

## **SEND Policy**



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

#### **Mission Statement**

We live learn and grow together with Jesus through:

- Showing love to all
- Encouraging friendship to include everybody
- Acting with honesty through prayer
- Being thankful for all God's gifts
- Remaining respectful through our actions
- Forgiving someone when they are sorry
- Displaying patience by being calm and caring
- Demonstrating compassion to everyone in God's family
- Leading in service by supporting our school community

Written by: Lois Quinn

Date written: September 2026

Approved by governors on: October 2026

Policy will be reviewed: Annually

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

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

#### **A child 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 generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age. St Mary's R.C. Primary School follows the principles and guidance set out in the SEND Code of Practice: 0-25 Years (2015) and is committed to ensuring that all children achieve their full potential within an inclusive, supportive and nurturing environment.

### **Aims and Objectives**

At St Mary's R.C. Primary School, we strive to ensure that every child is valued, supported and enabled to flourish academically, socially and emotionally.

#### **Our aims are to:**

- Create an inclusive learning environment where all pupils feel safe, respected and able to succeed.
- Identify and respond to emerging SEND needs as early as possible through quality first teaching, assessment and ongoing monitoring.
- Ensure that all pupils have access to a broad, balanced and ambitious curriculum.
- Promote equality of opportunity and remove barriers to learning for children with SEND.
- Provide appropriate support through a graduated approach of Assess, Plan, Do and Review.
- Work in partnership with parents, carers and pupils to ensure that support is personalised and effective.
- Collaborate closely with external agencies and professionals where additional expertise is required.
- Use EduKey Provision Map to record, monitor and evaluate SEND provision and interventions.
- Develop and review individual Learning Journeys for pupils on the SEND register, ensuring targets and outcomes are meaningful and pupil-centred.
- Support children's social, emotional and mental health needs through positive behaviour support and a nurturing school ethos.
- Provide staff with training, guidance and advice to enable them to meet a wide range of needs effectively.
- Recognise, celebrate and build upon the strengths, achievements and aspirations of all pupils.
- Prepare pupils for successful transitions between classes, key stages and educational settings.

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

SEND Co-ordinator: Miss L Quinn

SEND Governor: Mrs Pam Kornecki

### **Role of the SENDCo**

**The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for:**

- Overseeing the day-to-day operation and implementation of the school's SEND Policy.
- Coordinating provision for pupils with SEND and ensuring that support is appropriately planned, delivered and reviewed.
- Monitoring the graduated approach of Assess, Plan, Do, Review across the school.
- Supporting class teachers in identifying pupils' needs and implementing effective strategies and reasonable adjustments.
- Overseeing the creation, review and evaluation of Learning Journeys for pupils on the SEND register.
- Using EduKey Provision Map to record, monitor and evaluate SEND provision, interventions and outcomes.
- Maintaining accurate and up-to-date SEND records and ensuring confidentiality is maintained.
- Liaising with parents and carers to develop positive partnerships and ensure they are fully involved in decision-making regarding their child's education.
- Liaising with external agencies, including Educational Psychologists, Speech and Language Therapists, Specialist Teachers, Health Professionals and other support services.
- Supporting and advising teaching staff and teaching assistants on SEND provision and inclusive classroom practice.
- Coordinating and contributing to the professional development and training of staff.
- Monitoring the effectiveness of SEND provision across the school and evaluating its impact on pupil outcomes.
- Working closely with the Headteacher and SEND Governor to ensure statutory responsibilities are met.
- Reporting regularly to governors on SEND provision, outcomes and developments within the school.

### **Role of the Governing Body**

The Governing Body of St Mary's R.C. Primary School has a statutory responsibility to ensure that appropriate provision is made for pupils with Special Educational Needs and Disabilities.

**Working in partnership with the Headteacher and SENDCo, governors will:**

- Ensure that the school fulfils its duties under the Children and Families Act 2014 and the SEND Code of Practice: 0-25 Years.

- Ensure that appropriate provision is made for pupils with SEND.
- Promote an inclusive ethos where all pupils are valued and supported to achieve their potential.
- Appoint a designated SEND Governor to maintain oversight of SEND provision and developments within the school.
- Monitor the effectiveness of the school's SEND Policy and provision.
- Ensure that adequate resources are allocated to meet the needs of pupils with SEND.
- Receive regular reports from the Headteacher and SENDCo regarding SEND provision, pupil outcomes and statutory requirements.
- Ensure that the school publishes and reviews information required by SEND legislation, including the SEND Information Report.
- Keep informed of changes to SEND legislation, guidance and local authority procedures.
- Work with school leaders to ensure that pupils with SEND have equal access to a broad, balanced and ambitious curriculum.

