



**ST JOHN FISHER  
CATHOLIC PRIMARY SCHOOL**

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

*"With God's love we are a family,  
caring, learning and growing together."*

**Policy owner**

SENCO - James McCulloch

**Headteacher**

Mrs Dickinson

**Approved by**

Governing Body

**Version / review**

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## 1. Vision and Ethos

At St John Fisher Catholic Primary School, we believe that every child is uniquely created in the image and likeness of God and deserves to be valued, respected and given every opportunity to flourish. Guided by our mission statement, "With God's love we are a family, caring, learning and growing together," we are committed to creating a nurturing, inclusive and aspirational learning environment where every member of our school community is welcomed and supported to achieve their full potential.

We recognise that every pupil has individual strengths, talents and needs. Some pupils may require additional support or provision to enable them to access learning successfully. We believe that high-quality teaching, meaningful relationships and a culture of inclusion ensure that every child can participate fully in all aspects of school life.

Our SEND provision is underpinned by our Catholic values of dignity, compassion, justice and service. We are committed to removing barriers to learning so that all pupils, regardless of their starting points or individual needs, can thrive academically, socially, emotionally and spiritually.

We have high aspirations for every pupil with SEND. We work collaboratively with parents, carers, governors, external professionals and, most importantly, the pupils themselves to ensure that support is personalised, evidence-informed and centred around individual outcomes.

In line with the SEND Code of Practice (2015), we recognise that pupils with SEND should have access to an ambitious curriculum alongside their peers through high-quality adaptive teaching, appropriate reasonable adjustments and carefully planned support.

Our inclusive ethos extends beyond the classroom. We strive to ensure that pupils with SEND are able to participate fully in school life, including educational visits, residential experiences, sporting opportunities, enrichment activities, collective worship and leadership opportunities within our school community.

Through strong partnerships, high expectations and a shared commitment to inclusion, we aim to ensure that every child leaves St John Fisher Catholic Primary School with the confidence, skills and resilience to continue their educational journey successfully.

## 2. Legislative Framework

This policy has been written in accordance with the statutory requirements and guidance set out in:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years (January 2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)
- Supporting Pupils at School with Medical Conditions
- Teachers' Standards
- The Equality Act 2010: Advice for Schools
- The Education Act 2011
- The Human Rights Act 1998
- The United Nations Convention on the Rights of the Child

This policy should be read alongside the following school policies:

- Accessibility Plan
- Equality Information and Objectives
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy
- Intimate Care Policy
- Admissions Policy
- Anti-Bullying Policy

### 3. Definitions of SEND

The Children and Families Act (2014) states that:

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

A pupil has a learning difficulty or disability if they:

- have 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 pupils 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 available for other children of the same age.

The school recognises the four broad areas of need identified within the SEND Code of Practice:

#### Communication and Interaction

Including pupils with:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)

#### Cognition and Learning

Including pupils with:

- Moderate Learning Difficulties
- Specific Learning Difficulties such as Dyslexia or Dyscalculia
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties

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

Including pupils experiencing:

- Anxiety
- Attachment difficulties
- ADHD
- Emotional regulation needs
- Trauma-related needs
- Mental health difficulties

#### Sensory and/or Physical Needs

Including pupils with:

- Hearing impairment
- Visual impairment
- Multi-sensory impairment
- Physical disabilities
- Medical needs impacting learning

The school recognises that some pupils may present with needs across more than one area and provision will always be tailored to the individual rather than determined by diagnosis alone.

### 4. Aims and Objectives

#### Aims

At St John Fisher Catholic Primary School, we are committed to ensuring that every pupil, regardless of their individual needs, receives a high-quality education that enables them to achieve their full potential. We believe that inclusive practice benefits all pupils and that every teacher is a teacher of pupils with SEND.

Our aims are to:

- Ensure every pupil with SEND is identified as early as possible and receives appropriate, timely support.
- Provide high-quality, adaptive teaching that enables all pupils to access an ambitious and broad curriculum.
- Remove barriers to learning through personalised provision, reasonable adjustments and evidence-informed practice.
- Promote independence, resilience, confidence and self-esteem in all pupils.
- Foster positive relationships between home, school and external agencies to support the best possible outcomes.

- Ensure pupils with SEND are fully included in every aspect of school life, including extracurricular activities, educational visits and leadership opportunities.
- Promote the voice of the child by ensuring pupils are involved in decisions about their education wherever appropriate.
- Support pupils to develop academically, socially, emotionally and spiritually in accordance with our Catholic ethos.
- Meet all statutory responsibilities under the Children and Families Act 2014, the Equality Act 2010 and the SEND Code of Practice (2015).

