



St William's Catholic Primary School and Nursery

Special Educational Needs and Disabilities (SEND) Policy

Mission Statement

Alongside our families, parish and community, St William's will work together to ensure that each child will be taught as an individual.

We will help each child to reach their full potential through fun and engaging learning, in a safe, warm and caring environment.

We will teach them to live, love and learn in the way Jesus taught us.

“With God we are strong together; we can achieve together”

Staff Responsible for this Policy:

Mrs H Hogarth (Headteacher)

Miss N Cassidy (SENDCo)

Date of last Review:

July 2025

Aims

At St William's we value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim:

- To provide a Catholic Christian setting in which children can grow in understanding and acquisition of skills, attitudes and values.
- To foster a growth of commitment to the love and service of Christ through the teaching and practices of the Catholic Church.
- To educate the whole child; assisting in the formation of happy, confident, caring responsible future citizens who know themselves and the world in which they live.
- To address the requirements of the National Curriculum by adequately resourcing curriculum areas and creating a wide range of learning opportunities.
- To strive for the highest possible standards of behaviour and all-round achievement.

As part of The Blessed Edward Bamber Catholic Multi Academy Trust, will work with the Local Authority within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making
- The identification of children's and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

Definition of Special Educational Needs

At St William's, we recognise that all young people have learning and/or behavioural needs and that for some, these individual needs become special educational needs. We recognise that every teacher is a teacher of every child, including those with SEND, we strongly believe that we are all teachers of SEND.

Whilst it is recognised that young people with SEND are not a readily defined and discrete group, for the purposes of this policy, we adopt the legal definition provided by the 1996 Education Act: 'A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her'.

The SEN Code of Practice (2014) says a child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 or mainstream post-16 institutions

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

At St William's Catholic Primary School, the purpose of identification is to work out what action the school needs to take, we identify the needs of pupils by considering the needs of the whole child.

A Graduated Approach to SEN Support

At St William's Catholic Primary School we believe in quality first teaching and as such it is the responsibility of every class teacher to provide for all pupils. The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for
- pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

The school is committed to early identification in order to meet the needs of children with SEN. 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. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

Roles and Responsibilities

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy
- Work with the Headteacher on the 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
- 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 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEND 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 is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day- to-day operation of the school's special educational needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

Class teachers are responsible for:

- providing high quality teaching for all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCO, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parents of children with SEND

Consulting and involving pupils and parents

We will have an early discussion with the pupil (where appropriate) and their parents/carers when identifying whether they need special educational provision. These conversations will aim to ensure that:

- Everyone develops an understanding of the pupil's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are Notes of these early discussions will be added to the pupil's record and given to their parents

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Admissions and Transition

The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, St William's Catholic Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

When a pupil transfers to another school, we will share information with the school, college, or other setting the pupil is moving to and ensure a smooth transition is planned. We will agree with parents and pupils which information will be shared as part of this. Where possible the pupil will visit their new setting on several occasions and in some cases staff from the new setting will visit the pupil in school.

Enabling pupils with SEN to engage in activities

- All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.
- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops and activities.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Each class, office and area has access to 2-way radios to allow ease of communication
- Pupils with SEN are also encouraged to be part of all club and out of school activities to promote teamwork, building friendships and equity.

We have a zero tolerance approach to bullying.

Monitoring arrangements

This SEND policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher and SENDCo

Working with external agencies

School has direct access to and work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- Speech and Language Therapy
- NHS Physiotherapy and Occupational Health Department
- School Nurses
- Epilepsy Team
- Diabetic Team
- CAMHS
- Social Services
- Paediatricians

The SENCO can make referrals for individual children to specialists within the Local Authority and private companies, in order to gain advice as to how best to support children with specific needs.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO should be approached.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Headteacher is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEND Governor.

The Chair of Governors, will be involved after other avenues to resolve the situation have been exhausted.

Signed: *H. Hogarth* (Headteacher)

Signed: *J. Clements* (Chair of Governors)

Appendix A

Day to day problems (Level 1 Behaviours)	
Problem	Preventative measure
<ul style="list-style-type: none"> • Calling out • Answering back • Unacceptable levels of noise • Lack of respect for self and others • Poor manners, politeness, courtesy, forms of address • Wandering around class without purpose • Leaving the class unnecessarily e.g. repetitive toilet trips (with no reason), etc... • Poor response to instructions • Toys and other inappropriate equipment in class • Poor lining up (break and lunch) • In school without permission i.e. in class or corridors • Tasks not completed to a reasonable standard • Failure to complete homework 	<p>The class teacher or teacher in charge will deal with all Level 1 behaviours by consistently applying class rules and using the step system effectively. Many Level 1 behaviours can be prevented by good management e.g. teachers out at break before the whistle is blown, pupils only in class with the teacher's permission, inappropriate items confiscated and sent to the school office for collection by parents.</p>
More serious problems (Level 2 Behaviours)	
Problem	Preventative measure
Bullying	Refer to the Anti-Bullying Policy
<ul style="list-style-type: none"> • Provocative behaviour towards others-pushing, taunting, enticing, kicking, punching, nipping, biting • Disobedience that endangers self and others • Swearing • Racial abuse • Stealing • Running out of school • Defiance/Refusal to follow instructions • Extreme inappropriate behaviour (verbal or physical) • Behaviour outside of school that impacts on school life eg inappropriate use of social media (added 2016) 	<p>Referral to the Headteacher where the incident will be discussed and action taken. This will happen for all Level 2 behaviours. In the most serious or persistent cases, the head teacher and the parents will be involved.</p>