



The Blessed Sacrament Catholic Primary School

Part of the Mater Ecclesiae Catholic Multi Academy Trust

# SEND Policy



## OUR MISSION

The peace, joy and love of Christ is at the heart of all that we do in our school.

Through religious education, school policy and, primarily, our culture of prayerfulness, charity, and joy, we seek to share the Gospel with our families, our parish, our community, and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other, and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture, and prayer.

Our school is animated by love and our shared faith and clear STRIVE values drive our behaviour, relationships, and learning; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we can use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God’s grace we can grow, learn, and realise our full potential.

“Now there are varieties of gifts, but the same Spirit; and there are varieties of service, but the same Lord; and there are varieties of activities, but it is the same God who empowers them all in everyone.”

**Corinthians 12:1**

## Document Control

This document has been approved for operation within:	The Blessed Sacrament Catholic Primary School		
Policy Status:	Statutory		
Approved by:	Local Governing Board		
Owner:	Nichola Bonsor – Assistant Headteacher and SENDCO		
Date Approved:		Date of Next Review:	September 2026
Review Period:	Annual	Version:	1

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2015 (0-25) and has been written with references to the following documents.

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 2014
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework Document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

In line with current reform, this policy was created by the school SENCO in liaison with; the SEN Governor, SLT, staff, pupils with SEND and parents of pupils with SEND.

### **ROLES AND RESPONSIBILITIES**

**SENCO:** Miss Nichola Bonsor

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**SEN Governor:** Mrs Lesley—Ann Stickley

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**Designated lead for Safeguarding:** Kelly Hannah

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**Children Looked After:** Miss Nichola Bonsor

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**Special Educational Needs and Disability Officer (SENDO) from the Local Authority:** Ian Phillips

01772 531 597

[Inclusion.South@Lancashire.gov.uk](mailto:Inclusion.South@Lancashire.gov.uk)

Please find Lancashire's local Offer here: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

**At The Blessed Sacrament Catholic Primary School every teacher is a teacher of every child, including those with SEND.**

At The Blessed Sacrament Catholic Primary School we believe that every pupil should have the opportunity to achieve their full potential. We want all children and adults to be part of the inclusive learning environment that we strive to create.

We place the highest value on high quality teaching for all children and actively monitor teaching and learning in school. We strive to create a curriculum and a learning environment that is flexible enough to allow for the needs of all children who are part of our school community.

The learning of all children is tracked and monitored, and all assessment is used as part of the 'assess, plan, do review' cycle to inform target setting and planning. Our whole school monitoring cycle also incorporates pupil progress meetings.

At different times in their school life, a child or young person in our school may need additional support so that they can access the curriculum. This may be due to a special educational need or disability (SEND).

The code of practice provides a definition of SEN:

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:*

*Have a significantly greater difficulty in learning than the majority of others of the same age; or 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.'*

If a child is identified as having SEND, we will work to provide provision that is additional to or different from the differentiated curriculum which is already in place, and work to overcome any barriers to learning.

**AIMS OF SEN PROVISION:**

Our vision and beliefs about the education of all children is firmly rooted in our catholic ethos. We believe in providing education for all and want to raise the aspirations of and expectations for all pupils of SEND. We focus on the outcomes for pupils with SEND and not just the hours or provision or support provided. We want children and young people with SEND to leave our school having achieved their full potential.

**OBJECTIVES:**

- To identify pupils with SEN as early as possible and put relevant and purposeful intervention in place;
- To identify children who are underachieving and identify the reasons for this;
- To support children in achieving their full potential;
- To maintain necessary records and monitor pupil progress;
- To provide full access to all areas of the curriculum;
- To work in partnership with children and parents;
- To work within the guidelines of the SEND Code of Practice (2014)
- To ensure a "whole pupil, whole school" approach to the management and provision for SEN

- To provide a Special Educational Needs Co-ordinator (SENCO)/Inclusion Manager
- To provide support and advice for all staff working with children who have special educational needs or a disability.

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Special Educational needs and provision falls into four broad areas which are outlined in the SEND Code of Practice 2014 as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and Emotional Health
4. Sensory and/or Physical

We place a significant emphasis on early identification of those children who are experiencing difficulties accessing learning and general school life.

The purpose of identification is to establish what action we need to take, not to fit children into a category or give them a label.

We identify these needs by considering the needs of the whole child and not just the special educational needs.

We consider what is NOT SEN but may still impact on progress and attainment:

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/Service Woman

The Code of Practice (2014) suggests that pupils are only identified as having SEN if they do not make expected progress once they have had adjustments made to the curriculum, quality first teaching and interventions.

