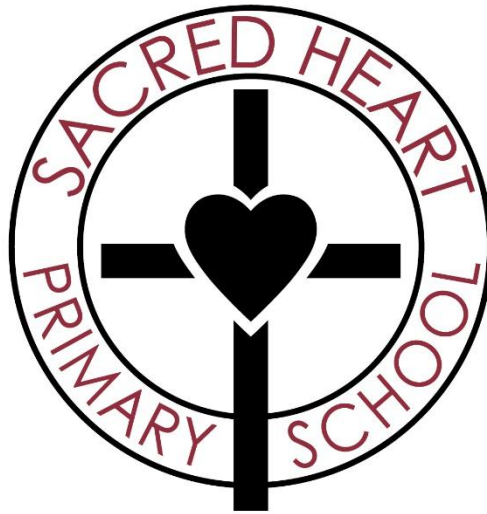




Jesus At The Heart of All We Do

SACRED HEART CATHOLIC PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Ratified by LAC: September 2026

Review Date: September 2027

Definition of Special Educational and Disability Needs (SEND)

Children have special educational needs if

- they require additional support in order to gain equal access to learning opportunities
- or**
- they have a learning difficulty or disability which calls for special educational provision to be made for them, namely provision different from or additional to that normally available to pupils at the same age

A learning difficulty or disability can be described as:

- having a significantly greater difficulty in learning than the majority of children of the same age
- or**
- having a disability which prevents or hinders the child from making use of the educational facilities in the school

Children may experience difficulties with:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical and medical conditions

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims

1. To provide all children with a broad and balanced curriculum that is differentiated, adapted to the needs and ability of the individual and delivered through high quality teaching.
2. To ensure that all children make good progress and realise their full potential.
3. To identify children with SEND as early as possible and to meet their individual needs.
4. To have in place systems whereby all relevant staff are aware of their needs and have the skills and expertise to effectively address them.
5. To recognise that each child's needs will be different and will change over time.
6. To be proactive, reactive and reflective in designing and delivering support when it is needed.
7. To support each child's needs by providing a strong partnership between children, parents/carers, school, governors and outside agencies.
8. To make reasonable adjustments to allow children with disabilities to develop, learn, participate and achieve the best possible outcomes.

Identification

It is vital that children with SEND are identified as early as possible and that staff are also alert to any emerging difficulties at later stages. Monitoring progress is a continuous and rigorous process in our school and any child experiencing difficulties will be quickly identified. Using teacher observations and assessments, records from feeder schools and information from parents/carers, we are quickly able to build an overall picture of a child's barriers to learning and their subsequent needs.

We will inform parents/carers at the earliest opportunity, of the school's concerns and the provision which is being made for their child and we will expect to work closely with parents/carers as their child progresses through the school.

The identification, assessment and provision for SEND is a matter for the school as a whole. All teachers are teachers of children with SEND.

The Graduated Approach to Pupil's Needs

The school will have regard to the DfES SEND Code of Practice 2014 (CoP) when carrying out its duties towards all pupils with SEND. This describes a continuum of SEND which is responded to through a graduated response which brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

At the heart of every class is a continuous cycle of assessing, planning, delivering and reviewing which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements.

When a teacher or parent has initial concerns about a child's progress or behaviour in general, or in a particular area in comparison to the peer group, the child will be monitored and discussed (SEN Monitoring). If the child continues to cause concern, then it may be deemed necessary for the school to make provision which is additional to or different from the already differentiated curriculum. The child would then be moved to the school's SEN Support level and recorded on the SEND register in school.

As described above the graduated approach will then be taken:

Assess – The Class teacher, SENDCo and parents/carers will consider the child's needs. It may be necessary to carry out some further observations or assessments to identify the barriers to learning.

Plan – In agreement with parents/carers the school will decide the outcomes they are seeking; the adjustments, interventions and support they will put in place and a date to review the impact on progress, development or behaviour. The Class teacher and SENDCo will consider an appropriate approach, which may include:

- deploying extra staff to work closely with the child for short periods
- instigating staff development or training
- providing additional support within a small group for some lessons

- devising personalised interventions and monitoring their effectiveness
- providing different materials or equipment

Do – The class teacher will ensure that any interventions or support take place and along with the SENDCo will monitor the effectiveness of the provision.

Review – The effectiveness of the support and the impact on the child's progress will be reviewed at least termly and discussed with parents/carers. Next steps are then planned.

