ST. KATHARINE'S C.E. (V.A.) PRIMARY SCHOOL

SEND Policy
(Special Educational Needs and Disabilities)

Reviewed by	Headteacher and SENCO
Review Date	10.09.2026
Date Determined by Governing Body	18.09.2026
Next review date	Autumn term 2027

Our Vision

We want everyone who is part of St Katharine's to know that they are unique and that they can flourish and make a difference in God's world, through living out the values of Grace, Integrity and Aspiration, now and in the future.

Introduction

At St Katharine's Primary School, we believe in the importance of inclusion, equality and the best possible provision for all children. We strive to ensure that these values are at the heart of our SEND practices.

We will always involve parents and children in key decisions, as well as planning and reviewing progress.

We know that the earlier we identify SEND and provide support, the more successful our children will be.

We are committed to providing expert support and resources for children with SEND to fulfil their individual potential.

Our starting point is to guarantee a whole-school approach to providing for the needs of children with SEND. We make sure that all staff have the knowledge and skills to support all children, including those with SEND, throughout our School.

Ethos

- All children and staff have rights and responsibilities, which ensure the school is a safe and calm environment; we work with each other showing grace, gratitude and generosity, an attitude that values the contributions and efforts of all.
- All children and staff should treat each other with integrity, making informed choices, and being prepared to demonstrate humility and forgiveness.
- Good behaviour supports learning and achievement; we have high aspirations for our children and believe they should be able to use their talents to play a part in school life.

Legislation

This policy and information report 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, which sets out schools' responsibilities for children with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

At St Katharine's we use the four broad categories of SEND when planning and delivering interventions for SEND children. Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health Difficulties, and Sensory and/or Physical needs.

According to the Children and Families Act 2014, a child has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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 provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

Children are not regarded as having a learning difficulty based solely on attendance, English as an additional language, receiving pupil premium, being 'looked after', or having a parent in the Armed Forces.

At St Katharine's we believe that disruptive or withdrawn behaviours do not necessarily mean that a child has SEND and we will investigate any potential underlying causes of the behaviour. Additionally, slow progress and low attainment do not necessarily mean that a child has SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Similarly, we recognise that some learning difficulties and disabilities occur across the whole range of cognitive ability.

Roles and responsibilities

Headteacher: Mrs N St John
Deputy Headteacher: Mrs E Burton (Designated safeguarding lead)
Inclusion Lead and SENCO: Mrs E Foyle

The Governing Body will:

- In co-operation with the Inclusion Lead and SENCO and the Headteacher, determine the school's general policy and approach to provision for children with special educational needs and disabilities
- Establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work
- Nominate a named governor to liaise closely with the Inclusion Lead and SENCO and to be fully informed of developments in the co-ordination and delivery of provision.
- Ensure that an inclusive approach is adopted for children with special needs to enable them to access and take part in all aspects of school life

The Head teacher and Deputy Head teacher will:

- Work closely with the Inclusion Lead and SENCO
- Keep the Governing Body fully informed of developments and changes affecting SEND and Inclusion
- Have oversight of pupil premium, inclusion and pastoral support
- Ensure Quality First Teaching across the school

The Inclusion Lead and SENCO will:

- Ensure Quality First Teaching is the first step in supporting children with SEND
- Liaise with relevant agencies and co-ordinate working with Outreach Services within the allocated budget.
- Prioritise external specialists through SAPP meetings, SEND Planning meetings, SLT meetings and following discussions with parents and class teachers
- Maintain the school's SEND register and ensure that accurate and comprehensive records are kept for all children on the SEND register
- Be responsible for the day to day operation of the school's SEND policy
- Work closely, supportively and effectively with colleagues to ensure and co-ordinate a high standard of provision for children with special educational needs
- Liaise with pre- school/feeder and destination schools and, where appropriate, alternative provision providers
- Ensure effective parent partnership; parents/carers of children with special educational needs are involved in the ongoing provision and support of their child.
- Ensure or lead appropriate training for teaching and support staff
- Monitor and track the attainment and progress of all children with SEND, EAL, LAC and other vulnerable groups to ensure they achieve their maximum potential.
- Work closely with the senior leadership team and governing body on issues related to SEND
- Ensure that EHCPs and external advice are implemented
- Organise annual reviews for children with an EHCP
- Attend transition meetings and ensure smooth transitions for all vulnerable children at key transition points.
- Attend Multi-Agency meetings (including SEND Plans as appropriate)
- Oversee the provision of relevant resources within the allocated budget
- Be line manager for the Specialist Teacher/Play and Creative Arts Therapist
- Update the SEND information report annually

