

St Bede's Catholic Primary School



SEND Policy

Date updated: December 2025

Review Date: December 2026

School Mission Statement

St Bede's Catholic Primary School seeks to provide a caring Christian environment where pupils are inspired by Jesus to care, to serve and to do their best.

Rationale

At St Bede's we aim to ensure that all our pupils have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- Through reasonable adjustments, ensure equality of provision and opportunity for pupils with special educational needs and/or disabilities.
- To provide full access to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To involve parents/carers at every stage in plans to meet their child's additional needs.

Roles and Responsibilities

Mrs K McLaren is the Special Educational Needs and/or Disabilities Coordinator (SENDCO) and is responsible for overseeing the day-to-day operation of this policy.

The SENDCO will

- Meet with each class teacher to discuss additional needs and concerns and to review IEPs.
- Be alerted to newly arising concerns through, and will discuss such issues with, the class teacher.
- To monitor the quality and with SEND through classroom observation and work scrutiny.
- Liaise with parents of pupils with SEND.
- Liaise with other schools, educational psychologists, health and social care professionals and other support agencies.
- Monitor the progress of and provision for children on the SEND register.

The SENDCO is required to have specialist training in Special Educational Needs. Mrs McLaren is currently taking part in the National Professional Qualification for SENDCOs. Mrs Carly Isherwood is the link governor responsible for SEND.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her for the following reasons:

- a) They have significantly greater difficulty in learning than the majority of others the same age.
- b) They have a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream.

The Four Areas of SEND

1. Cognitive and learning
2. Social, emotional and mental health
3. Communication and interaction
4. Medical and physical

SEN Code of Practice (2014)

The revised Code of Practice was completed in 2014 and sets out guidance on policies and procedures aimed at enabling students with Special Educational Needs to reach their full potential. This replaces the SEN Code of Practice 2001, and provides a single piece of statutory guidance on special educational needs. Key changes parents/carers should be aware of are:

The Code of Practice operates under a 0-25 system, bringing together guidance into one consistent system, replacing the Statement of SEN with a new document known as the Education, Health and Care Plan.

The statutory assessment process has been shortened to twenty weeks. This means that the time local authorities have to decide whether to assess a child has been reduced by half and assessment and drafting of an EHCP has been reduced to nine weeks.

Identification of Special Educational Needs

The Graduated Response

The SEND Code of Practice (2014) highlights that all schools should follow an 'Assess – Plan – Do – Review' with regard to identifying and supporting children with SEN. This model of intervention would be triggered by concerns (underpinned by evidence) that despite differentiated learning opportunities within the classroom, a student:

- Makes little or no progress, even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty developing Literacy or Mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional, social and/or mental health difficulties, which are not met by the intervention techniques employed via the pastoral system.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The school has a system for regularly observing, assessing and recording the progress of all children, which is then used to identify children who are not progressing satisfactorily and who may have additional needs. The school's system includes reference to information provided by:

- On-entry assessment using EYFS profile.
- Progress measured against the objectives in Literacy and Maths.
- Independent work produced by the pupil.
- Standardised screening and assessment tools.
- Observations of behavioural, emotional and social development.
- Assessments by a specialist service, such as educational psychology, identifying additional needs.
- Another school or LEA, which has identified or has provided for additional needs.

Where pupils make little or no progress, despite high-quality teaching targeted at specific areas of difficulty, it may be that they have a special educational need. However, there can be many reasons for learners falling behind, including absences, worries that distract them from learning and difficulties due to medical conditions. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

If a learner is identified as having SEND, parents/carers will be invited to a meeting to share our concerns and to draw on parents' knowledge and expertise in relation to their child.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives; meet the pupils' diverse learning needs and majority of the week pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils in their class. However in order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted intervention activities planned to meet particular needs. These interventions may be run by a teacher or a trained teaching assistant. We have access to training and support for staff, based on the needs of pupils within school.

