



St. Luke's Catholic Primary School

Special Educational Needs and Disability (SEND) Policy 2026

Academic Year	Designated Senior Person	SENCo	Nominated Governor	Chair of Governors
2017 -2019	E. Murtagh	M.Grealis	Neil Dunbar	Pauline Stitt
2019 -2020	E.Murtagh	C.Fairman	Neil Dunbar	Pauline Stitt
2020 - 2022	E.Murtagh	C.Fairman	J. Harvey	Pauline Stitt
2022 - 2027	E.Murtagh	C.Fairman	J. McConnell	J. McConnell

Policy Review Dates

Review Date	Changes made	By whom	Date shared with staff
Summer 2022	General update	Charlotte Fairman	September 2022 June 2022 Governors
Summer 2023	General Update Information condensed into shorter policy	Charlotte Fairman	September 2023 Staff October 2023 Governors
Summer 2024	General Update	Charlotte Fairman	September 2024 Staff October 2024 Governors
Summer 2025	General Update	Charlotte Fairman	September 2025 Staff October 2025 Governors
Summer 2026	General Update	Charlotte Fairman	September 2026 Staff October 2026 Governors

The school draws upon the Special Educational Needs Code of Practice (DFES 2014) for guidance and the statutory duties introduced by the Special Educational Needs and Disability Act 2014 as well as Local Authority Policy and Guidelines.

St. Luke's is a Catholic school primarily concerned with the values of the Catholic faith and this is at the heart of all we do. The development of all children; spiritually, socially and academically is of great importance to Governors and Staff, irrespective of ability, be it learning or physical. As such, it is our aim to ensure that all children have the opportunity to achieve their potential and through careful monitoring and the provision of additional support, where appropriate, seek to identify, support and break down barriers to learning.

- Every teacher is a teacher of SEND. Every teacher in our school understands and recognises the importance of identifying, assessing, understanding and personalising a teaching approach in order to meet the needs of those children with SEN.
- The Special Educational Needs co-ordinator (SENDCo) has responsibility for the coordination of provision, assessment, monitoring and reviewing procedures.
- There are currently 3 teaching assistants (TAs) who support children within school and their roles and responsibilities vary depending on the needs of the children they support.

Aims

At St Luke's Catholic Primary School, we aim to ensure that:

- all pupils have equality of access to a broad and balanced curriculum which is scaffolded, supported and differentiated appropriately to meet their needs and ability.
- pupils requiring special provision are identified as early as possible
- pupils identified with special needs take as full a part as possible in all school activities
- parents of pupils with special needs are kept fully informed of their child's progress and attainment
- a variety of teaching strategies are used, maximising accessibility for all children
- pupils are prepared for their next stage of learning.
- pupils develop skills of resilience and independence and can recognise their strengths.
- pupils are able to work with a range of adults who can support them.

Definition of Special Educational Needs

A child has special educational needs if he/she has difficulties that call for special educational provision to be made.

This will be if a child:

- Has significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making full use of facilities of a kind provided for children of the same age

Special educational provision means educational provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained mainstream schools. Children must not be regarded as having learning difficulties solely because their language, or their home language, is different from that in which they are taught.

There are four broad areas of need of special education need, these are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Identification, Assessment and Provision

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SEN Coordinator (SENCO), will ensure that those pupils requiring different or additional support are identified at an early stage.

Identification

Early identification of pupils with SEN is a priority. Following the identification pathway, the school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by regular teacher observation/assessment
- Comparisons against National Curriculum expectations
- Pupil progress information
- Records from previous settings/schools
- Information from parents
- Standardised screening or assessment tools
- Information from external agencies

As a result of these the school will:

- Provide an appropriate curriculum
- Identify the support needed within the class
- Assess learning difficulties
- Ensure regular feedback on pupil progress through ongoing observations and assessments
- Ensure appropriate targets are set and learning experiences enable pupils to meet these targets.
- Involve parents/carers in a home-school learning approach

High quality teaching is the provision that all children have in class. Through rigorous monitoring and assessment, training and resources, St Luke's ensures that all children receive this.

As part of St Luke's Catholic Primary School's assessment cycle, children needing intervention are identified. This may be identified through progress that:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Is hindered by a child's social, emotional and mental health difficulties

We also consider other factors that may impact on progress and attainment that are NOT considered SEN and these may include:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Pupil progress meetings and ongoing conversations between teachers and the SENCO ensure pupils that are identified are offered additional support to help them keep up or catch up.

