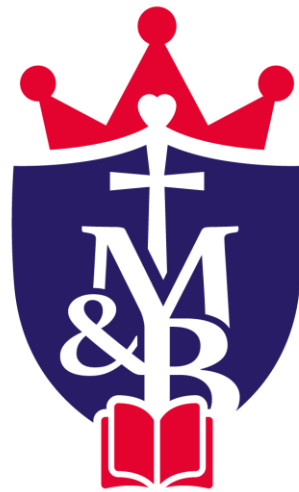


Special Educational Needs and Disability (SEND) POLICY



**St Mary's &
St Benedict's**
RC Primary School

Together in God's family, we grow in faith,
knowledge & love to reach our full potential, and
to become the people that we are created to be.

Policy Agreed: **September 2026**
Review Date: **September 2027**

St Mary's & St Benedict's Catholic Primary School

Brownedge Lane • Bamber Bridge • PR5 6TA • 01772 336650 • office@smsb.lancs.sch.uk

Headteacher: Mr D Ballard

SENDCo and Assistant Headteacher: Mrs N Hackett (SENDCo Award Achieved July 2018)

SEND Governor: Mrs L Roocroft

Family Support Worker: Julia Johnson

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015 update) and has been written with reference to the following guidance and legislation:

- Equality Act 2010: advice for schools DfE (May 2014)
- SEND Code of Practice 0 - 25 (January 2015)
- Child & Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (December 2014)

The SEND policy is written in conjunction with the following school policies:

- SEND Information Report
- Safeguarding and Child Protection Policies
- Accessibility Plan
- Accessibility Policy
- Supporting Pupils with Additional Health Needs Policy
- Teachers Standards (updated 2013)
- Marking and Feedback Policy
- Equalities Policy
- Teaching and Learning Policy

Introduction

All children and young people are entitled to an education that enables them to:

- achieve their best;
- become confident individuals fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

(Code of Practice 2015)

At St. Mary's & St. Benedict's Catholic Primary School, we believe that all children with SEND must be supported and provided for with strategies promoting each individual's development in a positive atmosphere. The school's approach to the children and their parents must be one of a sensitive and deeper understanding according to the school's Mission Statement. We aim to give our children the best possible Catholic education providing them with exciting opportunities and learning experiences, ensuring they are equipped for life-long learning and are responsible citizens in an ever-changing, diverse community. As an inclusive school, we believe that every child has the right to be happy, to be safe, to learn and to reach their full potential.

This policy supports our responsibility to make this happen. The purpose of this policy is to ensure that all stakeholders are clear on the policies, practices and procedures in school, with regards to children with Special Educational Needs and Disabilities.

Aims and Objectives

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum and the EYFS framework in line with the SEND Code of Practice.
- Ensure all aspects of school life are accessible for every child, through academic, social and practical experiences.
- Promote high aspirations and expectations for all pupils with SEND.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of pupils' achievement, and that all children experience success regardless of SEN, disability or other factors that may affect their attainment.
- Support SEND pupils through a Graduated Approach as outlined in the Code of Practice
- Create an environment in which individuals are valued, have respect for one another and grow in self-esteem.
- Create a welcoming atmosphere for parents and carers.

Objectives

- **To identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Ensure that the Graduated Approach to meeting the needs of pupils is adhered to** and that the ASSESS-PLAN-DO-REVIEW cycle is consistent in order to meet needs and plan next steps at an appropriate rate.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Give the child a 'voice'.** The child will have opportunities to discuss their needs and provision in a variety of ways, which will help to ensure they are active participants in their learning.
- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress. We encourage pupils and parents to participate fully in the learning journey.
- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.** Some of these services include The Lancashire SEND Service, Educational Psychology Service, Speech and Language Therapy and Children and Adult Mental Health Service (CAMHS).
- **Create an inclusive school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of

all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and playground buddies.

- **Work within the guidance provided in the SEND Code of Practice.** Our practice, policies and procedures follow the guidance given.
- **Provide support and advice for all staff working with SEND children.** Regular audits will be conducted to assess any potential training needs. These needs will be met either through sharing expertise in school or by staff attending training sessions.
- **Ensure all teachers and teaching assistants are involved** in planning and meeting the learning needs of pupils with special educational needs.

Identifying Special Educational Needs

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

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

2. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

3. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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 will be taught.

