

St Mary's RC Primary School

Policy for Special Educational Needs and Disability

2026–2027

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“Every teacher is a teacher of every child, including pupils with SEND.”



Contents

1. Purpose and ethos
2. Statutory framework and related guidance
3. Definition of SEND and disability
4. Aims and objectives
5. Identifying special educational needs
6. Broad areas of need
7. Graduated approach to SEND Support
8. Education, Health and Care needs assessment and EHC plans
9. Supporting pupils and families
10. Admissions and transition
11. Medical needs
12. Training and resources
13. Roles and responsibilities
14. Storing and managing information
15. Accessibility, complaints and bullying
16. Monitoring and reviewing the policy

1. Purpose and ethos

St Mary's RC Primary School is committed to using its best endeavours to meet the special educational needs of pupils and to support disabled pupils so that they can achieve positive educational and wider outcomes.

Our work is underpinned by the school mission statement:

"With Jesus in our hearts, we welcome, we learn, we laugh, we flourish"

Every teacher is a teacher of every child, including pupils with SEND.

This policy should be read alongside the school's SEND Information Report, Accessibility Plan, Safeguarding Policy, policy for supporting pupils with medical conditions, Admissions Policy, Complaints Policy, Teaching and Learning Policy and other relevant school policies. The SEND Information Report explains in greater detail how this policy is implemented in practice and is available through the school website.

2. Statutory framework and related guidance

This policy has been reviewed with reference to the current statutory framework and relevant guidance, including:

- Children and Families Act 2014, Part 3.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- Special Educational Needs and Disability Regulations 2014, as amended.
- Equality Act 2010 and relevant Department for Education advice for schools.
- Statutory guidance on supporting pupils with medical conditions at school, which remains in force pending publication of updated guidance.
- National Curriculum in England framework documents, where applicable.
- Teachers' Standards.
- Current Department for Education guidance for school governing boards on SEND and disability duties.
- Lancashire Inclusion Toolkit for Special Educational Needs and Disability (SEND) and current Lancashire Local Offer guidance.

The National Award for SEND Co-ordination was replaced as the mandatory qualification route for newly appointed SENDCOs by the National Professional Qualification for SENDCOs from 1 September 2024. SENDCOs who have already obtained the NASENDCo qualification do not need to complete the NPQ. Mrs Kerrie Davis holds the NASENDCo Award.

3. Definition of SEND and disability

A child or young person has special educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have 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.

Special educational provision is provision that is additional to or different from that made generally for other pupils of the same age.

A disability may or may not also constitute SEND. The school has duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils where required to prevent disadvantage.

4. Aims and objectives

Aims

We value all pupils equally and recognise each pupil's entitlement to the best possible education. Within a caring, mutually supportive and inclusive environment, we aim to provide:

- high expectations, encouragement and opportunities for pupils to learn, make progress and achieve;
- a rich, broad and balanced curriculum, with appropriate adaptations according to individual need and high-quality first-hand learning experiences;
- a stimulating, challenging, safe and secure learning environment;
- high-quality teaching that identifies and removes barriers to learning and participation;
- opportunities for pupils to grow spiritually within the teachings of the Roman Catholic faith;
- meaningful involvement of pupils and parents/carers in decisions about SEND support;
- support that promotes participation, belonging and increasing independence.

Objectives

- Identify and provide for pupils with SEND and additional needs as early and accurately as possible.
- Work within the SEND Code of Practice and use a whole-school approach to SEND.
- Ensure class teachers remain responsible and accountable for the progress and development of pupils in their classes, including pupils who receive support from teaching assistants or specialist staff.
- Ensure the SENDCo coordinates provision, supports staff and maintains oversight of the graduated approach.
- Provide advice and support for staff working with pupils with SEND.
- Work collaboratively with pupils, parents/carers and relevant professionals.
- Evaluate provision by its impact on progress, outcomes, participation, access and independence rather than by the amount of support delivered.

5. Identifying special educational needs

The identification of SEND is part of the school's overall approach to monitoring the progress and development of all pupils. Teachers use ongoing assessment, observation and their knowledge of pupils to understand strengths, identify barriers and notice where additional support may be required. Progress is reviewed regularly and formally assessed at key points during the school year.

Class teachers discuss concerns with the SENDCo. Parents/carers are involved when concerns arise, and pupil views are sought in a way that is appropriate to age, understanding and communication needs.