This process will be recorded for individuals on a Learning Plan and will include details of targets, support and strategies, expected and actual outcomes. The Learning Plan will usually concentrate on three or four individual targets that closely match the child's needs. This plan will be shared with parents/carers and reviews will take place termly with the class teacher, parents/carers and child. The review will record the extent to which targets have been met, set new targets, outline strategies and the provision to be made. The child will be involved in this discussion at an age-appropriate level and encouraged to participate in the decision-making processes.

If the difficulties persist other professionals, such as the Educational Psychologist or Advisory Teachers, may be asked to contribute to the assessment, with parent's agreement. The SENDCO may refer to the Local Authority (LA), the STCAT support team, or other relevant outside agencies, for advice on strategies, equipment or support for staff development. The child may be observed in school by a colleague from one of these services who will then provide a written report and recommendations for further actions. This may include further intervention from the service or advice for the school to follow. Parental consent will always be obtained before this happens and parents/carers will be kept fully informed of any recommendations.

Where, despite the school taking action to meet the child's needs, they have not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment from the local authority. If the request is successful the local authority will consider whether to issue an EHC plan to the child.

An EHC plan is designed to secure the best possible outcomes for children across education, health and social care. It will:

- Establish and record the views, interests and aspirations of the parents/carers and child
- Provide a full description of the child's special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child's needs and aspirations

- Specify the provision required and how education, health and social care will work together to meet the child's needs and support achievement of the agreed outcomes

EHC plans will be reviewed at least annually, but at any interval deemed appropriate, at the school. More detailed information about EHC plans can be found on the local authority website under the Local Offer.

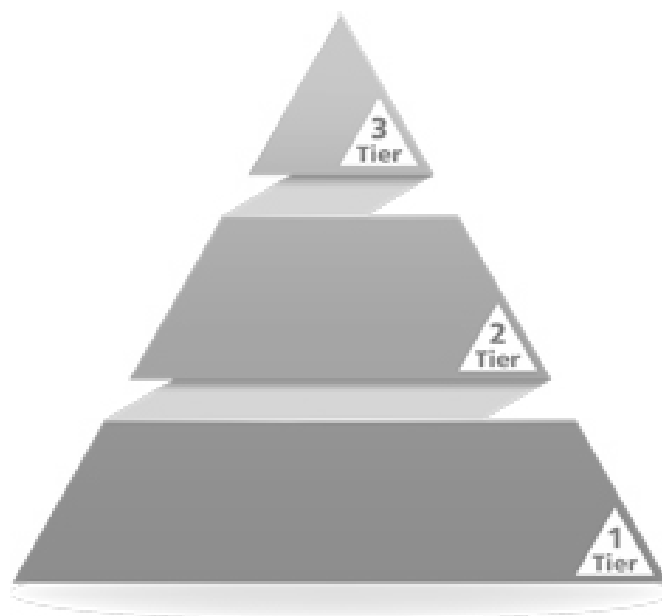
For children with SEND, transition reviews may be held as they move to new schools. This enables the receiving school to plan appropriate provision for the child. This may also happen if a child with previously identified SEND is due to move into our school from another setting.

The identification and assessment of SEND children whose first language is not English requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND.

Evaluation and Review

An evaluation of the effectiveness of the SEND provision provided by the school will be undertaken by the Local Authority periodically. The provision in place to meet current needs will be reported to the Local Authority and Governors.

SEN Tiers



Tier 1

- Children receive quality first teaching
- Some needs are beginning to be identified
- Information gathering is taking place – SEND Concern form completed
- Parents/carers are informed and involved

Tier 2 = SEN Monitoring

- Children receive quality first teaching
- Differentiated tasks are accessed
- Additional classroom support is sometimes necessary
- Specific, additional and time-limited interventions are provided in order to accelerate progress to enable them to work at or above age-related expectations
- Children may need to access the School Behaviour Support Team – referral needed
- Discussion needed with SENDCO for advice and planning
- Parents/carers are involved and permission given to include on SEND Record

Tier 3 = SEN Support

- Children receive quality first teaching
- Differentiated tasks are accessed and children are individualised on planning
- Regular classroom support is allocated where needed
- Extra intervention is needed – Individual Support Plans
- Children may need to access the Luton Primary SEMH Service – referral needed
- Children will be raised at Weekly SLT review meetings for advice and support
- Outside agencies will be involved
- Parents/carers are involved