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

The SEND Code of Practice: 0-25 Years identifies four broad areas of need. These areas are used to support the identification of pupils who may require additional or different provision to enable them to achieve their full potential.

It is important to recognise that many pupils may have needs that span more than one area and that these categories provide a framework for identifying and supporting individual needs rather than specific diagnoses.

### **Cognition and Learning**

Pupils with cognition and learning needs may learn at a slower pace than their peers and may experience difficulties in acquiring literacy, numeracy or wider learning skills.

#### **These needs may include:**

- Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia, dyspraxia and dysgraphia.
- Moderate Learning Difficulties (MLD).
- Severe Learning Difficulties (SLD).
- Profound and Multiple Learning Difficulties (PMLD).

Pupils may require additional support, adaptations to teaching, specialist interventions or personalised learning approaches to enable them to access the curriculum and make progress.

### **Communication and Interaction**

Pupils with communication and interaction needs may experience difficulties with speech, language, communication or social interaction.

#### **These needs may include:**

- Speech, Language and Communication Needs (SLCN)
- Difficulties understanding or using spoken language
- Difficulties with social communication and interaction

- Autism Spectrum Condition (ASC)

The needs of pupils within this area can vary significantly and may change over time.

Appropriate support may include visual aids, communication strategies, structured routines and targeted interventions.

### **Social, Emotional and Mental Health (SEMH)**

Some pupils may experience difficulties that impact upon their emotional wellbeing, social development or behaviour. These needs can present in a variety of ways and may affect a pupil's ability to engage with learning and form positive relationships.

**Difficulties may include:**

- Anxiety
- Low mood or depression
- Attachment and relationship difficulties
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Trauma-related behaviours
- Difficulties with emotional regulation
- Challenging or disruptive behaviour

At St Mary's, we recognise that behaviour is a form of communication and seek to understand and address the underlying needs of pupils through a nurturing and supportive approach.

### **Sensory and/or Physical Needs**

Some pupils require specialist provision because they have a disability or physical difficulty that impacts upon their ability to access learning and the educational environment.

**These needs may include:**

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disabilities (PD)
- Medical conditions that have a significant impact on access to learning

Pupils may require specialist equipment, environmental adaptations, access arrangements or support from external professionals to ensure full participation in school life.

### **Quality First Teaching**

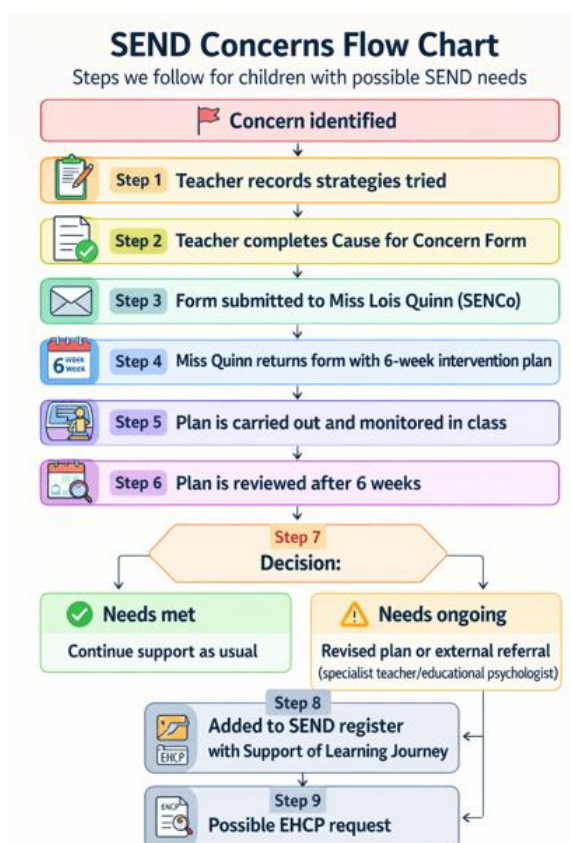
At St Mary's R.C. Primary School, high-quality teaching is the first step in responding to pupils who may have SEND.

**Teachers are responsible and accountable for the progress and development of all pupils in their class. High-quality teaching includes:**

- Effective adaptive teaching and differentiation.
- Appropriate reasonable adjustments.
- Clear modelling and instruction.
- Regular assessment and responsive teaching.

- Opportunities for repetition, retrieval and overlearning.
- An inclusive and supportive classroom environment.

Additional intervention and SEND Support will be considered where evidence indicates that a pupil requires provision which is additional to or different from that ordinarily available through high-quality teaching.