Children will only be placed on the SEN Register if their needs are ‘additional to’ or ‘different from’ the quality differentiated teaching and learning opportunities. The SEN register is kept by the SENCO in consultation with class teachers.

### **A Graduated Approach to SEN**

#### **UNIVERSAL – QUALITY FIRST TEACHING**

At The Blessed Sacrament Catholic Primary School high quality teaching (Wave 1), differentiated for individual children is the first step in responding to pupils who may have SEN.

This means:

- that all teachers have the highest possible expectations for every child in their class
- that teaching is built on what children already know, can do and can understand
- different ways of teaching are in place so that children are involved in learning
- specific strategies (which may have been suggested by specialist teachers or outside agencies) are in place to support children to learn
- teachers will let parents know what their child is learning and how they are progressing

Interventions and support can never compensate for a lack of good quality teaching therefore we regularly review and monitor the quality of teaching for all pupils, including those at risk of underachieving. Good practice for SEN children is good practice for all children.

It is important to us as a school to review, and where necessary improve, teachers understanding of strategies to identify and support vulnerable pupils, and to update teachers knowledge of the SEN most frequently encountered in their classrooms.

Every child's progress is continually assessed and reviewed so any pupils showing gaps in their learning are identified. These gaps can then be addressed through targets and intervention.

The decision to make special educational provision for a child involves the SENCO, class teacher and sometimes members of the Senior Leadership Team. All the information about a child's progress from the 'assess-plan-do-review' cycle, along with national data and expectations, is considered when making decision to place a pupil on the SEN register. Parents, carers and children are invited to be involved in the decision making process through meetings and reviews (where appropriate). This level of support is termed SEN Support, it is school based and it may include additional provision at Wave 2 or 3 using programmes of intervention and support that reflect the need to access the whole curriculum.

## **TARGETED INTERVENTIONS**

Interventions:

- may be run in the classroom or in sessions outside of whole class learning.
- are planned and led by the teacher but may be delivered by a teacher or a teaching assistant.
- are usually group sessions with specific targets to help children to make progress (targets are used in both group and class work).
- are monitored and assessed by the SENCO, subject leaders and the SLT.
- during assessment week SLT analyse the data and highlight groups for interventions to be run in the afternoon by teaching assistants.

*Parents will be informed if their child is taking part in intervention.*

## **PERSONALISED – SPECIFIED INDIVIDUAL SUPPORT**

For higher levels of need we may need to make arrangements for 1:1 support time or involvement from external agencies and professionals.

- Some pupils may follow 1:1 work; such as if the child has a Statement of SEND, an Educational Health Care Plan or if they have been assessed by outside agencies.
- Children who have been identified as having Social, Mental and Emotional Health needs have access to the school nurture support worker.

External agencies that we liaise with regularly include:

- Speech and Language Therapy Service
- Occupational Therapy
- SEND Traded (LCC)
- Waite Psychology (Educational Psychologist)
- Lancashire HUB
- Lancashire Family and Well Being Support

Teachers are responsible and accountable for the progress and development for all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

### **MANAGING PUPILS NEEDS ON THE SEN REGISTER**

Every class teacher is responsible for monitoring and evidencing the progress of the children in their class. Internal and external support with this is available to all teachers and other professionals can be included in this process.

Children's attainment and progress is reviewed at least termly and next steps put in place.

Below are a range of ways that teachers do this in school:

- Individual / Group Provision Maps
- Individual Behaviour Management Plans
- Targets
- Update chronologies

These documents are kept up to date by the class teacher and reviewed if necessary by the SENCO and are updated at least termly.

The information kept on in these documents is used to inform termly pupil progress meetings.

Children and families are involved in the process through meetings and discussions about targets and next steps.

Following identification of barriers to learning and next steps the level of provision will be decided. This means that it will be decided if we are able to, as a school, meet the needs of the child internally or whether we need external support.

If we are able to meet the needs of the child internally then the 'assess-plan-do-review' cycle will be followed. This cycle will involve the class teacher using the evidencing and planning documents outlined

previously to inform the planning of lessons and interventions to support the child in achieving their next steps.

If, after two full cycles of 'assess-plan-do-review', the child is not making the expected progress then the class teacher, SENCO, SLT and parents will meet to discuss changes to the provision for the child.

Using the evidence gathered from the two cycles and through discussion we will decide whether it is appropriate to seek support from external agencies and the local SEND services.

To engage specialist support the SENCO will fill in the relevant documentation and send it off, along with any required evidence. Class teachers and parents may sometimes be required to contribute to this process.

External support is monitored by the SENCO and can involve class teachers, parents and SLT. The costing of external support is done by the school through provision maps and monitoring forms.

