



“As unique individuals, we do our best at work and play for the love of God and others.”

St Benedict's Catholic Primary School

Special Educational Needs and Disability (SEND) Policy

Head teacher	Mrs Hannah McGuire
SENDCo	Tamsin Vernon – member of the Senior Leadership Team; qualified teacher with QTS and holder of the NPQ for SENDCos
SENDCo contact	admin@stbenedicts.cheshire.sch.uk 01625 520207
Policy period	2026–2027
Review	Annual, or sooner following changes to legislation, statutory guidance or local/national SEND arrangements

For advice or support, parents and carers can also contact Cheshire East SEND services through the Cheshire East Local Offer.

About this policy

St Benedict's is committed to providing a welcoming, attractive and stimulating environment in which every child and family is valued and diversity is celebrated. Our mission statement, "As unique individuals, we do our best at work and play for the love of God and others", underpins our approach to inclusion.

We have high expectations for all pupils, including those with SEND. Leaders and staff seek to identify and remove barriers to learning, participation and wellbeing so that pupils with SEND are included in the full academic, social, spiritual and wider life of the school. Support is designed to promote independence, belonging and successful participation, rather than unnecessarily separating pupils from their peers.

This policy explains how St Benedict's identifies and meets special educational needs and disabilities, works in co-production with pupils and families, secures appropriate provision and evaluates its impact. It was developed through consultation with staff, parents/carers and pupils and is reviewed with the Governing Body.

Statutory framework and related documents

This policy has regard to current legislation and statutory guidance, including:

- Part 3 of the Children and Families Act 2014
- Special educational needs and disability code of practice: 0 to 25 years
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Current requirements relating to the school's SEN Information Report
- Teachers' Standards
- Statutory guidance: Supporting pupils at school with medical conditions

This policy should be read alongside the school's SEN Information Report/Local Offer, Accessibility Plan, Behaviour Policy, Safeguarding and Child Protection Policy, Supporting Pupils with Medical Conditions Policy, Medicines Policy, Anti-bullying/Bullying Prevention Strategy and Complaints Policy.

1. Definition of Special Educational Needs (SEN)

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 child of compulsory school age 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 have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

SEND and disability are not synonymous. Some disabled pupils may not have SEN, and some pupils with SEN may not meet the definition of disability under the Equality Act 2010.

2. Aims and objectives

- To ensure that all pupils, including those with SEND, are welcomed, included and supported to fulfil their potential.
- To identify emerging or changing needs and barriers to learning, participation and wellbeing as early and accurately as possible.
- To secure high-quality, inclusive and adaptive teaching for all pupils.

- To use Ordinarily Available Inclusive Provision (OAIP) and reasonable adjustments as the starting point for meeting need.
- To follow a graduated approach through a continuous cycle of Assess, Plan, Do and Review.
- To provide appropriate additional and different provision where a pupil has SEN.
- To maintain high expectations for pupils with SEND and promote independence and preparation for the next stage of education and life.
- To work in co-production with pupils, parents/carers and relevant professionals.
- To ensure staff have the knowledge, skills and support needed to meet pupils' needs effectively.

3. Identifying SEND

St Benedict's identifies pupils' emerging or changing needs quickly and accurately. Identification is based on a range of evidence and is not dependent on a pupil first failing to respond to every possible intervention. Teachers, leaders and the SENDCo consider the whole child, the pupil's strengths and needs, progress and attainment, participation, wellbeing, pupil and parent/carer views, and relevant professional evidence.

The four broad areas of need described in the SEND Code of Practice are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs

The purpose of identifying an area of need is to help the school decide what action to take, not to fit a pupil into a category. Pupils may have needs across more than one area and these may change over time.

The school also considers factors that may affect progress or wellbeing, including disability, attendance and punctuality, health and welfare, English as an additional language (EAL), disadvantage/Pupil Premium, being looked after or previously looked after, and being a child of a service family. These factors do not, in themselves, constitute SEND, although they may coexist with SEND and must be considered when identifying barriers and planning support.

Evidence used to identify and review need may include:

- teacher assessment and observation, including curriculum and statutory assessment information
- pupil progress and participation over time
- pupil voice and the pupil's own account of strengths, needs and barriers
- parent/carer concerns and information
- information from previous settings or schools
- screening or more detailed assessment where appropriate
- advice and assessment from education, health or social care professionals

The SENDCo maintains the school SEND register and reviews it regularly with staff. Inclusion on the SEND register is based on whether a pupil requires special educational provision that is additional to or different from that made generally for others of the same age.

4. A graduated approach to SEND Support

St Benedict's follows the Cheshire East graduated approach to meeting additional needs, with Ordinarily Available Inclusive Provision (OAIP) as the starting point. High-quality inclusive teaching, appropriate adaptations and reasonable adjustments are the first response to pupils who have or may have SEND. Additional intervention cannot compensate for a lack of effective classroom teaching.

