the pupil's strengths, interests, views and experience of learning.
- discussion with parents and carers, including relevant information about development or health where shared and appropriate.
- the quality and impact of teaching, adaptations and interventions already tried.
- information from previous settings or professionals, where available and lawfully shared.

Parents will be informed and involved when the school is concerned that a pupil may have SEN. The school will explain what has been observed, what support will be tried and when its impact will be reviewed. Where appropriate, the school may signpost families to relevant services or discuss whether further assessment or advice is needed.

6. The graduated approach: Assess, Plan, Do, Review

The school uses the graduated approach described in the SEND Code of Practice. This is a cycle of ongoing assessment and adjustment, not a one-off process.

Assess

The teacher and SENCO analyse the pupil's needs using classroom evidence, progress information, the pupil's and parents' views, and advice from other professionals where relevant. The school considers what is working well and what barriers remain.

Plan

Where additional or different provision is required, the teacher and SENCO agree the intended outcomes, the support and adjustments to be provided, who will deliver them, how often, and when the impact will be reviewed. Parents and pupils are involved in an age-appropriate way. The school may record this in a Learning Support Plan (LSP) or another suitable school record.

Do

The class teacher remains responsible for the pupil's learning and for overseeing the implementation of agreed provision, including work delivered by support staff. The

SENCO supports and advises, and the school may seek specialist advice where appropriate.

Review

The school reviews progress and the effectiveness of provision at planned intervals, normally at least termly for school support plans, and sooner if needs change. Reviews consider progress towards outcomes, the pupil's and parents' views, whether strategies are effective, and whether provision should continue, change or increase. The school records decisions and communicates them to the family.

Where progress remains limited despite appropriate teaching and targeted support, the school will consider whether more specialist assessment or advice is needed. The school will not delay putting appropriate support in place while waiting for a diagnosis or external assessment.

7. SEN Support and Learning Support Plans

A pupil identified as requiring SEN Support will receive provision matched to their assessed needs. This may include adaptive teaching, reasonable adjustments, targeted teaching, structured interventions, specialist equipment, communication supports, sensory strategies, or advice from external professionals.

Where useful, an LSP or equivalent record will set out:

- the pupil's strengths and needs.
- specific intended outcomes and, where appropriate, measurable short-term targets.
- teaching strategies, adjustments and additional provision.
- who is responsible for each element of provision and when/how often it will be delivered.
- how progress and impact will be evaluated.
- the review date and contributions from the pupil, parents and relevant professionals.

Plans should be concise, practical and accessible to the staff who need them. They should inform classroom practice and not become a substitute for high-quality teaching. Copies or summaries will be shared with parents as appropriate and stored securely in accordance with data protection requirements.

8. Education, Health and Care (EHC) needs assessments and plans

Where, despite the school having taken relevant and purposeful action to identify, assess and meet a pupil's SEN, the pupil has not made expected progress or their needs may require provision beyond that ordinarily available to the school, the school or parents may consider requesting an EHC needs assessment from the Local Authority.

The LA decides whether to carry out an EHC needs assessment and whether to issue an EHC plan, applying the statutory criteria. The school will work with the family and LA and provide relevant evidence, which may include:

- the pupil's needs, strengths, views and aspirations.
- the parents' views and desired outcomes.
- progress over time and the impact of teaching, interventions and adjustments.
- the provision already made and resources used.

- relevant advice and assessments from education, health or social care professionals.

Where a pupil has an EHC plan, the school will use its specified outcomes and provision to inform planning and delivery. The school will work with the LA and family to ensure that the provision specified in the plan is secured. EHC plans must be reviewed at least annually, in line with statutory requirements; the school will invite the relevant participants, seek the pupil's and parents' views, review progress and provision, and send the review advice and recommendations to the LA within the required timescale. Additional reviews may be arranged where appropriate or required.

The school will plan transitions carefully, including transition to secondary school, and share information with the receiving setting in accordance with applicable requirements and appropriate information-sharing arrangements.

