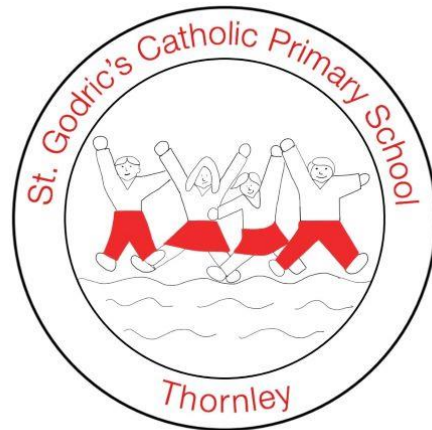


Special Educational Needs and Disabilities (SEND) Policy



**St Godric's Catholic Primary School,
Thornley**

"You must shine among them like stars lighting up the sky."

Philippians 2:45

To be reviewed September 2025

St Godric's Catholic Primary School, Thornley SEND (Special Educational Needs and Disability) Policy

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1. Vision Statement:

This policy is written with consideration for the Gospel values of our Catholic school and for our ongoing commitment to the Rights of the Child which underpins our day-to-day practice and ethos. Although direct reference to these considerations are not continuously made, the policy has been written with full awareness of our responsibility and commitment to the faith and rights of our pupils. As part of the Bishop Chadwick Catholic Education Trust (BCCET), we are committed to upholding the key values of our family of schools in the teaching of children with SEND:

- Excellence: lessons are planned, taught and monitored to enable staff and pupils to achieve regardless of need.
- Respect: all of our school family are created in the image of Christ and are treated with equity and fairness. We are committed to providing support, high expectations and challenge for our staff and pupils, no matter their starting point, to help them develop to the full.
- Community: we work as a community to achieve our aims and teach our pupils the value of collaboration and team work.
- Gifts: we support all staff and pupils to enable them to fulfil their potential.
- Aspiration: staff and pupils are supported to be the best they can be and we ensure the needs of every individual are met.
- Celebration: we recognise and celebrate success, resilience and positivity.

Our pupils are all unique individuals with their own strengths, aptitudes, interests and dreams.

As a Catholic school community, we support each child to make the most of every opportunity we offer.

At St Godric's Catholic Primary, we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability. Our school recognises

there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEND.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

This SEND Policy should be read alongside the school's SEND Information Report (available on the school website), the Equalities Information and Objectives and the Accessibility Plan.

To access more information in relation to 'Durham SEND' (Durham Special Educational Needs and Disabilities) view Durham Local Offer.

2. Definitions:

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of Practice D.F.E. 2014)

A child of compulsory school age has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or b) 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.

Special educational provision which meets the needs of children and young people with SEN includes:

High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

3. Rationale:

St Godric's Catholic Primary School is an inclusive school, catering for a wide range of SEND, including pupils with:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory or physical needs

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed.

At St Godric's Catholic Primary School, we have experience of supporting children and young people with a wide range of need including:

- Moderate Learning Difficulties
- Autism
- Specific Learning Difficulties including Dyslexia
- Speech and Language Difficulties
- Social, Emotional and Mental Health Issues including ADHD (Attention Deficit Hyperactivity Disorder)
- Epidermolysis Bullosa

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Working Collaboratively

We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents/ carers, we strive to ensure that the following aims are met.

We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/ carers and clarify issues/information for them throughout the SEN process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents/ carers of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their child's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

Aims

To follow the guidelines set out in the SEN Code of Practice;

- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN as early as possible and plan a programme of support and intervention to address their needs;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEN are supported well both at home and at school;
- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

4. Roles and Responsibilities

At St Godric's Catholic Primary School, we strive to work collaboratively across all roles and responsibilities within the school. Everyone is responsible for implementing the SEND Policy and ensuring that pupils with SEND are achieving their best potential.

Governing Body

The Governing Body will have the following responsibilities.

They will:

- appoint a governor with specific responsibility for SEN;
- have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- publish information on the school's website about the implementation of the governing body's policy for pupils with SEN.
- ensure that there is a qualified teacher designated as SENCO.
- cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- 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 their accessibility plans.
- ensure that all governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel.

The Head Teacher

The Head Teacher will have the following responsibilities.

They will:

- take overall responsibility for implementing the code of practice.
 - ensure that there is adequate time to carry out SENCO duties and is able to influence strategic decisions about SEN.
 - ensure the wider school community understands the implications of SEN provision for whole school improvement (from governors to classroom teachers and teaching assistants).
 - put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEN.
- report to the governing body how resources are deployed to meet provision.

