



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Name and Designation of Policy Author(s)	Katy Rosario, SENDCo Yr 2- Yr 6 Jenny McCormick, SENDCo Nursery - Yr 1		Is this a Statutory Document
Approved By (Committee / Group)	Full Governing Body		
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Links to Other Strategies, Policies, Procedures, etc.	Accessibility Policy, Complaints Policy, Safeguarding Policy, Equality Policy		

Version History

Date	Ver	Author Name and Designation	Summary of Main Changes
Nov 2014	1	Debbie Penny, SENDCO	Old policy updated in line with new legislation and put into new standard format (hence version 1).
February 2015	1.1	Anna Richardson, SENDCO	Policy reviewed by new SENDCO and review date amended to Autumn 2015
January 2016	1.2	Anna Richardson, SENDCO	Policy reviewed
October 2017	1.3	Anna Richardson, SENDCO	Policy reviewed
February 2019	2	Anna Richardson, SENDCO	Policy reviewed - Keeping Children Safe in Education 2018, Teacher responsibilities and training dates
Jan 2020	3	Jane Hopkins, SENDCO	To reflect changes in SEND personnel, Keeping Children Safe in Education Sept 2019, confirmation of process of including a child on the school SEND register, confirmation of parent or carer and child in process, reflect change in target setting by staff and sharing of this with parents or carers and child.
Sept 2021	4	Leanne Cooper, SENDCO	Policy reviewed to reflect changes in SEND personnel and references to Keeping Children Safe in Education Sept 2021
Sept 2022	5	Katy Rosario, SENDCO	Policy reviewed to reflect changes in SEND personnel
March 2023	6	Katy Rosario, SENDCO Jenny McCormick, SENDCO	Policy reviewed to reflect changes in SEND personnel
March 2025	7	Katy Rosario SENDCO Jenny McCormick SENDCO	

Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us ‘To be who God wants us to be and so set the world on fire.’

- We are called to love one another as we seek to be the best in all that we learn and do
- We celebrate and nurture the gifts, talents and skills of everyone
- We commit ourselves to grow together in faith, love and service

Within this context, this policy calls each of us to respect the abilities, dignity, and particular needs of all our children as well as the adults who journey alongside them.

Rationale

St Catherine’s Primary School aims to offer a fully inclusive environment, high ambitions and goals for all pupils. We aim to identify and overcome potential barriers to learning and are committed to responding to pupils’ diverse needs and abilities. We aim to create a curriculum and environment in which all children, including those with special educational needs or disabilities can develop physically, intellectually and emotionally, at a pace which is suited to their individual situation and where all children have equal opportunity to access the curriculum in order to realise their full potential.

As children’s first educators, parents or carers are vital partners with us in meeting the needs of all children and especially those with special educational needs or disabilities. By consulting and involving partners, children benefit from a shared understanding of their needs and have greater capacity to achieve the targets set with them.

Children with medical, physical, social or behavioural needs are included within our special educational needs or disabilities provision. Special educational needs or disabilities provision is additional to quality-first teaching, differentiation and a broad curriculum where all can succeed.

Aims of this policy

- To define the school’s understanding of SEND
- To ensure that St Catherine’s does its best to give children with SEND the support they need
- To ensure that pupils with SEND experience success in an inclusive school environment
- To promote confidence and positive attitudes in pupils with SEND
- To enable pupils with SEND make successful transitions from previous educational settings, where relevant, and to their next stage of education
- To ensure that pupils with SEND receive appropriate educational provision through a broad and balanced curriculum which is relevant, differentiated and demonstrates progression in learning
- To ensure that pupils with SEND take part in all aspects of school’s provision
- To ensure that the needs and progress of each pupil are identified, assessed and that appropriate provision is planned, provided, and regularly reviewed

- To ensure that the provision and its outcomes for pupils with SEND is clearly documented
- For parents or carers to be involved at all stages to enable them to support their child at home
- To ensure that the views of the child are considered
- To ensure that St Catherine's works in partnership with other professionals and services to ensure the best outcomes for children with SEND

Our Commitment

At St. Catherine's, we recognise that the teacher in the classroom will make the biggest difference to children with SEND. Quality-first teaching is our priority for all children; class teachers plan teaching and learning opportunities which are adapted to meet the needs of the children in their class. This teaching and learning may be adjusted for children with SEND to ensure that they make best progress, by setting aspirational targets for them. Adjustments may include working in a small group supported by a teaching assistant or teacher, working one-to-one with a teaching assistant or teacher, having specialist teaching, using specialised equipment or resources. These adjustments are regularly reviewed to ensure best progress.

Admissions

The School does not discriminate against the admission of pupils on the grounds of additional educational need where their learning difficulty or disability can be catered for within the mainstream setting.