9. Working with parents, carers and pupils

Parents and carers are valued partners. The school will communicate in a respectful, clear and timely way, share concerns and successes, listen to family knowledge and experience, and involve parents in decisions about support and review. Where a family needs help to understand information or participate in meetings, the school will consider reasonable steps to support communication and access.

Pupils will be encouraged to express their views about what helps them learn, what they find difficult and what outcomes matter to them. Their views will be considered in assessment, planning, review and transition, taking account of age, understanding and communication needs.

The school will explain the difference between SEN Support and an EHC plan and, where relevant, signpost families to the Local Authority's Local Offer and impartial information, advice and support services. The school's published SEND Information Report provides further detail about the school's arrangements.

10. Teaching, curriculum access and inclusion

Pupils with SEND are entitled to an ambitious, broad and balanced curriculum. Teachers will use adaptive teaching and appropriate scaffolding so pupils can access learning, participate with peers and develop independence. Adaptations may include changes to instructions, task presentation, resources, grouping, pace, environment, communication, assessment or equipment.

Interventions will be selected according to identified need and reviewed for impact. Where pupils receive additional adult support, this should complement teaching and help pupils participate in the classroom and wider school life. Withdrawal from lessons will be considered carefully to avoid unnecessary loss of curriculum access.

The school will make reasonable adjustments for disabled pupils and consider accessibility in curriculum planning, the physical environment and communication. Accessibility arrangements are set out in the school's Accessibility Plan and related equality documents.

11. Social, emotional and mental health needs and behaviour

The school recognises that social, emotional and mental health needs can create barriers to learning and participation. Staff will seek to understand the possible reasons for a pupil's presentation, consider communication, sensory, developmental and contextual factors, and use supportive, consistent approaches.

Behaviour that causes concern may indicate an unmet need, but behaviour alone does not establish that a pupil has SEN. The school will consider relevant evidence, listen to the pupil and family, and apply the graduated approach where appropriate.

Support for SEND will operate alongside the school's Positive Behaviour Management Policy, safeguarding procedures and any individual risk-management or support plans.

Where there are safeguarding concerns, staff must follow the school's safeguarding procedures. SEND does not reduce the school's responsibility to safeguard the pupil or other children.

12. Disability, equality and reasonable adjustments

The school will not unlawfully discriminate against disabled pupils and will meet its duties under the Equality Act 2010. This includes considering reasonable adjustments, avoiding discrimination arising from disability, and planning to improve access to education and school facilities. The school will consider individual circumstances rather than assume that the same adjustment is suitable for every pupil.

The school's accessibility planning addresses increasing access to the curriculum, improving the physical environment and improving access to information. Further information is available in the school's Accessibility Plan, Equality, Diversity and Inclusion Policy and Equality Objectives.

13. Medical needs, sensory and physical access

Some pupils have medical needs or disabilities that affect their access to school. The school will work with parents, healthcare professionals and relevant staff to put appropriate arrangements in place, in line with the Supporting Pupils with Medical Conditions Policy and applicable statutory guidance. Medical needs and SEND may overlap, but they are not interchangeable.

Where needed, the school will consider individual healthcare plans, staff training, emergency arrangements, access to medication or equipment, personal care, risk assessments and participation in trips and activities. Confidential health information will be shared only with those who need it to support the pupil safely and effectively.

14. Working with external agencies

With appropriate parental involvement and consent where required, the school may seek advice from relevant professionals, for example educational psychology, speech and language therapy, occupational therapy, physiotherapy, specialist teaching services, health services or other local support teams.

External professionals may advise, assess or provide direct support, depending on their remit and availability. Their advice will be considered alongside school evidence and family and pupil views. The school will clarify how recommendations will be

implemented and reviewed. Referral to an external service does not transfer the class teacher's responsibility for the pupil's education.

