

St Benedict's

CATHOLIC PRIMARY SCHOOL



Special Educational Needs and Disability (SEND) Policy

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This document complies with the statutory requirements laid out in the 'SEND Code of Practice 0-25 (Sep 2014) 3.65' and has been written with reference to the following documents and guidance:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0-25 (Sep 2014)
- Children and Families Act (2014): Section 69
- Schools SEN Information Report Regulations (2014)

Purpose of the Special Educational Needs and Disabilities (SEND) Policy

The policy sets out the framework through which the school identifies, supports, and monitors pupils with Special Educational Needs and Disabilities (SEND). Its purpose is to ensure that all children, regardless of their individual needs, are provided with equitable access to a broad, balanced, and inclusive education. The policy outlines the school's commitment to early identification, appropriate intervention, and ongoing assessment of pupils with additional needs.

Furthermore, this policy ensures compliance with relevant statutory requirements and guidance, while promoting a culture of inclusion, high expectations, and respect for diversity. It aims to remove barriers to learning, enabling every pupil to achieve their full potential academically, socially, and emotionally. This document also provides guidance to staff on their roles and responsibilities in supporting pupils with SEND and ensures consistency in practice across the school.

St. Benedict's Primary School's Ethos

At St. Benedict's it is our belief that all children have an equal right to a full and rounded education to enable them to achieve their full potential. We provide a broad and balanced curriculum for all children. Teachers use the National Curriculum (2014) as the starting point for planning and all children benefit from 'Quality First Teaching'. This means that teachers utilise techniques and resources in order to reach every child in the classroom at their own level so all can make progress. However, some children have barriers to learning that mean they have special educational needs and require support over and above that usually offered in the classroom.

What are Special Educational Needs?

A child or young person has a Special Educational Need if he/she has a learning difficulty or disability which calls for special educational needs provision to be made. A learning difficulty or disability is where a child has a **significantly** greater difficulty in learning than the majority of others at 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.

Aims:

We value all children in our school community equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment, we aim to:

- Build on the strengths and achievements of each child;
- Create an environment where all individuals are valued, have respect for themselves and each other and grow in self-esteem;
- Give equal access to all aspects of school life so that all children can experience the academic and social experiences school has to offer, irrespective of SEND;
- Ensure that parents and carers are kept aware of their child's progress and any special provision that is provided for them;
- Assess children regularly so that children with SEND are identified as early as possible;
- Enable children with SEND to make the greatest possible progress and assess this regularly.

Objectives:

In order to achieve our aims and to ensure that children with SEND achieve their full potential and make progress, we will:

- Work within the guidance in the SEND Code of Practice 0-25 (2014)
- Ensure pupils are fully engaged in lessons and involved with their own learning right through the school;
- Ensure parents/carers are fully involved with the school through open communication and consultation regarding progress and provision;
- Ensure that the school offers a broad and balanced curriculum, accessible to pupils with SEND, that promotes high standards of attainment and achievement;
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, appropriate targets set and outcomes closely monitored;
- Ensure all teachers take responsibility for planning and meeting the needs of pupils with SEND within their own classrooms, and of deploying support staff effectively to meet learning needs;
- Ensure that school liaises effectively with outside agencies and other professionals in order to meet the needs of pupils with SEND.

Areas of Need:

As stated in the 2014 Code of Practice, there are now four broad areas of SEND that schools will need to identify and make provision for:

- **Communication and Interaction**

e.g. Autism Spectrum Disorder, Asperger's Syndrome, speech difficulties, difficulties socialising with peers, difficulties understanding instructions...

- **Cognition and Learning**

e.g. dyslexia, dyscalculia, global developmental delay, mild to moderate learning difficulties...

- **Social Emotional and Mental Health (SEMH)**

e.g. ADHD, anxiety, trauma, behavioural and emotional difficulties...

- **Sensory and/or Physical Impairment**

e.g. visual / hearing difficulties, dyspraxia, sensory issues, mobility difficulties, other physical ailments...

Roles and Responsibilities:

The Governing Body:

SEND Governor is Mrs. M. Bridson

The SEND Governor will support the Governing Body to fulfil their statutory obligations by ensuring relevant paperwork on SEND is completed and reviewed where required by the Governing Body and liaising with the school Head Teacher and the SENDCo.

The Headteacher:

Head Teacher is Mr. M. Phillips

The head teacher manages the school's SEND work. He keeps the Governors informed about SEND provision made by the school. The Head Teacher works closely with the SENDCo, the Special Needs Governor and other staff to ensure the effective day-to-day operation of the schools SEND policy.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo):

SENDCo is Ms. E. Carrington

The SENDCo:

- Co-ordinates and manages provision for children with SEND in liaison with the Head Teacher.
- Liaises with teachers and teaching assistants regarding provision for children in their classes
- Liaises with outside agencies and other professionals regarding provision for children with SEND.
- Maintains all relevant documentation and records for children at school with SEND.
- Makes relevant referrals/applications to outside agencies such as EHCP referrals, Alder Hey, Speech Therapy, Occupational Therapy...
- Liaises with parents / carers of children with SEND.
- Arranges and facilitates reviews with parents and professionals where necessary.

Teachers

Teachers are responsible and accountable for the progress and development of all children in their classes, including any children with SEND that access support from teaching assistants or specialist staff. Teachers work with the SENDCo and other professionals from outside agencies to discuss needs, set targets, formulate provision and monitor progress and impact. Teachers have a SEND file in their class with a section providing information / advice for each child with SEND. This is for reference by themselves, teaching assistants, supply staff and students on a teaching placement as appropriate.