Accessibility

The School is mainly single level entry through any doorway. We strive to ensure that children with SEND are able to participate in all aspects of the school's provision. We have disabled toilet facilities in the new main entrance to school, Early Years and Key Stage 2.

What is SEND?

The statutory SEND Code of Practice (2014) sets out the definition of special educational needs used in England as children who;

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability that prevents or hinders them from making use of educational facilities generally provided for children of the same age in mainstream schools.

Children are defined as having special educational needs if they have a difficulty that calls for special educational provision to be made for them.

St Catherine's recognises that there are a number of children who are achieving the learning outcomes appropriate for their age and accessing school life successfully despite a disability or additional need. Some children who have a diagnosis of an additional need, will have their needs met by quality-first teaching or a One Page

Profile. Inclusive high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Identifying SEND

We recognise the importance of identifying pupils with SEND as early as possible so that effective provision can be put in place and long-term outcomes for the child are improved. Teachers are constantly alert to indications of SEND through their day-to-day teaching and assessments.

Teachers will listen to and understand any concerns raised by parents or carers and other professionals working with the child.

School data on attainment and progress will also provide important information for identifying SEND.

Teachers target areas of difficulties through high-quality teaching which is adapted to address areas of concern.

If progress is less than expected, the teacher discusses the child with the SENDCO and phase leader.

The SENDCO and the class teacher put in place extra support, such as interventions or other teaching programmes or support, whilst gathering and documenting information about the child's needs. Targets are set which should enable the child to make good progress.

At this stage, if concerns are still raised, the child will be placed on the school SEND register with consent of parents or carers.

Graduated approach

St Catherine's follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils. (Teachers' Standards, June 2013) The graduated approach follows the cycle of assess, plan, do, review.

Assess

St Catherine's uses a variety of ways to assess a child with special educational needs to identify additional and different provision. Assessment may be collated from; school assessment data, teacher judgments, observations, discussions with key staff, parents and child, specific assessment targeted to need carried out by SENDCO and assessments from outside agencies.

Plan

Discussions will be held with key staff, parents and external agencies if needed. The plan will be outcome focused with the parent and child at the centre of the planning. The intervention and support will be outlined on the SEND Profile and expected impact on progress, development and behaviour recorded.

Do

The plan will be implemented as agreed showing who, what, when and how. Key staff will continue to observe and record evidence.

Review

A discussion with key staff, external agencies, parents and child will review and analyse the effectiveness of the interventions and the impact on the pupil. These will be held termly or more frequently if needed. Next steps will be planned and implemented.

Further Information

- All information regarding the Local Offer (what Manchester City Council offer to support children with SEND) is available via a link on the school website
- <https://www.st-catherines.manchester.sch.uk/page/send/79972>

Professionals are alert to wider issues which may not lead to a child having SEND but may impact on well-being and progress. If appropriate, a multi-agency approach such as 'Early Help Assessment' (EHA) may be appropriate.

We recognise that, in some cases, a child may have a learning difficulty or disability, yet may still be attaining in line with his or her chronological age. Such difficulties will be addressed in line with this policy.

There may be occasions where, despite following procedure and providing high-quality teaching, some children will not make progress. At this stage, St Catherine's will consider, with parents or carers, making a request to Manchester City Council to carry out an Education, Health and Care needs assessment. We will co-operate fully with the requirements of this process.

Pupil Participation

Pupils are encouraged to participate in the decision-making process; we ask for children's viewpoints and feelings before meetings and, where possible, pupils are involved in writing their own pupil profile including the setting and reviewing of targets. The Laudato Si Council (School Council) are involved in decisions around making the school inclusive and we use pupil voice questionnaires to consider the needs of all. If needed, a child will be supported in expressing their opinion.

Children with English as a Second Language.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used or arise from special educational needs.

Children with Physical Needs and/or Intimate Care Needs.

Children in our school with physical and/or intimate care needs will have their needs met and monitored usually through a care plan. This will be written in conjunction with

the parents, the child and any health professionals involved with the child. A Care plan is sometimes used alongside a SEND Profile. Please refer to the Intimate care policy.

What Parents or carers should do if they are concerned about their child

- As a school, we welcome the involvement of parents in our work for all our children and recognise the vital role that parents play in supporting their children's education.
- Parents are treated as equal partners and we encourage a close partnership with our parents through our 'Open Door' policy.
- School has positive attitudes to parents and strive to ensure they understand procedures and are aware how to access advice and support.
- Parents are involved in supporting the target setting process and are provided with guidance on how to help their children at home. We endeavour to extend support to the best of our ability.
- If a parent has any concerns about their child, they should speak to the class teacher first. The class teacher may feel that the involvement of the SENDCO is needed and will arrange the necessary meetings
- If a parent wishes to contact the SENDCO directly they can do this through making an appointment through the school office or directly via email senco@st-catherines.manchester.sch.uk.
- If a parent feels unable to do either of the above, they should then contact the Headteacher via the school office.

