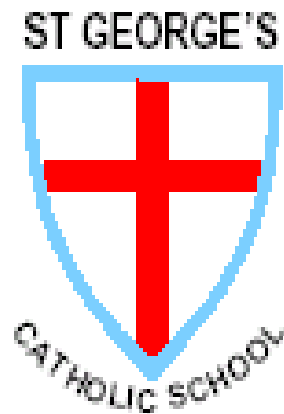


Special Educational Needs and Disability (SEND) Policy



Head Teacher: Mrs E McDonnell

Special Educational Needs and Disability

Co-ordinator (SENDCo): Mrs A McNamara

SEND Governor: Mrs Marjorie Bullock

This policy complies with the statutory advice laid out in the SEND Code of Practice 0-25 (last updated in April 2020)

Due regard has been given to the Equality Act 2010

Other linked Policies include the Accessibility Plan, Safeguarding Policy, School Admission Policy, Medical Conditions Policy.

Policy updated: September 2025

Special Educational Needs and Disability (SEND) Policy

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Special Educational Needs and Disability (SEND) Policy

1. Aims and objectives:

At St. George's Catholic Primary School our aim is to:

*'help all our children to develop harmoniously their physical, moral and intellectual qualities',
to 'grow in mind, body and spirit'*

St. George's Catholic School is an inclusive school where everyone is made to feel welcome. All children are valued and supported to achieve their full potential, to develop respect for themselves, for their achievements and a respect and understanding of others. We strive to use our best endeavours to remove barriers to learning and to ensure participation for all our pupils. We work hard to make equality of opportunity a reality for all in our community. This policy aims to support inclusion for all our pupils.

The St George's SEND policy reflects the principles of the SEND code of practice. The aims of this policy are to:

- Value all our pupils equally and strive to help each to 'grow in mind, body and spirit', so all can develop and reach their full potential.
- Provide all learners with high quality teaching, through the use of a range of teaching strategies and adaptive teaching.
- Give all children access to a broad balanced curriculum.
- Actively seek and use our best endeavours to remove barriers to learning, activity and participation.
- Have high expectations and aspirations for all our learners.
- Regularly assess and monitor children's progress, so as soon as any child is seen to not to be making, or continuing to make expected progress, this can be addressed.
- Identify any pupil who may have special needs as early as possible, and provide appropriate targeted support for them, at the earliest time.
- Have a consistent whole-school approach to the identification and provision for children with special needs, which includes staff being aware of and using Somerset SEND Core Standards.
- To employ a graduated approach to meeting the needs of pupils with SEND using the 'Assess, plan, do, review' process.
- Work in close partnership with parents/carers, involving them in decisions made about provision for their child.
- Listen to the views and concerns of children and young people themselves and encourage their participation.
- To work in co-operation and partnership with outside agencies and professionals, providing timely and appropriate support to secure the best outcomes we can for our most vulnerable children.
- Make efficient and effective use of school resources.
- Comply with the 2015 SEN Code of Practice.

2. Roles and Responsibilities

We offer children high quality teaching and access to a broad and balanced curriculum which meets the needs of the majority of children. This is called universal provision. Some children will need something additional to and different from the universal provision. This is SEN support. At St George's we do our best to ensure this provision is provided for the pupils that need it. We work hard to ensure the necessary provision is made for any pupil who has special educational needs and disabilities. We ensure that all staff in the school are able to identify and minimise the barriers to learning for pupils with SEND.

At St George's Catholic Primary School, we recognise that, **'All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.'** (SEND Code of Practice 2015)

We believe that supporting children with SEND is a whole school responsibility, requiring a whole school approach. It also involves partnerships with all those involved – Local Authority (LA), parents/carers, children's services and other agencies including Speech and Language (SALT) and Occupational Therapy (OT).

Headteacher

- Mrs Edwina McDonnell, our Headteacher, is responsible for overseeing the provision for all learners at St. George's Catholic School, including those with SEND.
- Mrs McDonnell works with the SENDCo and the Governing Body to determine the strategic development of the SEN policy, and to monitor the progress and provision for children with SEN or a disability in the school.

SENDCo

Our school Special Educational Needs Co-ordinator (SENDCo) is Mrs Alison McNamara. Her role is to co-ordinate all aspects of the day-to-day provision of education for all pupils with SEND, including those with EHC plans.

The SENCo's role includes;

- Working with the Headteacher, to determine and monitor the strategic development of the SEND policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of provision made for individual pupils with SEND, and particularly those with EHC plans.
- To carry out assessments and observations to aid identification of pupils' strengths and needs and to support the 'Assess, plan, do, review' process.
- Providing professional guidance, support and advice to colleagues.
- To work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Working closely with parents to support them to meet the needs of children with SEN or a disability.
- To be the point of contact for external agencies, especially the local authority and its support services
- Liaising with both pre-school settings and secondary schools to ensure pupils and their parents are informed about their options. To facilitate as smooth a transition as possible for all students between education phases.
- Work with the head teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Maintain and keep up-to-date the records of all pupils with SEND.

