

LONDON BOROUGH OF HAVERING



ST. URSULA'S CATHOLIC PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

"With God at the heart of our St Ursula's family, we welcome all as we learn and grow together"

Autumn 2026

“The ones who have a voice must speak for those who are voiceless”

Oscar Romero

1. Introduction:

At St Ursula's Catholic Primary School, we believe that every pupil is a unique creation of God and deserves the opportunity to achieve their full potential. This SEND policy outlines our commitment to providing high-quality education and support for pupils with Special Educational Needs and Disabilities (SEND). We strive to create an inclusive environment where all pupils can thrive, regardless of their individual challenges.

We aim to achieve this by adopting three **principles** that are essential to developing a more inclusive curriculum:

1. Setting suitable learning challenges - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
2. Responding to pupils' diverse learning needs - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities our **policy objectives** are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure the school has an Accessibility Plan in line with statutory guidelines. (see Appendix);
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEND) as early as possible;
- to use our regularly updated resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;

- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help;
- to ensure SEND provision is monitored once a term (Pupil Progress Meetings, IEP reviews)

Definition of SEND:

According to the Children and Families Act 2014, a pupil has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. This includes pupils who:

- Have significantly greater difficulty in learning than the majority of others of the same age.
- 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.

2. Identification and Assessment

Early Identification: We are committed to identifying pupils with SEND as early as possible through ongoing assessment and monitoring of progress. The school uses a collection of data (baseline assessments, statutory assessments, phonics screening, reading ages, curriculum summative tests, attendance, behaviour records, wellbeing tracker and teacher observations) alongside parental and pupil voice to identify needs. A pupil will be considered for SEND Support where progress remains significantly below expectations after high-quality classroom teaching and targeted in-class adjustments across a half term to a term, or sooner for rapidly emerging needs.

We adopt a **graduated approach** to meeting SEND. Access to the school's broad and balanced curriculum is achieved through the following 3 waves of support:

1. **Quality First Teaching:** All pupils receive high-quality teaching tailored to their individual needs.
2. **Targeted Support:** For pupils who require additional support, we implement targeted interventions and support strategies.
3. **Individual Education Plans (IEPs):** For pupils with more complex needs, we develop IEPs in collaboration with parents and external professionals.

Internal Assessment (APPENDIX 1)

This policy follows a 4-step process of Assess, Plan, Do and Review to provide extra support for pupils with special educational needs (SEND).

When a teacher or SENCO identifies a pupil with SEND, they will provide additional or different support beyond the school's usual teaching. This may include considering how homework is set to match the pupil's needs.

The school will intervene if a pupil:

- Makes little or no progress
- Struggles with literacy or numeracy skills and falls behind
- Has ongoing behaviour or emotional difficulties
- Has physical or sensory needs that affect their learning
- Has communication or relationship problems that affect their learning

Parents/carers will be informed and involved. The SENCO will assess the pupil further and may seek advice from outside specialists.

Individual Education Plan (IEP)

Individual Education Plans: IEPs will contain:

- up to three specific, measurable, achievable, relevant, time-bound (SMART) targets;
- baseline and expected outcome dates;
- teaching strategies and resources;
- staff responsible;
- evidence and success criteria; and
- pupil and parent comments.

The class teacher, in consultation with the SENCO, will draft the IEP. Reviews will occur termly and include written evidence of progress against each target, next steps and decisions (continue/change/escalate). Copies will be shared with parents within two weeks of the review."

If the pupil continues to struggle significantly, the school may request a statutory assessment from the local authority.

Statutory Assessment – At School's request (EHCP)

The SENCO will again take a leading role and will provide information to a moderating panel of Head Teachers, who will scrutinise the information provided, including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews and their outcomes (minimum of two consecutive reviews) covering at least a six month period
- an individual provision map
- the pupil's health, including a medical/mental history where relevant
- tracking of progress against our school assessment process
- attainments in literacy and numeracy

- educational assessments from an advisory specialist, support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan (EHCP) following an assessment.

Admissions:

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of an 'Education, Health and Care Plan' under the Children and Families Act 2014 and the local authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the Inclusion Manager/SENCO will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

3. Roles and Responsibilities

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfil the requirements outlined in this policy document.