## Objectives

To achieve these aims, the school will:

- Identify pupils' needs through high-quality assessment, observation and partnership with families.
- Use the Graduated Approach (Assess-Plan-Do-Review) to ensure provision is continually evaluated and adapted.
- Ensure Quality First Teaching is the foundation of provision for every pupil.
- Provide evidence-informed interventions where appropriate to complement classroom teaching.
- Monitor the progress of all pupils regularly to identify those requiring additional support.
- Work collaboratively with external professionals to secure the best outcomes for pupils.
- Ensure staff receive regular professional development to enhance inclusive practice.
- Maintain an accurate SEND Register that reflects pupils' current needs.
- Prepare pupils successfully for transitions within school and beyond.
- Continually evaluate the effectiveness of SEND provision through monitoring, assessment and stakeholder feedback

## 5. Roles and Responsibilities

Effective SEND provision relies upon a shared commitment across the whole school community.

### Governing Body

The Governing Body has a statutory responsibility to ensure that the school meets its duties under the Children and Families Act 2014 and the Equality Act 2010.

Governors are responsible for:

- ensuring appropriate provision is made for pupils with SEND;
- appointing a governor with responsibility for SEND;
- monitoring the effectiveness of the school's SEND provision;
- ensuring appropriate resources are allocated;
- reviewing this policy annually;
- ensuring the school publishes the SEND Information Report and Accessibility Plan;
- promoting an inclusive ethos across the school.

Governors receive regular reports from the Headteacher and SENCO regarding SEND provision, pupil outcomes and statutory compliance.

### Headteacher

The Headteacher has overall responsibility for the strategic leadership of SEND throughout the school.

The Headteacher will:

- ensure this policy is implemented consistently;
- promote an inclusive culture where all pupils are valued;
- deploy staffing and resources effectively;
- work closely with the SENCO to monitor provision;
- ensure staff receive appropriate professional development;
- monitor the progress of pupils with SEND;
- fulfil statutory responsibilities relating to SEND.

### Special Educational Needs Co-ordinator (SENCO)

The SENCO at St John Fisher Catholic Primary School is:

**Mr James McCulloch**

The SENCO holds overall responsibility for coordinating SEND provision across the school.

The SENCO will:

- oversee the day-to-day operation of the SEND Policy;
- maintain the SEND Register;
- coordinate the Graduated Approach;
- support teachers in identifying pupils' needs;
- advise colleagues on adaptive teaching strategies;
- monitor the effectiveness of interventions;
- coordinate Education, Health and Care Plan (EHCP) Annual Reviews;
- liaise with parents and carers;
- coordinate referrals to external agencies;
- work alongside educational psychologists, therapists and specialist teachers;

- support successful transition between year groups and educational settings;
- monitor the progress and attainment of pupils with SEND;
- organise and deliver staff training;
- contribute to whole-school improvement planning relating to SEND.

## Class Teachers

Every teacher is responsible and accountable for the progress and development of every pupil in their class, including those accessing additional support.

Teachers will:

- deliver high-quality adaptive teaching;
- identify pupils who may require additional support;
- implement agreed SEND Support Plans;
- contribute to the Assess-Plan-Do-Review cycle;
- work collaboratively with teaching assistants;
- monitor pupil progress regularly;
- communicate effectively with parents;
- participate fully in review meetings;
- promote inclusion within the classroom.

Teachers remain responsible for pupils with SEND, even where interventions are delivered by another adult.

## Teaching Assistants

Teaching Assistants play a valuable role in supporting learning under the direction of the class teacher.

Teaching Assistants will:

- deliver interventions where appropriate;
- encourage independence rather than dependency;
- provide feedback to teachers regarding pupil progress;
- contribute to observations and assessments;
- support pupils' emotional wellbeing;
- promote inclusion within classroom activities.

## Parents and Carers

Parents and carers are valued partners in their child's education.

We will:

- involve parents in every stage of the Graduated Approach;
- seek parents' views when planning provision;
- provide regular opportunities to discuss progress;
- ensure parents understand the support being provided;
- signpost families to additional support services where appropriate.

Parents are encouraged to:

- share information about their child;
- attend review meetings;
- support agreed targets at home;
- communicate any concerns promptly.

## Pupils

At St John Fisher Catholic Primary School we believe pupils should have a meaningful voice in decisions affecting their education.

Where appropriate, pupils will be supported to:

- share their views about learning;
- contribute towards SEND Support Plans;
- discuss their strengths and interests;
- identify what helps them learn successfully;
- contribute to Annual Reviews where appropriate;
- celebrate their achievements and recognise their own progress.

