

St Catherine of Siena Catholic Primary School

Special Educational Needs and Disabilities (SEND) Policy

2025-26

Introduction

At St Catherine of Siena Catholic Primary School we aim to meet the needs of all pupils including those with Special Educational Needs and Disabilities (SEND). All pupils are entitled to a broad and balanced curriculum and the staff at our school recognise the need for 'teaching to be of a high quality, differentiated and personalised, to meet the needs of the majority of pupils and understand that some pupils need educational support that is additional or different to this.' (SEND Code of Practice for 0-25). As a school we aim to ensure that such provision is made for those who need it and every teacher is responsible for ensuring that every pupil accesses this entitlement.

As a Catholic school, we understand that the Gospel values underpin all aspects of our school life and we welcome all pupils and families into our community. We recognise that every pupil is a gift from God and as such should belong and participate in all aspects of school and parish life. We believe that happy, respected, confident and motivated pupils work harder and make best progress. At St Catherine of Siena Catholic Primary School, we endeavour to include all pupils in the religious life of the school by enabling them to take part in the R.E. curriculum, assemblies, masses, prayers, worship and Sacramental preparation. In order to do this, many steps are taken to support them through their learning journey. We are fully committed to working in partnership with our parents as we see them as an invaluable resource in supporting their pupil's education and well-being. We aim to consult with our parents on a regular basis to ascertain their views and keep them fully informed about their pupil's progress and development.

Our aims and objectives:

In making provision for pupils with SEND, our aims and objectives are:

- to maintain the graduated process of assessment and review, as outlined in the Code of Practice;
- to create a learning environment that meets the special educational needs of each pupil;
- to develop a system for early identification and assessment of a pupil's special educational needs;
- to work in partnership with parents, actively encouraging their participation in supporting their pupil's education;
- to ensure, that all school staff understand and fulfil their roles and responsibilities in providing for pupils' special educational needs;
- to seek support from outside services, when required, so that the pupil's needs are addressed as early as possible;
- to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- to enable all pupils, including those with SEND, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- to ensure that our pupils have a voice in deciding how their individual needs might best be met;
- to ensure that all necessary resources are made available to meet pupils' individual needs;
- to ensure data protection and confidentiality for the pupils on the SEND register;
- to maintain regular contact with the SEND governor.

Admission Arrangements

St Catherine of Siena RC Primary School has adopted the criteria set out in the Archdiocese Admissions Policy. The school does not prioritise on the grounds of ability. If a pupil has a learning difficulty or learning disability for which specialist teaching or equipment is essential but not available within the school's resources, the school will liaise with the LA to secure the best possible resources for the pupil.

Identifying Pupils with Special Educational Needs or Disability

The Code of Practice states:

'A pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has 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 schools.'

The Code of Practice identifies four broad areas of need:

1. Communication and language
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many pupils have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others, the precise nature of their need may not be clear at the outset. At our school, we consider the needs of the whole pupil, which will include things that are not necessarily SEND but will also impact on a pupil's progress and attainment –

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium
- Being a pupil of a serviceman/woman

A Graduated Approach to SEND

At St Catherine of Siena RC Primary School, we follow a graduated response to SEND provision as outlined in the SEND Code of Practice.

Most pupils who join our Reception class have already received pre-school educational provision where any particular individual needs may already have been assessed. All pupils are assessed through our normal processes when they enter our school, so that we can build upon their prior learning and any special provision already made for them.

When planning, teachers will set suitable learning challenges and respond to pupils' needs. All pupils receive inclusive quality first teaching, as outlined in our GMAIP (Greater Manchester Ordinarily Available Inclusive Practice) document, in our school and most will make at least expected progress. Some of our pupils have particular learning difficulties that could create barriers to learning. In such instances, the class teacher will identify a pupil's need and make arrangements for any adjustments or interventions which should enable the pupils to participate effectively in all curriculum activities. This is informed by Wigan's Additional Practice Toolkit. Teaching Assistants may be allocated to work with the pupil in a 1-1 basis or small focus group to target more specific needs.

Early identification of special educational needs is vital. The school informs the parents or carers at the earliest opportunity to alert them to concerns about a pupil's progress or additional needs and seeks to enlist their active help and participation. From here, any children who we have initial concerns about will be added to our 'Monitoring register' and we will closely monitor their progress whilst including any external agencies if necessary.

If our assessments indicate or confirm that a pupil has a significant longer term learning difficulty, we continue to use strategies to support them, but will plan more specialist individualised provision, designed to meet their specific needs. The specialist provision which children may need will be identified through use of Special Educational Need descriptors. Pupils who are identified as having these additional needs will be included on our SEND Register at the SEN Support stage, and parents will be made fully aware of this designation and the outcomes of our assessments. The pupil's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed of the provision. The SENDCO will oversee the planning and provision for the pupil, and take the lead in further assessments of their needs if necessary.