Assess – Plan – Do – Review

- **Assess:** The class teacher, supported by the SENDCo where appropriate, gathers and analyses information about the pupil's strengths, needs, barriers, progress and views. Parents/carers and the pupil contribute to this assessment.
- **Plan:** The teacher, pupil and parents/carers agree the outcomes sought, the support and adjustments to be provided, who will deliver them and how impact will be reviewed. Where appropriate this is recorded in a SEND Support Plan or pupil passport.
- **Do:** The class teacher remains responsible for the pupil's progress and development, including where interventions or support are delivered by teaching assistants or specialist staff. The teacher works closely with those providing additional support and ensures it is connected to classroom learning.
- **Review:** The effectiveness and impact of support are reviewed regularly with the pupil and parents/carers. Provision is continued, adapted, intensified or ceased in response to evidence.

Where progress remains a concern, the SENDCo may seek advice from appropriate specialist services, including Educational Psychology, specialist teaching services, autism support, speech and language therapy, occupational therapy, health services or other relevant agencies. Referral and re-referral decisions are based on the pupil's current needs, circumstances, professional advice and safeguarding considerations.

Pupils are supported to express their views in ways that are accessible to them. Communication methods are adapted where necessary so that children who communicate differently can meaningfully contribute to decisions about their support.

5. Management of SEND within school

The Governing Body delegates day-to-day coordination of SEND provision to the SENDCo. However, SEND is a whole-school responsibility. All teachers are teachers of pupils with SEND.

The class teacher retains responsibility for the progress and development of every pupil in their class, including where a pupil accesses support from a teaching assistant, intervention programme or specialist professional. Teachers are responsible for implementing OAIP, adaptive teaching, reasonable adjustments and agreed SEND provision.

Teaching assistants make an important contribution to provision. Their deployment is based on pupils' needs and intended outcomes and should support access, participation and increasing independence.

6. Managing pupils' needs on the SEND register

Provision is matched to identified need and intended outcomes. It is reviewed for impact rather than judged simply by the amount of adult support provided. Provision may include:

- Ordinarily Available Inclusive Provision and high-quality adaptive teaching
- reasonable adjustments to teaching, communication, routines, resources, assessment or the environment
- targeted, evidence-informed individual or small-group intervention
- additional adult support where this is appropriate and promotes independence
- alternative or specialist learning materials and equipment
- staff training or coaching to enable adults to meet identified needs
- specialist assessment, advice or intervention from external services
- carefully planned alternative provision where necessary

Progress is considered broadly. It may include improved curriculum learning, closing or preventing the widening of gaps, progress from an individual starting point, improved communication, independence, participation, self-help, social or emotional skills, attendance, engagement or successful access to the curriculum and wider school life.

SEND Support Plans are reviewed termly by class teachers in co-production with pupils and parents/carers and with support from the SENDCo. They are working documents and should inform day-to-day teaching and provision.

Education, Health and Care needs assessments

Where, despite relevant and purposeful action through the graduated approach, a pupil continues to require provision that may exceed that ordinarily available through SEN Support, the school will work with parents/carers, the pupil and relevant professionals to consider whether an Education, Health and Care (EHC) needs assessment should be requested. Consideration is based on the nature, complexity and persistence of need and the provision required; it is not dependent on a pupil being below age-related expectations.

7. Criteria for exiting the SEND register

A pupil may be removed from the SEND register when evidence shows that they no longer require special educational provision that is additional to or different from provision made generally for pupils of the same age. This decision will be informed by the graduated approach, assessment information, the pupil's views and discussion with parents/carers. Appropriate monitoring may continue after removal from the register.

8. Supporting pupils and families

St Benedict's works in co-production with parents and carers. Families are recognised as having essential knowledge about their child and are involved in identifying needs, planning support, reviewing progress and considering next steps.

Pupils have a right to be involved in decisions about their education. We support pupils, using accessible communication where needed, to express their views, identify strengths and barriers, contribute to outcomes and targets, review progress and develop self-advocacy and independence.

Transition is planned according to individual need, including transition between year groups, into school, to secondary school or to specialist provision. The school works with families and receiving settings to share relevant information and support continuity.

Access arrangements for statutory assessments are considered individually and in accordance with the requirements in force at the time. Arrangements should reflect a pupil's normal way of working where required by the relevant guidance.

Further information about SEND provision is available in the school's SEN Information Report/Local Offer and through Cheshire East's Local Offer.

9. Supporting pupils at school with medical conditions

St Benedict's recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips, physical education and the wider life of the school. The school follows statutory guidance on supporting pupils with medical conditions.

Some pupils with medical conditions are disabled under the Equality Act 2010 and the school will make reasonable adjustments to avoid substantial disadvantage. Some pupils may also have SEN and, where a pupil has an Education, Health and Care Plan (EHCP), the school will secure the special educational provision specified in the plan.