We will ensure that children, parents, carers and families are involved in the process as much as possible through regular discussion and meetings as appropriate.

### **CRITERIA FOR EXITING THE SEND REGISTER**

A child will be exited from the SEND register when they can access differentiation within the class and they do not need anything above and beyond what is offered to the class as a whole.

### **SUPPORTING CHILDREN AND FAMILIES**

- In accordance with the following legislation <http://www.legislation.gov.uk/ukxi/2014/1530/part/3/crossheading/sen-information-report/made> please find our schools SEN Information report on the school website and below. [https://8883638.sharepoint.com/sites/Policies/Shared%20Documents/INCLUSION/SEN Information Report 2023 2024.pdf](https://8883638.sharepoint.com/sites/Policies/Shared%20Documents/INCLUSION/SEN%20Information%20Report%202023%202024.pdf)
- Please find Lancashire's local Offer here: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>
- Admission arrangements for the school are described in the schools admission policy which can be found on the school website.

- The school welcomes pupils regardless of needs and ability and anticipates that the majority of children's needs will be met within existing school provision.
- Children with statements of SEN or EHC plans will not be discriminated against in line with the legislation outlined in the SEN and Disability Act 2001.
- There is disabled access, from the front entrance of the building to all classrooms and teaching areas of the school. The specialist teaching rooms (music and Chapel) that are upstairs would not be used by the class of a child who was unable to access them.
- Transition between classes, Key Stages and schools is fully supported by The Blessed Sacrament Catholic Primary School. The Inclusion Manager and class teachers are always available for children and families to discuss transition arrangements.
- Please find the schools policy which covers managing medical conditions here:



First Aid,  
Healthcare and Med

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

As an inclusive school with a strong Catholic ethos of equality, we recognise that children with medical conditions should be supported to have full access to the curriculum and the educational provision of the school, including trips and physical education.

Some children with medical conditions will be disabled and where this is the case the school complies with its requirements under the Equality Act 2010.

Some children with medical needs will also have SEN and may have an EHC Plan which brings together health and social care and special educational provision.

The person responsible for coordinating provision of children with medical needs is **Nichola Bonsor**.

## **MONITORING AND EVALUATION OF SEND**

The SENCO is responsible for regularly reviewing the SEND provision in school.

This is done through:

- Work scrutiny
- Planning scrutiny
- Lesson observations
- Pupil interviews
- Parent/carer interviews and discussions
- Learning walks

The SENCo feeds back to SLT and Governors following audits of provision. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

## **FUNDING**

All mainstream schools are provided with resources that they can use to support those with additional needs, including those with SEN and disabilities. The majority of these resources are determined by a local funding formula discussed with the local schools forum.

Schools have an amount defined within their overall budget, called the notional SEN budget. This is not a ring fenced amount, and is for the school to provide high quality appropriate support from the whole of its budget. (C.O.P 2014)

## **TRAINING AND RESOURCES**

Training needs and resource implications are identified through pupil progress meetings and the provision mapping process.

The appraisal process and professional discussions with teachers and support staff are also used to identify training needs. Training is put in place following these discussions and all staff are encouraged to undertake training and development opportunities.

All teachers and support staff undertake induction on taking up post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO regularly attends training to keep up to date with local and national updates in SEND.

## **STORING AND MANAGING INFORMATION**

SEND documents and pupil records are stored securely in school.

Hard copies of documents are kept in a locked filing cabinet. Electronic copies of sensitive documents are password protected and electronic document transfers are done securely.

Documentation is kept for 30 years and archive records are kept in locked cupboard. When the documents are no longer needed they are destroyed by shredding.

SEND records are stored and managed in accordance with our Information Management and Confidentiality policies.

## **COMPLAINTS PROCEDURE**

If any parent/carer has any concerns regarding the education of their child with SEND they should contact the school immediately and make an appointment to see the SENCO, the class teacher or the Head teacher in line with the school's Standard Complaint's Procedure outlined on the website.

All complaints will be dealt with sensitively and with the child's needs at the centre.

### **BULLYING**

The pastoral provision in school provides support for vulnerable families and children. We have a clear anti-bullying policy and do not tolerate bullying of adults or children in any form. If you have any concerns regarding bullying please speak to a member of staff.

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## SEND Policy

March 2024

The SEND Policy is based on best practice advice from Lancashire County Council.

The implementation of this policy will be monitored by Nichola Bonsor in consultation with SLT

This policy will be reviewed as appropriate by the FCC committee on behalf of The Governing Body.

Intended Policy Review Date – March 2025

Approved by: \_\_\_\_\_ (Headteacher)

Date: \_\_\_\_\_

Approved by: \_\_\_\_\_ (Governor)

Date: \_\_\_\_\_