A pupil making slower progress or attaining below age-related expectations will not automatically be identified as having SEND. Similarly, behaviour alone does not necessarily indicate SEND. Where there are concerns, staff seek to understand possible underlying needs and barriers and consider whether adaptation, additional support or further assessment is required.

Information considered may include:

- classroom assessment, observation and progress information;

- the pupil's views and aspirations;
- parents'/carers' views and concerns;
- information from previous schools or pre-school settings;
- the pupil's response to high-quality teaching, reasonable adjustments and previous support;
- appropriate screening, standardised or specialist assessment where relevant;
- information or advice from relevant external professionals.

Factors such as attendance and punctuality, health and welfare, English as an Additional Language, disadvantage, being looked after or previously looked after, and other contextual factors may affect progress and attainment. These factors are considered carefully but do not, by themselves, establish that a pupil has SEND.

Where a pupil is disabled, reasonable adjustments are considered regardless of whether the pupil is identified as having SEND.

6. Broad areas of need

The SEND Code of Practice identifies four broad areas which give an overview of the range of needs schools should plan for:

- Communication and Interaction, including Speech, Language and Communication Needs (SLCN) and autism.
- Cognition and Learning.
- Social, Emotional and Mental Health (SEMH).
- Sensory and/or Physical Needs.

The purpose of identification is to determine what action the school needs to take, not to fit a pupil into a fixed category. Individual needs may span more than one broad area and can change over time. The school therefore considers the whole pupil, including strengths, needs, aspirations and barriers to learning and participation.

7. Graduated approach to SEND Support

St Mary's follows a graduated approach to SEND Support through the cycle Assess, Plan, Do, Review. High-quality teaching is the starting point. Teachers adapt teaching in response to assessment and individual barriers while maintaining high expectations and access to a broad and balanced curriculum.

The school draws on evidence-informed approaches, including the Education Endowment Foundation Five-a-day principles of explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and appropriate use of technology.

Where a pupil requires provision that is additional to or different from that ordinarily available through high-quality teaching and classroom adaptations, the pupil may receive SEND Support. Provision may be recorded through a Pupil Overview of Provision (POP), where appropriate.

Assess

The class teacher and SENDCo consider relevant information about strengths, needs, progress, attainment, barriers to learning and participation, the pupil's views, parents'/carers' views, previous response to teaching and support, and advice from professionals where appropriate. Specialist assessment may be used when relevant. Where external specialists work directly with a pupil, parent/carer involvement and consent are obtained where required.

Plan

The class teacher works with the pupil, parents/carers and SENDCo, where appropriate, to agree outcomes or targets, provision and adaptations, responsibilities, how impact will be monitored and when the support will be reviewed. This information is recorded on the POP, where appropriate. Pupils and parents/carers are supported to contribute meaningfully to the planning process.

Do

The agreed provision is implemented. The class teacher retains responsibility for the pupil's learning and progress, including when an intervention or additional support is delivered by a teaching assistant or another adult. Targeted support should connect with classroom teaching and promote increasing independence.

Review

The impact of support is reviewed at the agreed point and at least termly where a POP is in place. The review considers progress towards outcomes, the pupil's and parents'/carers' views, the effectiveness of adaptations and provision, and whether support should continue, change, increase, reduce or cease. The review informs the next cycle.

Possible outcomes of review

- Needs can be met through high-quality classroom teaching and reasonable adjustments without continued special educational provision. Following professional dialogue and review with the pupil and parents/carers, the pupil may no longer need to remain on the SEND Register.
- The pupil continues to require SEND Support. A revised POP or provision plan is agreed and the graduated cycle continues.
- Further specialist assessment, advice or support is required. Relevant services may be involved with appropriate parent/carer involvement and consent where required.
- Despite appropriate action to identify, assess and meet need, provision available through SEND Support does not fully meet the pupil's needs. The school and/or parents/carers may consider whether an Education, Health and Care needs assessment is appropriate.

Interventions complement rather than replace high-quality teaching. Effectiveness is judged by impact on the pupil rather than simply by whether an intervention has taken place.

8. Education, Health and Care needs assessment and EHC plans

Requesting an EHC needs assessment

Where a pupil has more complex needs and requires provision beyond that available through the school's graduated approach and resources, the school and/or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment from the local authority. The local authority decides whether an EHC needs assessment is necessary and, following assessment, whether an EHC plan should be issued.

