

Special Educational Needs and Disabilities (SEND) Policy



St Vincent's Catholic Primary School

The School Mission Statement

To love, serve and learn as Jesus shows us

DOCUMENT STATUS

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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

STATEMENT OF INTENT

St Vincent's Catholic Primary School values all pupils and celebrates diversity of experience, interest and achievement. We believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. All children need to experience praise, recognition and success, and pupils with SEND have equal entitlement and we are committed to providing for each child with the best possible environment and opportunities for learning.

This policy outlines the framework within which we will meet our duty, obligation and principal equality values to provide a high-quality education for all children, including those with SEND.

Through successful implementation of this policy, we aim to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

We will work with the Local Authority within the following principles, which underpin this policy:

- The involvement of children and parents in decision-making
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children with SEND
- Greater choice and control for children and parents over their support
- Successful preparation for adulthood, including independent living and employment

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation including, but not limited to, the following:

- | | |
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| • Local Government Act 1974 | • Disabled Persons (Services, Consultation and Representation) Act 1986 |
| • Children Act 1989 | • Education Act 1996 |
| • Education Act 2002 | • Mental Capacity Act 2005 |
| • Equality Act 2010 | • Equality Act 2010 (Disability) Regulations 2010 |
| • Children and Families Act 2014 | • Special Educational Needs (Personal Budgets) Regulations 2014 |
| • Special Educational Needs and Disability (Amendment) Regulations 2015 | • Special Educational Needs and Disability (Detained Persons) Regulations 2015 |
| • The UK General Data Protection Regulation (GDPR) | • Data Protection Act 2018 |
| • Health and Social Care Act 2022 | |

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- | | |
|---|--|
| • DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' | • DfE (2015) 'Supporting pupils at school with medical conditions' |
| • DfE (2018) 'Mental health and wellbeing provision in schools' | • DfE (2021) 'School admissions code' |
| • DfE (2023) 'Working together to safeguard children' | • DfE (2025) 'Keeping children safe in education' |
| • Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils' | |

This policy operates in conjunction with the following school policies:

- Admissions
- Records Management
- Supporting pupils with medical conditions and/or who cannot attend due to medical needs
- Complaints
- Administration of Medication and Medical Care in school
- Single Equality
- Child Protection and Safeguarding
- Emotional health and wellbeing
- Behaviour
- Data Protection
- Suspension and Exclusion
- EYFS
- Anti-bullying

AIMS AND OBJECTIVES:

At St Vincent's Catholic Primary School, we aim to fulfil our responsibilities under the DfE's 'SEND Code of Practice: 0 to 25 years by:

- Following the principle that all teachers are teachers of children with SEND.
- Using our best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum through a graduated response.
- Ensuring that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensuring high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Identifying children who may require SEND support as early as possible in their school career through regular and close monitoring of the progress of all children.
- Fulfilling statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promoting disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Making reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designating a teacher to be responsible for coordinating SEND provision, i.e. the SENDCO.
- Informing parents when making special educational provision for their child and keeping them well informed about support and progress.
- Involving children with SEND as much as possible in decisions, planning and monitoring of their provision and progress.
- Reviewing, preparing and publishing important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

The following in isolation are not classed as SEND, but may impact on a child's progress and attainment:

Disability	Children with disabilities but without learning difficulties will have an 'Individual Care & Access Support Plan' written by the parents, SENDCO, Designated Safeguarding Lead and Class Teacher and, if appropriate, the child. This will outline strengths and areas of focus, plus suggested actions, to minimise the impact of these potential barriers to learning. They may also qualify for an EHCP.
Attendance and Punctuality	Poor attendance and punctuality will have an impact on progress. Support will be given through Quality First Teaching and targeted group intervention outlined on the class provision map. If absence is persistent, then concerns will be passed onto the Local Authority Attendance Officer.
Health needs	Children with long term medical conditions will have a Health Care Plan agreed with the school and the parents. This will be written in line with the school's Administration of Medicines Policy.
English as an Additional Language (EAL)	Particular care will be given to the assessment of progress for children whose first language is not English and consideration must be given to the context of their home, culture and community. If necessary, support will be sought from relevant support agencies. It is important to recognise that having EAL is not equated to having SEND. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.
Being in receipt of Pupil Premium Grant	Pupil Premium funding will be used to support children. This support will be outlined on the Pupil Premium Provision Map.
Being a child of a Serviceman / woman	
Looked after Children (children who have been taken into the care of the Local Authority)	Where there is no SEND, a Personal Education Plan (PEP) will be in place and monitored by the Designated Safeguarding Lead and Social Care.
Behaviour	Where behaviour is causing an ongoing concern, this will be managed through the Behaviour Policy unless there is an underlying Social, Emotional and Mental Health need.

The SEND Code of Practice identifies 4 categories of need:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

Communication and interaction

- Children with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.
- We recognise that:
 - Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
 - The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.
- The SENDCO will work with children, parents and Speech and Language Therapy (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and learning

- Pupils with learning difficulties may require support – the school will offer learning support at a group and individual level as appropriate based on needs and advice given.
- Learning difficulties cover a wide range of needs, such as:
 - Moderate learning difficulties (MLD)
 - Severe learning difficulties (SLD)

- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- The SENDCO will ensure that any provision offered will be suitable to the needs of the pupil.

Social, emotional and mental health difficulties

- Children may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.
- We recognise that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will provide Social, Emotional and Mental Health (SEMH) support for these children.

Sensory or physical needs

- Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND.
- We will ensure staff understand that:
 - Some conditions can be age-related and can fluctuate over time.
 - A pupil with a disability is covered by the definition of SEND if they require special educational provision.

ROLES AND RESPONSIBILITIES

The SEN team of the school is:

- Samantha Flynn: SENDCO
- Deborah Conreen: Designated Provision Lead and SENDCO
- Peter McPartland: SEND Governor
- Amy Norris: Head of School and Designated Safeguarding Lead
- Dominic Vernon: Executive Head Teacher

The role of the Governing Body

The Governing Body's responsibilities to pupils with SEND are to:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The role of the Head of School and Executive Head Teacher

The Head of School and Executive Head Teacher are responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, they will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENDCO for the school.
- Ensure the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The role of the SENDCO

The SENDCO plays a crucial role in the SEND provision at St Vincent's Catholic Primary School.

The SENDCO will be responsible for:

- Collaborating with the governing board, Head of School and Executive Head Teacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors, the Head of School and Executive Head Teacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

The role of Class Teachers

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Ensuring they follow this SEND policy.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Developing positive relationships with parents and working with them to plan and review provision
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
- Working closely with any teaching assistants or specialist staff, including specialist professionals, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Executive Headteacher and Head of School.

The role of support staff

- Within the budget constraints, Teaching Assistants will support in the delivery of programs of work for SEND children and children who are underperforming
- Teaching Assistants will work with small groups or individuals to support target work under guidance from the class teacher
- With the support of the class teacher, liaise in consultations with outside agencies
- Help the class teacher in writing individual targets

PARTNERSHIP WITH PARENTS

'Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development.' (SEN Code of Practice Paragraph 6.2).

St Vincent's Catholic Primary School firmly believes in developing a strong partnership with parents and that this will enable children with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

We work in partnership with parents to:

- Assess and identify initial needs, and plan provision to start meeting those needs
- Set, targets, plan provision and review impact at least once per term
- Engage the support of external professionals / apply for Statutory Assessment
- Evaluate and improve our provision for SEND by asking for and responding to feedback

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

THE VOICE OF THE CHILD

At St Vincent's Catholic Primary School we encourage all children to be active in monitoring and evaluating their learning. We recognise that every child is unique, and that pupils with SEND communicate their thoughts, feelings, wants and needs in different ways. We are committed to listening to and valuing the views of all pupils with SEND, ensuring that each child has the opportunity to express themselves and contribute to decisions about their learning and support.

Insight is gained through:

- *Regular pupil voice activities* led by the SENDCo, where pupils are asked about the quality and impact of SEND provision on their learning and across the school.
- *Individual discussions with pupils* about their needs, wishes, and the strategies that help them to learn best.
- *Use of accessible communication methods* such as Widgit symbols, AAC devices, visual supports, or verbal conversations to ensure all pupils can express their views.
- *Ongoing dialogue in lessons*, where staff talk to pupils about their learning, identify what is working well, and adjust support as needed.

SAFEGUARDING

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The Executive Headteacher, Head of School and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board, Executive Headteacher and Head of School will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

IDENTIFICATION OF AND PROVISION FOR CHILDREN WITH SEND

At St Vincent's Catholic Primary School there is a clear *Graduated Response* to identifying and responding to SEND, as is advocated by the SEND Code of Practice. We recognise that early identification and effective provision improves long-term outcomes for the pupils. We adopt a whole-school approach to SEND identification and provision so that once identified, children with SEND, as far as is practicable, remain fully integrated and have access a broad, balanced and appropriately challenging curriculum.

All children access *Quality First Teaching*, adapted and differentiated to meet the wide range of needs within a class. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, interests, needs and circumstances. Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.

- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Working with the Executive Head Teacher, Head of School and SENDCO, class teachers will regularly assess the progress of all children using:

- Evidence in books to show progress towards Age Related Expectations
- Post-learning assessment tasks
- Evidence from short-term, group interventions used to address specific gaps in learning
- Formal assessments
- Information from parents

We recognise that many children during their education will encounter gaps in their learning, find new learning more difficult and need additional support for a range of different reasons. It is part of the class teachers' role to respond to these changing needs as quickly as possible so that *short-term, targeted group support and intervention* can be used to address any such issues.

SEND Support

Where children are identified as making less than expected progress, progress will:

- Be significantly slower than peers who had the same baseline
- Not match or better the child's previous rate of progress
- Fail to close, or is widening the attainment gap within the class

If a child continues to make less than expected progress despite short-term targeted group support, then further analysis may be required so that *SEND Support* can be planned to provide a more personalised approach to meeting their needs.

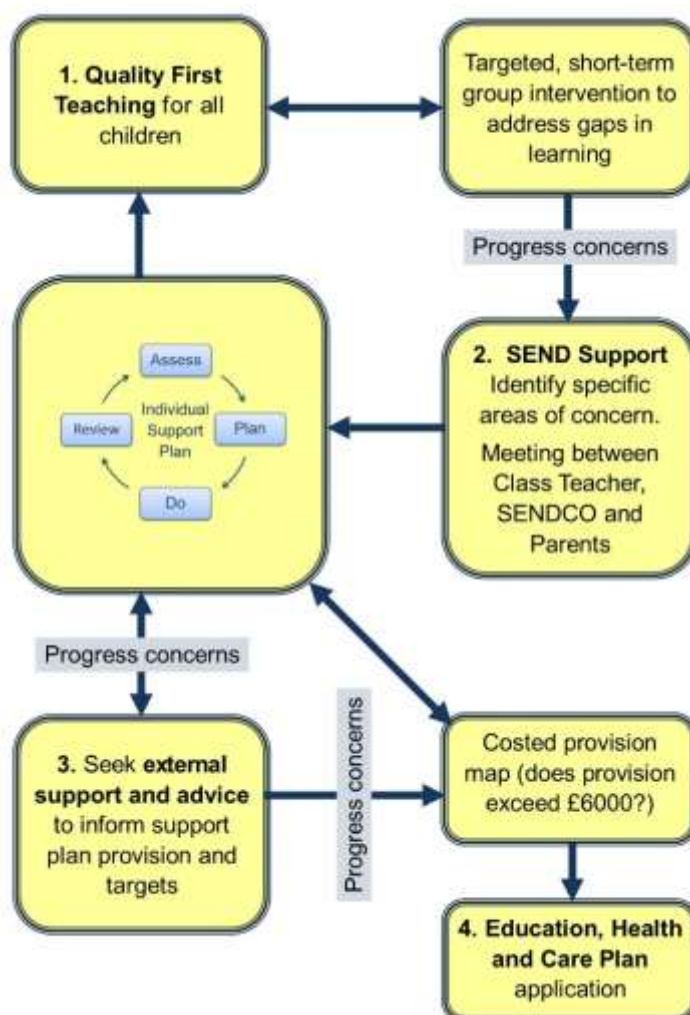
The school plans, manages and reviews SEND provision across the following four broad areas of need:

