

SEND Policy

St John's Cathedral Catholic Primary School



‘Loving to Learn, Learning to Love’

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Name of Chair of Governors	Dr Vivienne McCabe
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1. Aims

Our special educational needs and disabilities (SEND) policy and information report aims to:

- Ensure our school fully implements national legislation and guidance regarding pupils with special educational needs and disabilities.
- Set out how our school will support and make provision for pupils with special educational needs and disabilities
- Set out approaches which ensure that adapted learning for pupils with SEND will support them to reach their full potential
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Explain the types of SEN we ordinarily provide support for
- Explain the different levels of SEN, from those which teachers can readily adapt the curriculum/ environment for, to those which are more complex and require higher levels of support and planning
- Communicate how we work with children, parents, staff and outside agencies in order to reach the best possible outcomes for the children and their families
- Ensure the SEND policy is fully understood and implemented by all staff

2. Vision and Values

At St John's Cathedral Catholic Primary School, we believe that a bright future starts with an excellent inclusive education.

Our vision is to ignite a love of learning that enables every child to achieve their very best. We aim to provide the excellent teaching and genuine nurture that will enable all our children to be happy, resilient, creative citizens who have the skills, knowledge and passion to change the world.

Our mission at St John's Cathedral Catholic Primary School is to educate the whole child through the Gospel values of Christ and provide academic excellence within a Catholic community, where all are loving to learn and learning to love.

In order to carry out our Mission, we believe that we should aim to:

- Provide a happy secure caring and stimulating learning environment within a welcoming Christian Community
- Create a Catholic community, encouraging an understanding of our faith through teaching and active prayer in the home, school and parish
- Encourage the highest standards of academic excellence and behaviour
- Encourage children to take responsibility for themselves and become independent learners
- Educate and celebrate the whole child as an individual, preparing them spiritually, morally, physically, socially, intellectually and emotionally for their future lives
- Provide a firm and consistent framework of discipline and encourage children to take responsibility for themselves
- Actively involve parents in the education of their children
- Encourage an awareness of and a respect for other faiths
- Provide effective liaison with the local secondary school and ensure continuity of the children's education
- Encourage children to do their personal best, enjoy their school experiences and build upon their successes

3. Legislation and guidance

This policy and the information report 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 (EHC) plans, SEN co-ordinators (SENCOs) and the 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 don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND

4. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for 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 the majority of 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

Special educational provision is educational or training 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. Roles and Responsibilities

5.1 The SENCO

The SENCO is Hayley Warren the Deputy Head (acting SENCO) who can be contacted through the school office and Arbor.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN 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 pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned
- Work with the head teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Ensure all staff support the pupils in accordance with their EHCP and SEN support plans
- Ensure that the school has the highest expectations of pupils with SEND so they can achieve their best

5.2 The SEN Governor

The SEN Governor is Chidibere Iheanacho who can be contacted through the school office.

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher (Laura Park) and SENCO to determine the strategic development of the SEN policy and provision in the school

5.3 The Head Teacher

The Head Teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.4 Class Teachers

Each class teacher is responsible for:

- The progress, development and high expectations for every pupil in their class
- Working closely with any outside agencies, teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5.5 Parents

Parents and carers play a key role in supporting their child's special educational needs. They are expected to:

- Work in partnership with the school by sharing relevant information about their child's needs, progress, and any changes at home that may affect learning
- Attend meetings, reviews, and appointments to help plan and monitor support
- Engage with strategies or activities recommended by school staff or external professionals to support learning and wellbeing at home
- Communicate concerns promptly and collaborate with staff to find solutions
- Support good attendance, routines, and positive behaviour to enable their child to access learning effectively
- Support us to maintain our positive, inclusive and Catholic culture

5.6 Pupils

- Pupils with special educational needs are encouraged to:
- Take an active role in their learning by sharing their views, preferences, and any worries with trusted adults
- Engage with the support provided, including strategies, resources, or interventions agreed as part of their SEN plan
- Try their best with learning tasks and follow agreed routines that help them succeed
- Work respectfully with staff and peers, asking for help when needed

- Develop independence over time by practising skills, using support tools, and learning strategies that help them manage their needs
- To communicate with teachers and other pupils in a calm and respectful way

6. SEN information report

The **SEN Information Report** is written for parents and carers so they can clearly understand how our school supports children with special educational needs and/or disabilities. It explains what kinds of needs we provide for, how we identify when a child may require additional support, the steps we take to assess and plan provision, and how we work together with families throughout the process. It also outlines the support available in school, how staff are trained, how we monitor progress, how we work with external professionals, and how we help children move confidently between different stages of their education. Schools are legally required to publish this report every year under the Children and Families Act 2014 and the SEND Regulations 2014, and it is updated whenever important changes occur. The SEN Information Report sits alongside the SEN Policy, providing parents with the practical details of how our approach to supporting children with SEND is carried out in everyday school life.

7. Monitoring arrangements

The Senior Leadership Team and Governors will review this policy and information report every year. The report will be updated if any changes to the information are made during the year.

8. Links with other policies and documents

This policy links the following policies that can be found on the school website:

- Accessibility plan
- Behaviour Policy
- Equality statement
- Medical conditions Policy
- Child protection and safeguarding Policy