The school will provide relevant evidence about needs, progress, provision and the impact of previous support. This may include:

- POPs or other individual provision records;
- records of reviews with the pupil and parents/carers;
- assessment, attainment and wider learning information;
- medical information where relevant;

- educational and specialist assessments where relevant;
- the pupil's and parents'/carers' views;
- information from relevant external professionals or agencies.

Current information about EHC needs assessments is available through the Lancashire SEND Local Offer.

Reviewing an EHC plan

EHC plans must be reviewed at least every 12 months. For children under five, the local authority should consider reviewing the EHC plan every three to six months to ensure that provision remains appropriate.

The annual review is a process, not only a meeting. The school works with the local authority to arrange the review, gather relevant information and support the pupil and parents/carers to contribute their views. The review considers progress towards outcomes, the effectiveness and continued appropriateness of provision, the pupil's views and aspirations, and whether amendments may be required. Transition planning is considered where appropriate.

9. Supporting pupils and families

The school is committed to working in partnership with pupils and families. Parents/carers are involved in identifying needs, planning support, reviewing provision and discussing next steps. Pupils are actively involved in decisions about their learning and support in ways suited to their age, understanding and communication needs.

Parents/carers of pupils receiving SEND Support are invited to review needs, provision, progress and targets at least termly. Families can contact the class teacher or SENDCo whenever concerns arise.

The Lancashire SEND Local Offer provides information about services and support across education, health and social care. Lancashire SEND Information, Advice and Support Service (SEND IAS) provides free, confidential and impartial information, advice and support and operates at arm's length from the local authority. Current published contact details include telephone 0300 123 6706, Monday to Friday, 9am to 5pm.

The school's SEND Information Report and current school policies are available through the school website.

10. Admissions and transition

Admissions

Pupils with SEND are admitted to St Mary's RC Primary School in accordance with the school's Admissions Policy and applicable statutory requirements. The school works with parents/carers and previous settings to understand identified or emerging needs and to plan appropriate support. Where a pupil is disabled, reasonable adjustments are considered in accordance with the Equality Act 2010.

Transition

When a pupil joins St Mary's, moves between classes or transfers to another school, relevant information is shared in accordance with appropriate information-sharing arrangements. Transition planning may include pupils, parents/carers, school staff, receiving or previous settings and relevant professionals.

For pupils with SEND, transition support may include additional visits, photographs or transition books, social stories, familiarisation with routines and key adults, and the sharing of successful strategies, reasonable adjustments and provision. For pupils with EHC plans, transition is also considered through the statutory review and planning process.

11. Medical needs

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled, and the school will comply with its duties under the Equality Act 2010. Some pupils may also have SEND.

The school follows its policy for supporting pupils with medical conditions and the statutory guidance currently in force. Appropriate staff receive information and training relating to pupils' individual medical needs where necessary. The detailed arrangements for medicines and medical support are set out in the school's relevant policy rather than duplicated here.

12. Training and resources

The Governing Body and school leadership seek to ensure that the SENDCo has appropriate qualifications, professional development and sufficient opportunity to carry out the role effectively. Staff are given opportunities to review pupil progress, discuss provision and transfer relevant information between classes and phases.

SEND and inclusion CPD is provided according to staff roles, identified development priorities and pupils' needs. Teaching assistants delivering targeted interventions receive appropriate training and work closely with class teachers and the SENDCo to monitor impact. Teaching assistants supplement rather than replace high-quality teaching from the class teacher.

The SENDCo undertakes relevant professional development, participates in appropriate professional networks and shares learning with staff. External professionals may contribute to training where appropriate.

School resources and SEND funding are deployed according to identified need. Provision mapping and other school systems may be used to support planning and evaluation of resources. Where additional funding is attached to an EHC plan or other agreed provision, it is used to support the provision required for the individual pupil.

13. Roles and responsibilities

The Governing Body

The Governing Body is accountable for the school's approach to SEND and disability and provides support and challenge to ensure effective provision and high-quality outcomes. The SEND Governor is Mr John McNulty.

- Champion the school's support for pupils with SEND and disabilities, including pupil engagement.
- Ensure the Governing Body has the information required to provide assurance about the school's practice.
- Work with the Headteacher, Senior leaders and SENDCo to maintain oversight of SEND arrangements.
- Support appropriate review of the SEND Policy and the effectiveness of provision.
- Maintain oversight of statutory duties relating to SEND and disability.

