

St Katherine's C of E Primary School



Special Education Needs and Disability Policy

September 2025

Special Educational Needs and Disability (SEND) Policy

(September 2025)

'Love your neighbour as yourself' (Gospel of Mark Chapter 12 verse 31)

As a Church of England school, our Christian vision and values are central to all we do. Guided by God's love, our courage, diligence and ambition inspires us to be curious and respectful global citizens. As one community, we flourish so we can make the world a better place and 'love our neighbour as ourselves' (Mark 12:31). He inspires us to live out our school vision and strive for excellence in all that we do.

Policy Statement

In St Katherine's Church of England Primary School every child is valued and respected as an individual with a caring Christian community. Children have the right to be happy, enjoy their learning and have a say in their own development and we have a commitment to ensuring that they achieve their best and become confident individuals. We believe that every child is entitled to a rich and varied curriculum to enable achievement in all its forms.

We have a whole school approach, whereby all who participate in the day-to-day life of the school recognise their collective responsibility for children who are experiencing difficulty in their learning and/or behaviour and children who have physical or sensory difficulties.

This is reflected in the school policies so that we:

- Provide equal opportunities for all children irrespective of ability, gender and race.
- Recognise the value and needs of each individual
- Recognise each child's entitlement to a broad and balanced curriculum, ensuring participation through careful planning and differentiation
- Develop and maintain high levels of self-esteem for all pupils
- Identify barriers and meet individual needs with the aim of enabling each child to reach their potential in a climate of support, sensitivity, acceptance and respect.
- Support children to work and independently and be resilient learners
- Develop positive relationships with children, parents/carers and professionals

We recognise and value the contributions of parents and the wider community in providing a wide range of learning experiences which will enable children to flourish and equip them to meet future challenges. We use our Christian Vision to underpin a nurturing, relationship-focused and therapeutic approach, ensuring each individual's needs are met.

Definitions

At St. Katherine's, we recognise that a child or young person may have special educational needs throughout, or at any time during their school career. These children may need additional help for a short period of time or on a more long term basis. The Code of Practice for SEND states that a child has Special Education Needs (SEN) if they have a learning difficulty, which calls for special educational provision to be made for them that is **additional to and different from** that made for all pupils.

Children have a learning difficulty if they:

- a. Have a significantly greater difficulty in learning than the majority of other children of the same age.
- b. Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.
- c. Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

For the vast majority of children their needs will be met within the class in school, with outside help if necessary. If it is decided that a child has High Needs, the Local Authority (LA) will arrange the provision for the child, by means of an Education, Health and Care Plan (EHCP).

The four areas of need are:

1. Communication and Interaction:

- **SLCN** -Speech Language and Communication Needs
- **ASCD**-Autism, Social and Communication Difficulties

2. Cognition and Learning:

- **LDD**-Learning Difficulties and Disabilities
- **MLD** –Moderate Learning Difficulties
- **SLD** – Severe Learning Difficulties
- **SpLD**- Specific Disorder such as Dyspraxia, Dyslexia, Dyscalculia

3. SEMHD - Social, Emotional and Mental Health Difficulties

- **ADHD** – Attention Deficit/Hyperactivity, including behavioural difficulties and underlying reason.

4. PHYSICAL IMPAIRMENT

- Visual
- Hearing
- Physical

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Arrangements for co-ordinating the Special Education Needs and Disabilities (SEND) provision

The role of the Governing body

- To cooperate with the Head Teacher to determine the school's general policy and approach to provision for the children with SEND;
- To establish the appropriate staffing and funding arrangements
- To maintain a general oversight of the school's work
- To report to parents annually on the school's policy of SEND

SEND Governor – Reverend Marion Walford

The role of the Head Teacher

- To be responsible for the day-to-day management of the provision for children with SEND
- To keep the governing body fully informed
- To work closely with the school's SENDCo

Head Teacher – Mrs Anne-Marie Taylor

The role of the SENDCo

- To co-ordinate with the Head Teacher to determine the school's general policy and approach to provision for children with SEND
- To establish staffing and funding arrangements
- To maintain a general oversight of the school's work
- To liaise with and advise fellow teachers
- To co-ordinate provision for children with special educational needs
- To manage learning support assistants
- To oversee the records of all children with special educational needs
- To contribute to the training of staff
- To liaise with external agencies

SENDCo – Mrs Caroline Brown

Identification and Assessment

Provision for children with special education need is a matter for the whole school. In addition to the governing body, the school's head teacher, the SENDCo and all other members of staff have important day to day responsibilities.

At St. Katherine's, we understand the importance of identifying a child's barriers to learning at the earliest point, in order to improve the long-term outcomes for an individual. If a teacher has concerns about a child they should follow the set procedure within the graduated response.

The Graduated Response

The school follows a graduated response process for identification, assessment and provision, in accordance with the Code of Practice for SEND

Early identification of needs

Pupils who start at St. Katherine's may have had additional needs identified by external agencies. In these cases, the SENDCo will liaise with parents/carers and agencies to ensure a smooth and successful transition. Parents and carers have the opportunity to share any supporting information or concerns that they may have about their child through pre-entry forms and the induction process.

