'Living and Learning through Christ'

SEND Policy

Approved by:	Vicky Palmer	**Adopted:** Term 5 2025 Statutory Policy
Last reviewed on:	Term 5 2026	
Next review due by:	Term 5 2027	

Equality Statement:

The Governing Board has considered the provisions of the Equality Act 2010 and the Public Sector Equality Duty (PSED) in the development and approval of this policy. The school is committed to eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations. Due regard has been given to the potential impact of this policy on pupils, staff, governors, parents, carers and other members of the school community who share protected characteristics.

Introduction

At St Bernadette Catholic Primary School, Catholicity permeates all aspects of teaching and learning. Our values and beliefs aim to provide a strong level of coherence and focus, which enriches the whole. High expectations are expected and articulated so that they are made explicit to all.

Aim

We believe that all children have an equal right to a full and rounded education, which will enable them to achieve their 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

Definition

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 them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or • A disability that hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

Rationale

To ensure that all learners;

- make the best possible progress
- Have the opportunity to express their views and are fully included in decisions which affect their education.
- Are perceived positively by all members of the school community.
- Can access the curriculum, regardless of need

To ensure that parents/carers are;

- Supported to play an active and valued role in their children's education. • informed of their child's special needs
- involved in decisions which affect their child's education

To ensure the school will;

- Regularly monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- Promote effective partnerships with outside agencies
- Have regard to the Special Needs Code of Practice when carrying out its duties toward all pupils with special education needs.

Equal Opportunities and Inclusion

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.

We respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning/communicating
- 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 and language 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

Roles and Responsibilities: The SENDCo

They 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 that the school meets its responsibilities under the Equality Act 2010 concerning 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 SENDCo to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

Work with the SENDCo and SEN Governor to determine the strategic development of the SEN policy and provision within the school

Class teachers

- All of our class teachers receive in-house SEN training and are supported by the SENDCo to meet the needs of pupils who have SEN.
- 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 SENDCo to review each pupil's progress and decide on any changes to provision
- Ensuring they follow this SEN policy

Identifying pupils with SEN and assessing their needs

Provision for children with special educational needs is a matter for the whole school. The school will assess each child's current levels of attainment on entry in order to ensure that they build on learning already established during the child's preschool years.
If the child already has an identified special educational need, this information should be transferred from their Early Years setting.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers. Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Identification and assessment of special needs children whose first language is not English requires particular care.

When deciding whether to place a child on the special educational needs register, we will gather the views of the parents, information from previous settings, teacher/TA observation and feedback and the use of formal assessments. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. We will support parents through signposting, referrals and liaison with other agencies.

Moving to an EHCP (Education, Health and Care Plan)

- As a starting point, a Bristol support plan will be drawn up, which will help identify any targeted support needed.
- If children fail to make progress, in spite of high-quality, targeted support, we may apply to the LA for a needs assessment. Generally, we apply for an EHC Plan if:
- The child has a disability which is lifelong and which means they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Partnership with Parents

Parents of children with additional needs will be treated as partners and given support to play an active and valued role in their child's education.

We will have a discussion with the pupil (if appropriate) and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed-upon outcomes sought for the child. Everyone is clear on what the next steps are

Parents will be invited to meet 3 times per year with the class teacher and/or SENCO to discuss Individual Support Plans and progress against the child's targets. These meetings are in addition to our twice-yearly Parents' Evenings.

Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school, and we will do what we can, according to the individual needs of the child, to make transitions between classes, including from pre-school, as smooth as possible.

Transition reviews for Pre-School and Year 6 pupils with EHCPs or OPPs are held, where possible, in the Summer Term of EYS/Year 5 or the Autumn term of Year R/ 6.

The Pre-School or Secondary School SENDCo is invited to Annual Reviews and transfer meetings. Additional arrangements may be made at these reviews, e.g. extra visits to the setting, photographs of key adults/environments.

Monitoring Arrangements

This policy will be reviewed every year. It will also be updated if any changes to the information are made during the year.