Many children may have short or long term difficulties with regards to learning, behaviour, physical disabilities, health issues and emotional problems. These children all have “additional needs”. Many short term difficulties will resolve themselves with a little extra care and understanding from their families, teachers and support from within the community (see Local Offer). Some difficulties may impact on learning and may require additional provision to be made.

What is not Special Educational Needs?

There are many factors which may affect a child’s ability to learn, make progress and achieve. These factors may affect learning in the short term or for a longer period but do not alone constitute SEN. School staff will endeavour to support children and families with any issues which may be affecting learning through the appropriate channels. Examples of these factors may include:

- Attendance and Punctuality
- Poor attainment/progress
- Health and Welfare
- Children who learning English as an additional language (EAL)
- Children who are in receipt of Pupil Premium
- Children who are in care (CLA)

- Children with parents who are Servicemen/women
- Difficult behaviour at home/in school (this is often an underlying response to other needs and not necessarily SEN)
- Children who have having speech and language difficulties which are deemed to be short term

Children with any of the above issues are continually monitored and placing on the SEND register may be appropriate if there is evidence that there may be SEND. The factors above may contribute to barriers to learning and school would work with parents/carers and relevant professionals to support the child.

The SEND Code of Practice (2015) sets out four areas of special educational need:

Communication and interaction

Cognition and learning

Social, emotional and mental health

Sensory and or physical

Further details of these four areas can be found within our SEND Information Report and Teaching and Learning Policy. More details about SEND reforms and the SEND Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The purpose of identification is to establish the actions the school may take, not to label a pupil in a particular category. As a school we identify the needs of pupils by considering the needs of the whole child, which include not just the special educational needs of the child. **The flow chart within the appendices of this policy shows the identification process/graduated approach at St. Mary's and St. Benedict's.** As every child is unique and each situation is different, there may be adjustments to the process.

The Education Endowment Foundation states that *'Pupils' development is not linear...different patterns of behaviour over time as they experience and interact with different environments in different ways. As pupils age, complexities of needs will change. Some pupils may not have SEN to begin with but will develop SEN as they mature. Other pupils who are considered to have SEN at the beginning of their lives with no longer have these needs later in life.'*

The needs of children change as they grow and develop. This will require adjustments to be made to provision and support in school.

Quality First Teaching/Adaptive Teaching

'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.'

'A wide range of pupils have SEN, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to EVERY pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.'

(National Curriculum September 2014)

The Code of Practice states that ‘Every teacher is a teacher of every child, including those with SEN’.

At St. Mary’s and St. Benedict’s, the Senior Leadership team monitor the teaching & learning in every class. Provision for children with SEND across the whole curriculum is an important part of this monitoring. Teachers should do what they can to remove barriers to learning and to support children with SEND. Often, simple provisions can make a difference to learning e.g. pencil grips, seating position, visual aids etc. This Wave 1/Universal Provision is part of High Quality teaching. Please see our SEND webpage and Teaching and Learning Policy for further information regarding St. Mary’s and St. Benedict’s Universal Offer. This overview reflects what we expect to see in each and every lesson:

Refocus Ensure the learner remains on task. 	Tricky Words Help learner with spelling (Phonemes/graphemes), understanding or usage of difficult words. Develop class mnemonics. 	Teach Processes Assist learners with a learning process or technique e.g. application of a mathematical concept or scientific experiment. 	Sentence Starters Provide sentence starter/ range of sentence/ paragraph starters from which the learner can independently select. 	Link outcomes to learning objectives Carefully select learning activity and adapted outcome/ output. Reword/ suggest learners refine/ redo task to meet LO. 
Alternative Recording Offer a range of recording alternatives, e.g. bullet lists, mind maps. Provide adaptive recording aids, grips etc. 	Vocabulary/ Terminology Pre-teach vocabulary and subject specific terminology to the whole class. Model use of new vocabulary and terminology in sentences. 	Comprehension, inference & deduction Assist learner to understand and see hidden meaning, ‘read between the lines’, use analogy with experience. 	Questioning Adapt questions to the learner’s level. Use Blanks 4 levels: Naming, Describing, Retelling, Justifying/infering. 	Reinforce Subject Knowledge Reinforce and make links to prior learning to inform learners completion of current task. Re-teach & remind. 
Model Reading Model reading whole class text e.g. from whiteboard. Trace under words, identify tricky words, new vocabulary, demonstrate use of analogy. 	Teach Skim and Scan Model with whole class. Skimming; reading quickly to capture general idea/ meaning and scanning; looking for key words in text. 	Task Framework Provide a framework for the learner to access tasks independently. Chunk; segment; sequence; chronologise. 	Peer Support Direct learner to work alongside a peer(s) who can support learning and model good practice in learning or behaviour. 	Modelling Model worked examples and provide retained models (on whiteboard/print out, photographs of steps, etc.) for learners who need to revisit the example. 
Engagement Develop positive relationships. Adopt behaviour management techniques, e.g. name first, tap into interests to encourage learners to engage in learning activity. 	Prompt Develop simple scripts for each step when modelling a process (e.g. Mirror Signal, Manoeuvre) so that verbal prompts can be used. 	Structure Provide a framework for writing, writing frame adapted for your subject/lesson to help learner break up writing. Introduction; main points; conclusion. 	Group Work Assign roles to members of groups to support collaborative working (Kagan). 	Dual Coding Demonstrate links between visuals and spoken/ written word. Encourage learners to self-prompt using visuals. 