The provision for an individual on our SEND Register will be recorded on their Pupil Passports. A Pupil Passport contains specific individual targets for each pupil and will be shared with parents/guardians of pupils. When a pupil has been identified as having a specific area of difficulty, specific targets will be set relating to overcoming their barriers to learning. This Pupil Passport sets out their targets relating to their areas of need for the term and may include information on additional support and/or provision that may be provided, if required. These Pupil Passports will be evaluated and updated on a termly/half termly basis by the class teacher with support from the SENDCO if required. The updated Pupil Passports will then be shared with parents and they will sign to evidence that their child's targets and interventions have been shared with them.

If a pupil is identified as not making sufficient progress over time, with interventions in place and appropriate resources being used to support the pupil, a request will be made for assessment or specialist support from external agencies. These services come from Wigan's TESS team (Targeted Educational Support Service) or their outreach service. This could be English or maths based, cognitive understanding or behaviour support. Parental permission is always sought before requesting this involvement. This may lead to additional strategies or strategies that are different from those that we have been using at school. External support services will provide information which will be included on the Pupil Passport if appropriate. Any new recommended strategies will, wherever possible, be implemented within the pupil's normal classroom setting or through individual/small group work with the class teacher or a teaching assistant. Sometimes the external agencies will come in and work with pupils individually over a period of time to implement some strategies which the school will then continue with their own support staff.

If a pupil continues to demonstrate significant cause for concern, involvement from an Educational Psychologist can be requested. Recommendations and further strategies would then be put into place in class and in small group/1-1 work with a Teaching Assistant and a review of the Educational Psychologist recommendations will take place after each term for up to two terms.

After involvement from an Educational Psychologist, school may decide to have a pupil assessed for an Education Health Care (EHC) Plan. The local authority must conduct an assessment of education, health and care needs and prepare an Education Health and Care plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan. This is likely to be where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream schools. The accounts of pupils and parents will be taken into account at all stages.

The Senior Leadership Team (SLT) – the head teacher and deputy head teacher - hold termly Pupil Progress meetings with class teachers to ensure pupil progress of all groups, for example vulnerable pupils. Here the impact of the interventions is discussed and adapted if needed.

Managing the SEND Register

The SENDCO will provide governors with regular summaries of the impact of the policy on the practice of the school.

Each pupil's progress will be reviewed at termly Pupil Progress Meetings with the Senior Leadership Team.

Pupil Passports will be reviewed half termly by staff and termly with parents and amended to reflect the needs of the pupil as necessary by the class teacher, with support from the SENDCO, following the guidance outlined in the Code of Practice.

Educational Inclusion

Throughout curriculum provision, we will respect the fact that pupils

- have different educational and behavioural needs;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

At St. Catherine of Siena Catholic Primary School, we provide equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour / views are positively encouraged. All pupils will have equal opportunity to reach their full potential regardless of their race, gender, cultural background, ability or any physical or sensory disability. Pupils with special needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning which can hinder a pupil's learning, by following specific programmes or seeking advice from parents/outside agencies and other professionals in order to cater for their individual needs.

Teachers will respond to pupils needs by:

- providing them with the support that their needs require;
- developing their understanding through the use of available resources and by providing necessary learning experiences;
- planning for their full participation in learning, including physical and practical activities;
- helping them to manage their behaviour and emotions and take part in learning effectively and safely.

Throughout the Early Years Foundation Stage, pupils' progress is closely monitored, using the Foundation Stage Profile. This means that pupils who may need extra support can be identified at an early stage.

Storing and Managing Information

Class teachers will keep copies of information and assessments relevant to their teaching of each pupil in their class SEND folders. Class teachers will have access to all information regarding external reports and recommendations through SEN files of the children which will be kept in secure storage and managed by the SENDCo. All Pupil Passports will be kept securely on the school computer network.

Confidential information and more extensive information will be stored securely within school.

