

OUR LADY'S CATHOLIC PRIMARY SCHOOL



We ASPIRE that through the love of Jesus everyone should
"have life and have it to the full".

John 10:10

SPECIAL EDUCATION NEEDS & DISABILITIES POLICY

Reviewed by: <i>Headteacher</i>	Approved by: <i>Governing Body</i>
Policy Date: <i>Spring 2026</i>	Next Review Date: <i>Spring 2028</i>
Review Frequency: <i>Every 2 Years</i>	



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1. Statutory Compliance Statement

This policy is written in accordance with the following legislation and guidance:

- Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)
- Children and Families Act 2014
- Equality Act 2010: advice for schools (DfE, 2013)
- Teachers' Standards (2012)
- Special Educational Needs and Disability Regulations (2014)
- Keeping Children Safe in Education (KCSIE)

The school has a legal duty to have regard to the SEND Code of Practice.

Definition of Special Educational Needs

In line with the SEND Code of Practice (2015):

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

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

Key Principle

At Our Lady's Catholic Primary School, we recognise that all children may experience difficulties in learning at some point in their school life. Our aim is to identify needs early and provide appropriate support so that every child can achieve their full potential.

Admissions

Admissions to Our Lady's Catholic Primary School are managed in accordance with the Local Authority and Diocesan Admissions Policies. Please refer to the school's Admissions Policy for full details.

The school is committed to inclusive practice. Pupils with Special Educational Needs and Disabilities are admitted in line with the Equality Act 2010 and the SEND Code of Practice. Where appropriate, the school works in partnership with parents, the Local Authority and other professionals to ensure that suitable provision is in place.

2. School Ethos

The ethos of Our Lady's Catholic Primary School is rooted in Gospel values. We strive to live by the teachings of Jesus and follow His example in all that we do.

We ASPIRE that through the love of Jesus everyone should "have life and have it to the full".

This vision underpins our commitment to inclusion, ensuring that every child is valued, supported and able to flourish.



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3. School Aims

Our aim is to develop happy, confident and resilient children who are able to thrive academically, socially and spiritually.

We do this by:

- nurturing and promoting the Catholic faith in daily school life
- valuing each individual and celebrating diversity within our community
- ensuring that every child feels included, secure and respected
- maintaining high expectations and supporting all pupils to achieve their full potential
- building positive relationships between pupils, staff and families
- supporting pupils' spiritual, moral, social, emotional and physical development
- encouraging independence, curiosity and a love of learning

We work in partnership with parents and carers, recognising their vital role in supporting their child's development.

4. Aims of the SEND Policy

The aims of this policy are to:

- ensure that every child has equal opportunity to participate fully in school life
- identify and provide for pupils with SEND at the earliest possible stage
- ensure high-quality teaching that is adapted to meet individual needs
- support pupils to achieve their full potential and experience success
- promote confidence, independence and a positive attitude to learning
- ensure that parents and pupils are fully involved in decision-making and provision
- monitor and review progress to ensure effective support

5. Ethos and Principles

At Our Lady's Catholic Primary School, we are committed to inclusive practice, early identification and outcomes-focused provision.

Inclusion is a fundamental part of our school ethos and a key priority. We ensure that all pupils, including those with SEND, are supported to achieve their full potential and participate fully in school life.

6. Roles and Responsibilities

The Governing Body

The Governing Body has a statutory responsibility to:

- ensure that appropriate provision is made for pupils with SEND
- ensure that the needs of pupils with SEND are known to all relevant staff



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- ensure that all staff understand their responsibilities for identifying and supporting pupils with SEND
- monitor the effectiveness of SEND provision and its impact on pupil outcomes
- ensure the school complies with the SEND Code of Practice
- ensure that pupils with SEND are included in all aspects of school life, where appropriate

The Governing Body also ensures that the school maintains an inclusive ethos rooted in its Catholic values and mission.

The Headteacher

The Headteacher is responsible for:

- the overall leadership and management of SEND provision
- ensuring the effective implementation of this policy
- allocating resources appropriately, including funding
- ensuring staff receive appropriate training and support
- liaising with external agencies where necessary
- reporting to Governors on the effectiveness of SEND provision

The SENDCo

The SENDCo is responsible for:

- overseeing the day-to-day operation of SEND provision
- maintaining and updating the SEND register
- coordinating support for pupils with SEND
- supporting and advising staff
- monitoring pupil progress and outcomes
- liaising with parents and carers
- working with external agencies and professionals
- contributing to staff training and development

Class Teachers

Class teachers are responsible for the progress and development of all pupils in their class, including those with SEND.

They will:

- identify pupils' needs through ongoing assessment
- provide high-quality, adaptive teaching
- plan and deliver appropriate support and interventions
- work closely with the SENDCo and other staff



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- communicate regularly with parents
- monitor progress and maintain appropriate records

Parents and Pupils

We recognise the importance of working in partnership with parents and carers.