Teachers are also responsible for making provision within the classroom which targets ‘gaps’ in learning. Teachers should plan interventions to allow children to ‘catch up’ with their peers. These interventions are usually done in small groups and are aimed at children who can catch up with their peers within a short time frame. This Wave 2/Targeted Provision may take place as part of classroom learning or as a withdrawal intervention, away from the classroom.

Children with SEND may require 1:1 support to address their needs. This Wave 3/Specialist Provision may take place as part of classroom learning or as a withdrawal intervention, away from the classroom. Any 1:1 support is aimed to support those children with more complex needs, usually those with and Education, Health & Care Plan (See EHCP information below). This support is to enable the child to become independent within the classroom/school and aims to support with organisational skills, learning behaviours, emotion regulation, communication and concentration/focus. 1:1 support will not usually be full time; this allows the child to practise their independence for gradually increasing periods of time.

SEN Support

When a decision is made to place a child on our school SEND register, following discussion, parents will receive a written letter confirming this and signed consent will need to be given before the child is added to the register. Parents will have been working closely with the school prior to this and may have had involvement from other agencies (through the Local Offer detailed below). The aim of the SEND register is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part graduated approach as advised in the Code of Practice 0-25 years and is described below:

Assess - Plan - Do - Review: This is an ongoing cycle to enable the provision to be refined and revised as the needs of the child are identified/change. This cycle aims to ensure good progress and outcomes.

Assess: The class teacher, working with the parents/carers and SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinions and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be taken seriously and recorded and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and provision is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Plan: Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, provision and support that are required. An Individual Education Plan (IEP), SEN Support Plan (SSP) or Learning Support Plan (LSP) will be written which outlines targets, strategies, resources and review dates. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Support staff may be deployed to work with children on a 1:1 basis if required.

Do: The class teachers remain responsible for working with the pupil on a daily basis and for providing quality first teaching and learning experiences. They will retain responsibility for pupil progress, even when the interventions may involve withdrawal from class. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and needs and strategies and resources for effective support will be provided by the SENDCo. Records of interventions/provision are kept to aid the review and assessment process.

Review: Pupil progress reviews will take place at a termly meeting. Individual Education Plans and Learning Support Plans will be reviewed formally each term and formally rewritten. If appropriate, new targets will be set sooner, with informal reviews taking place at least half-termly to ensure progress is not delayed. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support and in light of pupil progress and development, make any necessary amendments going forward, in consultation with

pupils, parents and teachers. Where a pupil has an EHC Plan, the local authority must review that plan as a minimum every 12 months. School will arrange an annual review for pupils with an EHCP and reviews will take place sooner where necessary.

The Local Offer

The Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to those families in Lancashire that have additional needs/special educational needs. The Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. It is expected that parents/school will draw on the expertise of agencies/services within the community in order to meet the needs of the child. Children with a wide variety of needs will have their needs met through the provisions in place in school and the community.

Lancashire's Local offer can be found on the following webpage:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Early Help Assessment

Sometimes, where a child has needs which are not being met, there may need for an Early Help Assessment. The Early Help Assessment is an intervention with a family, to gather, explore and analyse with them information about all aspects of the child or young person (and their family's) life and then to identify areas where change will address support needs and positively impact on their lived experiences. This Early Help Assessment is a voluntary assessment tool, which allows professionals to 'pull together' lots of information into one central place. The EHA is a key tool in the early identification of children and young people and families who may experience problems or who are vulnerable to poor outcomes and underpins the work of Early Help. The process identifies unmet needs and works with the family to highlight strengths and protective factors, identifying appropriate actions to address the needs. The voice of the child, young person and family is encouraged throughout the process. At St. Mary's and St. Benedict's, the SENDCo and Pupil and Family Support Worker complete these Early Help Assessments. Once an EHA is completed, there may need for a Team Around the Family meeting. This is an opportunity for professionals, parents and children to come together to plan next steps. Parents can opt in/out of the TAF/EHA process at any time.