The Graduated Approach

The SEND Code of Practice sets out a graduated response to meeting children's special educational needs. The process of ASSESS – PLAN – DO – REVIEW is followed a number of times in order to fully understand a child's difficulties.

- **ASSESS:** Teacher assessments/Specialist assessments/ External agency advice
- **PLAN:** Teacher plans differentiated/personalised approach/applies appropriate interventions/liaises and gets advice from SENDCo
- **DO:** Teacher implements differentiation/personalised approaches/teacher/TA class-based interventions are employed
- **REVIEW:** Teacher/TA review of provision/SENDCo consults with teacher to advise on different strategies.

Provision

Provision could include:

- Additional support in class from the class teacher, providing a differentiated curriculum
- In class support for groups of pupils by a Teaching Assistant or Teacher
- Periods of withdrawal to work with a Teaching Assistant using a published support programme
- Additional in class activities/resources pertinent to need
- Increased use of technology (computer programmes)
- Differentiated homework and support advice for parents/carers
- Tutoring programmes

Pupils receiving School Support will have short term targets as part of their SEND profile which will be shared with parents/carers and reviewed at least termly.

- Parents will be informed at the earliest possible time that a child is not making expected progress. Class teachers inform parents in the first instance. If further assessment is required, then the SENDCo may become involved. **The class teacher is the main point of contact at all times.**
- If a child continues to not make expected progress, then further, more specialist assessments may be undertaken by external professionals.

Pupil Profiles

Some pupils receiving school support will have a pupil profile.

The profile will contain:

- Pupil information
- Attainment and progress data
- Short term targets (also included as part of Individual Education Plans-IEPs)
- Provision and tracking
- Any external agency support

External Support Services

Parental consent will always be sought when the school seeks external support. External support services will require access to pupils' records in order to understand the strategies employed by the school. The specialist may work directly with the pupil and may provide or ask for further assessments. Advice from external support will be incorporated in the child's targets. Strategies advised may be implemented by the

class teacher, teaching assistant or involve other adults. Where appropriate, the school may request direct support/intervention from a specialist/teacher.

Additional Funding

Some pupils with SEN require additional funding in order to provide them with the level of support required to make progress. If this is the case, the SENCO, with class teachers and parents, will complete the paperwork required for additional Pupil Funding known as Element 3 top up funding. This must show that school is already providing support from their SEN budget (known as element 2 funding). The Local Authority will decide whether Additional Funding is needed. Where top up funding is allocated, the school must meet the requirements set by the Local Authority. This funding is reviewed annually.

Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, there remains a significant cause for concern. The statutory assessment may result in an Education and Health Care Plan (EHCP). EHCPs are legal documents and the school must ensure that the requirements set out in them are met. EHCPs are reviewed annually, with the Year 5 review indicating provision required at secondary school. Tracking pupils with SEN The progress of all children receiving School Support will be tracked by the SENCo and SLT. Interventions are evaluated termly or at the end of a series of sessions. All information regarding pupil assessments will be collated on the school assessment tracker (Balance assessment) alongside other trackers such as Little Wandle heat maps and NFER analysis tools. Assessment information will also be added to pupil profiles.

Supporting pupils and families

The Local Offer from CWAC aims to provide clear, comprehensive, accessible and up to-date information about the available provision and how to access it.

- The SENDCo will guide parents towards the LA local offer (Regulation 53, Part 4) See above.
- The SENDCo will ensure an up-to-date SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act)
- The SENDCo will be responsible for ensuring links with other agencies are used to best effect to support the family and pupil.
- The SENDCo and SLT ensure Access Arrangements for children requiring them are implemented consistently and fairly and in line with National (SATs) expectations.

Monitoring and Evaluating SEND

The school regularly monitors and evaluates the quality of provision of SEND.

- The SENDCo completes observations of interventions and provision for SEND.
- The SENDCo is responsible for ensuring all staff receive relevant training.
- The SENDCo will complete an audit of Staff, SEND Pupils' and Parents' views once a year.
- The SENDCo meets with the SEND designated governor to ensure effective monitoring and evaluation.
- These evaluations form an important part of the SEND Action/Development Plan which is revised annually by the SENDCo.

Professional Development

St Luke's Catholic Primary School is committed to staff CPD in respect to supporting children with SEND.

The SEND Information Report is updated by the School SENDCo on the school's website:

<http://www.stlukesfrodsham.org.uk/page/sen/34966>

September 2026

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