

# English Martyrs' Catholic Primary School



## Special Educational Needs and Disability Policy

Date: September 2025
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Approved: Governing body



## Special Educational Needs and Disabilities Policy



The following policy was reviewed and updated in line with the Special Needs Code of Practice 2014 and the Children and Families Act 2014 which the school has a statutory obligation to adhere to.

### **Introduction**

At English Martyrs' Catholic Primary School we value the contribution that every child can make. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND are valued, respected and equal members of the school. Every teacher is a teacher of children with SEND and differentiated quality first teaching is a priority for all pupils including those with SEND.

The Governing Body and the Head teacher have overall responsibility for the school's Special Educational Needs policy.

- Head teacher:
- Chair of Governors: Mr D Hubbard
- SENDCo: Mrs H Pearce
- Governor responsible for SEND: Mrs P McKeown
- SEND Staff: All teaching staff within school are responsible for SEND

### **Definition of Special Educational Needs**

A child has a special educational need when they have a disability or learning difficulty, in which a setting needs to provide special educational provision for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

These difficulties may be communication & interaction, cognition & learning, social, emotional & mental health, sensory & physical needs and some students may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils. Children with EAL should not be regarded as having SEND, although pupils with EAL may also have SEND.

The revised code of practice focuses on meeting these needs within the classroom; all class teachers are responsible for meeting the needs of all children in class. All staff have a responsibility for identifying students with Special Educational Needs. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way. If there is a concern, a discussion with the SENDCO will take place. The Special Educational Needs (SEN) Code of Practice, which was revised in 2014, provides guidance on the duties of schools, local authorities and others working with children who have SEND.

English Martyrs' Catholic Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. At our school we recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active role in their children's education.

Children and young people with SEND often have a unique knowledge of their own needs. We encourage them to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

### **The SEND aims of our school**

- To ensure that all pupils have access to the school curriculum and all school activities.
- To provide a broad and balanced curriculum, which is adapted to enable children to:
  - Understand the relevance and purpose of learning activities;
  - Experience levels of understanding and rates of progress that bring feelings of success and achievement
- To identify at the earliest opportunity, all children who need special consideration to support their needs (whether these are educational, social, physical or emotional).
- To promote self- worth and enthusiasm by encouraging independence at all age and ability levels.

- To work in partnership with parents, pupils and relevant external agencies to provide for children's special educational needs.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To give every child the entitlement to a sense of achievement.

We recognise that many pupils may have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

- All teaching staff and governors have been involved in developing the policy.
- All teaching and non-teaching staff are committed to the principles within the policy.
- SEND objectives are addressed in the School Development Plan by targeting all curriculum areas to address the needs of all pupils to meet targets and learning outcomes within these areas.
- The Annual Report to parents also outlines the arrangements for pupils with Special Educational Needs and Disabilities.

Whilst many factors can contribute to the range of difficulties experienced by some children, we believe at English Martyrs' School that much can be done to overcome them by parents, teachers and pupils working together.

### **Identification and Assessment of Special Educational Needs**

The Code of Practice states a Graduated Approach to the identification and assessment of SEN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

### **Additional Needs Register**

This will include pupils for whom any kind of additional support is needed from staff at any time both inside and outside of the classroom:

### **SEN**

There are two stages of SEN: SEN School Support (a graduated approach to support given in school) and SEN Education, Health and Care Plan.

This covers the following categories:

- Cognition and Learning Needs
- Communication and Interaction: Autism Spectrum Disorder (ASD)
- Communication and Interaction: Speech, Language and Communication Needs (SLCN)
- Sensory, physical and/or medical needs:
  - Hearing impairment
  - Visual impairment
  - Dual sensory needs
  - Physical and medical needs
- Social Emotional and Mental Health Needs (SEMH)
- SEND inclusion in the Early Years

