

Policy for:

Special Educational Needs (SEND)



Committee: Curriculum and Standards

Document Control

A. Confidentiality Notice

This policy document has been approved by the Governing body of St.Modwen's Catholic Primary School and is intended for internal and /or external publication. Where the document is identified for internal use the policy information may not be shared with external agencies or parents without the prior agreement of the Headteacher or authorising Committee.

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V3	12.11.2025	School	Curriculum & Standards	Reviewed Deputy Headteacher– Amends: page 6 amended SENDCO name Autism Spectrum Disorder Autism Spectrum Condition (ASC)to Autism Spectrum Condition (ASC) - page 4 and remove 'including Asperger syndrome' SEND Code of Practice 2015
V2	29.4.2024	School	Curriculum & Standards	Reviewed Deputy Headteacher 29.4.2024 – page 6 amended SENDCO name
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Excellence For All Through Jesus' Love

Mission Statement

At St Modwen's we passionately believe and promote our whole school vision of 'Excellence for All Through Jesus' Love.' Our mission is to aim high to achieve our God given potential as socially responsible citizens, loving one another as Jesus loves us. Through our school vision and mission, we at St Modwen's aim for **all** our pupils to have a strong sense of belonging within our school family. We aim to develop pupil's skills and confidence within their learning, build a strong foundation of communication and social interaction, cultivate a supportive environment to encourage the identification and sharing of our emotions and establish a community that is passionate about celebrating our differences. We work in unity as a learning community with families and agency support to plan and deliver a broad and inclusive curriculum directed towards providing all our pupils with key skills to continue throughout their learning journeys to achieve 'Excellence for all through Jesus' Love.'

At St Modwen's we aim:

- To be as inclusive as possible
- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To reduce barriers to learning and progress for pupils with Special Educational Needs and/ a disability
- To meet individual needs of pupils through a wide range of provision
- To work in cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To attain high levels of satisfaction and participation from both pupils and parents/carers.

Our Objectives:

- To ensure a clear process for identifying, assessing, planning, providing, and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND to develop our practice within the guidance set out in the Code of Practice, July 2015.

Safeguarding:

All staff plan their learning for pupils in this subject by adhering to the guidelines laid out in 'Keeping Children Safe in Education 2021'. All staff are trained and told to adhere to the 'Guidance for Safer Working Practice for the Protection of Children and Staff in Education Settings May 2019' and Addendum May 2020.

This Policy covers all offline and online activity by the same principles and is used in conjunction with our related policies for Equal Opportunities, Disability Access Arrangements, SEN and Inclusion, Racial Equality and Harassment, Catholic Life (including Prevent strategies and SMSC) and the school's Positive Behaviour Policy/Code of Conduct.

Legislation and guidance

This policy and information report is based on statutory documents:

- Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.
- The Equality Act 2010, which highlights reasonable adjustments and access arrangements.

This policy is linked to, and should be read in conjunction with the following policies; Behaviour, Anti-bullying, Admissions policy, Accessibility plan, Attendance information, Equal Opportunities Policy, Safeguarding Policy, Teaching and Learning Policy and is embedded in the Learning and Teaching framework of the school.

Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

SEN: 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 him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: 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.'

Staffordshire's Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Identifying pupils with SEN and assessing their needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. A child may need extra help if; concerns are raised by the class teacher or parents/carers, a pupil may also ask for help. Senior staff and class teachers regularly monitor and track pupil progress to identify children who need extra support with their learning and/or emotional wellbeing. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and Interaction: these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

Cognition and Learning: children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more specific aspects of learning, such as dyslexia, dyscalculia, and dyspraxia.

Social, Emotional and Mental Health: children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs: some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and /or equipment to access their learning.

At St Modwen's, we know and value all our pupils. We have rigorous ongoing teacher assessments and termly pupil progress meetings with the leadership team to identify those pupils making less than expected progress. If progress continues to be a concern, despite high quality teaching in the classroom—differentiated to meet the needs of individual pupils—the teacher will discuss their concerns with the SENDCo. A discussion with parents will then be initiated and a four-part cycle, known as the graduated approach begins—Assess, Plan, Do, Review.

