



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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			Yes
Approved By (Committee / Group)	Full Governing Body		
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Target Audience	Parents or carers, Carers and Staff		

Version History

Date	Ver	Author Name and Designation	Summary of Main Changes
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	
March 2026	8	Katy Rosario SENDCO Jenny McCormick SENDCO	Policy reviewed to ensure it meets requirements for Ofsted and SEND Code of Practice. Compliance check completed

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
- Be the best in all that we learn and do
- Celebrate the gifts and talents of everyone
- Grow together in faith, love and service

Within this context we respect the abilities, dignity and particular needs of all children, as well as the adults who journey alongside them.

Rationale

St. Catherine’s Primary School aims to provide a fully inclusive environment with high expectations for all pupils.

We strive to identify and overcome barriers to learning and respond effectively to pupils’ diverse needs and abilities.

Parents and carers are recognised as children’s first educators and are vital partners in meeting the needs of all pupils.

Legislation and Guidance

This policy complies with statutory guidance and legislation including:

- SEND Code of Practice: 0-25 years (2014)
- Children and Families Act 2014 (Part 3)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Public Sector Equality Duty
- Keeping Children Safe in Education
- Working Together to Improve School Attendance

Aims

The aims of this policy are:

- To define the school’s understanding of SEND
- To ensure pupils with SEND experience success in an inclusive environment
- To promote confidence and positive attitudes
- To ensure pupils receive appropriate provision through a broad and balanced curriculum
- To identify, assess and review pupils’ needs effectively
- To document provision and outcomes clearly
- To support successful transitions between stages of education
- To ensure parents are fully involved

- To ensure pupil voice is heard
- To work collaboratively with external professionals

Inclusion and Equal Opportunities

At St. Catherine's we strive to create an inclusive teaching environment that offers all pupils a broad, balanced and challenging curriculum.

We are committed to ensuring pupils with SEND can access all aspects of school life by:

- Providing high-quality inclusive teaching
- Making reasonable adjustments where necessary
- Adapting the curriculum and learning environment
- Ensuring pupils with SEND participate fully in school life

The school complies with the Equality Act 2010 and ensures disabled pupils are not treated less favourably than others.

Definition of SEND

A child has SEND if they:

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

The Four Areas of Need

SEND needs are broadly grouped into four categories:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

Pupils may experience needs across more than one area and these needs may change over time.

Identifying SEND

Teachers continually monitor pupil progress through assessment and observation.

Indicators of SEND may include:

- Progress significantly slower than peers
- Difficulty closing attainment gaps
- Social or emotional challenges
- Difficulties in communication or physical access

Parents' concerns are always taken seriously and discussed with teachers and the SENDCo.

Other factors affecting progress may include attendance, family circumstances, housing issues, health or welfare, or English as an Additional Language. Pupils may receive pastoral support where appropriate.

Graduated Approach

St. Catherine's follows the graduated approach outlined in the SEND Code of Practice.

Assess - Information gathered from data, observations, parents and professionals.

Plan - Interventions and outcomes agreed with parents and staff.

Do - Support implemented by teaching staff and support staff.

Review - Progress reviewed termly with parents and pupils.

Pupil Participation

Pupils are encouraged to contribute to decisions affecting their learning.

Where possible pupils will:

- Share their views
- Contribute to target setting
- Participate in reviews

Support will be provided where needed to help pupils express their views.

Safeguarding

Pupils with SEND may face additional safeguarding challenges. Children with disabilities are more likely to experience abuse and may face barriers in recognising or reporting concerns.

Staff remain vigilant to signs of abuse or neglect and consider communication barriers when supporting pupils. All safeguarding concerns are managed in line with the school's Safeguarding and Child Protection Policy.

Attendance

Many pupils with SEND face barriers to attendance. The school will:

- Work closely with families to understand barriers
- Make reasonable adjustments where necessary
- Monitor attendance carefully
- Work with external agencies when appropriate

Further details are outlined in the school's Attendance Policy.

Working with Parents

Parents are treated as equal partners in their child's education.

Parents are involved in:

- Target setting

- Review meetings
- Planning support

If parents have concerns they should contact the class teacher in the first instance, who may involve the SENDCo.

Admissions

The school does not discriminate against the admission of pupils with SEND where their needs can be supported within the mainstream setting.

Accessibility

The school aims to ensure pupils with SEND can access all areas of school life.

Facilities include:

- Mostly single-level access
- Accessible entrances
- Disabled toilet facilities

Further details are outlined in the school's Accessibility Plan.

External Agencies

Where appropriate the school works with external professionals including:

- Educational Psychologists
- Speech and Language Therapists
- CAMHS
- Occupational Therapists
- School nurses

Training

The SENDCo attends professional development opportunities and local SEND networks.

Staff training needs are reviewed annually and appropriate training is provided.

Allocation of Resources

Funding allocated to SEND provision may be used for:

- SENDCo coordination time
- Specialist equipment
- Intervention programmes
- Teaching assistants or specialist teachers

Roles and Responsibilities

Governing Body - ensures statutory SEND responsibilities are met.

Headteacher - oversees the quality of SEND provision.

SENDCo - coordinates SEND provision, maintains the register, liaises with agencies and supports staff.

Teachers - provide quality-first teaching and monitor pupil progress.

Complaints

If parents have concerns about SEND provision they should first meet with the SENDCo or Headteacher.

If concerns remain unresolved, the school's Complaints Policy should be followed.

SEN Information Report

The school publishes a SEND Information Report on its website describing how this policy is implemented. The report is updated annually.

Monitoring and Evaluation

The effectiveness of this policy is evaluated through:

- Monitoring pupil progress
- Feedback from parents and pupils
- SENDCo monitoring
- Reports to governors

The policy is reviewed annually or sooner if legislation changes.

Links with Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Accessibility Plan
- Behaviour Policy
- Equality Policy
- Complaints Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy