Saint Mary's Catholic Primary School

Saint Mary's
Catholic
Primary School
Congleton
A Voluntary Academy

SEND Policy

"Saint Mary's Catholic Primary School is a Christ centred learning community, where all are safe, valued and loved."

Approved by the Governing Body:	October 2026	Headteacher: Amy Butterfield Chair of Governors: Val Bridges
To be reviewed:	September 2027	

Aims and Objectives

We aim to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities.
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
    - Help pupils with SEND fulfil their aspirations and achieve their best.
    - Help pupils with SEND become confident individuals living fulfilling lives.
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.
- Make sure the SEND policy is understood and implemented consistently by all staff.

Visions and Values

At our school we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Legislation and Guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 –25 (from September 1st 2014) and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEND) information report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND.
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

Special Education Needs:

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability:

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The four areas of need:

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Cognition and Learning: Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Communication and Interaction: Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

Social, Emotional and Mental Health: These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example, as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or Physical: Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment

- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and Responsibilities

The SENDCO at our school is Mrs Waters.

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The Governing Board

The Governing Board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need

- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND.

The SEND Link Governor

The SEND Link Governor is Mrs Joyce Richards

The SEND governor will:

- Help to raise awareness of SEND issues at Governing Board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality, inclusive and adaptive teaching to meet pupils' needs through a graduated approach.
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil.

Parents and Carers

Parents and carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- The pupil's views will be taken into account in making decisions that affect them, whenever possible.

SEND Information Report

The school publishes an SEND information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

Our Approach to SEND Support

Identifying pupils with SEND and assessing their needs

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English. When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and Involving Pupils and Parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Principles of the Graduated Approach
Assess, Plan, Do and Review

Assess - a clear analysis of the child's needs should be carried out by those teaching and supporting the child.

Plan - the class teacher in conjunction with the SENDCO should work with the child and their parents to agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the child or young person, based on reliable evidence of their effectiveness. Any related staff development needs should also be identified and addressed.

Do - the class teacher remains responsible for working with the child on a daily basis (even where interventions involve group or one-to-one teaching). The SENDCO should support the class teacher in the further assessment of the child or young person's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review - The effectiveness of the support and interventions, and their impact on the child's progress, should be reviewed regularly and in line with any agreed dates. The child's views should be considered during the evaluation of the quality and impact of the support provided. Professionals within the setting should revise the support in light of the child or young person's progress and development and decide on any changes to the support and outcomes in consultation with the child and their parent(s). Educational settings should revisit this cycle of action and refine and revise their decisions about support as they gain a richer understanding of the child or young person and what is most effective in helping them secure good outcomes. Support for all children and young people with SEND should be kept under review, regardless of whether the child or young person has an EHC Plan.

Through this assess, plan, do, review cycle, earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person's needs and of what supports the child or young person in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to an individual child or young person's needs.

The Levels of Support

The school follows a graduated approach to identifying and meeting pupils' needs. Support is needs-led and will increase or change according to the individual needs of the pupil.

Universal Provision – Ordinarily Available Inclusive Practice (OAIP)

High-quality, inclusive teaching is the first response to pupils who are experiencing difficulties. All pupils have access to Quality First Teaching and Ordinarily Available Inclusive Practice (OAIP), including appropriate adaptive teaching and reasonable adjustments.

Class teachers are responsible for the progress and development of all pupils in their class. Where a pupil is experiencing difficulties or is not making expected progress, the class teacher will consider possible barriers to learning and adapt teaching and provision accordingly.

Monitoring Emerging Needs

Where concerns remain despite appropriate Quality First Teaching and ordinarily available provision, the pupil's needs will be discussed with the SENDCO and the pupil may be identified for a period of monitoring.

During this period, the class teacher will continue to adapt teaching and provision, gather evidence, monitor the pupil's progress and involve parents/carers and the pupil as appropriate. Being monitored does not mean that a pupil has been identified as having SEND or that they will automatically be placed on the SEND register.

The impact of the support provided will be reviewed. Where the pupil makes appropriate progress, they may no longer require additional monitoring. Where concerns continue and evidence suggests

that the pupil requires provision that is additional to or different from that ordinarily available to their peers, SEND Support may be considered.

SEND Support – Targeted Provision

Where a pupil is identified as having SEND and requires provision that is additional to or different from that ordinarily available, they will be placed on the school's SEND register and supported through the graduated Assess, Plan, Do, Review approach.

A SEND Support Plan will be developed in partnership with the pupil and their parents/carers. This will identify the pupil's strengths and needs, agreed outcomes, reasonable adjustments, targeted provision and interventions. The plan will be reviewed termly, and adapted according to the pupil's progress and changing needs.

Where appropriate, advice and support may also be sought from external professionals.

Education, Health and Care (EHC) Plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan and the school will request a needs assessment from the Local Authority. A range of written evidence about the child will support the request. An EHC plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and from the LA (classed as 'top up' funding). On the census these pupils will be marked with the code E.

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents.

Expertise and Training of Staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and Language Therapists
- Specialist teachers or support services
- Educational psychologists/ Cheshire East Autism Team (CEAT)
- Occupational therapists/ physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Educational Welfare Officers (EWO)
- Social services

Admission and Accessibility Arrangements:
Saint Mary's Catholic Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the school's Admission Policy. Our Admissions Policy and Accessibility Plan can be found on our website.

Complaints about SEND Provision
Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the SENDCO or Headteacher. They will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice. To find out about disagreement resolution and mediation services in our local area please use the Cheshire East website.

Monitoring and Evaluation Arrangements
Evaluating the Effectiveness of the Policy
We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set.
We will evaluate how effective our SEND provision is with regards to:
- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the Policy
This policy will be reviewed **annually**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the Local Governing Board.

Links with Other Policies and Documents
This policy links to the following documents:
- SEND Information Report
- The Local Offer
- Accessibility Plan
- Behaviour Policy
- Equality Policy
- Supporting pupils with medical conditions Policy
- Attendance Policy
- Safeguarding/child protection Policy
- Complaints Policy