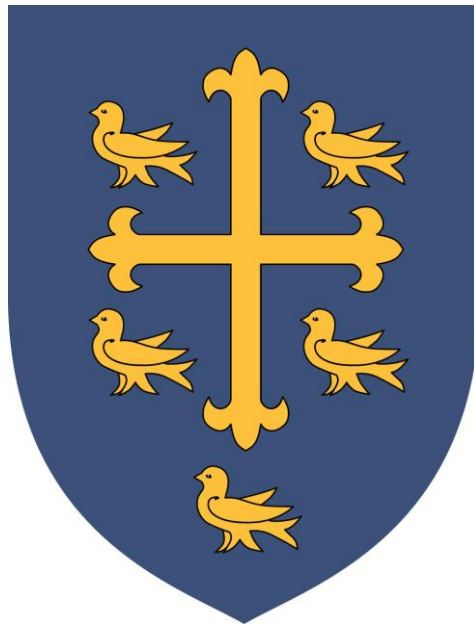


St. Edward's Catholic Primary School



SEND Policy 2025/26

'Jesus is at the heart of all that we do'

At St. Edward's, we are committed to safeguarding and promoting the welfare of the children and adults in our school, and we have the same expectation of our staff and volunteers.

Policy agreed/Signed by: _____ Date: _____
(Mr K Connolly – Chair of Governors)

Agreed on: September 2025
Review date: September 2026

Special Educational Needs and Disability (SEND) Policy

Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice (0 – 25) 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENDCo with the SEND Governor and governing body in liaison with the SLT, and in consultation with all staff and parents of pupils with SEND as recommended by current reforms.

The SENDCo is Nicola Crehan who is a member of the school's leadership team. She can be contacted via school.

Ref: *Role of the SENDCO in Schools SEND Code of Practice, 6.89*

Everyone at St. Edward's is committed to providing the conditions and opportunities to enable any child with Special Educational Needs to be included fully in all aspects of school life. This Special Educational Needs Policy main aims are to ensure that we as a school are as inclusive as possible, and that we minimise the barriers to learning that children may have, in order for them to thrive, succeed and reach their full potential.

Every teacher is accountable for the progress, attainment and achievement of every child within their class, including those with SEND.

Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- 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;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Educational Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different needs and aspirations;
- require various strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a variety of 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.

Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 mainstream schools.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial

adverse effect on their ability to carry out normal day-to-day activities.’ Where a disabled child requires special educational provision, they will also be covered by the SEN definition.

Many of the children who join our school have already attended an early education setting. As of 2015, the Code of Practice caters for children from 0-25 and therefore may have SEND already identified. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

There are four areas of Special Educational Need. These are:

- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health (SEMH)
- Cognition and Learning, which includes moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia, and:
- Sensory and/or Physical Needs. These include vision impairment (VI), hearing impairment (HI) multi-sensory impairment (MSI) physical disability (PD). These pupils will require specialist support and/or equipment to access their learning.

The following is NOT SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/Woman.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. (Pg 88 Section 6.37 onwards)

A Graduated Response to SEN

Quality first teaching is an integral element at St. Edward’s and ensures that practice is as inclusive as possible. High quality teaching, scaffolded for individual pupils, is the first step in responding to pupils who have or may have SEN.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of

the SEN most frequently encountered. Reviewing and monitoring of the quality of teaching is done by professional observations and assessments of lessons and learning walks.

The school decides if Special Education Provision is necessary after consultation between the SENDCo and the class teacher. An initial concerns checklist is also completed. The checklist ensures that all of the information gathered from within the school about the pupil's progress, alongside national data and expectations is considered. This also includes high quality and accurate assessment. This should involve the teacher and SENDCO to consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment material

If there are higher levels of need, the SENDCo will draw upon specialised assessments from external agencies and professionals. If when the assessments are completed, the child is identified as requiring Special Educational Need Support (or SENS) they are added to the SEN Central List.

Managing Pupils on the SEN Central List

Pupil Passports are drawn up in consultation with the teacher, parent, child, SENDCo and external agencies if required. These are reviewed and amended each term.

It is the responsibility of the SENDCo to draw up Provision Maps for each of the four areas of SEN. These are also monitored, reviewed and amended termly, in consultation with outside agencies. The SENDCo is also responsible for maintaining and updating the SEN Central List.

The core expectation is that the teacher holds the responsibility for evidencing the progress towards targets detailed on the Pupil Passport. Levels of Provision are decided after review and through consultation with parents and other professionals involved with the child. Please see our School Offer (Accessible on the school website www.stedwardd.bham.sch.uk)

If we identify that we cannot fulfil a child's needs, we require a multi-agency review of evidence and information, data related to the child, scrutiny of what has previously been put in place, and professional dialogue from Special Education Needs Assessment and Review (SENAR)

We have the input of a number of outside agencies, namely:

- Language, Learning and Strategic Support (LLSS)
- Educational Psychologist (EP)
- Hearing and Visual Impairment Teachers
- Communication and Autism Team (CAT)
- Physical Support Team
- City of Birmingham School (COBS)
- NHS Speech and Language Therapist
- Independent Speech and Language Therapist

If children require further specialist support and are not making adequate progress at SEND Support, or have specific, complex needs, then the SENDCo and agencies involved with the child may decide to complete a SEND Support Provision Plan to apply for any additional funding that may be available for this child.

If a child needs designated specialist support and resources over and above what can be offered at SEND Support then a "Team Around the Child" (TAC) meeting is arranged by the SENDCo. Parents, children (where suitable) attend, as well as SENDCo, class teacher, support staff and relevant outside agencies. An Education Health Care Plan Assessment Request is completed following this meeting.

Parents and children are kept fully informed and updated via meetings, telephone call and mail during any Single Assessment.

Children on the Central SEN list may be in possession of an Education Health Care Plan. These are specific legal documents relating to a child's education, and its recommendations must be followed. These documents are reviewed annually, in consultation with all those parties listed within the document.

Children can be removed from the Central SEN List if when reviewed they have made significant progress over an academic year. A decision is made following review with parents, the child, the SENDCo, class teacher and any outside agencies involved.

Partnership with Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school website contains details of our policy for special educational needs, our Local Offer and the LA's Local Offer. The Governors' Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

Birmingham's Local Offer for can be found here at <https://www.localofferbirmingham.co.uk/>

It is the school's statutory requirement to provide a SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Children's and Families Act

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Our admissions criteria can be found on our website and in our school prospectus.

The school can signpost parents and families on to other external support agencies. Parents are encouraged to make an appointment with the SENDCo and/or headteacher in order to do this. Information about other agencies is also on our school website, and sent home via a newsletter.

We ensure that children with SEN have smooth transitions, whether this be from class to class, from other settings, and onto secondary settings. Early Identification of Needs Information

forms are sent on to pre school settings from March, as soon as an admissions list for the next academic year is established. Transition meetings are held with secondary or other school settings, with parents, the child and relevant staff from both settings can consult with each other.

Parents can directly contact the SENDCo through sendco@stedward.bham.sch.uk. SENDCo working days are listed in replies so that parents know when to expect a response.

Supporting Pupils with Medical Conditions.

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 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 may also have special educational needs (SEN) and may have a SEND Support Provision Plan (SSPP), or Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed.

A designated member of staff is responsible for the Management of Medical Conditions. At St. Edward's that designated staff member is Naz Akhtar who is a HLTA. Staff are trained annually in medical interventions such as epi-pen and asthma inhaler administration, as well as basic first aid. There are named paediatric first aiders on site.

We have children with a variety of medical conditions. It is the responsibility of the person in charge of the management of medical conditions to ensure that appropriate information and training is implemented. In the case of those children who have statements or EHC plans which combine their health and social care needs with their special education provision, then the SENDCo and the person in charge of the management of medical conditions work co-operatively and both attend reviews, in order to ensure that the child's needs are being fully met.

Monitoring and Evaluation of SEND

The monitoring and evaluation of SEND practice and provision is ongoing and routine. The SENDCo is responsible for the monitoring and evaluation of SEND, and this happens through:

- Lesson observations.
- Termly Pupil Passport Reviews (Parents and staff attend these consultations).
- Data tracking and analysis.
- Monitoring of intervention plans.
- Discussion and consultation with staff.
- Reviews, consultations and planning meetings with outside agencies
- Parent/Carer questionnaires.
- Book trawls.
- Pupil interviews.

St. Edward's has an open-door policy to parents ensuring we are always approachable so parents feel involved in the education of their child. All of these activities promote and active and continuous review process, which ensures that there is continuous improvement, and implementation of good practice, within Special Educational Needs Provision.

Training and Resources

SEN is funded through the school's notional budget or Education, Health and care Plan. In some circumstances, children who are in possession of an Education Health Care Plan, may be in receipt of a personal budget. Those that have contributed to the plan will have consulted with parents as to how the personal budget should be allocated.

Training needs of staff are identified through the processes involved in the monitoring and evaluation of SEN. This is the responsibility of the SENDCo. Training is also identified through the school's self evaluation process.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo regularly attend the LAs SENDCO network meetings in order to keep up to date with local and national updates in SEND.

Roles within SEND Provision

SEN Governor: The designated governor for special educational needs will meet with the SENDCO to discuss the development of policy and practice and to offer support with any issues arising.

SENDCo is responsible for: -

- The day to day operation of the SEND policy
- Liaising with and advising staff
- Coordinating provision for children with SEND
- Liaising with parents of children with SEND
- Contributing to in-service training of staff
- Liaising with a range of external agencies to access appropriate support and advice for SEND pupils
- Liaising with the governor for SEND
- Managing, supporting and training Teaching Assistants to help SEND pupils make good progress

In addition, the SENDCo will:

- Maintain and regularly review the school's inclusion central list
- Effectively communicate policy issues to staff
- Set performance management objectives for staff linked to improvements for inclusion
- Provide support and advice to staff for SEND pupils

- Coordinate assessments of individual pupils where concerns have been raised
- Maintain a resource bank to support work for SEND pupils
- Oversee all records and ensure that the correct documentation is available for EHC plans
- Ensure that the Headteacher is informed of any issues relating to SEND matters
- Ensure the SEND information report is up to date and available on the school website
- Oversee any special arrangements made for SEND children
- Draw up regular whole school progress plans, identifying pupils who need support and planning appropriate interventions
- Monitor Pupil Passports
- Meet with class teachers to discuss any concerns
- Liaise with SENDCOs in local schools to develop good practice locally.
- Attend training for inclusion where relevant and feedback to staff
- Ensure smooth transition arrangements for SEND pupils
- Ensure all SEND records are passed on to the child's new school, and ensure a record transfer form is signed by the receiving school

The SENDCO will have dedicated time to facilitate:

- Completion of all administrative duties in connection with the SENDCO role
- Assessment/observation of individual children at SEND pupils if necessary
- Meetings with parents
- Co-ordinate support and liaise with external agencies
- Co-ordinate the implementation of the SEND policy

The SENDCO is not necessarily responsible for:

- Initial information gathering.
- Initial identification of children with SEND
- The unaided writing of and implementation of all Pupil Passports.
- The provision and support that could be better delivered by another agency.
- The daily teaching of interventions.

Headteacher:

- To determine the school's policy and approach to provision, establish appropriate staffing and funding arrangements in conjunction with the governing body.
- To have overall responsibility for the administration for the SEND Code of Practice
- To ensure that the school meets SEND responsibilities and that confidentiality of appropriate information is maintained.
- To appoint a SENDCO
- To request an EHC plan from the LA
- To monitor the role of SENDCO
- To attend training for inclusion where relevant and feedback to staff

Teacher:

- To adjust planning accordingly to address the needs of all learners and share with teaching assistants at the beginning of each week.
- To adjust homework to address the needs of all learners.
- To gather evidence for assessment of SEND
- To keep a record of all conversations with parents regarding concerned over a pupil with possible SEND
- To complete SEND audits with guidance from the SENDCO

- To teach and coordinate intervention groups and 1:1 support for pupils in their class
- To formulate and review Pupil Passports in consultation the SENDCo.
- Assess pupils regularly to measure the impact of intervention and progress towards targets
- Work with outside agencies when involved with pupils in their class
- Store all Pupil Passports in SEND class folder and access on Provision Map
- Ensure that all SEND records are passed on to the next teacher
- To attend training for inclusion where relevant and feedback to staff
- To plan appropriate 1:1 and groups interventions to support the progress of individual children.

Teaching Assistant:

- To support pupils and make sure they are familiar with the planning for the week and the activities they will be supporting.
- To support SEND pupils in achieving their targets on their Pupil Passport
- To run intervention groups and give 1:1 support to pupils under the guidance of the class teacher/SENDCo.
- To assess intervention groups/1:1 support using the appropriate method under the guidance of the teacher.
- To contribute to the review of Pupil Passports with class teacher and set new targets.
- To attend training for inclusion where relevant and feedback to staff.
- Gather evidence on the impact of their specialist area linked to inclusion to support performance management.

Outside Agencies

Here at St. Edward's, we draw upon the advice and guidance available to us from outside agencies to ensure all pupils' needs are met adequately. We use our SEND budget and pupil premium to ensure a full range of needs are met using our own staff as well as external services. These services include:

- Language, Learning and Strategic Support (LLSS) – Erica Hewetson
- Educational Psychology service (EP) – Philip Connor-Bell
- Communication and Autism team (CAT) – Matt Blackburn
- City of Birmingham School behaviour support – Emma Shackleton
- Physical Support Team – Aimee Hulse
- Hearing impairment team – Sarah Sheppard
- Visual Impairment – TBC
- Speech and Language Therapy – NHS Rowan Bale
- Speech and Language Therapist (Independent) – Emma Caddick, Soundswell Therapy
- ADHD Nurse - TBC
- School Health - School Nurses Team

The SENDCo will contact and liaise with these agencies initially when introducing them to a particular child. Work undertaken will be overseen by the SENDCo, class teacher and teaching assistant.

Accessibility

Here at St Edward's, we ensure that there is opportunity throughout our curriculum for the children to learn about disability, difference and valuing diversity. Advice is sought from appropriate organisations regarding resources for specific needs. We are committed to a policy of equal opportunities for all and endeavour to provide positive images of disabled people not only through PSHE but also through our positive school ethos that reflects the Gospel Values. We work with the children to understand the impact of words they use and deal seriously with derogatory name calling related to a special educational need, or disability.

There is disabled access to the school through the front entrance and through KS1 and KS2 doors. We have a lift and two disabled toilets. Although the school has four levels we actively seek to ensure that all parents /carers have access to activities/ meetings held in school and our lift ensures that all venues for such meetings are accessible.

Provision Mapping and Pupil Passports

All SEND pupils will have a record of their provision. This might be in the form of an EHCP, an SSPP (SEND Support Provision Plan) or Pupil Passport. All of these are reviewed once per term at a consultation meeting, which the teacher, teaching assistant, child and parent all attend.

Targets for the Pupil Passport are taken from the relevant continuum or advice from SENDCO so that progress can be tracked and targets are relevant. The targets on the Pupil Passport are written in child friendly language and are all SMART – (Specific, Measurable, Achievable, Relevant, and Time-bound.) Support is then put in place in accordance with the Pupil Passport and appropriately matched activities are timetabled to meet the learner's needs. These are all on Provision Map and a copy are in the children's personal SEN files.

Pupils with an EHC plan will have their short-term targets and progress reviewed termly. EHC Plans are reviewed annually in consultation with the relevant outside agencies.

Evaluating the success of the schools SEND and Inclusion Policy

Our school tracking system allows us to track pupils with SEND for ease of monitoring. We track our all of our pupils closely each term so that any progress issues can be quickly addressed and interventions put in place accordingly. Data from the tracking system, FFT and RAISE online is used to set targets and inform the development plan for the school.

The Headteacher and Inclusion manager will provide information to the governing body as to the numbers of pupils identified as SEND as well as any pupils for whom an EHC plan is in place. They will also report on any whole school developments in relation to inclusion and ensure that the governors are kept up to date with any legislative or local policy changes. There is a designated governor for inclusion – currently Susan Barton.

Whole school monitoring and evaluation procedures will include sampling of work by co-ordinators, observations, monitoring of tracking data and Pupil Passport documentation. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Target setting for pupils takes place as a part of on-going teacher assessments within each key stage. Samples of writing are kept as evidence to support predictions for the future achievements of pupils at the end of each Key Stage.

Complaints Procedure

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation. If the issue can not be resolved, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. Any issues that remain unresolved at this stage will be managed according to the school's complaints procedures.

Parent Information

The SEND information report for St Edward's is available to parents and can also be accessed on the school website or by using the following link:

<https://www.stedward.bham.sch.uk/send-and-inclusion/>

Policy updated September 2025

Nicola Crehan (SENDCo)