



St Mary's Catholic Primary School **Policy for Special Educational Needs**

*Loved and inspired by Mary... We shine and learn as
a family of God*

'Happy are those who hear the word of God and keep it.'

Luke 11:28

We at St Mary's Catholic Primary School are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement,

We aim to achieve this by:

- Ensuring full access to the Foundation Stage, National Curriculum 2014 and R.E.
- Effective early identification of SEND and appropriate intervention through using appropriate teaching methods.
- To support children to make the best progress of which they are capable.
- Identifying pupils of all abilities who are underachieving and acting upon this.
- Liaison with outside agencies which actively support SEND pupils.
- Partnership with parents/carers in meeting the needs of their children.
- Maintaining appropriate records and monitoring pupil progress.
- Making the best use of available resources.
- Provide inclusive learning opportunities for all our pupils.
- Continue to develop a whole school approach to meeting the needs of pupils.
- Promote high aspirations and expectations for all pupils with SEND.
- Ensure that we celebrate the wide range of pupils' achievement, and that all children experience success regardless of SEND, disability or other factors that may affect their attainment.
- Create an environment in which individuals are valued, have respect for one another and grow in self-esteem.

We accept the definition of SEND as outlined in the Education Act where the term SEND refers to those children who experience difficulty in learning in comparison to their peers. At St. Mary's we are also concerned with the emotional, behavioural and physical aspects of our children's education.

"All children and young people are entitled to an education that enables them to make progress so that they: Achieve their best, become confident individuals living fulfilling lives, make a successful transition into adulthood, whether into employment, further or higher education."

From the new *Special Educational Needs and Disabilities (SEND) Code of Practice* (relating to part 3 of the Children and Families Act 2014), paragraph 6.1: www.gov.uk/government/publications/send-code-of-practice-0-to-25.

Our policy reflects the statutory requirements and the actual practice of our school. It also complies with the SEND Code of Practice 0-25 (2014.)

We at St. Mary's Primary School aim to cater for the individual learning needs of each child whilst also recognising the need for specialist provision to ensure access to all aspects of the curriculum for all children.

School Equality:

It is the responsibility of all teachers and other staff, to ensure that all children irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the greatest progress possible. At St. Mary's we have a Disability and Equality policy which is reviewed annually and we have a committee who complete annual audits.

Good practice for children with special educational needs is good practice for all children:

The SEND Co-ordinator and headteacher are responsible for the co-ordination of all matters relating to special educational needs.

The Governing Body takes an active part in the activities of the school and has appointed a Governor with responsibility for SEND, who has oversight of the special educational needs provision in school and has to ensure the full governing body is kept informed of how the school is meeting the statutory requirements.

The Headteacher and SENCo work closely with the SEND Governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCo and Headteacher identify areas for development within SEND and contribute to the school development plan. The SENCO co-ordinates provision for SEND support and Education Health Care Plan (EHC plan) pupils.

All teaching and nonteaching staff have responsibility towards special educational needs. Collectively they are responsible for differentiating the curriculum for all children including those with special educational needs and then monitoring progress. All teachers work closely with the SENCo and Teaching Assistants in order to maximise the chances of success for all children including those with SEND.

Admission Arrangements:

Pupils with SEND will be admitted to St. Mary's Primary School in line with the school's admission policy. The school welcomes pupils irrespective of their ability and anticipates that the needs of most pupils will be met within existing school provision. The school is aware of the statutory requirements of the SEN and Disability Act and meets the Act's requirements. The school building is on more than one level but where necessary, the school will endeavour to accommodate the needs of those who have a physical impairment. At St. Mary's, our facilities for disabled pupils or parents include ramps and a disabled toilet. (See our Equality and Disability policy and our Local Offer.)

- Children are admitted according to the school's criteria.
- The school operates its equal opportunities policy with regard to pupils with special needs.
- The school will use their induction process to work closely with parents and pre-schools to ascertain whether a child has been identified as having special educational needs. If the school is informed to the fact that a child may have a difficulty in

learning they will make their best endeavours to collect all relevant documentation and ensure appropriate provision is put into place for the child.

- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities.
- If additional provision is necessary, the parents and carers are always informed.
- Pupils with SEND are admitted into school and fully included unless it would be incompatible with the efficient education of other children.

Identification and assessment arrangements:

The school uses the stages advised by the revised SEND Code of Practice (2014) as the basic organising provision. A register of all pupils identified as having special educational needs is kept by the SEND co-ordinator in consultation with the class teacher.

All teachers have a key role in monitoring all aspects of pupil performance and, in particular the identification of pupil needs. Parents are kept informed at all stages.

