



# **St Edmund's and St Joseph's Catholic Primary Schools**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

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## **Introduction**

As federated schools, St Edmunds and St Joseph's Catholic Primary schools have worked together to create this policy. It works within the guidelines of the Code of Practice (2014), the Local Education Authority and other current policies within both schools. It has been written with reference to and complies with the following documents:

- Equality Act (2010)
- Education Bill (2011)
- Children and Families Act (2014)

It has been written as guidance for staff, parents or carers in liaison with teachers, pupils, parents and the governing bodies.

## **Rationale**

As Catholic schools, we refer very much to our faith in order to try to meet the needs of every child within our schools. We recognise that each child has a variety of gifts and that children with Special Educational Needs and/or disabilities (SEND) will require support 'additional to and different from' that provided within an adapted curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

Our commitment to children with a special educational needs and/or disabilities is reflected through our mission statement 'Learning together in God's love by encouraging and supporting one another'. We aim to establish a safe and stimulating environment where all children are valued and respected (TS1.1). We aim to respond with sensitivity to the needs of the individual.

This policy will form the basis for self-review so that staff can reflect and develop their practice – with reference to the DFE Teachers Standards 2012. It will also enable the governors and parents to have a better understanding of the workings of the school and enable them to play their part in school improvement effectively.

## **Aims and objectives**

At the federated schools, we intend that: -

Due regard is given to the fundamental principles in the Code of Practice. DFE 2014.

That all children will follow the foundation stage and the National Curriculum at their appropriate level and reflecting their needs and ability. (TS2.2, 3.1)

Children who attend the Nest will follow a curriculum designed to support their learning at an appropriate level and needs as identified by their EHC Plans.

1. The National Curriculum is our starting point for planning to meet the specific needs of individuals and groups of children (TS5.1).
2. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.
3. At our federated schools, we provide a broad and balanced curriculum to engage all pupils (TS4.5), which is adapted to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that brings feelings of success and achievement.
4. Children's needs are identified, both strengths and weaknesses, ensuring that all pupils maximize their learning. (TS5.4)
5. Children with special needs will be identified as early as possible using the foundation profile, teacher observation, statutory and internal assessments. (TS6.1)
6. Specialist advice from the Local Authority and external agencies will be sought in order to meet the special needs of the child, including medical conditions (TS8.2, 8.4)
7. Through liaison with the SEND coordinator (SENDCO), the class teacher, parents/guardians and learning support staff, relevant provision will be made. (TS8.2, 8.3, 8.5)
8. All staff will structure the learning opportunities for children with special needs by using adapted learning tasks and alternative and additional resources matched to the learning needs of the individual, to enable all children to have full access to all elements of the school curriculum. (TS5.1, 5.2, 5.3, 5.4)
9. Ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development.
10. A child-centered approach will be taken to seek the views of the child regarding their provision.
11. We will work in partnership with parents/guardians to ensure the appropriate provision for every child and ensure clear expectations are set through the completion of learning conversations (TS8.5)
12. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we adapt work appropriately, and we use assessment to inform the next stage of learning. (TS2.2, 2.3, 5.1).

13. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times though when, to support learning, we ask children to work in small groups, or in a one-to-one situation outside the classroom.

### **Identification, assessment and provision**

At the federated schools we support identification of SEND through a multi-strategy approach which involves regular assessment, observation, collaboration with colleagues, families and external agencies.

#### **Identification of 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 section 6.14 page 94)*

### **Assessment**

When a pupil is not making expected progress, further assessments are carried out to identify where there are gaps in learning. A targeted plan of learning will be developed which will identify the specific learning interventions that will be used to support the individual child. This will be shared with parents and reviewed at least termly. This Assess; Plan, Do and Review process is referred to as the Graduated Approach.

Early identification and assessment of pupil's special needs is vital.

The school will make use of a range of information when making assessments (TS6.1, 6.2, 6.3) including:

- Pre-school reports and records
- Reports from Health Authority & Health screening
- Transfer records from previous schools.
- Information provided by parents or carers.
- Non statutory Assessment Tests- year2
- Early years Baseline assessments
- WELLCOMM Assessment of Speech and Language

- Phonics check – year 1
- Phab screening
- BPVS- British Picture vocabulary scale
- Yorke Assessment for Reading Comprehension
- Accelerated reader.
- Single word spelling test.
- Year 4 multiplication times tables test
- Star Maths assessment
- Sandwell Maths assessment
- Teacher observations
- Formal assessments carried out by SEN advisory teacher/Educational Psychologist/other experts.
- Any other relevant information
- The Cheery Garden Framework
- Engagement model
- Pre- key stage Standards