The Teaching and Support Staff will:

- Take responsibility and be accountable for the progress and development of all children in their class their class. Every teacher is a teacher of children with SEND. Where support staff work with children with SEND, the teacher has overall responsibility for those children and will ensure that children make appropriate progress.
- Ensure Quality First Teaching is the first step in supporting children with SEND
- Be fully aware of the school's procedures for identifying, assessing and making provision for children with special educational needs and disabilities
- Work in partnership with parents and colleagues
- Ensure that the targets specified on the Learning Plan are incorporated effectively into their teaching and learning role, adapting the curriculum where necessary and designing challenging and inclusive curriculum opportunities for all children
- Be fully involved in the monitoring and reviewing of the progress made by children with special educational needs and disabilities
- Adopt an inclusive approach in line with the SEND Code of Practice and the policy and practice in this school
- Through personal professional development aim to extend their own knowledge and understanding of SEND, as it affects children's learning and behaviour
- Be trained and well prepared to meet the needs of all the children in their care

- Encourage children to explore their aspirations and set challenging targets for themselves
- Collaborate with children, parents, carers and outside agencies when drawing up Learning Plans for children and follow recommendations from those external agencies.
- Evidence progress made by SEND children against their Learning Plan targets. Consider the impact of interventions and follow the Assess, Plan, Do, Review cycle. (See Identification and Assessment paragraph.)
- Consider their own SEND training needs as part of their annual appraisal cycle
- Provide written or verbal information to external agencies as requested

Children with Special Educational Needs or disabilities (SEND) are supported to:

- Follow a broad, balanced, relevant curriculum
- Explore their potential.
- Fully participate in school activities.
- Develop strategies to meet their physical, emotional and intellectual needs.
- Access the same opportunities as their peers
- Be involved in decision making

Parents of children with SEND are encouraged and supported to:

- Participate in discussions about their child's progress and support needs. (Contribute to the development of Learning Plans)
- Discuss concerns with teachers working with their children
- Participate in their child's support programme
- Participate in inter-agency planning to support their child

Facilities:

- 'The Nest'
- Disabled access
- Accessible toilet
- Ramps to assist access
- Additional sound proofing in some classrooms
- Sensory room

Identification

The Inclusion Lead and SENCO oversees identification of pupils with SEND as below:

- Thorough liaison with pre-schools/feeder/destination schools at the time of transfer
- Thorough, termly tracking and analysis of assessments for all children
- Close working with parents to elicit their views
- Close working and arrangements for assessment and support from external agencies
- Screening for emotional and behavioural needs. Class teachers, following discussions with parents, make referrals to the Specialist Teacher/Play and Creative Arts Therapist.
- Pastoral care in our school. It is a high priority and we adopt a 'whole child' approach supporting the children to feel emotionally secure at school.

At St Katharine's, teachers follow the SEND procedures to raise any initial concern.

1. Teachers complete a SEND concern form.
2. Observation of the child will be carried, out as well as a discussion with the teacher about assessments, adaptions and support which have already been tried.
3. The class teacher will then meet with the parent/carer to discuss.
4. The child will be either placed on SEND register OR it will be agreed to monitor progress.
5. If the child is placed on the SEND register, a learning plan with personalised learning outcomes will be written, which outlines adjustments/support and any interventions. This is then reviewed termly by the teacher with the parent and child.