Governors will fulfil their statutory duties towards pupils with special educational needs as prescribed in sections 313, 317 and 317A of the Education Act 1996 (see SEND Code of Practice 1:21). In order to do this they will develop and monitor the school's SEND policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEND governor or committee of governors taking the lead, will be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified. **Named Governor for SEND is Mrs Smith**

The Head Teacher (HT) has overall responsibility for the day to day management of SEND provision and the Accessibility Plan. The HT will work closely with the school's SEND coordinator (SENCo) and will keep the governing body fully informed about the working of this policy through the producing of termly head teacher reports. Whilst also taking into account the requirements listed by OFSTED in the Handbook for the Inspection of Schools. The EHT will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCo achieves the statutory requirements for the performance of her duties.

SENCO: Mrs L Butler (NASENCO)

Deputy SENCO: Mrs C. Kent (NASENCO)

The SENCO has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation (NaSenco training). The SENCO will be responsible for:

- the day to day operation of this policy;
- coordinating provision for pupils with SEND by working closely with staff, parents/carers and other agencies;
- providing related professional guidance to colleagues with the aim of securing high quality teaching;
- monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement;
- collaborating with curriculum coordinators to ensure learning for all children is given equal priority;
- ensuring that proper records are kept;
- contributing to the in-service training of staff;
- using available resources to maximum effect.
- Deployment of SEND teaching assistants
- co-ordinating disadvantaged pupils expenditure, EAL support (see section 6.91 CoP 2014)
- **The Responsible Person** -when the LA conclude that a pupil at the school requires an Education, Health and Care Plan (EHCP), they inform Mrs Butler/Mrs Kent who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

Teaching Staff are responsible for the progress and development of the pupils in their class, including those with SEND. They will implement strategies outlined in IEPs and provide differentiated instruction.

Parents and Carers: We believe that effective communication and collaboration with parents and carers are essential for supporting pupils with SEND. We will:

- Involve parents in the assessment and planning process for their child's education.
- Provide regular updates on progress and any changes to support strategies.
- Offer opportunities for parents to engage in workshops and training sessions to better understand SEND.

Parent Partnership Services (SENDIAS) provide impartial information and advice on SEND matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents/carers to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service.

Parents/carers will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through SENDIASS

Outside Agencies: The SENCO will oversee and liaise with Health services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staff have relevant training and there are procedures in place to support pupils.

4. Training and Development

We are committed to the continuous professional development of our staff to ensure they have the skills and knowledge to support pupils with SEND effectively. This includes:

- Regular training sessions on SEND awareness and strategies.
- Opportunities for staff to share best practises and resources.

Termly SEND CPD (Continued professional Development) sessions are led by SENDCOs or SEND specialists. There are 3 across the year. In addition to the 3 CPD sessions, Annual training is provided each September that focuses on barriers to learning and this training provides teachers with an opportunity to explore the barrier to learning for the pupils and to review and adapt strategies for the coming year.

Staff are encouraged to visit SEND schools and schools identified for their excellent SEND Support, to develop their skills and to see the use of effective strategies first hand. Schools we visit:

- Nelves Primary school ARP - Rainbow - Havering
- Hatchside School – Ilford
- Fullwood Primary School - Ilford
- Ravenscroft Primary School – Canning Town

The school provides a bank of training providers (Appendix 2) to support their support for pupils. Many of these providers provide SEND specific training through the year.

St Joseph's

The school spent two years researching and planning a new inclusion space within our school that will improve the support we can offer our children. We have developed the old ICT suite in the KS1 building into a new learning environment called St. Joseph's. This space has been designed to provide a calm and quiet environment in which pupils with additional needs will be learning. The classroom has access to the sensory room and a breakout space that can be used for more active learning or movement breaks. There are a range of resources within St. Joseph's that will allow pupils to develop their skills as well as giving opportunities for sensory input.

This space will provide pupils with intervention in an environment more conducive to productive learning. Therefore, they will access St. Joseph's for some of their school day. Pupils accessing this provision will also continue to be part of their current class for the remainder of their school day and will socialise with their peers at playtimes and lunchtimes.

A wide range of interventions will be completed whilst pupils work within St. Joseph's and they will have a daily circle time session to help develop key social skills in a relaxed environment. It is the hope that our pupils will be able to transfer the skills taught and practiced within St. Joseph's back to learning in their classroom environment.