15. Resources, staffing and funding

The school will use its delegated resources and available expertise to provide appropriate support for pupils with SEND. The SENco/Head of School works with the relevant staff to coordinate provision and advice on the use of resources. The Head of School reports to governors on SEND provision and the use and impact of relevant resources as appropriate.

Where a pupil has an EHC plan, the school and LA will fulfil their respective duties concerning the provision specified in the plan and the applicable funding arrangements. The school will keep provision under review and raise concerns with the LA where the level or type of provision appears insufficient to meet the pupil's assessed needs.

16. Admissions, transition and participation

The school's admissions arrangements apply to pupils with SEND in accordance with the relevant legal framework. The school will not refuse admission solely because a child has SEND or a disability where this would be unlawful. Admission arrangements for pupils with an EHC plan are subject to the statutory process and the plan's requirements.

The school will seek relevant information from previous settings and plan transition into St Mary's, between classes and phases, and to secondary school. Arrangements may include meetings, visits, transition resources, information-sharing and liaison with the receiving setting. Support will be proportionate to the pupil's needs.

The school aims to enable pupils with SEND to participate in trips, visits, extra-curricular activities, collective worship, performances and the wider life of the school. Reasonable adjustments and risk management will be considered so that pupils can participate safely and meaningfully.

17. Confidentiality, records and information sharing

SEND records will be accurate, relevant, secure and accessible to staff who need the information to support the pupil. The school will handle personal information in accordance with data protection law, its privacy notices, records-management arrangements and safeguarding duties.

Information will be shared lawfully and proportionately. Consent will be sought where required; it is not a barrier to necessary and lawful safeguarding information-sharing. When pupils move to another setting, relevant information will be transferred securely and in accordance with statutory duties and school procedures.

18. Complaints and concerns

Parents are encouraged to raise concerns initially with the class teacher and/or SENCO so that the school can discuss the issue and seek a resolution. Where concerns remain unresolved, parents may contact the Headteacher and follow the school's Complaints Policy. Concerns about provision in an EHC plan may also be raised with

the Local Authority. Parents may seek independent information, advice and support from the relevant local SEND information, advice and support service.
Nothing in this policy limits a parent's or young person's statutory rights, including rights of appeal or access to formal complaint and disagreement-resolution arrangements.

19. Monitoring, evaluation and review
The school evaluates SEND provision through review of pupils' progress and outcomes, the impact of interventions and adjustments, pupil and parent feedback, staff discussion, scrutiny of relevant records and monitoring by senior leaders and governors. Evaluation should consider progress from each pupil's starting point, participation, independence, wellbeing and access to the curriculum, not attainment data alone.
The SENCO and Headteacher will review the operation of this policy and report on SEND provision to governors as appropriate. The Governing Body will review the policy at least annually and sooner if changes in legislation, statutory guidance or school practice require it.
This policy should be read alongside the SEND Information Report, which must be kept up to date and reviewed at least annually.

20. Related policies and information
- SEND Information Report and Local Authority SEND Local Offer.
- Accessibility Plan.
- Equality, Diversity and Inclusion Policy and Equality Objectives.
- Supporting Pupils with Medical Conditions Policy.
- Safeguarding and Child Protection Policy.
- Positive Behaviour Management Policy.
- Admissions Policy.
- Complaints Policy.
- Data Protection / Privacy Notices and records-management procedures.

21. Official guidance and sources
The following official sources informed this review. The school should check the current versions when formally approving or subsequently reviewing the policy:

SEND Code of Practice: 0 to 25 years:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

- What maintained schools must publish online — https://www.gov.uk/guidance/what-maintained-schools-must-publish-online
- Equality Act 2010 — https://www.legislation.gov.uk/ukpga/2010/15
- Equality and Human Rights Commission: Technical guidance for schools in England — https://www.equalityhumanrights.com/guidance/home/technical-guidance-schools-england
- SEND reform consultation / proposals — https://www.gov.uk/government/consultations/send-reform-putting-children-and-young-people-first