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

Assessment of needs will be made using:

- Oxfordshire Materials for identifying SEND
- LDA target ladders
- SDQs
- Graduated Response entry form

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – assess, plan, do, review – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:



- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

The school will maintain a list of pupils who have been recognised as having SEND. The records will be held centrally and kept securely. In some circumstances the records may be shared with external agencies, for example, for safeguarding issues or on transition to another school.

Once a clear assessment of a child's needs has been made, the SENDCO and Class Teacher will work closely with parents and carers, and the child where possible, to plan the interventions and support to be put in place. This will be recorded on a Support Plan, which will contain:

- Information about the child's current attainment in Reading, Writing and Maths.
- Areas of strengths and areas of need
- Support already in place
- Targets to work on based on needs identified and what this support will look like in school with links to advice from other professionals as appropriate
- Expected impact on progress
- A clear date for review
- Advice on how parents can support at home

Targets set within a support plan must be:

- Specific, Measureable, Achievable, Relevant and Time-limited
- Used to inform the support that a child receives in school and can be worked on at home. The support within school will include some or more of the following:
 - Additional support from the Class Teacher or Teaching Assistant within class
 - Access to differentiated work
 - Time-tabled periods of targeted intervention work (group or individual)
 - Access to specific resources

Targets are reviewed every 4 weeks by the class teacher and SENDCo. This information is shared with parents, along with new targets for the child to focus on across the following 4 weeks. More in-depth reviews of progress with parents occur 3 times throughout the year.

If, after a number of Assess → Plan → Do → Review cycles, a child continues to make less than expected progress as outlined above, we may feel that more *specialist advice or support* is needed to help meet the identified needs of your child. We will discuss this with parents as part of ongoing review meetings, and consent will be requested to involve one or more of the following professionals (or others as appropriate) to help inform the targets that we set and work on with a child:

• Educational Psychologist	• Speech & Language Therapy	• Occupational Therapy
• Physiotherapy	• CAMHS	• School Health
• Paediatrician	• Visual Impairment support	• Hearing impairment support
• Orthoptist	• Early help	• SEND EYFS outreach team
• Mental Health Support link worker	• Social, Emotional, Mental Health (SEMH) specialist teachers	

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

EHC needs assessments and plans

A request for *Statutory Assessment for SEND* and consideration for an *Education, Health and Care Plan (EHCP)* will be submitted, in consultation with parents, and with their consent when:

- Sustained action as outlined above as has not resulted in improved progress
- A child is working significantly below expectation (based on school assessment and assessments carried out by Specialist Professionals)
- Cost of provision for a child exceeds the notional SEND budget of up to £6000 that schools are expected to allocate to meet the needs of a child

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

An EHCP will normally be provided where, after Statutory Assessment, the Local Authority considers that the needs of a child cannot be met within the normal provision of our school and additional funding is required. However, we recognise that a request for a Statutory Assessment does not always lead to an EHCP. Consideration for an EHCP might also be requested by a parent or outside agency.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.

- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board, Executive Headteacher or Head of School will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between the child and their peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

HOMEWORK FOR CHILDREN WITH SEND

The purpose and allocation of homework for children with SEND is no different to that outlined in the Homework Policy. However, as stated in the policy, some children may benefit from specific homework tasks based on their individual learning needs, linking to their support plan and targets. This personalised homework will be discussed at support review meetings and recorded on the support plan so that parents are clear about what they should be working on at home to support their child's learning and progress towards individual targets.