## A Graduated Response to SEND

### Early Concerns

The progress, attainment and wellbeing of all pupils are regularly monitored and reviewed. Where concerns are identified by teachers, parents/carers or external professionals, appropriate strategies, reasonable adjustments and targeted support will initially be implemented through high-quality teaching. Class teachers will maintain a record of strategies used and their impact. This information may be used to inform future discussions should concerns persist.

### Identifying and Supporting Pupils with SEND

All teachers are responsible and accountable for the progress and development of every pupil in their class.

**Where a pupil is making less than expected progress or is experiencing barriers to learning, the class teacher will:**

- Implement appropriate classroom strategies and adaptations.
- Monitor progress and attainment closely.
- Gather information from parents/carers and, where appropriate, the pupil.
- Record support and strategies already implemented.

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If concerns continue despite high-quality teaching and targeted classroom support, the class teacher will complete a Cause for Concern Form and submit it to the SENDCo.

The SENDCo will review the information provided and work collaboratively with staff and parents/carers to determine the most appropriate next steps. A targeted intervention plan may then be implemented for an agreed period, typically six weeks.

**Following review, one of the following outcomes may be agreed:**

- The pupil's needs are being met through quality-first teaching and no further action is required.
- Further intervention and monitoring are required.
- The pupil requires SEND Support and will be added to the school's SEND Register.

Where a pupil is identified as requiring SEND Support, provision will be recorded through EduKey Provision Map and an individual Learning Journey will be created outlining strengths, areas of need, desired outcomes and provision.

In some cases, assessment or advice from external professionals may be required. This may include input from Educational Psychologists, Specialist Teachers, Speech and Language Therapists, Occupational Therapists, Health Professionals or other specialist services. Parents and carers will always be consulted before referrals are made.

**Assess, Plan, Do, Review**

Where a pupil is identified as having SEND, the school will take action to remove barriers to learning and provide effective special educational provision.

Support is delivered through the graduated approach described in the SEND Code of Practice: 0-25 Years, using the cycle of Assess, Plan, Do, Review (APDR). This process enables provision to be monitored, evaluated and refined in response to a pupil's changing needs.

**Assess**

When a pupil is identified as requiring SEND Support, the class teacher and SENDCo will carry out a detailed assessment of need.

**This assessment will draw upon:**

- Teacher assessments and professional observations.
- Previous attainment and progress data.
- Information from parents/carers.
- The views of the pupil.
- Attendance, behaviour and wellbeing information.
- Information provided by external agencies where appropriate.

The pupil's progress will be considered in comparison to age-related expectations, their peers and any available national data.

Assessment information will be used to identify barriers to learning, determine areas of need and inform future planning. Information will be recorded within the pupil's Learning Journey and on EduKey Provision Map where appropriate.

Assessment is an ongoing process and will be reviewed regularly to ensure that interventions remain appropriate and effective. In some instances, a pupil's response to support and intervention provides the clearest indication of their underlying needs.

### **Plan**

The class teacher, SENDCo, parents/carers and, where appropriate, the pupil, will agree the support to be put in place.

**This will be recorded within the pupil's Learning Journey and EduKey Provision Map and will identify:**

- Areas of need.
- Desired outcomes and targets.
- Provision, adaptations and interventions.
- Strategies to be used within the classroom.
- Staff responsible for delivering support.
- Review dates.
- Involvement of external agencies where appropriate.

Parents/carers will be fully involved in the planning process and will receive information regarding the agreed support.

### **Do**

The class teacher remains responsible for the day-to-day education and progress of the pupil.

**The class teacher will:**

- Implement the agreed provision and strategies.
- Monitor the impact of support.
- Work closely with teaching assistants and other staff delivering interventions.
- Ensure that interventions complement classroom learning.

The SENDCo will provide advice, guidance and support to staff and assist in monitoring the effectiveness of provision.

### **Review**

The effectiveness of support and interventions will be reviewed regularly.

**The review process will:**

- Evaluate progress towards agreed outcomes.
- Consider the views of the pupil and parents/carers.
- Evaluate the quality and impact of provision.
- Consider advice from external agencies where appropriate.
- Identify any amendments required to future provision.

Following review, the class teacher and SENDCo will revise support and update the pupil's Learning Journey and provision records as necessary.

Where there is limited or insufficient progress despite targeted intervention and SEND Support, the school may seek advice or assessment from external specialists. Parents/carers will always be consulted prior to any referral.

### **Exiting SEND Support**

Where a pupil has made sustained progress and no longer requires provision that is additional to or different from that ordinarily available through high-quality teaching, consideration will be given to removing the pupil from the SEND Register.

This decision will be made collaboratively between the school, parents/carers and, where appropriate, the pupil. The pupil's progress will continue to be monitored to ensure that they are able to maintain positive outcomes.