10. Monitoring and evaluation of SEND

Pupils receiving SEN Support have provision and intended outcomes recorded in an appropriate school plan. For pupils with an EHCP, the school will secure the special educational provision specified in the plan and contribute to statutory review processes.

The school evaluates SEND provision through a range of evidence, which may include learning walks, lesson visits, work scrutiny, pupil and parent/carer voice, pupil progress meetings, attendance and participation information, assessment data, review of SEND Support Plans, intervention impact and evaluation of reasonable adjustments.

The SENDCo supports teachers with planning and review and provides governors with regular information about the effectiveness and impact of SEND provision. The SENDCo and SEND governor meet regularly, and the SENDCo provides an annual report to the Governing Body covering provision, outcomes, inclusion, staff development and priorities for improvement.

11. Training and resources

The SENDCo supports the Head teacher and Governing Body in planning and monitoring the effective use of SEND resources and funding, including provision for pupils with EHCPs.

Professional development is planned in response to the profile of need in the school and identified staff development priorities. Leaders seek to ensure that staff have the knowledge and skills to identify needs, implement OAIP and reasonable adjustments, use adaptive teaching effectively and deliver any specialist or targeted provision for which they are responsible.

12. Roles and responsibilities

The SENDCo

- oversees the day-to-day operation of this policy and coordinates provision for pupils with SEN
- supports staff to identify needs and implement the graduated approach
- advises on OAIP, reasonable adjustments, adaptive teaching and targeted provision
- maintains an overview of the SEND register, provision and outcomes
- liaises with and supports pupils, parents/carers and teachers
- supports termly review and successful transitions
- contributes to staff training and school improvement
- liaises with external education, health, social care and voluntary services
- supports requests for EHC needs assessments and statutory EHCP processes
- reports to senior leaders and the governor with responsibility for SEND

The class teacher

- is responsible and accountable for the progress and development of every pupil in the class
- provides high-quality inclusive and adaptive teaching and implements reasonable adjustments
- identifies and responds to emerging or changing needs
- implements agreed SEND provision and works closely with any staff delivering additional support
- works in co-production with pupils, parents/carers and the SENDCo
- reviews the impact of support and adjusts provision accordingly

The Governing Body

The Governing Body has due regard to the SEND Code of Practice and relevant legislation. It seeks assurance that pupils with SEND receive appropriate provision, that the school fulfils its Equality Act duties, that resources are used effectively and that leaders evaluate the impact of provision on pupils' outcomes and inclusion.

A named governor has specific oversight of SEND. The SEND governor liaises with the SENDCo and helps ensure that governors understand the school's SEND profile, provision, deployment of resources, staff development, pupil outcomes and priorities for improvement.

Alternative provision

Where alternative provision is used, it will be selected because it is safe, suitable and in the pupil's best interests and meets identified educational and support needs. St Benedict's retains responsibility for safeguarding, attendance, educational progress and the ongoing suitability of the placement. The school will maintain appropriate communication with the provider, pupil and family and will review the placement regularly.

13. Storing and managing information

SEND information is stored securely and shared only with those who need it in order to support the pupil or fulfil the school's legal responsibilities. Relevant records are stored electronically using the school's approved secure systems, including CPOMS where appropriate, and are transferred securely when a pupil moves to another setting. Information is handled in accordance with the school's data protection arrangements and records management requirements.

14. Reviewing the policy

This policy will be reviewed annually by the school and Governing Body, or sooner where there are changes to legislation, statutory guidance or local/national SEND arrangements. Review of the policy will be informed by evaluation of SEND practice and outcomes.

15. Accessibility and reasonable adjustments

The school's Accessibility Plan addresses access to the curriculum, the physical environment and information. Barriers are identified and action is taken to reduce or remove them.

Under the Equality Act 2010, the school makes reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage compared with their peers. Reasonable adjustments are considered proactively and individually and may relate to teaching, communication, routines, resources, assessment, the physical environment and participation in the wider life of the school.

16. Dealing with complaints

Concerns about SEND provision should normally be raised with the class teacher and/or SENDCo in the first instance so that they can be addressed promptly. Formal complaints will be managed in accordance with the school's published Complaints Policy. This policy does not replace any statutory routes of appeal or disagreement resolution relating to EHC needs assessments or EHCPs.

17. Bullying and safeguarding

Disabled pupils and pupils with SEN can be more vulnerable to bullying, peer-on-peer abuse, social isolation and other safeguarding risks. St Benedict's takes a whole-school approach to prevention, early identification and response. Staff

consider how a pupil's SEND may affect communication, presentation of distress or ability to report concerns and make reasonable adjustments to safeguarding processes where needed.

Please refer to the school's Anti-bullying/Bullying Prevention Strategy, Behaviour Policy and Safeguarding and Child Protection Policy.

Policy approval

Approved by	
Date approved	
Next review date	September 2027
SEND governor	