Links with other Agencies

In order to meet pupil needs, we develop close links with all relevant external agencies. These include:

- The School Nurse
- Community Paediatricians & GPs
- Occupational Therapy Service
- Physiotherapy Service
- Speech and Language Services
- Educational Psychology Service
- Inclusion, Disability and Support Service
- Special Educational Needs & Disability Officer
- EHCP Officer
- Social Services

- Early Intervention Team
- Child, Adolescent and Mental Health Services (CAMHS)
- Lancashire SEND Partnership
- SEND IAS Team
- Child & Family Wellbeing Service

This list is not an exhaustive list and school will liaise with any relevant agencies in order to meet pupil needs.

Referral for an Education, Health and Care Plan

The majority of children and young people with SEN or disabilities will have their needs met within our school, through SEN Support. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

A Statutory Assessment is often required where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. Parents can make this request for Statutory Assessment but usually this is done in conjunction with the SENDCo. The decision to make a referral for an Education, Health and Care Plan will be taken at a meeting which involves parents, SENDCo and any professionals working with the child. At this point, the Local Authority SENDO (Special Education Needs & Disability Officer) is usually involved. The school will provide information to the Local Authority for consideration for an EHC Plan. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. If it is deemed that a statutory assessment should take place, the Local Authority will request information from a variety of sources including: parents, teachers, SENDCo, social care and health professionals. Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested until the final EHC plan is issued, must take no more than 20 weeks.

Information about Education, Health & Care Plans can be found at:

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Education, Health and Care Plans (EHC Plans)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

1. Following Statutory Assessment, an EHC Plan will be provided by Lancashire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved in developing and producing the plan.

2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Exiting the SEN Register

The rigorous identification procedures should ensure that children's needs are identified and supported in a timely manner. Many children who have a SEND diagnosis may have life-long needs and therefore children would remain on the register. However, on occasion, some children may be on the SEND register and it is later deemed unnecessary as their needs have changed and the extra provision is no longer required. The decision to remove a child from the SEND register will be made in consultation with the child, parents, staff and all professionals working with the child. A range of evidence will be considered relating to the child's progress and attainment. Reference will be made to the DfE's definition of special educational needs. If it is considered that the child no longer needs to remain on the register, the class teacher will continue to monitor the child closely. The child will still receive quality adaptive teaching and may still require some group intervention. The child may remain on the school's 'Monitor Register' if necessary. Sometimes, children will make the transition to our school with SEND identified on their previous records. The child's needs will be monitored and discussed with parents, child and previous school to establish next steps.

Supporting Pupils and Families

The SEND Information Report is a statutory document which is published on the school website. Mainstream schools and academics, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units, have a statutory duty to annually publish their SEND Information Report. This details the support offered by our school for parents and pupils. The SEND Information Report outlines:

- The kinds of SEND that are provided for
- Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCo (mainstream schools)
- Arrangements for consulting parents of children with SEND and involving them in their child's education
- Arrangements for consulting young people with SEND and involving them in their education
- Arrangements for assessing and reviewing children and young people's progress towards outcomes, including opportunities available to work with parents and young people as part of this assessment and review
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.
- The approach to teaching children and young people with SEND
- How adaptations are made to the curriculum and the learning environment of children and young people with SEND
- The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- Evaluating the effectiveness of the provision made for children and young people with SEND

- How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
- Arrangements for handling complaints from parents of children with SEND about the provision made at the school

Our Inclusion Strategy will be published on our website by December 31st 2026.

Supporting Pupils at School with Medical Conditions

As a school, we recognise that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed. Please refer to the school's policy on supporting pupils with additional health needs, which can be found on the school website under the 'Policies' section. From September 2026, all staff receive annual anaphylaxis training and the requirements of Benedict's Law are implemented.