## 6. Admission Arrangements

St John Fisher Catholic Primary School welcomes applications from all pupils, including those with Special Educational Needs and Disabilities. Admissions are managed in accordance with the school's Admissions Policy and relevant legislation.

No pupil will be refused admission because they have SEND or an Education, Health and Care Plan, unless admitting the pupil would be incompatible with the efficient education of others and no reasonable adjustments could be made.

Where a pupil has an EHCP naming St John Fisher Catholic Primary School, the school will work closely with the Local Authority, parents and relevant professionals to ensure an effective transition.

Prior to admission, the school will:

- liaise with previous settings;
- meet with parents and carers;
- gather professional reports;
- plan any necessary adjustments;
- arrange transition visits where appropriate;
- ensure staff receive any necessary training before admission.

## 7. The Local Offer

The school complies with the requirements of the SEND Code of Practice by publishing an annual SEND Information Report on the school website.

This report should be read alongside the Halton Local Offer, which provides information about services available to children and young people with SEND and their families.

Parents may also access advice and support through Halton SEND Information, Advice and Support Service (SENDIASS), which offers impartial guidance regarding SEND processes, assessments and provision.

The school works collaboratively with Halton Borough Council and a range of education, health and social care professionals to ensure pupils receive coordinated and effective support.

## 8. Identification of Special Educational Needs and Disabilities

At St John Fisher Catholic Primary School, we believe that early identification is essential in ensuring that pupils receive the support they need to achieve their full potential. We recognise that children's needs may change over time and that identification is an ongoing process rather than a one-off event.

We use a range of assessment information, professional judgement and partnership with families to identify pupils who may require additional support.

Identification may arise through:

- discussions with parents or carers;
- transition information from nurseries or previous schools;
- teacher observations;
- ongoing formative and summative assessment;
- progress data and attainment information;
- concerns regarding communication, social interaction or emotional wellbeing;
- attendance or behaviour patterns;
- advice from health or education professionals;
- information from external agencies.

Identification is always considered in the context of high-quality teaching and appropriate differentiation. A lack of progress alone does not automatically indicate that a pupil has SEND.

When considering whether a pupil has SEND, the school will also consider factors that may impact learning, including:

- English as an Additional Language (EAL);
- attendance;
- medical needs;
- disability;
- social and family circumstances;
- emotional wellbeing;
- safeguarding concerns.

Where appropriate, these factors will be addressed before determining whether special educational provision is required.

## 9. Quality First Teaching

At St John Fisher Catholic Primary School, Quality First Teaching forms the foundation of our inclusive practice.

We believe that every teacher is responsible for the progress and achievement of every pupil in their class, including those with SEND.

High-quality adaptive teaching is the first response to meeting additional needs and should be available to all pupils before specialist interventions are considered.

Teachers adapt teaching by:

- providing clear explanations and modelling;
- breaking learning into manageable steps;
- using visual supports and practical resources;
- adapting questioning;
- scaffolding learning appropriately;
- providing opportunities for overlearning and retrieval practice;
- using flexible grouping;
- reducing unnecessary cognitive load;
- adapting the learning environment;
- making reasonable adjustments where required.

Teachers continually assess pupils' understanding and adapt teaching accordingly.

Teaching Assistants complement, rather than replace, high-quality teaching and are deployed strategically to promote independence and maximise pupil progress.

## 10. The Graduated Approach

The school follows the *Graduated Approach* described within the SEND Code of Practice (2015).

This process ensures that provision is continually reviewed and adapted in response to the individual needs of each pupil.

The cycle consists of:

### Assess

The class teacher, supported by the SENCO where appropriate, will gather information regarding the pupil's strengths, needs and barriers to learning.

Assessment may include:

- teacher assessments;
- standardised assessments;
- observations;
- discussions with parents;
- pupil voice;
- previous attainment;
- behaviour records;
- attendance information;
- professional reports.

Assessment is holistic and considers the child's academic, social, emotional, physical and communication needs.

### Plan

Following assessment, outcomes will be agreed collaboratively with parents, the pupil (where appropriate) and school staff.

Planning will identify:

- desired outcomes;
- strategies to be used;
- reasonable adjustments;
- interventions;
- responsibilities;
- review date.

Provision will be recorded on the pupil's SEND Support Plan.

### Do

The class teacher remains responsible for the pupil's learning and progress.

Interventions may be delivered by:

- the class teacher;
- a teaching assistant;
- specialist teachers;
- external professionals.

Support will complement classroom teaching rather than replace it.

The SENCO will provide advice, coaching and monitoring to ensure provision is effective.

### Review

Progress towards agreed outcomes will be reviewed regularly.

