Special Educational Needs & Disability Policy

Last reviewed: November 2026
Next review due: November 2027

St Edmund Campion Catholic Primary School & Nursery

"GOD IS AT THE CENTRE OF EVERYTHING WE DO"

VISION & VALUES

Our vision is to create a nurturing and enriching educational community where the light of Christ shines brightly, guiding the journey of **all** our children aged 3-11. In unity, we will provide an exceptional Catholic education that empowers children to achieve their highest potential, guided by the light and truth of Christ. Together, we build a future filled with hope, love, and the promise of a brighter tomorrow.

St Edmund Campion Catholic Primary School values the abilities and achievements of **all** its pupils, and is committed to providing an inclusive environment where all our pupils have the chance to thrive and meet their full potential.

AIMS

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Ensure that all pupils have access to a broad and balanced curriculum
    - Identify pupils requiring SEND provision as early as possible
    - Ensure that pupils with special educational needs or disabilities take as full a part as possible in all school activities
    - Ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment and are welcomed as active partners in their child's education
    - Ensure that pupils with SEND are involved, where practicable, in decisions affecting their provision
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

LEGISLATION

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (section 20)

DEVELOPMENT & IMPLEMENTATION

This policy has been developed by input from the SENCo, Headteacher, Senior Leadership Team, Class Teachers and TAs. The SEND Governor meets the SENCo throughout the year and reports to the Governing Body on the specific objectives outlined in the SEND Aims above, and ensures that SEND objectives are addressed in the School Improvement Plan as appropriate. All adults are committed to the principles contained within this Policy, as well as other, related Policies i.e. Behaviour Management, Teaching, Learning, Curriculum, Equal Opportunities, Health & Safety and Child Protection.

DEFINITIONS

Special Educational Needs

A child has special educational needs if they have a significantly greater difficulty in learning than most others of the same age or learning difficulties that call for special educational provision to be made.

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 4 Areas of Need

- 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.
- 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 (e.g. 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
- 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 hyperactivity disorder (ADHD): inattentiveness, hyperactivity and/or impulsiveness
        - Suffered adverse childhood experiences (ACE)
    - 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.

INCLUSION

Our SEND Policy recognises the entitlement of all pupils to a balanced, broadly based curriculum and reinforces the need for teaching that is fully inclusive. The Governors will ensure that appropriate provision will be made for all pupils with SEND.

Admissions

All children with SEND are afforded the same rights as other children in terms of their admission to school. However, children who have undergone a statutory assessment and are having their needs met through the provision of an Education Health Care plan, are given priority as part of the authority's school admissions procedures.

Accessibility

St Edmund Campion Catholic Primary School recognises that pupils at school with medical and/or physical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision. This will also be adhered to.

To see the school's accessibility plan please click here.

ROLES & RESPONSIBILITIES

SENCo

The SENCo at our school is Lisa Opalko.

They will:

- Work with the class teacher or nursery keyworker to inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 SEN, 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 SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adapted teaching methods appropriate for individual pupils
- 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 SEN 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 SEN, 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 SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The SEND Governor

The SEND Governor at our school is Kevin Harte.

They 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 SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher at our school is Jennifer Camp-Overy.

They will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Work with the SENCO 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 the provision and progress of learners with SEN and/or a disability

- 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 SENCO has enough time to carry out their duties
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, 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 teaching that is adapted to meet pupil 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 SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN 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 & Pupils

St Edmund Campion Catholic Primary School firmly believes in developing a strong partnership with parents and that this will be a powerful factor in enabling children with SEND to achieve their potential. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Depending on age and appropriateness, pupils will also be encouraged to participate in the decision-making processes affecting them.

IDENTIFICATION & ASSESSMENT OF SEND

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also

consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

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 adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO 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 SEN. 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 SEN 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 SEN
- 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.

APPROACH TO SEND SUPPORT

THE GRADUATED APPROACH

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, and what they intend the expected outcomes to be.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on an individual education plan.

Wave 1 – Universal Offer

- Wave 1 represents high-quality, inclusive teaching that is adapted and personalised to meet the needs of all learners.
- Teachers make reasonable adjustments in line with the Equality Act 2010 and ensure access to the full curriculum.
- Strategies may include scaffolded tasks, use of visual supports, additional adult guidance, and adjustments to classroom environment or pace.
- Most pupils' needs are met effectively at this level without requiring additional intervention.

Wave 2 – Targeted Offer

- Where a pupil continues to experience barriers to learning despite Quality First Teaching, additional targeted interventions are put in place.
- These may involve small-group work, short-term interventions, or specific programmes aimed at developing particular skills (e.g. phonics, social communication, or emotional regulation).
- The SENCo may advise on strategies, and progress is closely monitored through the Assess–Plan–Do–Review cycle.

Wave 3 – Specialist Offer

- When a pupil's needs are significant and ongoing, and they do not make expected progress despite targeted support, a more individualised plan is implemented.
- This may include specialist involvement from external agencies (e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist).
- A SEND Support Plan (or in some cases an Education, Health and Care Plan – EHCP) is developed in collaboration with professionals, parents/carers, and the pupil.
- Provision is highly personalised and regularly reviewed to ensure progress and appropriate next steps.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.
Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, if needed, in problem solving and advising on how to implement support effectively.

External support services, if involved, will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required.

If a child is unable to access the National Curriculum, alternative arrangement would be put in place.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

LEVELS OF SUPPORT

SEN Support

Pupils receiving SEN provision will be placed on the school's SEND register as 'SEN Support'. This is decided at the discretion of the school and its criteria list. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

External funding from the Local Authority is not provided to support these children. On the census these pupils will be marked with the code K.

Education, Health and Care (EHC) Plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The 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 topped up from the Local Authority (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

See this link for more information about the EHC Plan application process in the Local Authority.

STAFF TRAINING

We recognise that every teacher is a teacher of SEND and that, where possible, quality first teaching is vital in ensuring that children progress. With this in mind, training will regularly be provided to teaching and support staff. The headteacher and SENCo 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.

External 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
- Educational Psychologists
- Occupational Therapists
- General Practitioners or Paediatricians
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers (EWO)
- Social Services

COMPLAINTS

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, SENCO or Headteacher. 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. They will be handled in line with the school's complaints policy.

EVALUATING THE POLICY

Evaluation

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 out in the 'Aims' section.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND
- 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

This policy will be reviewed by the SENCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

SEND INFORMATION REPORT

We also publish a SEND Information Report which highlights how we intend to implement this policy in our setting.