St Saviour's Catholic Primary and Nursery School

SEND Policy 2026-2027

Legal Status:	Non-Statutory
Last Review:	October 2025
Review date:	October 2026
Next Review:	October 2027
Responsible Person:	Governing Body

Mission Statement

"Keeping Jesus at the heart of everything we do."

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to ensure the special educational needs of any child are identified and addressed at the earliest appropriate opportunity in line with national legislation and guidance and our school Mission Statement and Aims. This document will explain how St Saviour's Catholic Primary and Nursery School supports children with Special Educational Needs and/or Disabilities (SEND) and give examples of our provision. As an inclusive school, we strive to provide equable access to all aspects of school life for children with SEND, so they can engage in activities alongside those children who do not have SEND, and help children with SEND fulfil their aspirations; achieving the best possible outcomes and becoming confident individuals who can live fulfilling lives.

This policy will also explain the roles and responsibilities of everyone involved in providing for children with SEND; how we communicate with, and involve, children with SEND and their parents or carers in discussion and decisions about the child's support and provision and how we ensure the SEND policy is understood and implemented consistently by all staff.

2. Vision and values

In line with our mission statement: 'keeping Jesus at the heart of everything we do' and our commitment to each individual child we strive to provide all children with full access to an ambitious, engaging and inclusive curriculum and are committed to making sure all our children have the chance to thrive, while supporting them to meet their full potential and become 'confident and independent people in God's world.' We are focused on creating an inclusive environment, where provision is tailored to meet the needs and abilities of all children as every teacher is a teacher of all children, including those with SEND.

3. Legislation and guidance

This is based on the statutory 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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care plans, SEN co-ordinators (SENCos) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share this
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose Educational, Health and Care Plan (EHCP) names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At St Saviour's we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all children the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that children with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
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Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.
The school will make reasonable adjustments for pupils with disabilities so they are not at a substantial disadvantage compared with their peers.

5.3 The four areas of need

The needs of children with SEND are grouped into 4 broad areas. Children can have needs that cut across more than 1 area, and their needs may change over time.
Interventions will be selected that are appropriate for the child's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use social rules of communication. Children who are on the autism spectrum often have needs that fall in this category.
Learning and cognition	Children with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Children may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways; for example, as challenging, disruptive or disturbing behaviours or by the child becoming withdrawn or isolated.

Sensory and/or physical	Children with these needs have a disability that hinders them from accessing the educational facilities generally provided. Children may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These children may need ongoing additional support and resources to access all opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCo

The SENCo at St Saviour's is Mrs Allen aallen@stsaviours.cheshire.sch.uk
They will:

- Inform any parents that their child may have SEN and then liaise with them about the child's needs and any provision made
- Work with the headteacher and SEN 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 children with SEN, including those who have an EHCP
- Provide professional guidance to colleagues, liaise and work with staff, parents, and other agencies to make sure that children with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual children
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the child and their parents are informed about options and that a smooth transition is planned
- When a child moves to a different school or institution: Make sure that all relevant information about a child's SEN and provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps records of all children with SEND and these are up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate these into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Advise the LA when a child needs an EHC needs assessment, or when an EHCP needs an early review

6.2 The Board of Governors

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to ensure every child with SEND receives the support they need
- Make sure that children with SEND engage in the activities of the school alongside children who do not have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any child with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record and keep up to date provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of children with SEND

6.3 The SEN Link Governor

The SEND link governor is Mrs S Jones and she can be contacted via the school office.
The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the board of governors on this
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

6.4 The Head

The head will:

- Work with the SENCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for children with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Ensure the SENCo has enough time to carry out their duties effectively
- Have an overview of the needs of the current cohort of children on the SEN register
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet children's needs through a graduated approach
- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCo to review each child's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss activities and support that will help achieve the set outcomes
    - Identify responsibilities of the parent, the child and the school
    - Listen to the parents' concerns and agree their aspirations for the child

6.6 Parents or Carers

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a child on the SEN register will always be given the opportunity to provide information and express their views about their child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
    - Invited to termly meetings to review the provision that is in place for their child
    - Asked to provide information about the impact of SEN support outside school and any changes in the child's needs
    - Given the opportunity to share their concerns and, with school staff, agree their aspirations for their child
    - Given a termly report on the child's progress

The school will take into account the views of the parent or carer in any decisions made about the child.