Reviews consider:

- pupil progress;
- attainment;
- attendance;

- engagement;
- wellbeing;
- parent views;
- pupil voice;
- effectiveness of interventions.

Provision will then be adapted, reduced or increased as appropriate.

This cycle continues for as long as additional provision is required.

## 11. SEND Support

Where it is determined that a pupil requires provision additional to or different from that ordinarily available, they will be placed on the school's SEND Register and receive SEND Support.

SEND Support may include:

- adaptive teaching;
- evidence-informed interventions;
- precision teaching;
- speech and language programmes;
- social communication support;
- sensory strategies;
- emotional regulation programmes;
- occupational therapy programmes;
- assistive technology;
- visual supports;
- personalised resources;
- targeted adult support where appropriate.

All provision is personalised and based upon individual need rather than diagnosis.

The school carefully monitors the impact of all interventions to ensure they improve outcomes for pupils.

## 12. Education, Health and Care Plans (EHCPs)

Where a pupil's needs are significant, complex and require provision beyond that which can reasonably be provided through SEND Support, the school may request an Education, Health and Care Needs Assessment.

This decision will always be made in partnership with parents or carers and informed by evidence gathered through the Graduated Approach.

Evidence submitted may include:

- assessments;
- provision maps;
- SEND Support Plans;
- review documentation;
- pupil voice;
- parent views;
- professional reports;
- attainment data;
- records of interventions and their impact.

Where an EHCP is issued, the school will:

- implement all educational provision specified within Section F of the Plan;
- contribute to annual reviews;
- monitor progress towards agreed outcomes;
- work collaboratively with families and professionals;
- ensure provision remains person-centred.

Annual Reviews will be completed within statutory timescales and will focus on outcomes, progress and future aspirations.

## 13. Working with External Agencies

The school values the expertise of external professionals and works collaboratively to provide coordinated support for pupils with SEND.

Where appropriate, referrals may be made to:

- Educational Psychology Service;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;

- Specialist Teachers;
- School Nursing Service;
- Community Paediatricians;
- Child and Adolescent Mental Health Services (CAMHS);
- Inclusion Support Services;
- Social Care;
- Early Help Services.

Referrals are made in consultation with parents unless safeguarding considerations require otherwise.

Recommendations from external professionals are incorporated into classroom practice wherever appropriate and their impact is reviewed regularly.

## 14. Inclusion and Equality

Inclusion is central to the ethos of St John Fisher Catholic Primary School.

We believe every child should feel valued, respected and able to participate fully in school life.

Pupils with SEND will be encouraged and supported to participate in:

- the full curriculum;
- educational visits;
- residential experiences;
- sporting activities;
- music and performance;
- clubs;
- leadership opportunities;
- collective worship;
- wider school events.

The school makes reasonable adjustments in accordance with the Equality Act 2010 to remove barriers to participation wherever possible.

We are committed to fostering a culture where diversity is celebrated and every member of our community is treated with dignity and respect.

## 15. Transition Arrangements

St John Fisher Catholic Primary School recognises that effective transition is essential in promoting pupils' wellbeing, confidence and continued progress.

Carefully planned transition arrangements are implemented whenever pupils:

- join the school;
- move between year groups;
- transfer to another educational setting;
- move from primary to secondary education.

Transition support may include:

- meetings with parents and carers;
- visits to new classrooms or settings;
- transition booklets and visual supports;
- social stories;
- enhanced transition visits;
- meetings with receiving staff;
- sharing of SEND records and professional reports;
- multi-agency transition meetings where appropriate.

Where pupils have an Education, Health and Care Plan, transition planning forms part of Annual Review meetings to ensure continuity of provision.

The school works closely with receiving schools and other settings to ensure information is shared effectively and pupils experience a positive transition.

## 16. Supporting Emotional Wellbeing and Mental Health

We recognise the close relationship between emotional wellbeing and successful learning.

Many pupils with SEND may experience additional challenges relating to anxiety, emotional regulation, self-esteem or mental health.

We are committed to creating a nurturing school environment where pupils feel:

- safe;
- valued;
- listened to;
- respected;
- confident to seek support.

Support may include:

- trusted adults;
- nurture approaches;
- emotional regulation strategies;
- sensory regulation opportunities;
- Zones of Regulation (where appropriate);
- pastoral support;
- social skills groups;
- Early Help referrals;
- Mental Health Support Team involvement (where available);
- CAMHS referrals.

Behaviour is viewed as a form of communication and staff seek to understand the underlying reasons behind behaviour before determining appropriate support.

## 17. Accessibility and Equality

The school is committed to meeting its duties under the Equality Act 2010.