Roles and Responsibilities

The person responsible for overseeing the provision for children with SEND is Mr D Ballard (Headteacher). The person coordinating the day to day provision of education for pupils with SEND is Mrs N Hackett (SENDCo and Assistant Headteacher). Mrs N Hackett is a fully qualified teacher and holds the National Award for SEND Coordination. Contact details are found on the SEND policy footer.

The role of the SENDCo in Early Years Provision

The role of the SENDCo involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals from beyond the setting

The role of the SENDCo at St. Mary's and St. Benedict's RC Primary School

The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of provision to support those with SEND, including those with EHC plans. The SENDCo provides professional guidance to colleagues and will work closely with staff, parents, carers and other agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to the family ensuring that children with SEND

receive appropriate support and high quality teaching. The key responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with relevant designated teacher where a looked after pupil has SEND
- Advising on a graduated approach to providing SEND support
- Advising on the deployment on the school's designated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEND
- Liaising with EYFS providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a point of contact with external agencies, especially the LA and LA support services
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school and pre-school keep the records of all children with SEND up to date

The Governing Body

The Governing Body has identified a governor to have oversight of SEND provision in the school and to ensure that the full Governing Body is kept informed of how the school is meeting the statutory requirements. At St. Mary's and St. Benedict's, this role is undertaken by Mrs Lynsey Roocroft, who will meet regularly with the SENDCo (Mrs Natalie Hackett). The Governors have a commitment to provide the best possible provision for all children. The SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The Curriculum Committee receives a report and update on the progress on any SEND issues.
- The SEND Policy is reviewed regularly and is in line with Government legislation.
- The SEND Information Report is published online and reviewed annually.
- The school website explains how the school implements SEND statutory requirements.

Teachers

The class teacher is the first point of contact for parents who have concerns about any aspect of their child's progress. All class teachers are confident in the operation of the school's procedure for the early identification and assessment of a child's special educational needs. The class teacher is the person with key responsibility for devising and delivering appropriate support which is matched to the individual's needs, directing the work of the support staff and for setting up termly review meetings with parents.

Support Staff

Support staff are employed by the school to give support to the children identified with SEND. Support staff will implement programmes specified in each child's SEN support plan/IEP/LSP/EHCP. They will also make contributions to the SEND review meetings and liaise with parents. Their line manager is Mrs N Hackett, who will provide relevant support and training.

Designated Teacher with Specific Safeguarding Responsibility

Please refer to our Child Protection and Safeguarding policies for further information about safeguarding. The Designated Senior Leader for Child Protection is Mr Ballard and the Deputy Designated Senior Leaders for Child Protection are Mrs Aitken, Mrs Burgess, Mrs Hackett, Miss Mercer (full SLT), Julia Johnson (Family Support Worker) and Mrs Pugh (Bursar). DSLs meet regularly to review and update our Vulnerable Child Register.

Admission Criteria

Children are admitted according to the school's criteria. The school operates its equal opportunities policy with regard to pupils with special needs and disabilities. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant documentation and ensure appropriate provision is put into place for the child. The school's Admissions policy can be found on the school website.

Access for People with Disabilities

To ensure access for pupils, parents and visitors with disabilities, our single storey two site school, provides wheelchair accessibility. There are two disabled parking spaces and a disabled toilet in each building.

The school has an accessibility plan which evaluates the physical, curriculum and information accessibility for all the pupils with SEND. The aim of the plan is to evaluate and develop inclusive practice and create an inclusive environment for all pupils with SEND.

Records

In line with General Data Protection Regulations 2018, the school maintains records securely. The Data Protection Policy gives further information about the storing and retention of pupil records. At St. Mary's and St. Benedict's, we use an online recording system (CPOMS) to keep records relating to SEND, Child Protection, Behaviour, First Aid, Safeguarding etc. Any paper copies of documents are stored in locked cupboards. Transfer of Pupil records are carried out within 10 working days and a receipt is obtained as proof of transfer. Where possible, records are hand delivered. If hand delivery is not possible a copy of the records is made, the records are sent by recorded delivery and the copies are only destroyed when we receive confirmation from the school that they have been received.

Partnership with Parents

We will actively seek a close liaison with parents at every stage when considering a child's special educational need. Class teachers will inform parents of areas of concern that they may have about children. At this stage we will encourage regular contact with parents so they can support the work of the classroom with the child at home. When a child is on the SEND register, parents will be invited to a termly review of the IEP/LSP/SEN support plan. Parents will be involved in the 'assess, do, plan, review' process and their contributions will be valued. Any external agency reports/assessments will be discussed and shared with parents. We recognise this is a sensitive subject for parents and will endeavour to support them in any way we can.

