



ST. ALBAN'S
Catholic Primary School

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Special Educational Needs and Disabilities Policy

September 2025

**Ratified by the Governing Body:
Signed by the Governing Body:
To be reviewed (annually):**

**1st September 2025
Mrs Jodie Clinton (Chair)
1st September 2026**

St Alban's Catholic Primary School

Special Educational Needs and Disabilities Policy

This Policy describes the values we hold. It recognises that each person is a unique creation of God and as such is loved equally by Him.

At St. Alban's we are committed to providing a high quality education for all children to achieve success in a secure learning environment.

We believe that all children, including those as identified as having special educational needs or disabilities (SEND), have an entitlement to a broad and balanced curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life.

We value and include each child equally as a learner whatever their age, gender, ethnicity, impairment, attainment and background.

Aims

We believe that every teacher is a teacher of every child including those with SEND. As such they are required to set suitable learning challenges and so respond to the diverse needs of individuals in an attempt to overcome any potential barriers to learning.

We will ensure that teaching and non-teaching staff are fully aware of the school's procedures for the identification, provision and assessment of children with SEND.

Admissions

The school acknowledges its responsibility to consider the admission of a child identified as having SEND. No child is refused admission on the basis of having SEND where the school can meet the child's needs after making any possible reasonable adjustments.

Definition of Special Educational Needs and Disabilities

The SEND Code of Practice 2015 identifies the following children as having Special Educational Needs and Disabilities if:

- they have a significantly greater difficulty in learning than the majority of the children of the same age
- they have a disability, which either prevents or hinders the child from making use of the educational facilities of a kind provided for the children of the same age

Special educational needs or disabilities may relate to one or more of the following areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Identification of Special Educational Needs and Disabilities

Entry into St. Alban's Catholic Primary School:

On entry to our EYFS, we will assess each child's current level of attainment in order to ensure that they build upon the pattern of learning and experience already established during the child's preschool years. If a child has already had a special need identified, this information may be transferred through an early years Learning Plan or IEP and discussion with parents and nursery provision. The class teacher, teaching assistant and SENCO will then use this information to;

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class.
- use the assessment process to identify any learning difficulties.
- ensure ongoing observations and assessments provide the basis for planning the next steps of the child's learning.
- involve parents in implementing a joint learning approach.

New pupils who arrive part way through the year in any class are assessed in the same way as existing pupils. If they have already been previously identified as having SEND the pupil's Learning Plan or IEP and records will be requested from the previous establishment.

Identification of Special Educational Needs or disabilities may be through the following ways:

- records from previously attended educational establishments
- regular class assessments showing a lack of progress compared to peers or national expectations
- concerns raised by teachers or parents
- the use of Birmingham Access to Education's Literacy and/or Mathematics Toolkit showing pupils as working below the national benchmarks
- staff observations of pupil's attitude/application towards work
- lack of progress when Quality First teaching (QFT) methods and techniques have been employed

Management of Special Educational Needs

The head teacher is responsible for the overall provision of Special Needs and the Special Educational Needs Co-ordinator (SENco) is responsible for the day-to-day management of that provision.

Governors are kept up to date with provision and changes to policy through annual reports and meetings with the SENco.

The school governor responsible for SEND is Miss Anne Grego

The school SENco is Mrs Anneka Jones

The SENco is responsible for:

- the co-ordination of the day-to-day provision of SEND throughout the school, producing and up-dating the school provision map
- the regular reviewing of the school's SEND policy to reflect changes in SEND guidelines and legislation
- liaising with staff, pupils, parents and outside agencies
- assisting in the identification of SEND
- ensuring that the school is working towards the Accessibility Plan
- providing or arranging in-service SEND training for staff
- advising, supporting and monitoring the interventions delivered by Teaching Assistants (TAs) who are working with pupils of SEND
- purchasing resources and equipment to support a differentiated and/or specialised approach to accessing the curriculum
- working collaboratively with staff, pupils, parents and outside agencies in regularly monitoring, compiling and reviewing Individual Learning Plans (IEPs), Positive Behaviour Plans (PBPs) or One Page Profiles
- organising annual reviews of Education, Health and Care Plans (EHCPs)
- working collaboratively with staff, pupils, parents and outside agencies when requesting an Education, Health and Care Needs Assessment (EHCNA)
- ensuring Criteria For Special Provision (CRISP) assessments are undertaken in order to source appropriate funding for pupils with an EHCP
- monitoring, evaluating and altering SEND provision when required
- overseeing the records of pupils with SEND
- liaising with the feeder secondary schools to inform of pupils with SEND prior to admission
- attending Local Authority (LA) and local school cluster meetings to ensure changes to current practice and provision are kept up to date

A Graduated Approach to Support Pupils with Special Educational Needs and Disabilities

We employ the Graduated Approach model as outlined in the SEND Code of Practice 2015.