- Initially the class teacher may discuss a pupil's need with the SENCo and makes special arrangements in class. This may involve grouping, seating, extra work in a particular area, a special programme of work, modified tasks or extra adult attention.
- At 'SEND Support' the teacher may make more detailed arrangements, drawing up a School Support Plan (SSP) in consultation with the SENCo. In addition, external advice may be sought and there may be some direct input from a specialist teacher or specialist teaching assistant and/or the Educational Psychologist. At this stage, children will usually be included in Intervention Groups.
- Where a child's needs cannot be met solely by the arrangements described above, the SENCo will make a request for more formal assessment or additional support by the L.E.A. If the child's needs are such that the L.E.A. believes that additional resourcing is to be provided then the child could be awarded an Education Health Care Plan (EHC plan), which if issued will outline the provision to be made. When formal assessment is sought a Common Assessment Framework (CAF) will be compiled and submitted to the LEA CAF team, if one is not already in place.

Assessment is central to our planning for all pupils. Through assessment we:

1. Analyse the child's needs and strengths;
2. Clarify the child's needs for different kinds of approaches or resources;
3. Provide for those needs, whilst continually assessing the child's progress.

School adopts the "assess, plan, do, review" model for any intervention.

All teachers and Teacher Assistants monitor the progress and attainment of pupils with SEN as part of their role. They ensure that the SENCo is kept informed of any concerns. Whole school pupil progress meetings are held half-termly.

Assessing special educational needs is a step to understanding and providing for the child's needs and monitoring the child's progress. Particular use is made of teacher assessment as well as:

- Pre-school/Nursery profiles
- Baseline assessments
- Foundation Stage Profiles
- SATs
- Optional SATs (QCA)
- PIVATS
- Numeracy and Literacy assessments
- Pupil progress meetings and professional dialogue
- Analyse School Performance

Roles and Responsibilities:

- The person responsible for overseeing the provision for children with SEND is Mrs A Brogden (Headteacher) and Mrs J Ellis (SENCO.)

Co-ordination:

The SENCo is responsible for a range of actions including:

- Overseeing the day-to-day operation of the school's SEND policy
- Liaising with other members of staff in coordinating the provision for pupils with SEND.
- Keeping a register of pupils with S.E.N.D and updating this
- Supporting teachers in writing SSPs and assessing pupils progress
- Monitoring records and SSPs
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents/carers and external agencies
- Liaising with early years providers and other schools
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Working with the head-teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Liaising with the SEND governor and preparing appropriate reports
- Supporting inclusive opportunities for pupils
- Organising and chairing reviews for EHC plan children
- Organising applications for EHC plans

Teachers:

The class teacher is the first point of contact for parents who have concerns about any aspect of their child's progress. The class teacher is the person with key responsibility for devising and delivering appropriate support which is matched to the individual's needs, directing the work of the support staff and for setting up review meetings with parents.

The Governing Body:

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full Governing Body is kept informed of how

the school is meeting the statutory requirements. This role is undertaken by Mrs J Fitzpatrick, who will meet on a regular basis with the SENCO. The Governors have a commitment to provide the best possible provision for all children. The SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The Curriculum Committee receives a report and update on the progress on any SEND issues.
- The SEND Policy is reviewed regularly and is in line with Government legislation.
- Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and for the efficient use of resources.

Inclusion:

The D.f.E. and the L.E.A. see inclusion as a central element in improving standards for pupils with SEND and for all pupils. We support the move towards inclusion and particularly with regard to:

- Awareness and monitoring of groups at particular risk
- Early intervention
- Provision mapping
- Attendance and punctuality
- Recognition of signs of disaffection
- Maintenance of a successful Behaviour policy
- Provision of behaviour support and Nurture group

Review Procedures:

For pupils at "SEND support" there will be a SSP in place and these are reviewed termly. Parents are encouraged to discuss the SSP with the teacher.

Where a child has an EHC plan there will be, at the minimum, an annual review carried out by the school in conjunction with the L.E.A., to which parents and external agencies are encouraged to attend. However more informal reviews are held during the year to monitor progress and inform the provision.

In all cases where an SSP is in place, a copy is forwarded to parents to encourage their involvement and support.

Criteria for Exiting the SEND Register:

The decision to remove a child from the SEND register will be made in consultation with the child, parents, staff and all professionals working with the child. A range of evidence will be considered relating to the child's progress and attainment. If it is considered that the child no longer needs to remain on the register, the class teacher will continue to monitor the child closely. The child will still receive quality differentiated teaching and may still require group intervention.