Monitoring and Evaluation of SEND

All progress, assessments and teaching strategies must be carefully monitored and reviewed to evaluate the quality of the provision we offer to our pupils. This process will be ongoing and will be important in informing the 'graduated' approach to supporting each child. This planning will consider a child's strengths as well as needs and will focus on a range of strategies. Pupils and parents will be involved in reviewing our provision during review meetings. The SENDCo will deploy support staff to make necessary extra provision for the child within the limits of available school resources.

The effectiveness of the SEND policy will be monitored regularly through:

- The monitoring of standardised test results
- Progress against individual targets
- Pupils work/interview/tracking
- Senior Leadership Team Meetings
- Classroom observation and/or review of planning documents
- Pupil Progress Meetings
- Professional dialogue with colleagues and parents
- Governing body, through their monitoring policy
- Audit of those identified as underachieving

Pupil Transfer Procedures

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school: The SENDCo will undertake a pre-visit (where appropriate) or speak to the previous school's SENDCo. Your child will be able to visit our school and stay for taster sessions (where appropriate). A Transition photo book will be provided, (if necessary) to enable the pupil to familiarise themselves with the key members of staff and surroundings prior to entering the school.

If your child is moving to another school: We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school: Information will be passed on to the new class teacher in advance and a transition morning will take place with the new teacher, in the new classroom. There will be opportunities to make additional visits to the new classes, if this is appropriate. Some children may find it useful to have photographs of key members of staff and of the new classroom, playground, cloakroom etc. When moving from Key Stage 1 to Key Stage 2, we have a buddy system, in which children write to each other, meet, play and talk to each other in advance of the transition morning.

In Year 6: Each year, pupils visit their forthcoming secondary school for a taster day and also secondary teachers from the local schools visit to help ease the transition from Year 6 to Year 7. The SENDCo will discuss the specific needs of your child with the secondary school SENDCo and additional visits are arranged where appropriate. Your child will also participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. If your child would be helped by a more personalised transition programme to support them in understanding moving on, one will be devised for them.

Finance and Resources

The Governors will ensure that the needs of pupils are met by employing a SENDCo and support staff to support teachers and pupils. The Headteacher and SENDCo will use the pupil's Educational Health Care Plan (EHCP) and LEA Banding Document to identify the areas of pupil need and make appropriate provision. The SENDCo will liaise with the Computing Coordinator to ensure that ICT is used effectively to provide extra support for children with special educational needs, where appropriate. Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes. The Governors will ensure that monies are set aside to develop resources in curriculum areas. The SENDCo organises and plans the amount of additional in-class, withdrawal and external specialist support required for pupils highlighted as needing SEN support and with an Educational Health Care Plan (EHCP). The pupils needing SEN support are covered from within the school's existing resources, and receive specific in-class and/or withdrawal support from named teaching assistants. Any additional top up funding received for individual pupils will be spent on providing support staff or any required additional resources/provision for that child. The SENDCo will report to the governors on the efficient and effective use of resources for all pupils on the SEND register.

Training

Monies are also set aside so that staff can receive specific SEND training and so that the SENDCo can attend SENDCo cluster meetings to keep up to date with local and national SEND issues and updates. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all the pupils, all staff are encouraged to undertake training and development. The SENDCo identifies SEND training through conducting staff skills audits and through evaluating the specific needs and requirements of individual children. All teachers and support staff undertake induction when taking up post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the individual needs of pupils.

Considering Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues, then the SENDCo and class teacher will work together with the parents to solve the problem. If the Headteacher is unable to resolve the difficulty the parents' concerns should be put in writing to the SEND Governor (Mrs L Roocroft). The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Bullying

Bullying is dealt with swiftly and effectively at St. Mary's and St. Benedict's. Please see our Behaviour Policy for more details about our procedures. We recognise that vulnerable learners at our school could be at greater risk of bullying. Staff therefore actively seek to ensure that they are protected by following the procedures detailed in our Behaviour Policy.

Target Setting

A detailed SEND action plan was written in September 2016 as part of our external SEND audit. It was reviewed termly and used to inform future action plans, which are written every

September and also reviewed at least termly. Our policy will be reviewed in the Autumn Term of 2027.

