



Sacred Heart
Catholic Primary School
Together we live and learn; we play and pray

Special educational needs and disabilities (SEND) policy

Reviewed March 2026

Date of next review March 2027

1. Aims and objectives

At Sacred Heart Catholic Primary School, we believe that every child is made in God's image and that each child has individual and unique needs. We recognise that a significant proportion of children will have special educational needs and/or disabilities (SEND) at some point during their school career. Some pupils may require support throughout their time in school, while others may need additional help for a shorter period to address temporary needs. To enable pupils to achieve their full potential, we identify needs early and plan appropriate provision.

We aim to provide all pupils with strategies to understand and manage their needs within a supportive environment, and to ensure meaningful access to the National Curriculum. In particular, we aim to:

- enable every child to experience success
- promote confidence, resilience and positive attitudes to learning
- ensure that all pupils, whatever their needs, receive appropriate provision through a broad and balanced curriculum that is relevant, differentiated and demonstrates coherence and progression
- provide pupils with SEND equal opportunities to participate in all aspects of school life, as far as is appropriate
- ensure that pupils with SEND have opportunities to receive and share information, express an opinion, and have that opinion considered in matters affecting them
- support pupils with SEND to fulfil their aspirations and achieve their best
- identify, assess, record and regularly review pupils' progress and needs
- communicate effectively with pupils with SEND and their parents/carers, involving them in discussions and decisions about provision and support
- work collaboratively with parents/carers, professionals and external services
- support pupils with SEND to become confident individuals living fulfilling lives
- ensure that responsibilities for SEND held by all staff and governors are understood, implemented and maintained
- ensure that this policy is understood and implemented consistently by all staff

Relationship to other policies

This policy should be read alongside the school's SEND Information Report (published on the school website) and the policies for teaching and learning, curriculum, equality, assessment and behaviour. The school's Accessibility Plan is integral to this policy.

2. Vision and values

Provision for pupils with SEND is a responsibility shared across the whole school. All leaders are leaders of SEN, and all teachers are teachers of pupils with SEN. Class teachers are responsible for meeting the needs of pupils with SEND within their class and for recognising that needs may present differently across subjects, contexts and learning situations. All staff support pupils with SEND and follow the school's procedures for identifying, assessing and making provision to meet those needs.

At Sacred Heart Catholic Primary School, we provide all pupils with access to a broad and balanced curriculum. We aim to equip children to “know and remember more” through high-quality teaching and carefully planned learning experiences. We are committed to ensuring that every pupil has the opportunity to thrive and is supported to meet their full potential. We promote an inclusive culture in which provision is tailored to pupils' needs and strengths, no matter how varied.



3. Legislation and guidance

This policy is based on the statutory **SEND Code of Practice: 0 to 25 years (2015)** and is informed by the following legislation and guidance:

- **Children and Families Act 2014** (Part 3), which sets out schools' responsibilities for pupils with SEND
- **Special Educational Needs and Disability Regulations 2014**, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- **Equality Act 2010** (including section 20 on reasonable adjustments), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- **Public Sector Equality Duty** (section 149 of the Equality Act 2010), which sets out duties to eliminate discrimination, advance equality of opportunity and foster good relations
- **Governance Handbook**, which outlines governors'/trustees' responsibilities for pupils with SEND
- **School Admissions Code**, which sets out the duty to admit pupils where the school is named in an EHC plan and not to unfairly disadvantage pupils with disabilities or special educational needs

4. Inclusion and equal opportunities

The achievement, attitude and well-being of every person in our school matters. This is reflected in our Christian ethos and values, with the teachings of Jesus at the centre of all we do. Our approach to inclusion is rooted in the belief that all children can achieve, grow and excel. We are committed to providing high-quality teaching for all pupils, and we expect all teachers to see themselves as teachers of pupils with SEN.

At Sacred Heart Catholic Primary School, we aim to ensure that all pupils gain the skills and knowledge to become lifelong learners who can contribute meaningfully to life in modern Britain and be a positive influence on our world.

Our inclusive approach means staff consistently seek to identify and remove barriers to learning. We value pupils equally in relation to their individual needs and strengths. We regularly review and adapt teaching approaches, the learning environment, routines and expectations for behaviour so that every child feels confident, happy and secure.

Adaptations are informed by the school's core offer and are based on **Ordinarily Available Inclusion Provision (OAIP)**. These are implemented through a graduated response, as outlined in the **SEND Code of Practice (2015)**.

We develop staff expertise through ongoing professional development in pedagogy and inclusive practice. SEN and inclusion are central to staff training, regardless of the specific training focus. In line with the **Equality Act (2010)**, we make reasonable adjustments to teaching, the curriculum and the school environment so that pupils with SEND are included in all aspects of school life and are supported to achieve their full potential.

5. Definitions

5.1 Special educational needs (SEN)

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

A pupil 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
- 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.

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 in mainstream schools.

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal daily activities.

The school will make reasonable adjustments for pupils with disabilities so that they are not placed at a substantial disadvantage compared with their peers.