A Graduated Approach to SEND

In the classroom:

The school is committed to early identification in order to meet the needs of children with SEND. Teachers will communicate any concerns regarding SEND to the school SENDCo and parents/carers; concerns may be raised through observation of a child or through monitoring of progress. Following discussion a joint decision will be made as to how to progress.

For many children, a change in the classroom environment, teaching technique or teaching resources can be enough to overcome the barrier(s) and enable the child to make appropriate progress. Some children may also be given extra support from adults in class and/or adapted provision to enable them to achieve class learning objectives.

Intervention Groups:

If additional provision is still required, the child will receive some intervention at school which may require them to come out of class on a 1:1 or small group basis to receive extra practice / teaching in specific academic areas / skills. For children with SEMH difficulties, our Mental Health Lead, Miss Culley, may be involved in providing support.

SEN Support List:

Where progress is significantly slower than that expected, in an academic subject or area of social / physical development, then, with parental consent, the child will be added to the school SEND Register. At St. Benedict's we have 2 levels:

- 1) **Abbreviated SEN Support Plan** – this is a list of children who are working below the level expected but they are less than 18 months behind the Expected level for their age and are making appropriate progress;
- 2) **Full SEN Support Plan** – this is a list of children who are more than 18 months behind the level expected for their age or they are failing to make

appropriate progress or they have complex needs (i.e. needs in more than one of the Areas of Need as stated in the 2014 Code of Practice).

In SEN Support Plans, the school will use the graduated approach as advised in the 'Code of Practice 0-25 years': **Assess, Plan, Do, Review**. The plan is written by the class teacher with support from the SENDCo if required and is reviewed and amended termly. Parents / Pupils are invited to contribute to the targets on the SEN Support Plan.

Assess: All assessment information is considered in order to ascertain the current level of the child, this may be numerical or by observation (e.g. photos)

Plan: New targets will be devised for the plan. Parents / pupils are encouraged to contribute to these targets and will receive a copy of the SEN Support plan.

Do: Sets out the strategies, resources and personnel required to deliver the interventions necessary to help the child to achieve their targets.

Review: The plan is reviewed every term to determine which targets were achieved and any that were not. The review of one plan feeds into the 'Assess' aspect of the next order to make sure that the plans are always current and bespoke to each individual child.

If improved progress is made at any stage of the Graduated Approach, a child, with parental consent, can be removed from the SEND List. A child can also be added to the SEND List at any point during the school year; this ensures that the List is always up-to-date.

Local Authority Support:

For children with complex needs, the SENDCo may discuss with parents the possibility of an application to Sefton Local Authority for an Education, Health and Care Plan. This is at the discretion of the Head Teacher. It is important for parents to be aware that application for an EHCP does not guarantee that a Plan will be granted by the Local Authority. Also, if a plan is agreed by the LA, this does not mean that the child is necessarily entitled to 1:1 support in school.

For more information about Sefton Local Authority's process for considering applications for Education Health and Care Plans, please go to:

<https://www.seftondirectory.com/kb5/sefton/directory/site.page?id=C-UTVI8iX94&localofferchannel=0>

Admissions:

Pupils with SEND will be admitted to St. Benedict's Primary School in line with the school's Admissions Policy. The school meets the statutory requirements of the Children and Families Act, 2014, and the Equality Act, 2010.

See the Admissions Policy on the school website:

<https://www.stbenedictsprimary.co.uk/admissions/>

When a pupil transfers to another school, transfer documents, including details of any special educational needs and/or disability, will be sent to the receiving school. This includes transfer to secondary school. In addition, transfer meetings are held annually with all receiving secondary schools and any SEND requirements are discussed.

Medical Needs:

The school recognises that pupils at school with medical conditions should be properly supported to enable them to have full access to every aspect of their education including school trips and PE. Some of these children may also have SEND and may require an Education, Health and Care Plan (EHCP) which brings together health, education and social care needs under one umbrella. Parents will be involved fully with the school in making this decision and the subsequent processes involved.

The school complies fully with the Equality Act of 2010 and follows the SEND Code of Practice 2014.

Storing and Managing Information:

The confidential nature of SEND information is fully recognised at St. Benedict's. Hard copy files are stored in filing cabinets and electronic files are on a separate drive on the school network with its own password. Teachers keep their own copies of SEND information so that they are fully up-to-date with professional reports and advice for pupils with SEND in their classes. These are kept securely and away from general view.

Accessibility:

See the Accessibility Plan in the 'policies' section of the school website:

https://www.stbenedictsprimary.co.uk/policies/?wpv_view_count=47167&wpv_paged=1

Complaints:

Should a parent or carer have concern about the special provision being made for their child they should, in the first instance, discuss this with the class teacher. If the matter is not resolved, they have recourse to the following:

- Discuss the problem with the SENDCo.
- Should the problem be with the SENDCo, contact the Head Teacher.
- The Head Teacher may refer the matter to the Area Special Needs Officer or seek other external advice in a confidential manner.
- More serious on-going concerns should be presented in writing to the SEND governor who will inform the Chair of Governors, School Adviser or the LA SEND adviser as appropriate.
- Information, advice and support can be found on the Sefton Local Offer website:
<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

Updated by: Ms. E. Carrington
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(To be reviewed Autumn 2027 or in line with any change in Local Authority practice, national legislation or DfE guidance.)