#### In the Nest-

- The Cherry Garden Framework
- Engagement model
- SEND assessment -7C's framework.
- Pre-Key Stage Standards

The need for intervention will be required when the assessments show expected progress has not been made and where a child shows:

- Little or no progress even when teaching approaches and an adapted curriculum is targeted at a child's identified area of weakness.
- Signs of difficulty in developing literacy or numeracy skills, which results in poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental health difficulties which are not improved by the techniques usually employed by the school including bespoke provision within the school.
- Has sensory or physical needs and continues to make little progress despite specialist equipment.
- Has communication or interaction difficulties and makes little progress despite an adapted curriculum.

The majority of children make good progress through high quality teaching within the classroom. However, there are times when some pupils experience difficulties in their learning. This might be for a variety of reasons some of which will be temporary and others, which may last throughout their school career.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## **Provision for pupils with SEND**

### **SEND support**

Registration of a concern or lack of adequate progress as measured by assessment may lead to a child receiving what is referred to as 'SEND support.'

At this stage, the following measures will be taken:

- Consultation with Class teacher, pupil, parent and SENDCo, (TS8.2, 8.4, 8.5)
- Identification of learning targets discussed with teacher, pupil and parent through the learning conversation record (TS6.3)
- Termly (or sooner) review of progress (TS6.3, 6.4)

Information will be collected from:

- The class teacher
- Teaching assistants
- The SENDCo
- Any professional working with the child in health or social services, with the parents' agreement
- The parents and children

The SENDCo can:

- Carry out any further assessments needed (TS6.2)
- Plan future support with the class teacher (TS8.2)
- Monitor and review any action taken (TS6.3)
- Work closely with teachers and teaching assistants to advise and support them on the delivery of specific intervention programmes.
- Work with individual children to ensure they are fully involved with their learning and their views are considered.

The class teacher can:

- Provide quality first teaching including adaptations.
- Plan and deliver an individualised programme of support (TS5.4) using the Suffolk mainstream Inclusion framework (SMIF)
- Work with the child daily (TS2.3)
- Monitor the progress made through the individual or class provision map. Consult with parents about the plan (TS8.5)
- Inform the parents of the progress (TS8.5)
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School support might include:

- Different or adapted learning materials
- Specialist equipment
- Individual or group support
- Small group or 1:1 work with the SENDCo, teacher or Teaching Assistant
- Structured activities to support home learning.
- Staff development or training in alternative strategies
- Adult time to plan interventions and/or monitor progress.
- Advice from the LEA support teams.

The termly review can lead to three possible outcomes:

- Continuation of school support and setting new targets
- Sufficient progress is being made so no further intervention is necessary.
- Insufficient progress has been made so a request for statutory assessment may be made.

### **Statutory Assessment**

At this stage, a detailed assessment is carried out by the Local Authority psychology service and advice may be sought from a variety of agencies. The school must present its documentary evidence to show what strategies and interventions have been carried out. Evidence from other professionals should be submitted and any additional assessments may be arranged. Parents' evidence is also included. Parents' views and knowledge of their child play a crucial part in this process. It will detail the nature of the need or learning difficulty, the targets to be met and the additional provision to be provided by the authority to meet them. The school will devise personalised targets in consultation with parents and pupils and review these at least termly. (TS6.3, 8.5)

If the assessment finds that the child has sufficiently significant or complex needs, an Education, Health, and Care Plan (EHCP) will be issued.

### **Education, Health, and Care Plan (EHCP)**

This safeguards the provision made for the child and enables parents to have a say in school placement. An EHC plan is issued only where necessary, and the vast majority of the children in the school have their needs met through high quality teaching or SEND support.

The Local authority seeks a range of advice before issuing an EHC plan. The needs of the child and parents are considered paramount in this.

## **Supporting pupils and families**

### **Partnership with parents**

As a federation, we provide a SEND Information report, which details what we can offer children with SEN and/or disabilities in accordance with Regulation 51, part 3, Section 69(3) (a) of the Act. Please see the partnership website for further details.

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.

- We have meetings termly, in the form of learning conversations to share the progress of all children with their parents. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of every child. (TS8.5)
- Due to the sensitivity of some of the information, being communicated additional meetings with parents may be necessary.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting so that they know what their targets are and why they have them.