6.7 The Child

- Children will always be given the opportunity to provide information and express their views about their SEND and support provided. They will be invited to participate in discussions and decisions about this support. This might involve the child:
    - Explaining what their strengths and difficulties are
    - Contributing to setting targets or outcomes
    - Giving feedback on the effectiveness of interventions

The child's views will be taken into account in making decisions that affect them, whenever possible.

7. The SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually or as soon as possible after any changes to the information it contains.

8. St Saviour's approach to SEND support

8.1 Identifying children with SEND and assessing their needs

We assess each child's current skills and levels of attainment when they start at our school. This assessment will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the child may have a disability and, if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all children and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap
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This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a child is making less than expected progress, they will target the child's area of need with carefully planned and adapted high-quality teaching. If the progress of child continues to plateau or the attainment gap between them and their peers continues to widen the teacher will discuss their concerns with the SENCo. Following an initial discussion, about whether this may be due to a special educational need, the outcome of the meeting will be documented. Where necessary, the SENCo will, in consultation with the child's parents or carers, draw on the expertise of external specialists. Slow progress and low attainment do not automatically mean a child has a special educational need. Potential short-term causes of impact on behaviour or performance will also be considered, such as trauma or bereavement. Staff will also take particular care in identifying and assessing SEN for children whose first language is not English.

When deciding whether a child needs special educational provision, we will start with the desired outcomes, including expected progress and attainment, and the views and the wishes of the child and their parents or carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child is joining our school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an EHCP

We will work in a multi-agency way to make sure we obtain all relevant information before the child starts at our school, so appropriate support can be put in place as early as possible.

8.2 Consulting and involving parents or carers and the child

Our school will put the child and their parents or carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a child needs special education provision, we will have an early discussion with the child and their parents or carers. These conversations ensure:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- Any parental or carers concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions are recorded using the Record of Contact document
- Parents or carers will be informed if it is decided a child will be in receipt of special educational provision

8.3 The graduated approach to SEN support

Once a child has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The child's class teacher and the SENCo will carry out a clear analysis of the child's needs. The views of the child and their parents or carers will be taken into account. The school may also seek advice from external services.

The assessment will be reviewed regularly to help ensure the support in place is closely matched to the child's need. For many children, the most reliable way to identify needs is to observe the impact of any initial adaptations or interventions put in place.

2. Plan

In consultation with the parents or carers and the child, the class teacher and the SENCo will decide which further adjustments, interventions and support need to be put into place, the expected outcomes, and a date for review.

All staff who work with the child will be made aware of their needs, the outcomes sought, support provided and any individual teaching strategies or approaches that are to be used. This information will be recorded in our Staff Share, and therefore accessible to all staff in the form of a Personal Profile. For those children with Top-Up funding or an EHCP additional information will be recorded in their SEND Profile and EHCP.

Parents or carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The child's class teacher retains overall responsibility for their progress.
Where a Personal Profile involves group or individual teaching away from the class teacher, the class teacher still retains responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how these can be linked to classroom teaching**.**

The SENCo will support the class teacher in further assessing the child's particular strengths and weaknesses, in problem solving, and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed timescale.

We will evaluate the impact of the support and interventions. This evaluation will be based on:

- The views of the parents or carers and the child
- The level of progress the child has made towards their outcomes
- The views of teaching staff who work with the child

The class teacher and the SENCo will revise the outcomes and support in light of the child's progress and development, and in consultation with the child and their parents or carers.