Appendices

The SEND Information Report, Accessibility Plan, Accessibility Policy and school's offer can be found at:

<https://www.smsb.lancs.sch.uk/page/send/136709>

All other referenced policies can be found at:

<https://www.smsb.lancs.sch.uk/page/policies/136690>

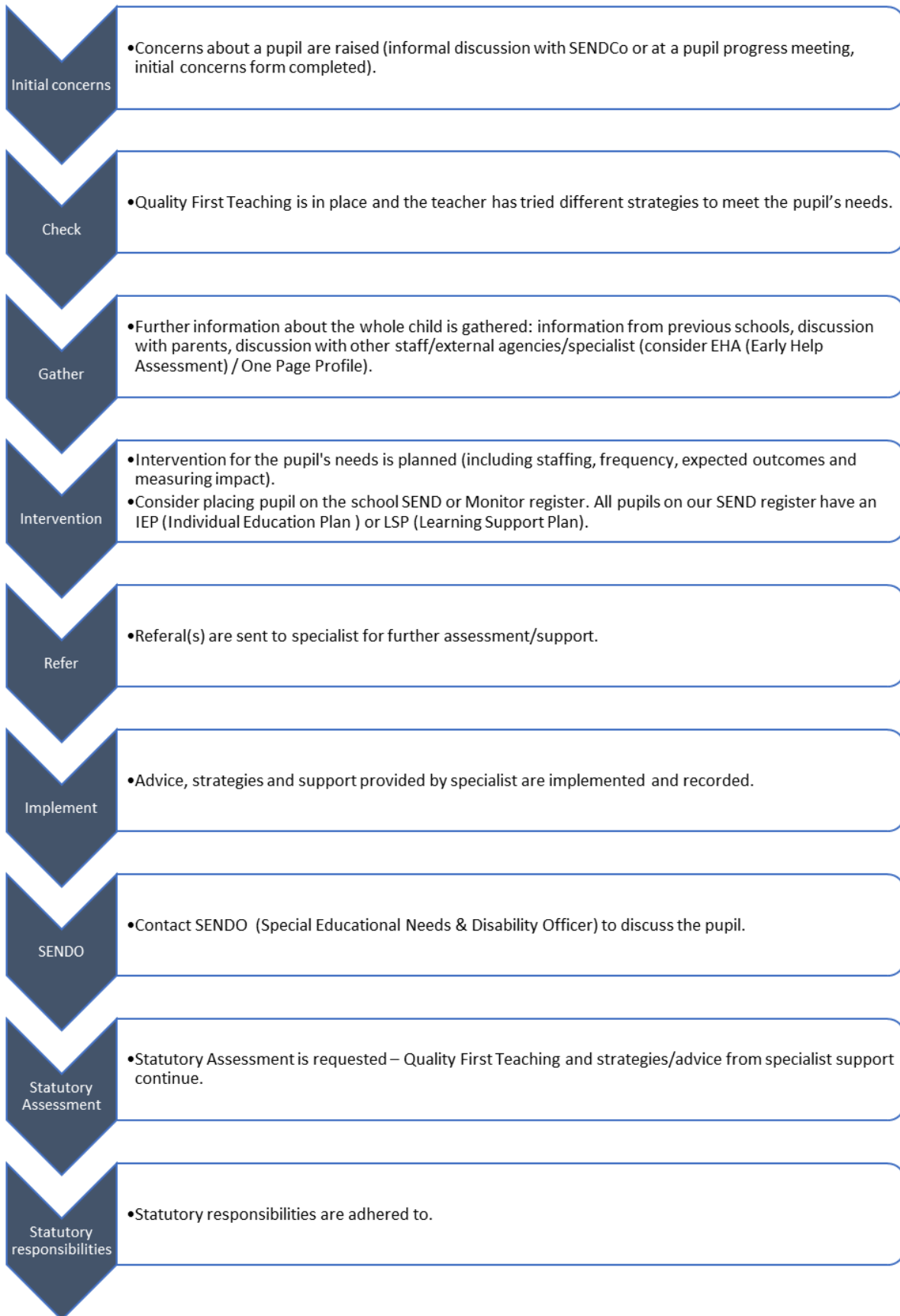
Information regarding the Lancashire SEND Partnership can be found at:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/lancashire-send-partnership/>

Lancashire SEND Local Offer:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Please see the following page for a flow chart for the Identification Process/Graduated approach at St. Mary's and St. Benedict's RC Primary:



ASSESS-PLAN-DO-REVIEW (Gather evidence of each stage of the process and consult with parents/child throughout)