These are in line with the SEND Ranges used by Together for Children

Approach	Provision	Who	Responsible
1	Quality First Teaching (Differentiation) (QFT)	All Pupils	Class Teacher
2 Range 1-2	QFT Short term intervention (monitoring)	Pupils making less than expected progress. These pupils will have a Group Support Plan. These pupils will have a Support Plan review	Class Teacher
3 Range 3-4	QFT Plus Further intervention and support. (Assess, Plan, Do, Review)	Pupils continuing to make less than expected progress. Pupils for whom advice from external agencies may be needed. These pupils will have an Individual Support Plan (ISP) or a Behaviour Support Plan	Class Teacher and SENDCo
SEN EHCP Range 4 and 5	QFT Plus Further continued intervention and support through a more specific, tailored and individualised programme. (Assess, Plan, Do, Review)	Pupils who need an individually tailored provision or special placement. These pupils will have an Education, Health and Care Plan (EHCP).	Class Teacher, SENDCo and Local Authority (LA)

The triggers for intervention at Range 1 and 2 could be at the teacher's or other's concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities in the classroom:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum area;

- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school and adversely affect the learning of the child;
- 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 despite the provision of a differentiated curriculum.

The triggers for intervention at Range 3 and 4 could be:

- Continues to make little or no progress in specific areas despite targeted, focussed intervention.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at Range 1 and 2 have had little or no impact on learning or progress.

The school's Educational Psychologist and other professionals may be involved at this stage. The class teacher, in conjunction with the SENDco is then responsible for drawing up an ISP to meet the objectives set out in the Plan.

### **Educational Health and Care Plan (EHCP)**

If a pupil continues to make less than expected progress despite evidence-based support and interventions that are matched to their area of need, and the involvement of specialist services, the school may consider a referral for a statutory assessment of education, health and care needs. This may lead to the issue of an Education, Health and Care Plan (EHCP) which will set out needs and the provision required to meet those needs.

The Local Authority 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 evaluated and costed support plans.
- Records of reviews and outcomes.



- Records of the child's health and medical history where appropriate.
- National Curriculum attainment expectations in key areas.
- Detailed costed provision maps.
- Education and other assessments, for example from an advisory specialist.
- Educational Psychologist assessment.
- Views of the parents and child. The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

**The SENDCO will:**

- Respond to all communication (parents, LA, agencies).
- Negotiate with support services where required.
- Meet and support parents with all necessary arrangements.
- Arrange annual review meeting and forward subsequent documentation to the Local Authority.
- Endeavour to include 'Pupil Voice' by:
  - listening to the views of the child
  - Involving the child in understanding their difficulties and what is needed to overcome them.
  - Encouraging the child to make choices about targets on their Support Plan and other elements of the SEND process, facilitated by an adult.
  - Support child in attending the meeting where appropriate.

A review of an EHC Plan is carried out annually, close to the anniversary of the EHC Plan issue date, (if it is a new EHC Plan), or within 12 months of the previous review. Support arrangements are discussed with parents and any supporting professionals, to ensure resources are being used to maximum effect. These meetings are referred to as Annual Reviews. Interim reviews of EHCPs can be called at any time if serious concern regarding progress and /or ability to meet need is raised.

**The range of provision**

The school uses funding to offer the following internal support provision:

- Full-time education in classes, with additional help and support by class teacher through an adapted curriculum
- Periods of withdrawal to work with a support teacher
- In-class support with adult assistance
- Literacy intervention
- Numeracy intervention

- Reading Intervention
- Phonics Intervention
- SALT interventions
- Nurture Groups
- IT resources (laptops & tablets)
- Homework Clubs
- Healthy head lead
- Exam access arrangements
- Quality First Teaching (QFT) - Mainstream teachers provide an initial graduated response to concerns raised about a student.

### **Send Files**

Each class has a SEND file which is accessible to all working in that class and those in charge of monitoring i.e. SENDCO and Headteacher.

The SEND file includes:

- A list of children at each stage of the SEND graduated approach.
- A section for each child which includes Support Plan and individual Provision Map.
- Documentation from other professionals involved.

These files are shared with Teaching Assistants.

### **Individual SEND Files**

Each child who has had advice from an outside agency has their own file which is kept by the SENDCO in a filing cabinet. These files contain everything that concerns that child, including reports from Outside Agencies. The class teacher will be given a copy of reports as needed, which will be kept in the child's folder in class.