However it is important that children with SEND do as much in common with other children as possible so that gaps in learning are not widening. They should therefore have the opportunity, should they wish, to attempt some or all of the weekly homework. School policy is that weekly homework tasks set do not need to be returned to school as they are an opportunity to reinforce and practice what has been already taught in school so if a child is unable to access the tasks, there is no requirement for them to be completed and individual target work should be the focus.

ASSESSMENT ACCESS ARRANGEMENTS

Pupils with specific needs, including those with SEND, may require additional arrangements so that they can take part in the KS2 tests. Access arrangements are adjustments that can be put in place to support those pupils.

The Executive Headteacher and Head of School, working with the SENDCO and class teachers must decide whether any of pupils will need access arrangements before they administer the tests.

School will make an application to the Standards and Testing Agency (STA) to request permission in advance for some arrangements. Some arrangements do not require permission, but schools must notify STA of their use. Other arrangements may be used without prior approval or the need to notify STA, provided they reflect normal classroom practice.

School will notify parents of any access arrangements being put in place to support their child.

EARLY YEARS PUPILS WITH SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework and the Early Years Graduated Response.

We will ensure all staff who work with young children are alert to emerging difficulties and respond early. We will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Work with nursery and pre-school provides to ensure a smooth transition into school for children with SEND, offering enhanced transition and support for parents.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Engage the early support of the school SENDCO
- Provide information for parents on how it supports children with SEND.

ADMISSIONS

Pupils with SEND will be admitted to St. Vincent's Catholic Primary School in line with the school's Admissions Policy, which is available on the school website, and ensures that we meet the duties set out under the 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

We use our Welcome Meeting and transition visits to work closely with parents and gather information about whether a child has, or might have SEND and whether support is already in place. Enhanced transition will be offered as required to support children joining our school.

In the case of a child transferring from another school, we will seek to ascertain from parents and the previous school, whether the child has SEND and will request records as quickly as possible. If alerted to the fact that a child may have SEND, we will consult with the previous school and the child's parents to ensure that provision is in place as quickly as possible.

The school may challenge a decision to name the school in an EHC plan if the school considers that such a placement would be unsuitable based on the child's age, ability, aptitude or SEND; or it would be incompatible with the efficient education of other children or the efficient use of resources. The school will consider whether any reasonable adjustments can be made to provide a placement.

SUPPORTING SUCCESSFUL PREPARATION FOR ADULTHOOD

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

TRANSITION

When a pupil transfers to another school (in year transfer, or transition to High School), documents, including SEND records, will be sent to the receiving school. A signed receipt of transfer will be required.

On transfer to secondary school the Year 6 teacher and SENDCO will meet with the SENDCO and Head of Year 7 of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Transition between year groups will be supported by staff having the opportunity to meet and spend time with their new class at the end of the year. Staff will also meet with the previous teacher to discuss the cohort and any individual needs or concerns so that provision can also be transitioned smoothly. All support plans are stored electronically so that staff have access to information about past provision to maintain and build upon. Teachers maintain Pupil Passports that contain pertinent information regarding a SEND child; these form part of transition discussions. Resources are shared with parents to support transition between year groups as required.

When transferring to High School, any children with SEND are discussed at the transition meetings held with staff from the receiving High School. The Year 6 class teacher and our school SENDCO will meet with relevant staff from each High School, including the SENDCO, to pass on information.

For children with an EHCP Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENDCO of the Secondary school will be invited to attend.

STAFF TRAINING AND IMPROVING PRACTICE

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school SENDCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

USE OF DATA AND RECORD KEEPING

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

PUBLISHING INFORMATION

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

JOINT COMMISSIONING, PLANNING AND DELIVERY

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

LOCAL OFFER

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- Collaborative: Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- Accessible: The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- Comprehensive: The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- Up-to-date: The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.
- The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

MANAGING COMPLAINTS

The school publishes the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

MONITORING AND EVALUATION OF THE POLICY

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the Head of School, Executive Head Teacher and SENDCO
- Analysis of progress and outcomes for individual children, groups and cohorts
- School self-evaluation

In evaluating the success of this policy, the school will consider the views of staff, Governors, Parents, Pupils, External professionals and the Local Authority