Through **Quality Teaching**, and half termly pupil progress meetings, the teachers will identify children who are not meeting expected targets. Following assessment procedures, teachers will then set appropriate interventions. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) may also be consulted for support at this time. This progress will be reported to parents when it is appropriate.

Early identification of areas requiring support is vital. The assessment process may include:

- Information from parents/carers
- Views of pupil
- Records from nursery
- Observations by staff
- Assessments against the Early Years Foundation Stage Early Learning Goals
- Formal assessments, such as, National tests, phonics screening tests

Our approach to identifying and supporting pupils with SEND and our commitment to early intervention begins with the class teacher using quality first teaching and clear differentiation to meet individual needs. Differentiation may be implemented through:

- Different learning material, resources or special equipment
- Additional adult support
- Outcome
- Task
- Pace
- Grouping

If, after careful increased differentiation, assessment and monitoring, there is still concern about a child's progress, and it is decided that interventions **additional to** and **different from** those provided as part of the school's usual differentiated curriculum are required, the class teacher will seek the help of the SENDCo and the parents will be consulted. This category is called **Additional Intervention Support**. Targets will be set with the pupil, parents, teacher, and initially the SENDCo, in the form of a One Plan meeting, where a One Page Profile will be created, and evidence based interventions will be put in place. A date will be set for further meetings and for progress against these targets to be assessed.

The One Page Profile will be kept in the class SEND folder and the targets kept in the same way that other individual targets are kept in school. These will then be annotated by the class teacher and Learning Support Assistants to inform future planning. They will then form part of the next review meeting. If part of a child's barrier to learning is SEMH, Anxiety maps, predict and prevent forms and a Risk Reduction plan may be put in place.

Review meetings will take place at least three times a year. If substantial progress has been made, the pupil will return to Quality Teaching.

If little or no progress has been made, or the barrier is severe, school inclusion partners or outside agencies may become involved. A further one page profile will be made including all those involved and if the pupil still does not make expected progress they will be considered to be in the category of **High Need** where an Education Health and Care plan may be put in place, if the school needs support which is beyond their resources.

The child's class teacher will continue to be responsible for working with the child on a daily basis, planning and delivering an individualised programme. Continual on-going assessment will take place against the success criteria in the One Page Profile. This will form the basis of further planning.

Links with other agencies

In some cases, advice will be sought from outside professionals or from health or social services:

- The Educational Psychology Service
- Social Care
- The Educational Welfare Service
- Occupational and Physiotherapists
- Speech and Language Therapists
- Specialist Teachers
- School Inclusion Partner
- The school Nurse, Health Visitor and Paediatrician

Any reports from such agencies will be stored in the class folder.

Progress

The success of the Special Educational Needs and Disability Provision will be measured using the following criteria:

- Progress made – evidenced by half termly Pupil Progress meetings
- Whether targets on the provision review have been met
- The review process child/parent/teacher views
- Teacher assessment
- Raised self esteem
- Evidence of differentiated work
- Annual reports
- The condition of the child's social and emotional wellbeing in school.

Monitoring

Interventions will be reviewed regularly by Class Teachers and Learning Support Assistants. Progress will be mapped against targets. Further monitoring will take place by the Head teacher, Deputy Head Teacher and SENDCo on a half termly basis as part of Pupil Progress meetings. The SEND register will also be updated at this time.

Feedback from monitoring will be shared with the Head Teacher and Link Governor. Progress will be reported to the committee for curriculum and pupil related issues.

Additional funding and EHCP

Sometimes children need very special help. Support and discussions will be carried out with parents if the school thinks the child needs a referral for further assessment. At this stage very detailed assessments and reports are compiled and we would make a request for Enhanced Funding or an Educational Health Care Plan (EHCP) in consultation with the Local Authority and other agencies. The report sets out the difficulties the child is experiencing and also what teaching help and classroom support the child is to receive. A detailed learning programme is then compiled and implemented by the school.

Additional funding and EHCP

All children with an EHCP must be reviewed annually at an Annual Review meeting. The EHCP will be reviewed with the parents, the pupil (where appropriate), the school and all other professionals involved will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special education provision specified on the EHCNAR. The annual review should focus on what the child has achieved as well as identifying any difficulties that need to be resolved.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary school stage. It will then be possible for the parents to visit secondary school and to consider appropriate options within the similar timescales as other parents.

Transfer of Records

Children's records are stored in a secure cabinet in the child's class. Each new One Plan will also be stored in the class SEND folder, replacing the old one, which will be stored in the child's class folder. These folders will then be passed onto the next class teacher at the beginning of each school year, as part of the class 'handover'.

If a child changes school, records will be forwarded to the new school on request from the Head Teacher, as is normal practice.

There is close liaison between the Primary and Secondary Schools. Visits by the children and meetings between the staff of each school are held prior to transfer. If it is appropriate some children may make extra visits. Every effort is made to ensure that the necessary information is passed on to the child's next school.

Please refer to the School Information Report for more detailed information.