SEND Governor

The SEND School Governor is Mrs Marjorie Bullock.

Her role is to;

- Help to raise awareness of SEND issues at governing body meetings.

- Visit the school regularly to meet with the SENDCo about SEND provision and update the governing board on this.
- Work with the head teacher and SENDCo to develop and monitor the SEND policy and provision in the school.

Class Teachers

Are responsible for:

- Delivering consistent quality first teaching and learning opportunities for all children.
- The progress and development of every pupil in their class.
- Providing additional help at the earliest opportunity for any child who may be experiencing difficulty.
- Removing barriers to learning, by modifying and differentiating tasks to enable children to benefit from teaching input and activities, and to show what they know and can do.
- Working closely with teaching assistants to plan the delivery of programmes for children with SEND and to assess the impact of interventions.
- Working with the SENDCO to assess, plan and review each pupil's progress and provision in line with the SEND policy.
- To follow this SEND policy.

3. Admissions

St. George's Catholic School is a voluntary aided school. The admission arrangements and criteria for all pupils are in accordance with national legislation, including the Equality Act 2010 and these apply to children with any level of SEND. Our admissions policy can be found on the school website and are available from the school office.

Children with identified special needs or a disability are supported in their entry to school, through School Entry Planning Meetings, with parents/ carers, key staff from settings and support agencies. Individual transition planning arrangements are made where necessary for other children.

At St. George's Catholic School, we strive to support all our children and recognise that as individuals, they each have differing needs and for some, this may include Special Educational Needs or Disability.

4. Areas of Special Educational Need

The SEND Code of Practice 0 to 25 describes four broad categories of special educational need. Children with SEN or Disability may have needs in any of these areas, or in more than one. The categories are:

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and have difficulty developing literacy and or numeracy skills or understanding new concepts. Learning needs may be in addition to, or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (Maths), dyspraxia (co-ordination) and dysgraphia (writing). Learning difficulties range over a wide range of needs. These include; moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD). Children with PMLD are likely to have severe and complex learning difficulties, as well as physical disability or sensory impairment.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn and isolated, as well as displaying challenging,

disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Communication and Interaction Needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or because they do not understand or use social rules of communication. The profile of every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language and social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability that prevents or hinders them, from making use of educational facilities universally provided. These difficulties can be age related and can fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-impairment (MSI) will require specialist support and/or equipment to access their learning. Children with MSI have a combination of vision and hearing difficulties. Some children with a Physical Difficulty (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

5. Identification and assessment of Special Educational Needs

Early Identification The progress of all pupils is regularly monitored and discussed, at termly Pupil Progress Meetings. Any early concerns are recorded and staff begin to follow the 'Assess, Plan, Do, Review' process.

These initial concerns will be addressed by High Quality Teaching and differentiation within the classroom. All pupils' attainment and achievements are monitored by their class teacher, who is required to provide High Quality Teaching and learning opportunities differentiated for individual pupils.

Where a pupil is not making expected progress for their age, additional support will be provided. The support strategies used and indications of whether they were successful, or not, are recorded using the 'Universal Barriers and Provision' document in 'Somerset's Graduated Response Tool'.

6. Graduated Response to SEND - Assess, Plan, Do Review

Through the 'assess, plan, do, review' cycle, a decision is then made as to whether a child should be placed on the SEN register. This decision will be finalised in consultation with school staff and parents.

[Graduated Response Tool \(somerset.gov.uk\)](https://www.somerset.gov.uk/graduated-response-tool/)

Assess:

- Initial concerns and evidence of the assessments and universal strategies that have been used in the classroom, are given to the SENDCO. This will initiate 'Targeted SEND Support'. The SENDCO will make further assessments e.g. observations, specific assessments related to the concerns.
- Further assessments may include outside agencies e.g. Occupational Therapy, Speech & Language, Educational Psychology Service.

Plan:

- Teachers plan from the assessments. If appropriate, additional interventions and support are put in place for the pupil.
- The parents and child will receive a pupil passport, so that the targets for that child are clear and that we can work together to support them.

Do:

- The support and interventions are carried out by the class teacher and/Teaching assistant if appropriate. The SENDCO will support the class teacher in the further assessments of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review:

- There will be a review each term of the child's targets and the interventions carried out. This will help decide if further assessments are required.
- Where a pupil has complex needs and has been issued with an EHCP (Education Health Care Plan), their parents will be invited to an Annual Review, which may also involve outside agency attendance.

7. Training Resources

The school receives an allocation of money from the Local Authority to provide extra support and equipment for pupils with Special Educational Needs. The SENDCO and Head Teacher apply to the LA for additional funding for 'Higher Needs' pupils.