### **Supporting pupils at school with medical conditions**

The federation of St Edmund's and St Joseph's recognises that pupils in their schools should be properly supported so that they have full access to education. Some children with medical needs 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 a statement or Education, Health and Care (EHC) plan which brings together

health and social needs, as well as their educational provision and the SEND Code of practice (2014) is followed.

## **Roles and Responsibilities**

### **Role of coordinator**

The Special Educational Needs and Disabilities coordinator working closely with the Head teacher, Senior leadership Team, class teachers and teaching assistants, should:

- Be closely involved in the strategic development of the SEND policy and provision to raise the achievement of pupils with SEND and vulnerable groups ensuring all pupils make good progress (TS1.2, 2.2, 6.3)
- Have responsibility for day-to-day operation of the school's SEND policy and for coordinating provision for pupils of SEND, particularly through school support working closely with staff, parents/carers and other agencies (TS8.2, 8.3, 8.4, 8.5).
- Seek to develop effective ways of overcoming barriers (TS5.2).
- Sustain effective teaching through close analysis and assessment of pupil's needs, by monitoring the quality of teaching by visiting classrooms to see provision in practice, evaluation of pupils' achievements and by setting targets for improvement through the school development plan.(TS2.2, 6.2, 6.3)
- Oversee the records on all pupils with special educational needs and vulnerable groups, including monitoring and evaluation of any provision maps (TS 6.3, 8.1).
- Manage the SEND budget and resources (TS 8.1)
- Monitor and prioritise spending of pupil premium.
- Liaise with and advise fellow teachers, including the speech and language therapists (TS8.2, 8.4).
- Manage teaching assistants (TS8.2, 8.3).
- Contribute to the in-service training of staff (TS2.4, 8.1, 8.2, 8.4).
- Liaise with the parents of pupils with special educational needs and vulnerable groups when required (TS8.5).
- Liaise with external agencies including the LA's support and Educational Psychology Services, health and social care and voluntary bodies (TS8.2).
- Provide a termly report to Governors outlining the provision in place and impact on SEND pupils' outcomes.

### **Role of Head teacher**

The Headteacher will carry out the role of 'responsible person'. They have the responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND and vulnerable pupils. The head teacher should keep the governing body informed and work closely with the school's SENDCo.

### **Role of Class teacher**

The class teacher is responsible for meeting the day-to-day management of special educational needs and or disabilities of the children within their class including:

- Planning adapted teaching and learning tasks to meet the children's needs (TS2.2, 5.1).
- Writing and reviewing personalised targets (TS5.4).
- Liaise with and direct teaching assistants, including planning appropriate learning for pupils (TS8.3).
- Keeping and updating lists of children who are on intervention programmes and updating pupil progress throughout the year. These should be reported to the SEND coordinator and senior leadership team (TS 2.1, 2.2. 6.2, 6.3)
- Referring children causing concern to SEND coordinator by using the agreed referral form (TS8.2, 8.4).
- Reporting to parents at learning conversation meetings and in Annual Reports (TS8.5).

### **Role of the SEND Governor**

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. A governor has been allocated to ensure that the school and staff adhere to the SEND policy. The governors ensure that all teachers are aware of the importance of providing for these children, they consult the local authority and other schools, when appropriate, and report annually to the parents on the success of the policy for children with special educational needs.

### **Equal Opportunities**

All children must be allowed equality of opportunity, regardless of race, culture, gender or educational needs.

At our federated schools, we meet the diverse needs of all pupils to ensure inclusion for all. Please see the Race Equality and Equal Opportunities policy for further information. (TS1.2)

### **Health and Safety**

At St Edmund's and St Joseph's the Health and Safety of our children and staff is paramount, any hazards, concerns or incidents that occur are reported immediately to the Head teacher. Please see the Health and Safety policy for further information. (TS1.1)

## **Accessibility**

St Edmund's has a physical environment arranged over three levels and St Joseph's over two levels. A lift at St Edmunds school means it is accessible for children with motor disabilities and there is a disabled toilet in both schools. Staff and children make use of Makaton signing to support those with speech and language difficulties. Visuals are used to support pupils' understanding.

In the Nest the setting is across one level and there is an accessible toilet. Staff and children make use of Makaton signing to support those with speech and language difficulties. Staff use visuals (PECs and WIDGET) to support learners in their understanding and communication.

## **Dealing with complaints**

Please refer to the procedure within the complaints policy, which can be found on the school's website.

## **Appendices**

- A) St Edmund's school offer
- B) St Joseph's school offer
- C) St Joseph's and St Edmunds SEND provision statement on school website.