Storage and Communication of Information

Information collected about a child's SEND will be maintained confidentially and stored electronically in the child's SEND folder stored on the school server which is accessible only to staff. The SEND files contain individual child's past and current records of SEND. The class teacher's SEND folder will contain current documentation.

Additional Support

In addition to the school interventions that we are able to offer, we also work closely with outside agencies; these include: CAMHS (Children and Adolescents Mental Health Service), the Speech Therapy Service and Educational Psychologists to best support the needs of our children. We are able to offer emotional support through our Family Liaison Lead and aim to build self-esteem and confidence through Forest School and other interventions.

Training

The SENDCO attends local network meetings and, where appropriate, National Conferences to keep updated with new developments. The school (teachers, teaching assistants and governors) will take advantage of training opportunities where appropriate. The training needs will be considered annually and courses will be selected according to need if and when appropriate.

Allocation of resources

The LA provides the school with money in its school budget towards meeting pupils' special educational needs. The school spends this money on:

- SENDCO time to co-ordinate provision and manage documentation
- Training for teachers and teaching support staff so they can meet pupils' needs more effectively
- Specialist equipment and resources including intervention material
- Learning support assistants and/or specialist teachers to work one-to-one or with small groups

Roles and Responsibilities

Governors

St. Catherine's Governing Body has a statutory duty to have regard to the Special Educational Needs and Disability Code of Practice: 0 - 25 years (DfE, 2014)

They will maintain an overview of this policy and our work with children with SEND, establishing the appropriate staffing and funding arrangements.

The governing body must respect that specific information regarding SEND pupils is confidential.

The Governing Body will publish on the school's website information about the implementation of the school's policy for children with SEND. This is called "The SEND Information Report". It will be updated annually.

The SENDCO will write termly reports as part of reporting to governors, providing them with the information they require to carry out their statutory duties relating to SEND. Information on individual children is not provided. In addition, the SENDCO meets with the Governor with responsibility for SEND at least twice a year to discuss the actions that have been taken.

The Headteacher

The Headteacher has responsibility for the quality of provision for all children including children with SEND. The head teacher works with staff to implement quality provision and plan for improvement. The Headteacher will monitor the effectiveness of provision through outcomes attained and achieved by the children. The day to day management of Special Educational Needs and Disabilities is delegated to the SENDCO.

The SEND Co-ordinator (SENDCO)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensure the SEND policy is put into practice and the agreed process for identification, assessment and provision is implemented
- To monitor and evaluate school provision

- Making referrals to external agencies when needed.
- Liaising with external agencies
- Ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is getting and are involved in reviewing how they are doing.
- Updating the school's SEND register and making sure that there are excellent records of a child's progress and needs.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Report to the Headteacher regularly and make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make recommendations for the deployment of the school's delegated budget to ensure that SEND pupil's needs are met effectively and liaise with subject co-ordinators in purchasing adequate resources to cater for special needs within school in line with agreed budgets
- Ensure Referral Forms and SEND Profiles are complete and that the School's SEND records are maintained.
- Collate relevant paperwork for the annual reviews of all children in receipt of additional funding from the local authority and funding for those with EHC plans.
- Contribute to the in-service training of staff to develop understanding and whole school approaches.
- Participate in the induction with new staff to inform them of School's SEND procedure.

Teaching Staff are responsible for;

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Ensuring all SEND children receive Quality-First Teaching
- Checking on the progress of all children and identifying, planning and delivering any additional help a child may need and letting the SENDCO know as necessary.
- Collecting evidence and liaising with the SENDCo when a child is not making expected progress
- Meeting with parents or carers to share the concerns and the steps put in place
- Writing individual targets with specific, measurable outcomes - reviewed 3 times a year which are then shared with the child and parents or carers

Complaints

St Catherine's responds to complaints in line with our Complaints Policy, as follows:

If the parent of a child with SEND has a complaint, they should arrange a meeting with the SENDCO/Headteacher initially, who will try and resolve the problem informally and may involve the class teacher or other staff to resolve the issue. Complaints can usually be resolved by informal discussions with the SENDCO, Head teacher and class teacher. If the problem cannot be resolved informally, the procedure outlined in our Complaints

Policy should be followed. However, more complex problems which cannot be resolved in this way will be referred to the Parent Partnership Service within the Local Authority.

Monitoring and Evaluation of Policy and Provision

The impact of this policy will be judged by:

- The early and accurate identification of children's learning difficulties and needs.
- Children with SEND making good progress and achieving the targets set in their SEND Child Profile. Targets which are specific, achievable, measurable and appropriate.
- Close working links with outside agencies and the Governing Body.
- The positive involvement of, and feedback from, children and parents or carers.