The Special Educational Needs Co-ordinator (SENCO)

The role of the SENCO includes:

- overseeing day-to-day operation of school's SEN policy;
- coordinating provision for children with SEN;
- liaise with designated teacher where a Looked After Child has SEN;
- overseeing SEN support plans and ensuring teachers and support staff work closely with parents/ carers to follow a graduated approach to SEN Support;
- advising on use of delegated budget/ other resources;
- liaising with parents/ carers of children with SEN;
- maintaining links with other education settings and outside agencies;

- liaising with potential next providers of education;
- working with head and governors on Equality Act; and ensuring that SEN records are up to date contributing to the in-service training of staff

Class Teachers Class teachers have the following responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review.
- focus on outcomes for the child: Be clear about the outcome wanted from any SEN support.
- be responsible for meeting special educational needs:
- Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

SEN Support Staff:

Class teachers work with SEN support staff to plan effective provision for pupils with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance. The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high-quality teaching overall.

TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

Key Contacts

Mrs. Julie Hill is the Executive Head Teacher

Mrs. Natalie Sherrard is our school SENCO

Mr. Michael Facchini is our SEND Governor

For information on the admission of pupils with a disability, please visit the School Admissions section of our website and view the Accessibility Plan in our School Policies section.

If you would like to discuss your child's SEN in more detail please contact the school to arrange an appointment. Our SENCO and Head Teacher will endeavour to facilitate parental meetings in a timely manner.

5. Identification of SEN

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called **Quality First Teaching**.

Early Identification of Need

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Rigorously assess children at the beginning of each academic year, as well as throughout the year to identify needs and put in place any specific interventions necessary to close any gaps quickly and effectively.
- Observations are carefully planned for to ensure struggling children are identified and support is planned for.
- Quality first teaching is always provided to ensure children are achieving working to their full potential.
- Working in partnership with parents/carers as well as pupils to ensure everyone is involved in the process and are aware of strengths and any potential areas of difficulty.
- Consult with relevant external agencies to ensure the best possible outcomes for children.
- Through the use of short notes, support plans and EHCPs, children's skills are assessed and reviewed to ensure they are making progress and meeting their targets.
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SEND Support

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of “**Assess, Plan, Do, Review**”.

This means that we will:

- **Assess** a child's special educational needs – Through our rigorous assessment and tracking procedures, children are assessed at the beginning and end of each term. This information is analysed carefully to identify any need
- **Plan** the provision to meet your child's aspirations and agreed outcomes – Once needs have been identified, parents will be invited in to school to discuss their child's needs and a short note will be recorded to highlight strengths and actions put in place to support their child's learning. A structured intervention session may be put in place and regularly reviewed to ensure that all children's needs are being met and children are working to achieve their targets. Intervention timetables are created and planning is differentiated to ensure that children are receiving the support they require.
- **Do** put the provision in place to meet those outcomes – Intervention sessions are delivered and lessons may be adapted to best support children's learning. Progress is regularly assessed and reported back to all stakeholders.
- **Review** the support and progress – At the end of each half term, intervention programs are reviewed and progress is measured to decide whether their targets have been met. This progress is then fed back to the child and their parents/carers and either a new plan will be put in place to further the learning of the child, or old plans will be archived if no longer necessary.

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As part of this approach every child with SEN will have an individualised SEN Support Plan that describes the child's needs, outcomes & provision to meet those needs. Parents/carers and child/YP (where appropriate) views are integral to this process.

For some concerns, we may discuss the involvement of specialist support, for example, Education Psychology, SENDIASS (support for families) or Occupational Therapy. It is important to understand that the involvement of professionals does not always seek to 'label' or 'diagnose' children but to seek advice or strategies to help them to reach their full potential.

Education, Health and Care Plan (EHCP)

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

An educational health care plan is created for children and young people up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support required to meet those needs.

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupil's special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil's Special Educational Needs;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement. All children with EHCP will have short-term targets set for them that have been established after consultation with parents/ carers, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

For more detailed information see the [Local Offer](#)

Details of Identification and Assessment of Pupils with SEN

Teacher assessments are made throughout the year to identify any children who have a particular need. This information is stored in our tracking system and is referred to throughout the year to assess children's progress and application of skills. Class teachers work closely with our SENCO (Mrs Irving) in order to make sure that children's individual support plans closely match their direct learning need. These plans are monitored and updated on a regular basis and, along with much that we do, has the child and the family at the centre of it.