We continually review our provision to ensure pupils with SEND can access:

- the curriculum;
- the physical environment;
- information;
- wider school life.

Reasonable adjustments are made wherever appropriate to reduce barriers to learning and participation.

The Accessibility Plan identifies how improvements will continue to be made over time.

No pupil will be treated less favourably because of disability.

## 18. Monitoring and Evaluation of SEND Provision

The quality of SEND provision is monitored continuously throughout the academic year.

Evaluation includes:

- pupil progress data;
- attainment;
- attendance;
- behaviour information;
- pupil voice;
- parent feedback;
- learning walks;
- lesson observations;
- provision reviews;
- intervention evaluations;
- Annual Reviews;
- governor monitoring.

The SENCO reports regularly to the Senior Leadership Team and Governing Body regarding:

- numbers of pupils with SEND;
- progress and attainment;
- effectiveness of provision;
- staff training;
- budget allocation;
- priorities for improvement.

Provision is adapted where evidence demonstrates that greater impact could be achieved.

The school is committed to continuous improvement and regularly reviews its practice in light of current research, legislation and guidance.

## 19. Staff Development

High-quality professional development is essential in ensuring effective inclusive practice.

All staff receive regular training relating to SEND through:

- whole-school INSET;
- staff meetings;
- external courses;
- Local Authority training;

- specialist outreach;
- educational psychology advice;
- professional reading;
- coaching and mentoring.

Training priorities are identified through:

- school improvement planning;
- monitoring activities;
- pupil needs;
- staff appraisal;
- national guidance.

The SENCO maintains their own professional development to ensure the school's practice remains current and evidence-informed.

## 20. Working in Partnership with Parents and Carers

Parents and carers are recognised as the experts on their children and are valued partners in the graduated approach.

The school is committed to maintaining open, honest and respectful communication.

Parents are encouraged to:

- share information regarding their child's strengths and needs;
- contribute to reviews;
- support agreed outcomes at home;
- attend meetings;
- raise concerns promptly.

The school will:

- involve parents in decision making;
- provide regular progress updates;
- explain SEND processes clearly;
- signpost families to appropriate support services;
- celebrate successes alongside families.

Where additional support is required, parents may be directed to:

- Halton SENDIASS
- Halton Local Offer
- relevant health services
- voluntary organisations
- parent support groups.

## 21. Working with Other Agencies

The school values collaborative working and recognises that the best outcomes for pupils are achieved through coordinated multi-agency support.

Where appropriate we work alongside:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Community Paediatricians
- School Nursing Service
- CAMHS
- Early Help
- Children's Social Care
- Specialist Teachers
- Hearing Impairment Team
- Visual Impairment Team
- Inclusion Support Services
- Family Support Services

Advice received from external professionals is shared appropriately with staff and incorporated into classroom practice.

## 22. Complaints Procedure

The school hopes that concerns relating to SEND can usually be resolved through discussion.

Parents are encouraged to discuss concerns initially with:

- the Class Teacher;
- the SENCO;
- the Headteacher.

If concerns remain unresolved, parents may follow the school's Complaints Policy.

Parents also have the right to access mediation and, where appropriate, appeal decisions regarding Education, Health and Care Plans through the SEND Tribunal. Information regarding SEND disagreement resolution services and mediation is available through Halton SENDIASS and Halton Borough Council.

## 23. Review of this Policy

This policy will be reviewed annually by the Governing Body, or sooner if legislation or guidance changes.

The review process will consider:

- statutory updates;
- feedback from parents;
- pupil voice;
- governor monitoring;
- staff feedback;
- Ofsted recommendations;
- outcomes for pupils with SEND.

## 24. Related Policies

This policy should be read alongside:

- Accessibility Plan
- Admissions Policy
- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality Information and Objectives
- Intimate Care Policy
- Medical Needs Policy
- Teaching and Learning Policy
- Assessment Policy
- Anti-Bullying Policy
- Positive Behaviour Policy

## Policy Approval

This policy is approved by the Governing Body and will be reviewed annually, or sooner where statutory guidance or legislation changes.

|                            |                                        |
|----------------------------|----------------------------------------|
| <b>Policy Title</b>        | SEND Policy                            |
| <b>School</b>              | St John Fisher Catholic Primary School |
| <b>Approved by</b>         | Governing Body                         |
| <b>Responsible Officer</b> | SENCO                                  |
| <b>Named SENCO</b>         | Mr James McCulloch                     |
| <b>Headteacher</b>         | Mrs Dickinson                          |
| <b>Date Approved</b>       | _____                                  |
| <b>Review Date</b>         | _____                                  |