8.4 Levels of support

School-based SEN provision

Children receiving SEN provision will be placed on the school's SEN register. These are children that have needs which can be met by the school through the graduated approach. Where the child's needs cannot be adequately met within school through the graduated approach, staff will consider involving external services as soon as possible.

The provision for these children is funded through the school's notional SEND budget.
On the census these pupils will be marked with the code K.

Top-Up Funding
Children who need more support than is available through the school graduated approach and notional SEND budget may be entitled to Top-Up funding. An application is made to the LA SEN Department for this.

On the census these pupils will be marked with the code K.

Education, health and care plan (EHCP)
Children who need further additional support that cannot be provided through Top-Up funding may be entitled to an EHCP. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.
On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision
We evaluate the effectiveness of provision for children with SEN by:

- Tracking pupils' progress, including the use of Personal Profiles
- Holding half termly Pupil Progress meetings
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Feedback from children through individual SEN review meetings
- Monitoring by the SENCo
- Holding annual reviews for all children with Top-Up Funding or an EHCP
- Feedback from parents or carers

9. Expertise and training of staff
- Training will regularly be provided to teaching and support staff. Our School Development Plan identifies training needs for all staff to improve the teaching and learning for all children including those with SEND.

10. Links with professional external services
At St Saviour's we recognise the fact we cannot meet all the needs of every child. Whenever necessary we will work with external support services including:

- Speech and language therapists
- Specialist teachers or support services
- Occupational therapists and/or physiotherapists
- General practitioners
- Community paediatricians
- Education welfare officers
- Social Care
- Early Intervention officers
- Health visitors

11. Admission and accessibility arrangements
11.1 Admission arrangements
Please refer to our Admissions Policy https://www.stsaviourscatholicprimary.co.uk/policies/

11.2 Accessibility arrangements
As our school, with the exception of 2 classrooms, is all contained on the ground floor, it is accessible to children with physical disabilities.

There is a wheelchair accessible toilet.

We ensure that equipment used is accessible to all children regardless of their needs.
For further details please refer to our Accessibility Plan.

12. Complaints about SEN provision

Where parents or carers have a concern about their child's SEND provision they should initially raise this with the child's class teacher and/or SENCo who will be able to address these concerns. They can also request a meeting with the Head.

Parents and carers have the following rights of redress, should they feel the school, governors or LA have failed in their duty to provide for their child, or if the parent or carer disagrees with a decision or feels there is discriminatory practice. These are:

- The school complaints procedure
- The Local Authority (LA) complaints procedure
- The Together Trust. This is the disagreement resolution service for disagreements between parents or carers and the LA
- An appeal to the SEND First-Tier Tribunal about EHCP decisions and/or disability discrimination. This must follow mediation, through the Together Trust.
- The LA Ombudsman if a complaint or disagreement is not resolved through the LA complaints procedure.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of policy

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of children with SEND at the start of the autumn term
- How early children are identified as having SEND
- Children' progress and attainment once they have been identified as having SEND
- Whether children with SEND feel safe, valued and included in the school community
- Comments and feedback from children and their parents or carers

13.2 Monitoring the policy

This policy will be reviewed by the SENCo annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.
It will be approved by the full governing board.

14. Links with other policies and documents

This policy links the following documents:

- SEN information report https://www.stsaviourscatholicprimary.co.uk/special-educational-needs/
- The Local Offer https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948
- Accessibility Plan https://www.stsaviourscatholicprimary.co.uk/policies/
- Administration of First Aid and Medicine Policy https://www.stsaviourscatholicprimary.co.uk/policies/
- Anti-Bullying and Behaviour Policy https://www.stsaviourscatholicprimary.co.uk/policies/
- Equal Opportunities Policy https://www.stsaviourscatholicprimary.co.uk/policies/
- Attendance Policy https://www.stsaviourscatholicprimary.co.uk/policies/
- Safeguarding Policy https://www.stsaviourscatholicprimary.co.uk/policies/
- Complaints Policy https://www.stsaviourscatholicprimary.co.uk/policies/