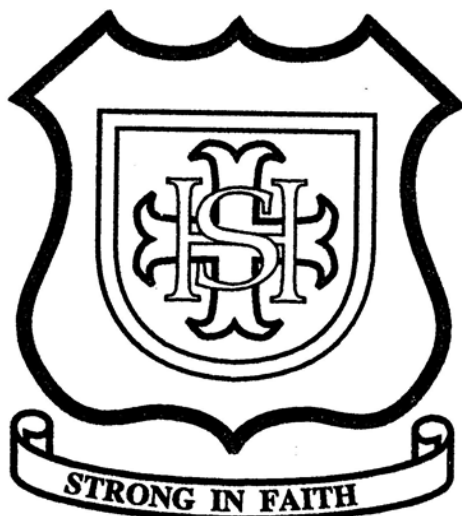




**St. Herbert's R.C. Primary School**  
**Special Educational Needs and Disability (SEND) Policy**



**St. Herbert's RC Primary School**

**SEND POLICY**

Approved by Governors on: 10.07.2024

Date to be reviewed: Summer 2025

Signed on behalf of the Governing Body: *P Devine (Chair)*



# **St. Herbert's R.C. Primary School**

## **Special Educational Needs and Disability (SEND) Policy**

**SENDCo: Hollie Whale**  
**SEND Governor: Paul Devine**

This policy is set within the aspirations of the School Mission Statement:

*"Strong in Faith, Hope and Love, for the Common Good"*

and the School Ethos:

*"By loving one another as God loves us, we can achieve spiritually and academically".*

This policy is set within the aspirations of the whole of the School Ethos Statement, particularly 'By loving one another as God loves us, we can achieve spiritually and academically'. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 June 2014, and has been written with reference to the following guidance and documents:

Disability Discrimination Act 2005

Equality Act 2010: Advice for Schools DfE Feb 2013

SEND Code of Practice 0 – 25 July 2014

### **1 INTRODUCTION**

This policy is reviewed and updated annually in line with the Special Educational Needs and Disability Code of Practice 0-25.

St Herbert's RC Primary School provides a broad and balanced curriculum for all children. The National Curriculum and EYFS Framework are our starting points for planning that meets the specific needs of individuals and groups of children. Every teacher is responsible for teaching children with SEND. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that means they have special educational needs and disabilities and require particular action by the school.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the child.

The Equality Act 2010 identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

The Equality Act 2010 identifies that every school has a duty to promote equality and take measures to prevent bullying. St Herbert's RC Primary School's response and steps to remove bullying can be found in the Anti-Bullying Policy.

### **2 AIMS AND OBJECTIVES**

**The aims of this policy are:**

- To raise the aspirations of and expectations for all pupils with SEND; St Herbert's RC Primary School provides a focus on outcomes for children and young people and not just hours of provision/support.



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### **The objectives of this policy are:**

- to create an environment that meets the special educational needs of each child;
- to ensure the early identification, assessment and provision for children with SEND;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

### **3 IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Children with special educational needs and disabilities have difficulties that call for special provision to be made. All children may have special needs at some time in their lives. The SEND Code of Practice 0-25 states that children have a learning difficulty if:

- they have a significantly greater difficulty in learning than the majority of others of the same age, or;
- they have 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 or mainstream post-16 institutions

The SEND Code of Practice 0-25 highlights four broad areas of needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The purpose of identifying children's special educational needs and disabilities, is to work out what action St Herbert's RC Primary School needs to take to enable the child's full participation in all aspects of school life, including: academic, spiritual and extra-curricular.

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. St Herbert's RC Primary School aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

### **4 A GRADUATED APPROACH TO SEND**

The stages of the graduated approach are as follows:

- Cause for Concern
- SEN Support
- EHC Plan

To allow a child to be placed on the SEND/Additional Needs Register, firstly, their needs must be identified. The steps taken as part of early identification are as follows:

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Through Performance Management and Peer Mentoring, St Herbert's RC



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Primary School regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. If this quality first teaching has not closed the gap in attainment, then a discussion will be held with the child's parents.