Targeted programs such as Lexia and Pre-teach Sounds Write sessions, allow children to work on their areas of difficulty as well as gaining independence and ownership over their own learning. Mastering maths materials are also planned for and delivered during maths sessions. Parents play an active role in children's learning and discussions are often held with parents regarding their child's progress and extra work they could be supporting their child with at home. Any parental concern is listened to by the senior leadership team, the SENCO or the child's class teacher either via a phone call or by holding a meeting and is addressed quickly and effectively. Referrals are made where necessary and parents are kept informed of any developments with their child's learning.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Planning is specific and tailored to each child's individual needs to ensure all children, regardless of their needs, are achieving and are working to the best of their abilities. Resources are also put in place, specific to the needs of each child, such as adapted rulers, differentiated work or the deployment of a teaching assistant to offer further guidance and support
- Pupils to gain in confidence and improve their self-esteem in ways such as peer support, mixed ability groupings and differentiated activities and outcomes.
- Working in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.

- Identifying at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Making suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensuring that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Assessing progress and sharing outcomes termly against their support plan targets and intervention objectives through formal assessment, work scrutinies and observations of classroom activities and intervention groups.
- To regularly review the policy and practice in order to achieve best practice.

6. Recording SEN

Records are kept on all children with SEN, detailing steps taken to support them.

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Robust evaluation of policy and practice
- Peer review process of SEND alongside colleagues from BCCET
- Book scrutinies carried out by the SENCo / subject leaders to ensure coverage and to identify that all children, regardless of their need, has made progress throughout a term or year.
- Governors are also fed back to and carry out learning walks with subject leaders throughout the school year to highlight progress and learning activities for all children.
- Performance management – meetings are carried out at the start of each year and are reviewed termly to discuss pupil progress and targets. Any interventions are analysed for impact and new targets are put in place if necessary.

7. SEN Register

SEN Register

This is a file kept by the SENCO. It indicates which children have SEN and what stage they are at. The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEN;
- Involvement of outside agencies;

Medical Register

A copy of the Medical Register is kept in the school office, easily accessible by first aiders and are available in classes for each year group throughout the school. The Medical Register is amended and updated throughout the year where new needs arise. The SENCO will become involved should a child's medical attention present a barrier to their learning.

Class Teachers keep copies of support plans for all children on the register within a secure filing system electronically.

8. Annual Reviews

Consultation with Children and Young People with SEND

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their outcomes and discussing them with the class teacher/SENCO. The children have regular meetings with staff to discuss their progress and support.

As a Rights Respecting School, pupil voice is extremely important to us. At the beginning of the school year, children are elected onto different groups, RRS, School Council, Eco Team, PE Team, where they decide what they would like to happen in the school year. Children also complete questionnaires on a regular basis, take part in circle time weekly and self/peer assess their work.

Consultation with parents and carers of children and young people with SEND

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly parents/ carers evenings / reports
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through regular reviews of their child's SEN Support Plan/ EHC Plan.
- Parental questionnaires

It is a statutory requirement for children with an EHCP to have an Annual Review. At St Godric's, we hold annual reviews for children with an EHCP and termly reviews for those on SEN support. Parents/carers and other agencies, where appropriate, are invited to these. Some reviews are part of the Parent/ Carer Consultation evenings in the autumn and spring terms. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

9. Staff Training

The school makes an annual audit of training needs for all staff considering school priorities as well as personal and professional development.

Our SENCO attends both BCCET Trust SEND Network meetings and Durham Local Authority Network Meetings each term and delivers CPD to whole staff termly following those meetings.

Particular support will be given to Early Career Teachers (ECT) and other new members of staff.

External Specialists and Other Bodies

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families. This also supports the CPD and subject knowledge of staff working with our young people with SEND.

The external specialists may:

Act in an advisory capacity
Extend expertise of school staff
Provide additional assessment
Support a child directly
Suggest statutory assessment is advisable
Consult with all parties involved with the child

These include:

Durham SEND Information, Advice and Support Service
Educational Psychology Service
Cognition and learning service
Autism and Social Communication team
Sensory and physical therapy

10. Policy Evaluation

The implementation of this policy will be monitored by the head teacher and SENCO. It will be reviewed annually.

When reviewing the success of this policy we will consider:

- Progress of SEN children compared to non- SEN
- Standards reached by pupils with SEN;
- The percentage of parents attending review meetings, including Annual Reviews;
- The number of complaints received regarding SEN provision.

Through regular classroom observation we will also consider:

- The quality of curriculum planning and the extent to which teachers and support staff work together as a team;
- The extent to which pupils are following an appropriately differentiated curriculum;
- The use of varied resources which enable pupils with SEN to make progress towards their targets;
- The ethos of the classroom and the extent to which pupils with SEN are well-cared for and supported.

This policy was reviewed and updated in line with the Special Educational Needs Code of Practice 2014 and the Children and families Act of 2014, which the school has a statutory obligation to adhere to.

The Governing Body and the Head Teacher have overall responsibility for the school's Special Educational Needs policy.

Head teacher: Mrs J Hill

SENDCo: Mrs N Sherrard

Governor responsible for SEND: Mr Michael Facchini