



St. Mary's Catholic Primary School

SEN and Disability Policy
September 2025- September 2026

Special Educational Needs and Disability Policy

St Mary's Catholic Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our Child Protection/ Safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

Our school website includes a link to South Tyneside's Local Offer for parents and children with SEND and disabilities.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

St Mary's Catholic Primary School has a named SENCo (Mrs. Walker) who is currently undertaking the National Professional qualifications for Special Educational Needs Coordinators and she is supported by Mrs Colley (head of school) who has undertaken the Post Graduate Certificate in Special Needs. A named Governor is responsible for SEND. Together, they ensure that the St Mary's Special Educational Need's policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and supports other policies current within the school.

At St Mary's, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We endeavour to secure special educational provision and support for pupils whenever necessary; that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

Headlines from the 2014 Code of Practice

From September 2014:

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the Inclusion Co-ordinator.
- There are four broad categories of SEND:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health
 - physical and sensory.

We have children in all these categories of SEND. Behaviour is no longer included and a reason for behaviour must be identified.

What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. *Code of Practice 2014*

This policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Types of SEND which we currently have in school include:

Communication and Interaction – autistic spectrum and language disorders.

Cognition and Learning – dyslexia, dyscalculia; moderate learning difficulties, global developmental delay.

Social, Emotional and Mental Health – ADHD, ADD, emotional difficulties, mental health difficulties.

Physical and Sensory – visual impairment, hearing impairment, cerebral palsy,

Medical Needs – diabetes, chromosome deletion, Neurofibromatosis, Pulmonary Stenosis, Cystic Fibrosis.

Aims and Objectives

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside their peers.
- To request, monitor and respond to parents/carers and pupil's views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.

- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all pupils, considering gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and prepare pupils for full participation in a multi-ethnic society. We also measure and assess the impact regularly, through meetings with the coordinator and individual teachers to ensure all children have equal access to succeeding in all subjects.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and be responsible for their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Identification, assessment and provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the head teacher, SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.**

The school will assess each child's current levels of attainment on entry in order to ensure that they can build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information should be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within their class.

- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of learning.

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 a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from other special educational needs.

The role of the SENCO and provision at St. Mary's

The Special Educational Need's Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing and updating the SEND register and records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with feeder high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND register.

Monitoring Children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not making good progress. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, we will adopt a graduated response. This may include specialist expertise, if as a school we feel that our interventions are still not

having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an ILP (Individual Learning Plan) and review sheet/provision map and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment / Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission. The class teacher, after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques ordinarily employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Partnerships with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be encouraged and supported to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs as well as the review and transition process.

The school website contains details of our policy for special educational needs and the special educational needs information report, including the arrangements made for children in our school with special educational needs. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform

the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of the child.

Additionally, parents are welcome to phone school to speak to the SENCO or make an appointment.

Ranges

The SEND Range Descriptors are based on national best practice in determining the needs of pupils with SEND. They are based on the four areas of the SEND Code of Practice (2014) and on the 'golden thread' of the graduated approach of assess, plan, do and review that pervades best practice and is advocated in the implementation of the SEND Code. This approach to assessing and describing pupil's needs will determine the funding that will be allocated to ensure that pupils needs are met in the most effective and efficient way. Therefore, it is a 'needs led approach' rather than purely allocating provision. Parents will have the ranges shared with them at least twice a year at the SENCO/ parent carer meetings.

The nature of intervention

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with TA support.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO and they will have specific time slots to discuss Individual learning targets and progress with the SENCO on a regular basis.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the

normal classroom setting. The delivery of the interventions recorded in the ILP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Significant factors are identified by health care professionals, health visitors or the educational psychologist.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

Safeguarding

We acknowledge that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and present with difficulties in overcoming these barriers.

School request for Statutory Assessment or Education Health Care Plans (EHCP)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, e.g. from an advisory specialist support teacher or educational psychologist.
- The views of the child will be collected and recorded.

- Views of the parents. The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to the secondary school, the SENCO from the secondary school will be informed of the outcome of the review.

Individual Learning Plans

Strategies employed to enable the child to progress will be recorded within an Individual education plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning.
- What they are responsible for.
- How the child can be successful.
- The review date.
- Mid-point review sheets are stored on the school system and updated regularly by teachers and teaching assistants.
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of ordinarily available strategies in each classroom to help children feel comfortable in their environment, know what to expect and to meet their special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All children on the special needs register have an Individual education plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans. The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENCO meet annually to agree on how to use funds directly related to statements.

The Role of the Governing Body

The governing body challenges the school and its staff to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Learning Plans for children. The SENCO and the Head Teacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs also hold regular meetings.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents. The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed annually and parents / carers will be involved and present in this process.