Access to the curriculum:

All pupils within the school follow the full school curriculum, including the National Curriculum 2014. The provision and delivery of the curriculum is matched to the pupils' level of ability and adapt accordingly to enable progress. At St. Mary's Primary School, we believe that appropriate

differentiation is key to achieving success. School will consider adaptations to the learning environment to best meet pupils needs. Class organization access decisions are made to ensure meaningful access to learning – well being and inclusion. Planning for pupils with SEND is integral to all planning and classroom approaches include:

- Making learning situations as realistic and meaningful as possible
- Breaking work into small steps so that pupils can experience success
- Using practical work where possible
- Using co-operative work for pupils to develop learning and social skills
- Emphasising conversation and discussion in learning
- Considering concentration of pupils
- Planning the written demands made on children
- Use of I.C.T. resources as appropriate
- Encouraging the children to become as independent as possible in their learning
- Use of any resources that would assist access to the curriculum
- Behaviour plans in place if needed/ risk assessment / Hybrid class timetables / Rainbow Room
- Consideration of learning environment
- Nurture class available if needed/ Nurture regulation opportunities as needed

SEND children have full access to a range of extra curricular activities in line with all pupils.

Integration

Pupils with SEND are an integral part of the school. Support for pupils will take place both within the classroom or out of the classroom when careful listening is required, or when attending Intervention Groups or Nurture. Where pupils come into the school with an EHCP plan every possible step will be made to integrate them fully into the school community and will be inline with St. Mary's local offer.

Pupil Transfer Procedures :

Transitions can be difficult for a child with SEND. We take steps to ensure that transition from year group to year group or from one key stage to another is as smooth as possible. This may involve staggered support and additional transition. The transition to high school is carefully planned with the needs of the children at the centre of our thoughts.

Bullying:

St Mary's have an anti-bullying policy and support all learners and families.

Allocation of resources:

The school spends its delegated SEND money in a number of ways including:

- High level of TA support
- Resources for SEN provision
- Specialist teacher support
- SEN assessments
- Speech and language therapy
- Counselling
- Nurture

Staff development:

SEN matters are incorporated into all staff development and the SENCo attends professional development courses as relevant. The School's SENCo regularly attends the MECMATs SENCO network meetings in order to keep up to date with local and national updates in SEND.

Governors ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head and SENCo.

The SENCo is kept fully up to date with matters concerning special educational needs through training and cluster meetings. This is then shared with the Head and any relevant staff. In addition the SENCo develops her skills through attending meetings with specialists and wider professionals.

Arrangements for consideration of Complaints:

Should a parent or carer have a concern about the special provision made for their child they should discuss this first with the class teacher or SENCo. Where a parent/carers is not satisfied with the outcome, the parent should address the matter to the headteacher or the SEND Governor. See also complaints policy.

External staff visiting the school:

At St. Mary's Primary School there is provision for input from:

- Educational Psychologist
- Counselling service
- The Service for Visually Impaired
- Speech and Language Therapist
- Inclusion Solutions
- SEND service
- CANW
- SENCo from feeder High School
- IEST
- MECMAT

Input is also accessed from other agencies as required, including the school nurse and Social Services.

This work is co-ordinated by the school's SENCo and integrated into the whole school.

Links with other schools:

St. Mary's has good links with local nurseries, primary schools and high schools. If pupils transfer to other schools relevant information will be passed on to their staff so that they are kept fully informed of the needs of individual pupils recorded on the SEND register. If it is thought appropriate, an early review will be held and a representative of the new school invited to ease the transition. All Year 6 children with identified special needs

have access to a review to which the high school SENCo is invited and then a rigorous transition programme is put into place.

Partnership with Parents:

The LA local offer is displayed on the school's website. Parents/carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised.

Parents/carers are kept fully informed when their child has special educational needs and they are encouraged to attend reviews, support the development of individual approaches for their child and provide help at home wherever possible. Parents/carers are always welcome to discuss any matter relating to their child's progress and they contribute to the 'working together' documents. We promote a culture of co-operation between parents and carers, schools, LAs and others. This is important in enabling anyone with SEND to achieve their full potential. We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.

Pupil participation is promoted:

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

Supporting pupils at school with medical conditions:

The school has a policy on managing the medical conditions of pupils. St. Mary's recognises that pupils at school with medical conditions should be properly supported so that they have full access to the curriculum, including school trips and physical education. The school complies with its duties under the Equality Act 2010.

Evaluation of Success of the Policy:

The current policy will be fully reviewed each academic year. In determining future policy and provision all staff will be involved in discussion, the progress of pupils on all stages of the register will be reviewed and parents/carers invited to comment. Governors will discuss progress and an annual report be made available to parents/carers.

In particular the success of the policy will be measured against the objectives stated at the start of this policy and use will be made of the following indicators:

- Pupils identified as early as possible
- Pupils make good progress against the targets set for them
- Some pupils taken off the register as a result of intervention
- Where formal assessment is undertaken, some pupils receive an EHC plan

- Support staff are effective in raising the achievement of SEN pupils in school
- Pupils enjoy their schooling and are proud of their success
- Parents/Carers express satisfaction with what is provided

This document was last reviewed January 2026.

Useful Contact Information:

- **Headteacher and SENCO: Mrs A Brogden**
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- **Chair of Governors: Jackie Fitzpatrick**
- **School website: <https://stmaryslea.mecmat.org/>**