This approach is one of Assess, Plan, Do and Review.

Although all staff are responsible for the progress of pupils it is the class teacher who is responsible in the first instance. The class teacher is responsible for working with the child on a daily basis ensuring the delivery of any individualised programme of work within the classroom. A small step approach is employed which breaks down existing levels of attainment into graduated steps. The aim of this is to enable pupils to experience success and continue to build upon and move forward in their learning. This intervention will be regarded as Wave 1 intervention. Parents will be consulted as to the action being taken and the outcomes of such actions. Parents will meet regularly with class teachers through parent evening meetings or pre-arranged appointments. The school SENco may also be included within these meetings.

If overtime, following various approaches/programmes of work, progress remains slow it may be necessary for small group or 1-1 targeted interventions to be delivered out of the class room supported by the SENco or a TA trained in such interventions. This is regarded as Wave 2 intervention. Again, parents will be fully informed as to the support being given.

Where Wave 1 and Wave 2 interventions have been employed and the gap in attainment continues to widen despite considerable input and adaptations then support from the relevant outside agencies may be sought.

The external specialist may work with the school in an advisory capacity or may provide additional specialist assessment. They may at times work directly with the pupil. They may support in the setting of individual targets or may suggest further strategies for supporting the pupil. This support may be met within or outside of the classroom, either as small group or 1-1 support. This support is regarded as Wave 3 intervention.

Parental permission will be sought before the outside agencies are approached.

Intervention and Support

The SENco, relevant outside agencies (if involved) and the child's class teacher will decide upon the approach, resources or targeted work to be undertaken to move progress forward. This may include:

- differentiated learning materials or specialised equipment
- small group or 1-1 support by teachers, TAs or SENco within class or outside of the classroom
- specific interventions as listed in the school SEND Information Report on our website
- extra adult time to devise/administer/review impact of planned intervention
- QFT approaches and strategies being employed by staff

Monitoring and Evaluation

The SENco monitors the movement of pupils within the SEND register. The SENco, Head Teacher and Governor for SEND meet on a regular basis to review SEND provision.

Effectiveness of provision is undertaken in the following ways:

- staff/outside agency observations
- scrutiny of work
- scrutiny of teachers planning
- informal feedback from staff
- pupil interviews
- pupil tracking
- pupil review meetings and recording of views
- monitoring of Learning Plans (IEPs) and individual targets, PBPs, One Page Profiles
- entry and exit criteria on provision map

School Request for an Educational Health and Care Needs Assessment (EHCNA)

Where the school has significant cause for concern over a particular pupil's progress, then a request for an EHCNA will be made. The LA will be given evidence that has been collected over time relating to the SEND, action taken and resources and/or special arrangements put into place in response to the specific needs of that individual.

Evidence included will be:

- previous and current targets and plans
- records of reviews including health and medical history if applicable
- attainment and progress over time in English and Mathematics
- assessments and reports from outside agencies
- pupil and parent views

Links with Outside Agencies

Please see the agencies listed in the school SEND Information Report on our website. We seek parental permission before we involve external agencies. Referrals to these services may include input from a combination of the following people:

Head Teacher, school SENCo, class teacher, parents and another outside agency.

At the start of the academic year, a planning meeting takes place with the outside agencies, Head Teacher and SENCo. As some of the agencies are a package of support bought in, we

have a set number of hours each term when we can avail of their services. However some agencies can attend on request.

Some of these services can be booked by school to deliver staff training.

Pupil Involvement

We recognise that all pupils have the right to be involved in making choices and decisions about their lives. We include them in assessing their own progress through involvement in setting targets for their learning, self-assessment opportunities for reviewing these targets and attending meetings to discuss successes, areas for development and ways forward.

Parent Involvement

The school works in partnership with parents/carers. We encourage parents/carers to play an active role in their child's education, inform school of any concerns they may have regarding their child and work collaboratively with the school in discussing and supporting ways forward in their child's education.

As a school we keep parents and carers informed and give support during observations, assessments and in the decision making process regarding SEND provision. On the school's website is our SEND Information Report which signposts parents and carers to the support services available to them.

Arrangements for Pupils Transferring Schools

During Year 6, the SENCo liaises with the SENCo from the child's chosen secondary school to discuss needs and possible strategies to support their transition and learning. All files are passed on. Extra pre visits may be arranged in order to familiarise the transferring pupil with their new educational environment.

Keeping Children Safe in Education 2025

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children

- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) and the SENCo or the named person with oversight for SEND in school.

Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Review

This policy will be reviewed in September 2026.