Our inclusion space will be staffed by three experienced staff members who have had specific training to

support children with additional needs. It will also be overseen by the SENCO and deputy SENCO of the school. It is hoped that by providing this inclusion space we will also enable our pupils to improve their socialisation skills as they work alongside children at a similar level. We have planned for opportunities to promote children's independence e.g. using workstations as well as activities that can develop the targets set in Education Health and Care Plans and Individual Education Plans.

5. Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher. The governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

6. Monitoring and Evaluation

The Governors ensure that SEND provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with Special Educational Needs and Disabilities.
- The number of pupils at SEND Support or issued an EHCP in each year group.
- The movement of pupils on SEND Support/ EHCP across the categories as recorded on the school's provision map.
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples of pupils with special educational needs especially those who are Children in Care.
- The views of parents/carers expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected on PP forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

St Ursula's school policies are approved and electronically signed via our Governor Hub. If you require a signed paper copy please contact the school office.

Assess, Plan, Do and Review model of graduated intervention

- 1) An important feature of SEND support is the collection of all known information about the pupil and that those in regular contact with the pupils should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENCO identifies a pupil with special educational needs they will provide interventions 'ADDITIONAL TO or DIFFERENT FROM' those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
- 2) The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - makes little or no progress
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment
 - persistent emotional and/or behavioural difficulties which continue despite behaviour management techniques generally used in the school
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum
- 3) The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.
- 4) All information about the pupil from within the school, together with any additional information from the parents/carers will be considered.
- 5) The SENCO will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.
- 6) The SENCO will facilitate the collection of all available information about the pupil. Information will be collected from;
 - within the school, using pastoral systems and identified link staff working in departments and faculties
 - progress tracking of vulnerable groups- Pupil Progress Meeting / Cohort Action Plan
 - parents/carers and the pupil
- 7) The SENCO will take the lead in planning future support for the pupil, monitoring and reviewing the action taken.
- 8) The pupil's class teacher will be responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.
- 9) The SENCO will co-ordinate the planning of an Individual Education Plan (IEP) and help class teachers, as necessary, to set targets in discussion with parents/carers.
- 10) All staff will be involved in providing further help to pupils.
- 11) The Individual Education Plan will be discussed with the pupil and parents/carers.
- 12) The Individual Education Plan will be reviewed three times per year.
- 13) The pupil and parents/carers will take part in the review process and will be involved in setting further targets. Subsequently IEPs will reflect strategies to meet their needs and show a graduated response to those needs.

- 14)** A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENCO in consultation with teaching staff, parents/carers and pupil.
- 15)** Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at the time.
- 16)** Progress may be such that pupils are no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to pupils
- 17)** If the pupil or young person:
- Continues to make little or no progress in specific areas over long periods of time
 - Continues working at National Curriculum expectations substantially below that nationally or within our school expectations of attainment.
 - Continues to have difficulty in developing literacy and numeracy skills
 - has emotional difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having individualized management programmes.
 - has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
 - has ongoing communication or relationship difficulties, which impedes social development and acts as a barrier to learning
 - Is receiving at least £6000 of support and any pupil premium to which they are entitled

Then a statutory assessment may be sought from the Local Authority.

Training providers and Support

Havering <https://www.hes.org.uk/Training>

Havering Academy of Leadership:

<https://www.haveringacademyofleadership.co.uk/training-directory>

Brentwood Diocese:

<https://www.dioceseofbrentwood.net/departments/education/events/>

Ten:Ten: <https://www.tentenresources.co.uk/programmes/cpd/>

Seven Kings Alliance <https://sevenkings.school/learning-partnership/>

National College programme: <https://nationalcollege.com/primary>

Reach out CPD: <https://www.reachoutcpd.com/>

LGfL: <https://lgfl.net/training>

English Hub: <https://newvisionenglishhub.co.uk/school-support/training/>

The Key: <https://safeguarding.thekeysupport.com/elearning/>

The Place to Learn – Kym Scott: <https://www.kymscottconsultancy.com/>

Ruth Miskin - Read Write Inc: <https://www.ruthmiskin.com/>

Early Excellence webinars:

<https://training.earlyexcellence.com/w/uk/ondemand/>

Early Excellence: <https://training.earlyexcellence.com/w/uk/upcoming/>