We will:

- involve parents in decision-making
- keep parents informed of progress and support
- work collaboratively to meet each child's needs

Pupils are also encouraged to:

- share their views
- participate in setting targets where appropriate
- contribute to decisions about their learning

Other Roles and Responsibilities

- Designated Safeguarding Lead – Aga Przybylska
- Deputy Designated Safeguarding Manager – Rachel Bryan and Olivia Major
- Person with responsibility for Pupil Premium- Kevin Scullin
- Designated Teacher for Looked-after Children- Rachel Bryan
- Person responsible for meeting Medical Needs – Aga Przybylska

7. Identification, Assessment and Provision

At Our Lady's Catholic Primary School, we take a holistic approach to identifying and supporting pupils with SEND. We consider the needs of the whole child, not solely their special educational needs.

Early identification is led by class teachers through:

- ongoing observation and assessment
- monitoring pupil progress
- ensuring curriculum accessibility
- discussion with parents and the SENDCo

We recognise that slow progress or low attainment does not automatically mean a pupil has SEND. Other factors are also considered, including attendance, English as an additional language, health and wellbeing, and social circumstances.

Further information is available in the school's SEND Information Report on the website.

Areas of Need

In line with the SEND Code of Practice, pupils' needs may fall into one or more of the following areas:

- Communication and Interaction



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- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Quality First Teaching

High-quality teaching is the first response to meeting the needs of all pupils.

At Our Lady's:

- teaching is carefully planned, adapted and responsive
- progress is monitored through ongoing assessment
- high expectations are maintained for all pupils

Most pupils' needs can be met through this approach.

Graduated Approach (Assess–Plan–Do–Review)

Where a pupil is identified as requiring additional support, we follow a graduated approach:

Assess

Identifying needs through assessment, observation and discussion.

Plan

Setting clear outcomes and identifying appropriate support.

Do

Implementing support, led by the class teacher.

Review

Evaluating impact and adjusting provision accordingly.

This cycle is repeated regularly to ensure effective support.

Levels of Support

We provide support at three levels:

Universal Support

High-quality teaching and inclusive classroom practice for all pupils.

Targeted Support

Additional interventions and small group support where needed.

Specialist Support

Individualised provision and involvement of external agencies for more complex needs.

External Agencies

Where appropriate, we work with external professionals, including:

- Educational Psychologists



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- Speech and Language Therapists
- CAMHS
- Occupational and Physiotherapy Services
- Health professionals

Parental consent is always obtained before referrals are made.

Education, Health and Care Plans (EHCP)

Where a pupil has complex and long-term needs, the school may request an Education, Health and Care Plan (EHCP).

EHCPs:

- are issued by the Local Authority
- set out the child's needs and provision required
- are reviewed annually

Provision for pupils with EHCPs is carefully planned, monitored and reviewed.

Monitoring and Evaluation

Pupil progress is monitored through:

- regular teacher assessment
- pupil progress meetings
- review of interventions
- ongoing communication with parents

This ensures that support remains effective and responsive.

8. Safeguarding and SEND

Exiting the SEND Register

Where a pupil makes sustained progress and no longer requires additional provision, they may be removed from the SEND register.

This decision is made in consultation with parents and is based on evidence of progress.

Safeguarding and SEND

We recognise that pupils with SEND may be more vulnerable.

All safeguarding procedures follow Keeping Children Safe in Education (KCSIE) and appropriate information sharing protocols.

9. Funding

The school provides SEND support from its delegated budget.

Where a pupil requires additional support beyond this level, the school may apply for:

- High Needs Funding



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- EHCP assessment

10. Transition Arrangements

We support pupils at key transition points by:

- sharing information with receiving schools
- holding transition meetings where needed
- working closely with parents and external agencies

11. Supporting Pupils with Medical Needs

We ensure that pupils with medical conditions are fully supported to access education.

Where appropriate:

- Individual Healthcare Plans are in place
- staff are trained to meet specific needs
- pupils can participate fully in school activities

Further details are available in the school's Medical Needs Policy.

12. Training and Resources

Staff receive regular training to support pupils with SEND, including:

- adaptive teaching
- social, emotional and mental health needs
- safeguarding and trauma-informed approaches

The SENDCo leads ongoing professional development.

13. Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- pupil progress data
- review of interventions
- feedback from pupils, parents and staff

This supports continuous improvement.

14. Complaints

If parents have concerns, they should:

1. Speak to the class teacher or SENDCo
2. Contact the Headteacher
3. Follow the school complaints procedure



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Support is also available through the local SEND Information, Advice and Support Service (SENDIASS).

15. Related Policies

This policy should be read alongside:

- Safeguarding Policy
- Medical Needs Policy
- Accessibility Plan
- Behaviour Policy
- Data Protection Policy

This policy is available on the school website:

[Our Lady's Catholic Primary School and Nursery](#)

Paper copies are available on request from the School Office



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