### **Criteria for exiting the SEN register**

Following a review, it may be agreed that a pupil no longer needs to be included on the SEN register. This may be based on information from subject teachers and outside agencies that show that the pupil is making adequate progress and no longer needs support. When this happens, the pupil's name will be removed from the SEN register and their record will be updated. Parents will also be informed and reassured as to what changes have been made and that the pupil will still be monitored. The SENDCo will still monitor the pupil's progress for a short period of time after this to make sure that no problems arise.

### **Roles and Responsibilities**

As a school community, we share the responsibility for addressing the needs of the children with SEN. The Governing Body, the headteacher, SENDCO, class teachers, teaching assistants and parents all have important roles to play.



**Headteacher:**

- Allocate roles and responsibilities to staff so that special needs are met
- Liaise with staff, SENDCO, support services, parents and pupils
- Report to governors on the needs of the SEN children in her care
- Delegate the organisation of review meetings to the SENDCo
- Ensure that the needs of SEN children are met within the school

**SENDCo:**

- Play a key role in delivering the strategic development of the SEN policy and provision
- Oversee the day-to-day operation of the school's SEN policy
- Monitor the needs of SEN children together with the class teachers
- Assist with and advise on, the teaching and assessment of children with SEN
- Organise annual and termly reviews
- Ensure Support Plans are written and reviewed termly
- Ensure that provision for pupils with SEN is mapped
- Ensure that the impact of SEN interventions is assessed for each pupil
- Meet regularly with the Head teacher to discuss individual children, resources and use of time
- Give advice on the level of support and on appropriate resources and strategies to support learning
- Ensure that the school's SEN register is updated termly
- Lead the annual review of the Special Educational Needs Policy
- Liaise with support services including Educational Psychology, Behaviour Support, CAMHS, SALT, Paediatrician and any required agency in consultation with the Head teacher, class teachers and parents
- Meet with parents and pupils to discuss support, individual needs and individual progress
- Report to governors annually
- Work in conjunction with the class teachers and support staff
- Lead INSET on SEN in school

**Class teachers:**

- Identify the Special Educational Needs of individual children in their class
- Know which pupils in their class are on the SEN Register and at what stage

- Maintain an SEN file for their class reflecting this information for each individual child and copies of all relevant Support Plans
- Write individual Support Plans for pupils with SEN
- Ensure that Support Plans are reviewed with the parents (and child if appropriate) at least three times a year
- Ensure TAs support pupils appropriately
- Ensure that the SENDCO are aware of children's needs
- Provide learning experiences which are appropriate to the needs of the child
- Attend appropriate INSET and courses

**Teaching Assistants: Under the guidance of the class teacher to:**

- Carry out activities and learning programmes planned by the class teacher and the SENDCO
- Keep records of work as requested
- Support children in class or by withdrawing individuals and small groups
- Attend INSET and courses where appropriate
- Be aware of the school's SEN policy

**Governors:**

- A named governor to have responsibility for the implementation of the SEND policy.
- Be fully involved in developing and monitoring the SEND policy.
- Have up to date knowledge about the school's SEND provision, including funding.
- Know how equipment and personnel resources are deployed.
- Ensure that SEND provision is an integral part of the school.

**Staff training**

Continuous Professional Development opportunities (CPD) will be made available to staff. Courses/training linked to the school's action plan (SIP) and relevant targets. Courses/training linked to an area of need identified by a teacher or through the Performance Management process. If a member of staff attends the training they will be responsible for providing a summary and evaluation of the course to the SENDCO in order to share learning and expertise developed.

**Supporting Pupils and Families**

Partnership with parents play a key role in enabling children with SEND to achieve their potential At our school we recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of

supporting them. All parents of children with SEND will be treated as partners and supported to play an active role in their children's education.