The school allocates money for the training of the SENDCO, teachers and Teaching Assistants from its own budget. Training is undertaken according to professional needs, the focus of the School Development Plan and new interventions being implemented. Training can be in the form of observations, visiting other schools, attending courses, modelling programmes and INSET.

8. Exit criteria

When a pupil makes good progress in their areas of need and/or their attainment comes in-line with what is expected, then in discussion with parents, it may be agreed that they no longer require SEN support. The child's name will be removed from the SEN register and they will be supported within general classroom provision.

9. Referral for an Education, Health and Care Plan

If it becomes clear that a child's needs are complex or long-term and despite specific intervention and appropriate action they require a continued high level of support, then it may be appropriate to seek a Statutory Assessment and request an Education Health Care Plan. A request for an Education Health Care Plan can be made by a parent or the school. An SEN Review needs to be carried out before the request is made.

A statutory assessment involves a full and comprehensive investigation into all of a pupils' needs and is carried out by a range of professionals from both education and health. Information and views from parents are gathered and the child's opinion is sought. The findings and recommendations for provision from this, then form the resulting Education Health Care Plan. In Somerset, as part of this process a banding level is also agreed which indicates a category of funding. EHCP's are required to be reviewed every 12 months. This is usually done in the educational setting or school.

Further information about EHC Plans can found on:

[Education, Health and Care plans \(somerset.gov.uk\)](https://somerset.gov.uk/education-health-and-care-plans)

Or 0300 123 2224 and operates 8.30am to 5pm Monday to Friday.

10. Supporting families

We value and accept the positive role and contribution parents/carers can make. We make every effort to include parents every step of the way. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. Parents and carers are also encouraged to seek help from independent advice and support Services listed below. These are able to provide impartial and independent support and information on special educational needs and disabilities.

At St George's Catholic Primary School, we have a Pastoral Lead/PFSA (Parent Family Support Advisor) called Mary Wooding. She works in school, can support at home and also works with external agencies.

SENDIAS (Special Educational Needs & Disability, Information, Advice and Support). This service is available for children and young people up to the age of 25.

Website: [Somerset SENDIAS](https://somerset.gov.uk/education-health-and-care-plans)

Email: somersetsemdias@somerset.gov.uk

Telephone: 01823 355578

Somerset Choices – Somerset's SEND Local Offer and advice

<https://beta.somerset.gov.uk/education-and-families/the-local-offer/>

Somerset Parent Carer Forum – a group of parents with children of varying SEN who meet to share thoughts / ideas

<https://somersetparentcarerforum.org.uk>

11. Pupil Voice

The children at St George's are encouraged to be involved in their own learning. A pupil should be aware of their pupil passport and know what targets they are trying to reach. Pupils will always be involved in the Annual Review process. If a pupil is unable to give their opinions, due to age or disability, then a trusted adult can share thoughts / opinions on their behalf.

12. Monitoring and Evaluating

SEND Provision is monitored through careful assessment of data, discussion with all staff including governors, Senior Leadership Team, Teaching Staff, Teaching Assistants and Midday supervisors, as well as through discussions with outside agencies. Provision is also monitored and evaluated through a regular review process. Parents and child's views are gathered as part of this process. Lesson observations, book scrutiny, data analysis of intervention programme, pupil progress meetings, monitoring staff CPD and termly SENCO Network meetings are also audits of our SEND provision.

13. Supporting pupils at school with medical conditions

- The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual Healthcare plans will normally specify the type and level of support required to meet the needs of such pupils.

- Pupils with medical conditions may have a health care plan. This will be written in collaboration with the pupil, parent/carer, Head Teacher, SENDCO and medical professionals. Some pupils may require extra funding to allow them full access to school life and the school can apply for top up funding to support this.
- The school recognises that pupils at school with medical conditions should be properly supported, so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this applies the school will comply with its duties under the Equality Act 2010.

14. Transition

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. We will share information with the school, college, or other setting the pupil is moving to or from. We will share with parents and pupils which information will be shared as part of this. For moves across key stages, wherever possible, all pupils have an induction session at their new school with additional support sessions planned for in advance according to need and through discussions between home and school. When a child with significant SEN transfers from nursery to St George's, a 'School entry Meeting' will take place, with all relevant outside agencies that have been involved in the child's care. For other children, a school led entry plan might be appropriate. A further review meeting will take place at school, during the Autumn Term, to see how successful the transition has been.

15. Confidentiality (Storing and Managing Information)

Pupils SEND records will be kept in accordance with the DFE guidance contained in 'Statutory Policies for Schools'. (September 2014) Information collected about a pupil's SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Head teacher or the SENDCO, unless the school has safeguarding concerns.

16. Linked documents available

Accessibility Policy

Admissions Policy

Bullying Policy

Behaviour and Relationships Policy

St George's SEND Information Report