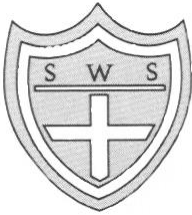
	<p><b>As St. Walburga's school family we walk in the footsteps of Jesus by ...</b></p> <ul style="list-style-type: none"> <li>• welcoming all</li> <li>• learning to be the best we can</li> <li>• joining together in prayer</li> <li>• serving God and one another.</li> </ul>	
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## **St. Walburga's Catholic Primary School** **Policy for Special Educational Needs**

The Governing Body of St. Walburga's Catholic Primary School have adopted this policy following consultation with staff.

### **Introduction**

Our School aims to be:

- A learning community, enabling all individuals to realise their full potential, recognising the primary role of parents in educating their children.
- A caring community, giving time and thought to valuing each and every individual for their uniqueness, within an atmosphere of friendship and understanding.

St Walburga's Catholic Primary School has a named Special Educational Needs Co-ordinator (SENCO), Jess Lyons. The named Governor responsible for SEN is Mrs Claudine Beverley. They ensure that the St Walburga's Catholic Primary School Special Education Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

The School provides a broad and balanced curriculum for all children. It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

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

### **What are special educational needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision- Code of Practice 2014.

### **Aims**

The aims of this policy are:

- To raise the aspirations of and expectations for all pupils with SEN.

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have Special Educational Needs;
- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership;
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- Through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum;
- To work in cooperation and productive partnership with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **Legislation and guidance**

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 pupils 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

### **Educational inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SENCO and individual teachers to ensure all children have equal access to succeeding.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.*

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the SENCO and class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessment provides regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

## **Roles and Responsibilities**

### The SENCO

The SENCO is Sarah McKinley.

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### The headteacher

The headteacher will:

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

## Class teachers

Each class teacher is responsible for:

- 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 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 SEN policy

## **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be defined as progress which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, we will adopt a graduated response that will bring increasing specialist expertise to bear on the difficulties a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for Education, Health and Care Needs assessment, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored. If no progress is noted, the child may be added to the school SEN register with parental permission.

The class teacher, after discussion with the SENCO, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum; those areas targeted in an intervention will also be applied within the classroom. This will be monitored by the class teacher and teaching assistants within the class and reviewed with the SENCO, parents and young person.

## **Reasons for a child being added to the SEN register may include the fact that he/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- Has communication and / or interaction difficulties, and continues to make little or no progress.

## **Partnership with parents**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

## **The Nature of Intervention**

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support with TA support
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

A child may access intervention programmes run by trained teaching assistants outside of the classroom. These intervention programmes are run on a priority bases across the whole school and run for a set period of time. These interventions focus on teaching specific skills and knowledge, and transferring them to the classroom and general learning.

The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

## **The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment.

### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.

- Continues to have difficulty in developing foundational literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of their peers.

### School Request for Education Health and Care Plans

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education or learning plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for Education, Health and Care Needs assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed at the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the chosen secondary school will be invited to attend the review.

### Support Plans

Where appropriate, the additional provision will be highlighted through the use of a Support Plan (SP).

The SP will include:

- The child's barriers to learning and/or areas of need
- The provision in place
  - This may be provision that enables the child to access the curriculum at a level of independence appropriate for them;
  - Strategies employed within the classroom to make an appropriate learning environment for the child;
  - Or targeted intervention programmes that aim to address specific needs or areas of weakness.
- The review date
- Pupil Profile – "all about me"

SPs are formally reviewed each term and shared with parents; changes to a child's SP are clearly highlighted with additional provision being made bold (**bold**), and provision that is no longer relevant having a strike through (~~strike through~~). New SPs are written at the end of the academic year, with the most up-to-date provision recorded; this aids a smooth transition into the next year group.

SPs enable all adults working with the child to be aware of the strategies and resources that help the child access the full broad and balanced curriculum.

## **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on 'Teaching and Learning styles' and this has led to members of staff planning lessons that incorporate the different learning styles that children have.

Our ethos around personalised learning and access to the curriculum is reflected in our marking policy, mixed ability classes and lessons, our Learning Values, and regular monitoring of attainment and progress.

### **Allocation of resources:**

- The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.
- The Head teacher informs the governing body of how the funding allocated to support special educational needs has been used.
- The SENCo and the Headteacher meet regularly to agree on how to use funds directly related to statements and Educational Health Care Plans.

### **The role of the governing body:**

- The governing body designates a named governor for SEN to liaise with the SENCo and report back to the governing body.
- The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.
- The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

### **Monitoring and evaluation:**

- The SENCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Support Plans for children. The SENCo and the Head teacher hold regular meetings to review the work of the school in this area. The SENCo and the named governor with responsibility for special needs also hold regular meetings.

Last reviewed: September 2025

Next review due by: Autumn 2026