### **Education, Health and Care Plans (EHCPs)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet a pupil's special educational needs, the pupil continues to make limited progress, the school and parents/carers may consider requesting an Education, Health and Care (EHC) Needs Assessment from the Local Authority.

An EHC Needs Assessment may be appropriate when a pupil requires provision that is additional to and different from that which can reasonably be provided through the resources ordinarily available to the school.

### **The decision to request an EHC Needs Assessment will be based on evidence gathered through the graduated approach, including:**

- Assess, Plan, Do, Review cycles
- Cause for Concern forms and intervention reviews.
- Learning Journeys.
- EduKey Provision Map records.
- Intervention reviews and impact evidence.
- Advice and reports from external professionals.
- The views of parents/carers and the pupil.

Where a pupil has an Education, Health and Care Plan (EHCP), the Local Authority is legally required to review the plan at least annually.

St Mary's R.C. Primary School will work closely with Lancashire County Council, parents/carers, the pupil and all relevant professionals to ensure that annual reviews are carried out effectively. The school will organise annual review meetings and complete all required documentation in accordance with Local Authority guidance.

### **External Agencies**

St Mary's values the support and expertise provided by a range of external agencies and specialist services. These agencies may be involved where additional assessment, advice or intervention is required to support a pupil's needs.

**Services accessed by the school may include:**

- Lancashire Inclusion Service.
- Educational Psychology Service.
- Specialist Teacher Service.
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- Service for Children with Visual Impairment.
- Service for Children with Hearing Impairment.
- Physical and Sensory Support Services.
- Autism Specialist Teaching Team.
- Child and Adolescent Mental Health Services (CAMHS).
- School Nursing Service.
- Children's Social Care.
- Attendance and Inclusion Services.
- Early Help and Family Support Services.
- Health Professionals and Paediatric Services.
- Lancashire SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).

Lancashire SENDIASS provides free, impartial information, advice and support to children, young people and parents/carers regarding SEND matters and educational provision.

Parents/carers will always be consulted and involved before referrals are made to external agencies, unless safeguarding considerations require alternative procedures to be followed.

**Transition**

At St Mary's, we recognise that successful transitions are essential to ensuring that all pupils, particularly those with SEND, feel confident, secure and prepared for the next stage of their education. Transition support is carefully planned and tailored to meet individual needs.

**This may include:**

- Additional visits to new classrooms or educational settings.
- Transition meetings involving parents/carers and professionals.
- Transition booklets, photographs and visual supports.
- Information sharing between staff and settings.
- Enhanced transition programmes for vulnerable pupils.
- Pupil-centred discussions to ensure that children's views are considered.

For pupils transferring to secondary school, the SENDCo will work closely with receiving schools to ensure that information is shared effectively and that appropriate support is in place from the outset.

Where a pupil has an EHCP, transition planning will begin early, typically during Year 5, to ensure sufficient time for consultation, planning and preparation. The SENDCo will liaise with families, receiving schools and external professionals to support a successful transition.

All relevant SEND records, Learning Journeys, professional reports and provision information will be shared with the receiving setting in accordance with data protection requirements.

### **Accessibility**

St Mary's R.C. Primary School is committed to ensuring equal access and opportunities for all pupils.

**The school's Accessibility Plan outlines how the school will:**

- Improve access to the curriculum for pupils with disabilities.
- Improve the physical environment of the school.
- Improve the availability of accessible information to pupils, parents and carers.

The Accessibility Plan is reviewed regularly and is available on the school website.

### **SEND Information Report**

St Mary's R.C. Primary School will publish a SEND Information Report on the school website in accordance with the Special Educational Needs and Disability Regulations 2014.

**The SEND Information Report provides parents, carers and professionals with information about:**

- The school's arrangements for identifying and supporting pupils with SEND.
- The provision available for pupils with SEND.
- The school's graduated approach to SEND support.
- Arrangements for consulting with and involving parents, carers and pupils.
- Access arrangements and inclusion.
- The involvement of external agencies.
- Transition arrangements.
- Complaints procedures.
- Contact details for further information and support.

### **Complaints**

The school aims to work collaboratively with parents and carers to resolve concerns at the earliest opportunity.

Parents/carers who have concerns regarding SEND provision should initially discuss these with the class teacher and SENDCo. If concerns remain unresolved, parents/carers may follow the school's Complaints Procedure.

Information regarding mediation and disagreement resolution services can be obtained from Lancashire County Council and Lancashire SENDIASS.

***The SEND Information Report will be reviewed annually and updated whenever significant changes occur to SEND provision, local authority guidance or statutory requirements.***