Roles and Responsibilities

The roles of staff with SEN responsibilities are outlined below:

Class Teacher

The class teacher is responsible and accountable for providing Quality First Teaching including:

- High quality teaching which is differentiated to each pupil's individual need
- Adapting the learning environment to meet individual needs
- Monitoring the progress of pupils and identifying, planning and delivering any additional support/intervention
- Devising and updating Pupil Profiles to prioritise and focus on the next steps required for individual pupils to make progress

SEND Team including Special Educational Needs Coordinator (SENDCO): Mrs Paula Cunningham/Mr Martin Hughes

The SENDCO is responsible for:

- Coordinating provision for pupils with SEND and developing the school's SEND policy
- Liaising with a range of outside agencies who can offer advice and support to help pupils overcome difficulties
- Providing opportunities for whole school training to ensure that all staff are confident about meeting a range of individual needs
- Working as part of the Senior Leadership Team to monitor the progress and effectiveness of provision
- Ensuring that parents are:
 - Involved in supporting their pupil's learning
 - Kept informed about the level of support their pupil is receiving
 - Included in reviewing their pupil's progress
 - Consulted about transitions to new class or school

Head Teacher: Mrs Sue Leck

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND
- Liaising closely with the school SENDCO
- Attending individual pupils review meetings when deemed appropriate

SEND Governor: Mrs Stef Evans

The SEND Governor is responsible for:

- Supporting the school to evaluate and develop their provision for pupils with SEND

- Liaising closely with the school SENDCO and other relevant members of staff

The role of the governing body

The governing body aims to secure the necessary provision for any pupil identified as having special educational needs and disabilities. The governors have a duty to make provision for pupils with special educational needs and disabilities and they will consult the LA and other schools when appropriate.

The governing body admits pupils with special educational needs and disabilities into school in line with the school's agreed admissions policy.

The governing body has regard for the Code of Practice when carrying out its duties towards all pupils with special educational needs.

Allocation of Resources

The SENDCO is responsible for the operational management of any special needs resources that are needed within the school, including the provision for pupils with an Education Health Care Plan (EHCP).

The Head Teacher will inform the governing body of how the funding allocated to support special educational needs is to be used.

The Head Teacher and the SENDCO will meet to discuss how to use funds directly related to statements/ Education Health Care Plans.

Partnership with Parents

On the school website, parents can access our SEND Local Offer which outlines how our school caters for the needs of the pupils with SEND at our school.

At all stages of the process, the school keeps parents informed and involved in their pupil's needs, encouraging them to make an active contribution to their pupil's education. The stages of the process at St Catherine's can be seen on our SEN flowchart.

Parents are kept informed of the targets on their pupil's Pupil Passport which are shared along with evaluated targets in the autumn, spring and summer terms and discussed at separate extended parent meetings. Teachers or the SENDCO will readily explain targets to parents if there are any queries.

We keep parents informed of any outside interventions and we provide clear information relating to their pupil's needs.

Pupil participation

At our school, we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities.

Pupils are involved in an appropriate way in agreeing targets in their Pupil Passports and in the termly review meetings. Children are encouraged to review their own progress against their targets

and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

Training

Provision will be incorporated into the school development plan as appropriate and is delivered in the following way:

- In school/ courses/ external consultancy
- The SENDCO and other identified members of staff attend courses in order to increase their expertise and knowledge with regard to SEN
- The SENDCO also attends termly network meetings led by the LA

Transition

Transition can be a particularly anxious time for children and young people with SEND and we aim to provide as successful and smooth transition as possible.

For pupils new to the school where an additional need has already been identified, a transition review will take place prior to the pupil's admission. The parents will also have the opportunity to meet with the class teacher and SENDCO to plan the provision or support needed for their child.

If your child is moving schools, we will always contact the new school's SENDCO and share information about the type of provision that is required to address your child's needs. If appropriate, additional transition visits can be arranged for your child so they can experience their new school before moving. This will be arranged with the new school. All information we have on record will be passed on to the new school even if your child is no longer requiring SEN support. Transition days are organised with the local Secondary schools for all pupils and additional transition days are arranged for pupils with SEND.

When moving to a new class in the same school information sharing sessions will take place with the new class teacher. Regular opportunities will be provided in the summer term for your child to meet their new teacher and, if appropriate, transition work books will be completed.

In some cases multi-agency meetings may be arranged to create a more detailed transition plan.

Monitoring and review

The SENDCO monitors the progress or difficulties of children on the SEND register. They provides staff and governors with regular summaries of the impact of our policy on the effectiveness of our SEND provision.

The SENDCO is involved in supporting teachers in preparing Pupil Passports for the children in their class. The SENDCO and the Head Teacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs hold termly meetings.

The governing body will review this policy every three years, or sooner if necessary, or in response to changes in national SEND policy.

Complaints

Parents / carers wishing to discuss any aspects of their pupil's progress should, in the first instance, make an appointment to speak with the class teacher. If they wish to pursue the matter further they should speak to the SENDCO or Head Teacher. Parents have the right to make a formal complaint in writing to the Chair of Governors if they so wish or to the Local Authority if they are dissatisfied with school provision.

Date to be reviewed: September 2026