That we follow the graduated approach for supporting children with SEND (in line with sections 6.45 – 6.56 of the 2014 SEND Code of Practice) Assess, Plan, Do, Review:

- **Assess**: Use diagnostic and baseline tests, as well as professional judgement, and child and parent views, as a means of identifying any learning difficulties. Regular progress meetings will be used to monitor progress against expectations, their peers and national data.

    - **Plan**: Involve parents in developing a partnership approach to the child's learning and agreeing outcomes and support.
    - **Do**: Implement interventions and support
    - **Review**: consider progress towards outcomes and targets after the agreed time to inform future plans.
    - Repeat this cycle continually, writing Learning Plans 3 times per year

- Decisions to progress to an EHCP request are made by the SENCo in conjunction with parents, class teachers and external agency experts (most notably the Educational Psychologist.) It would not be expected that there would be a need for a statutory assessment unless the child has given significant cause for concern.
- Decisions to remove a child from SEND support are made by the SENCo in conjunction with parents, and the class teacher after careful consideration of attainment, and progress towards desired outcomes. Names are kept on the SEND register with 'SEND removed' as the status, for future reference.

Adaptations to the curriculum and learning environment

Children with SEND are supported according to their needs using some or all of the following:

- A curriculum that is exciting and appropriately-adapted; scaffolds support this approach.
- Quality First teaching is the first step in supporting children with SEND
- A Learning Plan which shows all available provision at St Katharine's (a provision map) and highlights support relevant for them.
- Flexible grouping and mixed ability pairing of children
- Personalised timetables when necessary
- Well-chosen, evidence based and structured intervention groups ranging from phonics to expressive language to emotional literacy
- In-class support from the class teacher and the teaching assistants
- Access to 'The Nest', providing pastoral support and a range of interventions which support social, emotional and mental health needs
- Dedicated equipment, resources or software to enable access or address need and other reasonable adjustments
- Advice and support from the Local Authority Special School Outreach services
- Transition support for year-year and school-school moves
- Inter-agency working to ensure appropriate support packages for children
- SAPP (Safeguarding, Attendance, Pupils, Parents) meetings will be held on a regular basis
- Where a child needs significant one-to-one support, this will be provided by a variety or adults working together and will include opportunities for the child to develop independence.
- Technology, such as Clicker
- Sensory resources, such as therapy bands and sensory/movement breaks
- Flexible grouping

Reporting to the Governing Body

There is a Designated Governor for SEND. The SENCO will report annually (in writing) to the Full Governing Body and will meet with the designated governor for SEND regularly.

Training

Training will include internal and external opportunities in line with:

- Staff needs
- Children's needs
- Relevant local opportunities
- The profile of SEND at St Katharine's at that time

Transition
St Katharine's school provides a strong transition package with other local schools. Children with an EHC plan or significant additional needs surrounding transition are supported to make further transition visits. There is robust information sharing and document handover systems between feeder and destination schools. Secondary destination schools are invited to attend year 6 annual reviews whenever possible.

Additional Support from Outside Agencies
We have links with:

- The Education Social Worker
- Education Psychology Service
- **Specialist assessors as appropriate**
- Health Services, including:
    - School Nurse
    - Speech and Language
    - Children's' Therapy Services
    - Child and Adolescent Mental Health Services
    - Community Paediatricians
    - Occupational Therapy
    - Physiotherapy
- Social Care
- Outreach Services from Specialist schools (Outreach)
- Vision and Hearing Impairment Services

We look to refer children to external agencies when, despite Quality First Teaching and additional intervention provided by the school, the child is still not reaching required outcomes and expectations. Parents are always consulted before referrals are made.

Additional support and guidance

Additional independent support for parents and carers is provided by SENDIASS (BCP council) and local information and support for children with SEND can be found on the BCP local offer website.

Complaints procedure

1. In the first instance, approach the class teacher with concerns. Appointments can be booked via the school office: office@skps.email
2. See the Inclusion Lead and SENCO**.** Appointments can be booked via the school office.
3. Should parents/carers feel that concerns have not been progressed, they can contact the Headteacher: Mrs N St John, Tel 01202 426663 office@skps.email