5.3 The four broad areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils may have needs that cut across more than one area and these may change over time. Interventions and strategies are selected to match the pupil's area(s) of need at the relevant time.

Area of Need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

Area of Need	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO is Megan Randall.

The SENCO will:

- work alongside class teachers to identify pupils with SEN and liaise with parents/carers about needs and provision
- work with the headteacher and SEN link governor to support the strategic development of SEN policy and provision
- have day-to-day responsibility for the operation of this policy and coordination of provision for pupils with SEN, including those with EHC plans
- provide professional guidance to colleagues and liaise with staff, parents and external agencies to ensure pupils receive appropriate support and high-quality teaching
- advise on the graduated approach and effective strategies and adaptations for individual pupils
- advise on deployment of budget and resources to meet needs effectively
- act as a point of contact for external agencies and work with them to secure appropriate provision
- support transitions and ensure timely transfer of SEN information when pupils move settings
- support compliance with the Equality Act (2010) regarding reasonable adjustments and access arrangements
- ensure SEN records are accurate and up to date
- support identification of staff training needs and contribute to CPD planning
- review and evaluate the impact of SEN support and contribute to the school's SEN Information Report
- review patterns of SEN identification and use this to strengthen quality of teaching

6.2 The Local Governing Body

The Chair of Governors is: Tracy Cavanagh

The local governing body is responsible for ensuring statutory duties are met. This may be delegated to a committee or individual. Responsibilities include:

- co-operating with the local authority in reviewing local provision and developing the local offer
- doing all it can to ensure that every pupil with SEND gets the support they need
- ensuring pupils with SEND engage in school activities alongside pupils who do not have SEND
- informing parents when the school is making special educational provision
- ensuring arrangements are in place to support pupils with medical conditions
- ensuring access to a broad and balanced curriculum
- ensuring a clear approach to identifying and responding to SEND
- ensuring accurate recording and review of SEND provision and impact
- publishing the SEN Information Report and accessibility arrangements on the website
- ensuring a qualified teacher is designated as SENCO and monitoring effectiveness
- determining how resources are used to support pupils with SEND

6.3 The SEN Link Governor

The SEN link governor is James Bates

The SEN link governor will:

- raise awareness of SEN issues at governing board meetings
- monitor the quality and effectiveness of SEN provision and report to the governing board
- work with the headteacher and SENCO on strategic development of SEN policy and provision

6.4 The Headteacher

The headteacher is Maureen Collier.

The headteacher will:

- work with the SENCO and SEN link governor to determine strategic development of SEN provision
- ensure the school meets its responsibilities under the Equality Act (2010)
- have overall responsibility for SEN provision and pupil progress
- oversee the notional SEND budget and additional funding
- ensure the SENCO has sufficient time to fulfil duties
- maintain an overview of pupils on the SEND register
- liaise with the local authority where EHC needs assessment or reviews are required

- support CPD planning related to SEN
- review and evaluate SEN support and contribute to local offer development
- identify patterns of SEN identification and use these to strengthen teaching quality

6.5 Class teachers

Each class teacher is responsible for:

- planning and delivering high-quality teaching, differentiated through a graduated approach
- the progress and development of every pupil in their class
- working closely with teaching assistants and specialist staff to plan and evaluate interventions and link these to classroom teaching
- working with the SENCO to review progress, needs and provision
- using advice from external agencies and incorporating it within the assess–plan–do–review cycle
- following this policy and the SEN Information Report
- communicating regularly with parents/carers to set outcomes, review progress, agree responsibilities and consider aspirations

6.6 Parents and carers

Parents and carers should contact the class teacher in the first instance if they have concerns about their child's progress or development.

Parents/carers of pupils on the SEND register will be offered regular opportunities to contribute information and express their views. They will be:

- invited to termly review meetings
- asked to share information about support outside school and changes in needs
- supported to agree aspirations and outcomes with school staff
- provided with an annual report on progress

The school will consider parent/carer views in decision-making. The selection and delivery of provision remains the responsibility of the school and delegated staff.

6.7 The pupil

Pupils will be supported to share their views about their needs and the support they receive. This may include:

- describing strengths and difficulties
- contributing to setting outcomes
- attending review meetings (where appropriate)
- providing feedback on interventions

Pupils' views will be considered in decisions affecting them wherever possible.

7. SEN Information Report

The school publishes a SEN Information Report on its website explaining how this policy is implemented. The report is reviewed annually and updated as soon as possible after any significant change.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We assess each pupil's current skills and levels of attainment on entry. This builds on information from previous settings and key stages. We also consider whether the pupil may have a disability and what reasonable adjustments may be required.

Class teachers regularly assess progress and identify pupils whose progress:

- is significantly slower than peers from the same starting point
- does not match or exceed their previous rate of progress
- does not close attainment gaps
- shows widening gaps

Progress in wider development and social needs is also considered.

Where a pupil makes slow progress, teachers first provide targeted support through high-quality, differentiated teaching. If progress remains limited, teachers discuss concerns with the SENCO to consider whether the pupil may have SEN and whether specialist advice is needed. Parents/carers will be involved at an early stage.