- Parents and pupils can refer to the LA local offer (Regulations 53, part 4) for further information.
- Parents and pupils can refer to the SEN Information Report on the school website for further information.
- Links to other agencies such as Educational Psychology Service, Language and Learning, Autism Team, Speech and Language, Hearing Impairment services and Visual Impairment services are available.
- Important links are in place with the following organisations- CAHMS, School nurse, Educational Welfare Officer, Social Services, and Behaviour Support Services and Comprehension schools.

**Close home-school liaison is key to an effective partnership and mutual support.**

**Home/School Links include:**

- Parents' evenings.
- Parents SAT's information meetings.
- Family learning group.
- SEND Review Meetings.
- Annual reviews.
- Individual arrangements where appropriate and depending on need, such as home school communication books.
- Letters, phone calls are on-going.
- Parents are encouraged to contact the school in the first instance.
- If parents or carers have any concerns; usually the first point of contact is the Class Teacher

### **Exam Access Arrangements**

The Headteacher coordinates our exam access arrangements. They ensure that the appropriate support is in place, along with the evidence required to support the arrangement. This can include extra time, rest breaks, transcripts, readers and scribes.

### **Transition**

Provision is made to ensure transition between Key Stages and year groups are as smooth as possible. Information about children will be passed on to the new class teacher in advance and a planning meeting will take place between the new and current class teacher. Children will spend time in their new classrooms to familiarise themselves with the class layout and staff in the new environment. If necessary, additional time and provision will be afforded to ensure transitions are as easy as possible.

Transition to secondary school can be difficult for many pupils, but particularly so for pupils with special needs. During the final primary year, it is vital, therefore, that plans are made to make this major transfer as positive as possible for all involved. There needs to be allocated time for the SEND Child to make extra visits to their new school to become familiar with the geography of the building. All relevant records will be transferred to the SENDCO of the secondary school in the summer term prior to the child's admission. Above all there needs to be open lines of communication between the parents, primary school, secondary school and any outside agencies to allow for concerns and problems to be addressed.

### **Supporting Pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school educational visits 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 children may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The arrangements in place in school to support pupils with medical conditions (in line with guidance published by DfE December 2015 ) is as follows:

- a) School's admission forms request information on pre-existing medical conditions.
- b) A medical conditions list/register is kept, updated and reviewed regularly by a nominated member of staff. Each class is made aware of the list.
- c) No staff member may administer prescription medicines or undertake any healthcare procedures without undergoing specific training first.
- d) A parental consent form must be completed in order for medicines to be administered and left over medicines must be collected and taken off the site.
- e) Inhalers, adrenalin pens and blood glucose testers will be held in an accessible location and medication is kept in a locked cabinet.
- f) Where necessary, an Individual Healthcare Plan will be developed in conjunction with parents/carers and advice from professionals and staff will be aware of these. The IHP will be reviewed at least annually.
- g) Parents will keep the school informed of any new medical conditions or of any changes.
- h) Staff will be trained to achieve the necessary competency for supporting pupils with medical conditions, with particular specialist training if they have agreed to undertake a medication responsibility.

- i) Medical emergencies will be dealt with under the school's emergency procedures which will be communicated to all relevant staff so they are aware of signs and symptoms.
- j) On educational visits, a risk assessment will be undertaken in order to plan for children with medical conditions.

### **Storing and managing information**

The school complies with statutory requirements (The Data Protection Act 2018) regarding storing and managing information and Data protection.

### **Reviewing the SEND policy**

Policy is reviewed annually and more frequently if legislation, guidance or practice changes. INSET needs are reviewed regularly. The SENDco/head teacher provides feedback to the Governing Body. The Governors report on the success of the policy in the annual report to parents/carers.

### **Accessibility**

The school complies with statutory requirements. Please see Accessibility Plan for further information.

### **Equal opportunities**

At English Martyrs Primary School we do not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have access to:

- A broad, balanced, differentiated and relevant creative curriculum.
- Resources and displays.
- School routines and procedures.

### **Handling Complaints**

Any parent can contact the Head Teacher, SENDCO, or class teacher and arrange an appointment should a problem arise. If a problem remains unresolved, a parent may take it further by following the procedures outlined in the School's Complaint's Policy as detailed on the school website.