The graduated support cycle enables us to develop our understanding of the pupil's needs and what supports them in making good progress. Throughout each cycle, there is a more detailed approach and more specialist expertise can be accessed if required. The graduated approach allows pupils to access the right level of support and intervention, focused specifically on the areas of learning they find challenging. A program of intervention is devised between the class teacher and SENDCo and shared with the intervention teaching assistant with agreed goals and exit criteria. If a more specialized assessment is needed, the SENDCo contacts the relevant external agencies, such as Speech and Language Therapy and discuss further ways forward. Parents and pupils will be involved in discussions about the level of support required; this is through IEP review meetings, parents' evenings and meetings with external agencies.

Individual Education Plans (IEPs)

- Every child that is on the SEN Support register will have an individual education plan (IEP).
- Any involvement from outside agencies should be highlighted on the IEP and advice should be made explicit on the IEP.
- Class teachers set the targets and review IEPs with pupils and parents.
- Targets should be SMART (specific, measurable, achievable, realistic, and timed) and children must understand them.
- All IEPs should be distributed to the relevant professionals working with that child with SEND and used as a working document.
- The document should be updated regularly, and targets amended as appropriate.

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of Education, Health and Care needs. This may result in an **Education, Health and Care (EHC) plan** being provided.

Monitoring and evaluation of SEND

At St Modwen's, it is of the upmost importance to us that the provisions we provide are effective and therefore we regularly review their impact. Review meetings are held with the SENDCo and class teacher every term, in addition to regular informal discussions with all staff. Other methods of our evaluation include:

- Book scrutiny
- Provision mapping
- SENDCO/SLT/Governor monitoring
- Learning walks
- Performance management targets
- Parent and pupil annual surveys

Support for children's overall well-being

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Small group evidence-led interventions to support pupils' wellbeing are delivered to targeted pupils and groups and aim to support improved interaction skills, emotional resilience and wellbeing.
- The school has staff who have completed training and are experienced in supporting pupils' wellbeing and mental health.
- The school has designated areas for pupils who require quiet reflection time, adult support is available should the child wish to discuss their feelings and concerns

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014** Updated 16.8.2017.

How accessible is the school environment?

Our school building has been classed as 'fully accessible' by PDSS. All classrooms and toilets are on one level with direct access to the outside area without the need for steps. We have 3 Disabled toilets and grab rails have been fitted to one cubicle in the reception, year 1 and year 2 toilets. There are 2 Disabled parking spots marked and located near to the school reception. There is a sloping path to allow access to the main entrance. A medical room has been provided in order to enable a safe place for insulin testing/injections

Supporting pupils when joining or transferring to a new school

St Modwen's acknowledges the importance of effective transition of all pupils and in particular those with SEND. Links are made with pre-school providers and other primary and secondary schools to ensure effective transition.

A number of strategies are in place to enable effective pupil transition. These include:

On entry:-

- A planned programme of visits are provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school

The transition programme in place for pupils in Year 6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN.

The annual review for pupils in year 5 with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.

The SENDCo will liaise with the SENDCos of the secondary school (e.g. Blessed Robert Sutton, De Ferrers Academy) for Year 6 pupils to ensure a smooth transition. This may include arranging additional visits for the pupils and face to face meetings to share information about the pupils' needs, targets and progress.

Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at

[Choosing a school - Staffordshire County Council](#)

Training and resources

We regard special needs as an integral part of our school, with all our pupils requiring high quality teaching and learning to address their individual needs and provide them with a challenge. When allocating our budget, we will ensure that we have the optimum number of staff available to provide interventions and tailored support to our SEND pupils. This allows us to provide support in class alongside interventions outside of the classroom for children who require additional support.

Training will be organised in response to the needs of the pupils or is pre-empted when pupils' needs are already known. Staff recognise that they can request training to support them in their role and that every effort will be made to ensure that they are fully equipped to work with our SEND pupils. We encourage staff to utilise each other's expertise within the trust in particular areas and provide training when necessary to ensure staff can meet all our children's particular needs.

Roles and responsibilities

The SENDCo

The SENDCO is Mrs A Taylor

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND 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 pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND Governor

The SEND governor Mr P Moon will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND 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 SEND policy and provision in the school.

The Headteacher

The Headteacher, Mrs A Sherratt will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class Teachers

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 development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

The SEND Information Report

Our schools SEND Information report can be found on the website.

Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Further information can be found in the school's admissions policy.

Complaints

Our complaints procedure can be found on our school website.

This policy is reviewed annually.