The Headteacher

Miss Halstead has day-to-day responsibility for all aspects of the school, including provision for pupils with SEND. The Headteacher works closely with the SENDCo, SEND Governor and staff, keeps the Governing Body informed about SEND provision, and supports the identification of priorities for school improvement.

The Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo is Mrs Kerrie Davis, BA (Hons), PGCE, NASENDCo Award and Specialist Teacher of Cognition and Learning.

- Coordinate SEND provision and the graduated approach.
- Provide advice and support to teachers and support staff.
- Maintain and review the SEND Register and oversee appropriate SEND records.
- Work with pupils and parents/carers.
- Liaise with the Educational Psychology Service, Lancashire SEND Specialist Teaching Service and other relevant education, health, social-care and voluntary-sector services.
- Support class teachers to plan and review POPs, where appropriate.
- Monitor the progress and provision of pupils with SEND and contribute to school self-evaluation and improvement planning.

Class teachers and support staff

Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers identify and anticipate barriers, adapt teaching, assess progress, plan and review additional provision, and work with the SENDCo, pupils and parents/carers.

Teaching assistants and other support staff work under the direction of teachers and school leaders to help pupils access high-quality teaching, implement agreed provision and develop independence. They contribute relevant information to assessment and review but do not replace the class teacher's responsibility for the pupil's learning and progress.

14. Storing and managing information

SEND information is treated as confidential and managed in accordance with the school's data-protection, confidentiality and record-management arrangements. Hard-copy SEND records are stored securely, and electronic information is held within password-protected or otherwise secure school systems.

Information is shared only where there is an appropriate lawful basis and in accordance with relevant school procedures. The school's privacy and related policies are available through the school website.

15. Accessibility, complaints and bullying

Accessibility

The school has an Accessibility Plan and works to increase access to the curriculum, physical environment and information for disabled pupils. Reasonable adjustments are made where required to prevent disabled pupils being placed at a disadvantage. Pupils and parents/carers are involved, where appropriate, in discussions about accessibility and adjustments.

Complaints

Parents/carers are encouraged to raise concerns early. In the first instance, concerns should normally be discussed with the class teacher. SEND-specific concerns, or concerns that remain unresolved, can be discussed with the SENDCo and then Miss Halstead, Headteacher. If the matter cannot be resolved informally, the school's formal Complaints Policy should be followed.

The SEND Governor provides governance oversight and challenge but is not presented as a routine operational stage in the complaints process. Disagreements about certain local authority decisions concerning an EHC needs assessment or EHC plan follow separate statutory routes. Families can seek impartial support from Lancashire SEND IAS.

Bullying

Bullying is taken seriously at St Mary's RC Primary School. The school aims to create a culture of belonging, support and respect and recognises that pupils with SEND can be particularly vulnerable to bullying. Concerns are addressed in accordance with the school's current behaviour, safeguarding and anti-bullying arrangements. The relevant school policy is available on the school website.

16. Monitoring and reviewing the policy

The effectiveness of SEND provision is monitored through the graduated approach, review of pupil outcomes and progress, learning walks and observations, professional dialogue, pupil voice, parent/carers views, relevant assessment information and advice from professionals. Provision is evaluated for its impact on learning, participation, access, wellbeing and independence.

The SENDCo monitors SEND provision and identifies priorities for development. The SENDCo and SEND Governor meet regularly to support oversight of the quality and effectiveness of provision. SEND priorities inform the school's ongoing self-evaluation and improvement planning.

This policy will be reviewed as part of the school's evaluation cycle and updated when statutory requirements or material school arrangements change. The next planned review is September 2027.

Key sources and further information

- SEND Code of Practice: 0 to 25 years — GOV.UK.
- Children and Families Act 2014.
- Special Educational Needs and Disability Regulations 2014, as amended.
- Equality Act 2010 and Department for Education advice for schools.
- Department for Education guidance on SEND and disability duties for school governing boards.
- Department for Education guidance on mandatory qualifications for SENDCOs.
- Current statutory guidance on supporting pupils with medical conditions at school.
- Lancashire Inclusion Toolkit for SEND and Lancashire SEND Local Offer.
- Education Endowment Foundation resources on high-quality teaching for pupils with SEND and deployment of teaching assistants.

School website: www.stmaryssabden.co.uk

Lancashire SEND Local Offer: www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

Lancashire SEND IAS: 0300 123 6706, Monday to Friday, 9am to 5pm.