Slow progress and low attainment do not automatically mean a pupil has SEN. We also consider short-term factors that may affect learning or behaviour (e.g. bullying, bereavement). Staff take particular care when identifying SEN in pupils whose first language is not English.

When deciding whether special educational provision is required, we start with desired outcomes, expected progress, and the views of the pupil and parents/carers. We determine whether needs can be met through adaptation within our core offer or whether additional provision is required.

Where pupils join the school and have identified SEN, are known to external agencies, or have an EHC plan, the school works with relevant professionals to ensure information is transferred and support is planned promptly.

8.2 Consulting and involving pupils and parents

We place the interests of the pupil at the heart of all SEN decision-making. When identifying whether a pupil needs special educational provision, we hold an early discussion with the pupil and parents/carers to ensure:

- a shared understanding of strengths and difficulties
- consideration of parent/carer concerns
- clarity about desired outcomes
- agreement about next steps

Listening to children

As a Catholic school, we promote a values-based education that supports inclusion and raises aspirations. Pupils contribute to class charters and school rules at the start of each year. We also have a democratically elected School Council which represents pupil views and supports participation in decision-making.

Young carers

The school recognises that young carers may experience additional pressures which can affect wellbeing and learning. We provide a Young Carers club, led by our wellbeing team, to offer support and connection. Further details are available on the school website.

8.3 The graduated approach to SEN support

Once a pupil is identified as having SEN, we take action to remove barriers to learning and put effective provision in place. Support follows the graduated approach cycle:

1. **Assess** – The class teacher and SENCO analyse needs, considering pupil and parent/carer views and, where appropriate, advice from external services.
2. **Plan** – Adjustments, interventions and support are agreed, including outcomes and a review date. Information is recorded using APDR documentation and One Page Profiles, and shared with relevant staff.
3. **Do** – The class teacher retains responsibility for progress. Where support is delivered by others, the teacher works closely with them to plan and evaluate impact and links to classroom learning.
4. **Review** – Impact is evaluated against outcomes, incorporating views of pupils, parents/carers and staff. Provision and outcomes are adjusted as needed.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN support are recorded on the school's SEND register. Needs are met through the graduated approach. Where in-school expertise is insufficient, external specialist involvement is

considered promptly. Provision is funded from the school's notional SEND budget and recorded using census code K.

Education, Health and Care (EHC) plan

Pupils requiring provision beyond school-based SEN support may need an EHC plan. This is a legal document setting out needs, provision and outcomes.

Referral for an EHC needs assessment

Where pupils have lifelong or significant needs requiring multi-agency assessment, the school may request statutory assessment (parents/carers may also request this). Applications draw on evidence from parents, school staff, the SENCO and relevant professionals. Parents/carers have the right to appeal decisions about statutory assessment.

(Reference to the Local Offer can be included here or in an appendix.)

8.5 Evaluating the effectiveness of SEN provision

We evaluate effectiveness by:

- completing the review stage of the graduated approach for each cycle
- using pupil and parent/carer feedback (including questionnaires where appropriate)
- SENCO and SLT monitoring
- annual reviews for pupils with EHC plans

9. Expertise and training of staff

Training is provided regularly for teaching and support staff. The headteacher and SENCO monitor staff training needs and incorporate these into the school's continuous professional development programme.

10. Links with external professional agencies

We recognise we cannot meet all needs through in-school provision alone. We work collaboratively with external agencies, as required, including:

- Speech and Language Therapy
- Specialist Teachers and Support Services
- Educational Psychology
- Occupational Therapy and Physiotherapy
- Health Professionals (E.G. GP, Paediatricians, School Nursing)
- CAMHS
- Education Welfare Services
- Children's Social Care

11. Admission and accessibility arrangements

We welcome pupils with SEN. All pupils have equal access to school life. Pupils with SEN are supported by skilled staff and provision is monitored by the headteacher and governors. We work in partnership with families and relevant professionals before admission and throughout the pupil's time in school.

11.1 Admissions arrangements

Please refer to the school's Admissions Policy (published on the school website).

11.2 Accessibility arrangements

Please refer to the school's Accessibility Plan (published on the school website).

12. Complaints about SEN provision

Please refer to the St John the Baptist Catholic Multi-academy Trust Complaints Policy (available on the Trust website).

13. Monitoring and Evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We review this policy and evaluate whether we are meeting the aims set out in section 1. We consider:

- staff awareness of pupils with SEND at the start of the autumn term
- how early pupils are identified as having SEND
- pupil progress and attainment following identification
- whether pupils with SEND feel safe, valued and included
- feedback from pupils and parents/carers

13.2 Monitoring the policy

The local governing body reviews this policy annually and whenever there are changes to legislation or school procedures. The policy is approved by the local governing body.

14. Links with other policies and documents

This policy should be read alongside the following documents (available on the school website):

- SEN Information Report
- Local Offer
- Accessibility Plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy