



United Through Jesus in Faith, Love and Learning

POLICY – SEND POLICY

Date of Adoption:	MAY 2025	Date of Review:	APRIL 2026
Author:	SENCO	Committee responsible for Review:	FGB
Version:	APPROVED	Date approved:	30.04.2025
CHANGES SINCE LAST REVISION	SEND GOVERNOR UPDATE		

Office use only:

Special Educational Needs Policy

SEND Governor: **Stephen Newbury (SEND Governor)**

SENDCo: **Pat Hoare (NASENCo award)**

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Dedicated SEND time: Wednesday

Local Offer/SEN Information Report:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/results.page?localofferchannel=0&qt=st+paul%27s+catholic+primary+school&term=&sorttype=relevance>

Compliance

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

- Equality Act 2010: Advice for schools Department of Education (Feb 2013)
- SEND Code of Practice 0 – 25 (updated May 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with Medical Conditions (August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (updated July 2014)
- Teachers Standards (2013)

This policy was written in collaboration with the school's Governing body, the school's SENDCo, SLT (Senior Leadership Team), all staff and parents of pupils with SEND.

Who/what was consulted?

We consulted the local authority and national guidance.

St Paul's whole school community (all staff, governors, parents and volunteers working in the school) are committed to safeguarding and promoting the welfare of our children. At St Paul's we recognize our duties under the Equality Act 2010. Everyone has the right to be treated with dignity and respect.

Relationship to other policies

This policy links with the Local Offer/ SEN Information Report 2025-2026 and:

- Data protection Policy
- Admissions Policy
- Teaching and Learning Policy
- Curriculum Policy
- Anti-Bullying Policy
- Behaviour Policy
- Health and Safety Policy
- Safeguarding Policy
- Exclusion Policy
- Accessibility Plan

Equality impact

This policy will help ensure that the school takes positive action to support equal opportunities amongst all pupils.

Purpose

All our children are very special to us and care is taken to ensure that their first experience of school is enjoyable, happy and rewarding. It is our aim to build on this initial experience through a variety of activities that will encourage the child to use his or her talents and thus achieve their full potential. However, some pupils require more support than others to make good progress. We acknowledge that a significant proportion of pupils will have Special Educational Need or a Disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. We aim to provide pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to learning and the National Curriculum.

Our objectives are:

- To identify and provide for pupils who have Special Educational Needs and additional needs including children who are looked after by the local authority and have SEND.
- To operate a “whole pupil, whole school” approach to the management and provision of support for Special Educational Needs and Disabilities
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- To provide support and advice for all staff working with Special Educational Needs and Disabilities pupils
- Enable every pupil to experience success and promote individual confidence and a positive attitude.
- Give pupils with SEND equal opportunities to take part in all aspects of the school’s provision, as far as is appropriate (Reference Equal Opportunities Policy)

- Work collaboratively with parents of children with SEND, other professionals and support services.

Monitoring of SEND

According to the SEND Code of Practice 2015, 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, 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?

All class teachers are responsible for the initial identification and assessment of SEND; they also have responsibility for its provision within the classroom. All children's special needs will be reviewed regularly as part of our Assess, Plan, Do, Review cycle.

Needs will be identified and met through the following procedures:

- Record keeping, observation and contact with parents, all to be formalised in a termly meetings between class teachers and the SENDCo.
- Carefully differentiated, high quality teaching
- Interventions where appropriate
- The appropriate use of outside agencies (provided parental consent is given)
- Where appropriate, children will be given an Individual Education Plan (IEP) to ensure that they have appropriate educational provision.
- Adaptations, where appropriate and possible, to the physical environment
- The provision of appropriate additional resources
- Involvement of parents at all stages responding to their child's needs
- When a child has an Education, Health and Care Plan (EHCP), the school will ensure that the provision is provided to help the child to achieve the desired outcomes.

The Special Educational Needs and Disabilities files containing information, forms, professionals' reports and children's individual files are kept in the school office. Details of the SEND Register are stored on the SIMS database.

Supporting pupils at school 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 and Disabilities and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. (Reference to Supporting Pupils with Medical Conditions Policy)

Roles and Responsibilities: Role of the SEND Governor:

- Meet with the SENDCo
- Raise awareness of SEND in the governing body.
- Be part of the review of the Local Offer/SEN Information Report
- Have knowledge of SEND processes in school regarding funding, identification of pupils with SEND, monitoring of progress and attainment of pupils with SEND.

Role of the head teacher and senior leadership team

- Provide strategic direction and development for SEND.
- Support Continuing Professional Development (CPD) for all staff.
- Ensure high quality teaching is delivered with appropriate differentiation.
- Ensure interventions are evidence based, appropriate and effective.
- Ensure strong partnerships with parents.
- Provide support for SENDCo in monitoring the impact of SEND provision.

Role of the SENDCo:

- Overseeing the management of SEND provision, including children who are looked after by the local authority and have SEND, by supporting staff in early identification of SEND, planning provision and monitoring impact of provision.
- Have time to meet with identified SEND governor, head teacher/senior leadership team, class teachers and teaching assistants.

Role of the class teachers:

- Plan, teach and monitor the attainment and progress of all pupils, including children who are looked after by the local authority and have SEND.
- Use a cycle of Assess, Plan, Do, Review for all pupils to enable the early identification of pupils with SEND and to monitor the progress of those already identified as having SEND.
- Monitor the impact of class teaching, differentiation and other provision including intervention.
- Have a commitment to CPD.
- Liaise with other staff (teaching assistants, SENDCo)

Role of teaching assistants:

- Be appropriately trained with a good knowledge of SEND and have a commitment to CPD.
- Focus support for pupils on learning and development.
- Provide appropriate support in class.
- Deliver evidence-based interventions.
- Liaise with other staff (class teachers, and SENDCo)