Support for children with SEND

When providing support that is additional to or different from the approaches arrangements normally provided we engage in a four stage: **Assess, Plan, Do and Review.**

Assess - this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assess

Plan - this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an IEP and will form the basis for termly review meetings, held as part of Parent/Teacher Consultations and Children/Staff Conferences.

Do - providing the support- extra assistance for learning or learning aids – as set out in the plan.

Review - measuring the impact of support provided and considering whether changes to that support need to be made.

Ranges

The SEND Range Descriptors are based on national best practice in determining the needs of pupils with SEND. They are based on the four areas of the SEND Code of Practice (2014) and on the 'golden thread' of the graduated approach of assess, plan, do and review.

Ranges help to inform the SENDCO and class teacher of the best way to support a child with a special educational need. They also help to identify if the needs of an individual child change and describe how best to plan effective support.

While the majority of learners with SEND will have their needs met in some way, some may require an EHCP needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHCP.

Intervention

The SENDCO and the class teacher will decide on the action needed to help individual children or small groups. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the class teacher or, with TA support.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCO, the child's class teacher / TA will be responsible for working with the child on a regular basis and ensuring delivery of any individualised programme in the classroom. Each session must be recorded on the child's intervention sheet. At end of each intervention period a review takes place between the class teacher, SENDCO and Headteacher in order to monitor impact and progress.

Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENDCO and they will have specific time slots to discuss Individual learning targets and progress with the SENDCO on a regular basis. The SENDCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Staff Training / CPD

Staff members receive a variety of training throughout the year in order to enable them to effectively meet the needs of our SEND learners. Training is provided from a variety of sources including:

- Educational Psychologist
- Nasen (Online Training)
- Evidence Based Education
- Training and information updates from the SENCo
- Training organised by the Trust or Local Authority
- Specific training identified by individual staff members

In addition to this, the SENDCO attends network meetings organised by the Trust and Local Authority.

Individual Education Plans or (IEPs)

Strategies employed to enable the child to progress will be recorded within an Individual education plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- The review date
- The child's views will be sought and taken into account through a pupil passport.

Review and Evaluation

Review meeting will take place every term for children whose names are on the SEN register. Parents will be invited to a review meeting where they will meet with the class teacher, SENDCO and other relevant professionals. Prior to the meeting, the views of the parents and child are sought. Together they will review and evaluate the current plans and provisions, making adjustment where appropriate. If required discussion can take place about the use of additional resources including outside agencies.

The use of Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

List of Outside Agencies

- Early Years Advisory Team
- Educational Psychology Service
- Healthy Minds Team
- Lifecycles / CYPS
- Preschool and Portgale
- Speech and Language

School request for Statutory Assessment or Education Health Care Plans (EHCP)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, e.g. from an advisory specialist support teacher or educational psychologist.
- Views of the parents. The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

Children with an EHCP will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to the secondary school, the SENCO from the secondary school will be informed of the outcome of the review.

Opportunities for Enrichment

At St Bede's Catholic Primary School, we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

Preparing for Next Steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, children and staff to ensure their transitions run as smoothly as possible.

Planning for transitions within the school will take place in the summer term. Arrangements for transition to Secondary School for pupils with SEND will be planned according to individual need.

Admission Arrangements

Admission arrangements for St Bede's Catholic Primary School are determined by the Local Authority current admission policy.

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Prior to starting school, parents/carers of children with a Statement of SEND or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

The Role of the Governing Body

The governing body challenges the school and its staff to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Monitoring and Evaluation

The monitoring of the SEND provision is part of the whole-school monitoring and evaluation timetable. When monitoring and quality assurance takes place in curriculum subject areas the quality of teaching and learning of SEND pupils is an integral part of this: book scrutinies always include a SEND pupil, the quality of support for SEND pupils is also monitored during learning walks.

In addition to this, monitoring activities of SEND provision take place throughout the school year on a termly basis. Monitoring activities consist of the following activities: pupil voice, parental survey, book review and learning walk.

In addition, the SENDCO and the named governor with responsibility for special needs meet twice yearly to monitor an agreed area of SEND provision.

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