

## **SEND Policy**



### **St. Mary's RC Primary School**

#### **Mission Statement**

- We will always open our doors wide in welcome.
- We will always love and care for each other as Jesus taught us.
- We will always place the Word of God at the heart of our School.
- We will always worship God our Father.
- We will always be witnesses to Jesus Christ by following in his footsteps.

Written by: Kevin Egan

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Approved by governors on:

Policy will be reviewed: September 2026

## **Definitions of Special Educational Needs (SEND) and Disability**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them (code of practice 2014).

The SEND policy at St Mary's reflects the principles of the 0-25 SEND code of practice (2014). **Aims and Objectives**

- To create an environment that meets the special needs of each child.
- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication and cognitive development.
- To enable all children to have full access to all elements of the school curriculum.
- To promote equal opportunities for children.
- To work with outside agencies when the pupil's needs cannot be met by school alone.
- To develop a relationship between parents, children and the school in which each has an active role to play in the education of SEND children.
- Ensure that through positive behaviour management all children are enabled to learn within a safe and caring environment.
- Enable teachers to make appropriate provision for the children through support, information and advice.
- Recognise and celebrate the achievements of all children.

## **Responsibility for Co-ordination of SEN Provision**

SEND Co-ordinator: Mr Kevin Egan SEND

Governor: Mrs Pam Kornecki

## **Role of SENDCo**

The SENDCo is responsible for:

- The daily implementation of the school SEND policy.
- Co-ordinating provision for children with SEND including writing, updating and evaluating pupil inclusion plans with class teachers.
- Liaising with and advising teaching staff and teaching assistants on SEND matters.
- Overseeing records of all children with SEND.
- Contributing to in-service training of staff.
- Liaising with parents and external agencies .
- Liaising with designated SEND governor.
- Report to governors
- Monitor SEND provision in class and intervention groups.

## **Role of the Governors**

St Mary's Primary School's Governing Body has important statutory duties towards children with special educational needs.

The Governors, working in partnership with the head teacher, have responsibility for deciding the school's policy and approach to meeting the needs of SEND children. In partnership with the head teacher and SENDCo the governing body will:

- Ensure that the necessary provision is made for any pupil who has SEND.
- Have regard to the Code of Practice 2014 when carrying out its duties towards all pupils with SEND.
- Keep governors informed about the changes to legislations.

### **Areas of Special Educational Need**

Under the SEND code of practice 2014, pupils identified as having a special educational need or disability (SEND) will be considered within one or more of the following categories of need:

#### **Cognition and Learning**

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

#### **Social, Emotional and Mental Health Difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

#### **Communication and Interaction Needs**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Aspergers syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact how they relate to others.

## **Sensory and or Physical Needs**

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with visual impairment (VI), hearing impairment (HI) or a multi sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

## **A Graduated Response to SEND**

### **Early Concerns**

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

## **How we Identify and Support Pupils with SEND**

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the schools SENDCo to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupils' parents/carers.

## **Assess, Plan, Do and Review**

Where a pupil is identified as SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of a pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

### **Assess**

- In identifying a pupil as needing SEND support, the class teacher, working with the SENDCo, should carry out a clear analysis of the pupils' needs. This should draw on the teachers' assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The Pupils' development in comparison to their peers and national data should also be considered along with the parents views and experience, the pupils' views and, if relevant, advice from external support services. These will be recorded on a pupil inclusion plan.

- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

### **Plan**

- The SENDCo together with information from the parents/carers and class teacher will decide on the interventions and support to be put in place. This will be recorded on the pupil inclusion plan.
- The pupil inclusion plan will identify the areas of need, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the plan will be reviewed.
- The plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcome.
- Parents will receive a copy of the pupil inclusion plan.

### **Do**

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo will support the class teacher in further assessment of the pupils' needs and advice on the effective implementation of support.
- The class teacher is responsible for the daily implementation of the plan.

### **Review**

- There will be a review of the plan. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Where appropriate other agencies will be asked to contribute to the review.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved in planning the next steps.
- The SENDCo together with the class teacher will revise the support in light of the pupils' progress and development.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external

agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND support. Through discussion and agreement with parents/carers the pupil will then be removed from the schools SEND register.

### **Education Health and Care Plan (EHCP)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs and/or disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an education, health and care needs assessment. Where a pupil has an education health and care plan, the local authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so St Mary's School will hold annual review meetings on behalf of Lancashire authority and complete the appropriate paperwork for this process.

### **External Agencies**

The school has many links to outside agencies. The following agencies will work alongside pupils in schools:

- Learning support service (Lancashire Inclusion Service)
- Educational Psychologist
- Speech and Language
- Occupational Therapist
- Physiotherapist
- Social Services
- Service for Visual and Hearing Impaired (Lancashire Inclusion Service)
- Behaviour Support (Lancashire Inclusion Service)
- Child Psychologist
- ASD specialist support (Lancashire Inclusion Service)
- CAMHS (child and adolescent mental health service)
- School nurse
- Attendance officers

### **Transition**

Transition is a part of life for all learners. St Mary's is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND. Transition to secondary schools for children with an EHCP (Education Health Care Plan) will be discussed with the schools SENDCo whilst in year 5 to ensure time for planning and preparation. All records of SEND children are sent on to the appropriate secondary schools.

**Send Information**

St Mary's will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their website about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.