### **Cause for Concern**

If our assessments and observations show that a child may have a learning difficulty and/or disability, we discuss this with the parents. Here we share our concerns and suggest steps that both school and home can take to address this concern. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be given to their parents.

If progress has not been made after a maximum period of a term, then with the parent's agreement, the child will be put on the SEND Register.

### **SEN Support**

We use a range of strategies that make full use of all available classroom and school resources. This level of support is called SEN Support. The child's class teacher will offer interventions that are different from, or additional to, those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs and Disabilities Coordinator (SENDCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support.

We will record through a person-centred planning approach (PCP), the strategies used to support the child. The plan will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the PCP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used already in school. External support services will provide information for the child's new PCP. The new strategies in the plan will, wherever possible, be implemented within the child's normal classroom setting; however, some children may need to access some small group work or 1:1 support with an adult.

### **EHC Plan**

If the child continues to demonstrate significant cause for concern, a request for an Education Health and Care Plan will be made to the LA. A range of written evidence about the child will support the request.

This graduated approach should take the form of a four-part cycle (Assess; Plan; Do; Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

For more information on the Assess; Plan; Do; Review cycle see the SEND Information report on the school website.



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#### **5. CRITERIA FOR EXITING THE SEN/ADDITIONAL NEEDS REGISTER**

Some children will remain on the SEND/Additional Needs register throughout their whole school career. However, some children, after receiving the appropriate provision will no longer have a SEN. Where specific planned provision has been successful, and accelerated progress has been made so that the pupil is working within national expectations, then they should be removed from the SEND register and placed on 'Cause for Concern' for a term to monitor ongoing progress.

#### **6. SUPPORTING PUPILS AND FAMILIES**

- Refer to Oldham Council's Local Offer  
[http://www.oldham.gov.uk/info/200368/children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_and\\_disabilities\\_local\\_offer](http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities_local_offer)
- Refer to 'School's Offer' on school website <http://www.stherberts.education/sen>, or available at school office.
- Refer to 'SEND Information Report' on school website, or available at school office.
- Admission arrangements can be found on the school website.  
<http://www.stherberts.education/admissions>
- Access arrangements for tests are made by each class teacher. In Year 6, the teacher has to apply on line to the DfE to establish if the child may have extra time or if they need to use a scribe. In all other year groups, this decision will be made by the class teacher in conjunction with the parents.
- We take the transition of pupils from class to class, across key stages and to another school (including Secondary Schools) very seriously. All children take part in a moving on afternoon, where they meet their new class teacher and spend time in their new classroom/setting. The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents/carers, existing staff, receiving staff and, if age-appropriate, with the child.
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement. i.e. routines, interests, family unit. Relevant medical information alongside any additional needs will be shared. Timescales for transition are variable to meet the individual needs of the child and will be discussed and agreed at PCP review meetings. Other relevant information e.g. social care issues, special educational needs, safeguarding information (all compliant with Data Protection Act) will be shared on a 'need to know' basis.
- St Herbert's RC Primary School's Medical Care Policy is available at the school office.

#### **7. SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS**

St Herbert's RC Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some children may have a Statement of SEND or EHC Plan, and in these cases, advice from the SEND Code of Practice 0-25 will be followed.

See St Herbert's RC Primary School's Medical Care Policy for more information.

#### **8. MONITORING AND EVALUATION OF SEND**

To ensure the quality of our SEND provision, St Herbert's RC Primary School will conduct regular audits involving the SENDCo, the SEND governor, the Assessment Leader and Headteacher, this will involve:-



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- lesson observation
- book scrutiny
- data analysis of intervention programmes
- pupil progress meetings
- seeking of parent/pupil views
- monitoring staff CPD

The SENDCo monitors the movement of children within the SEND system in school. The SENDCo, through the Headteacher provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCo is involved in supporting teachers involved in drawing up PCPs for children. The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for SEND also hold annual meetings. Further to this, the SENDCo regularly completes a scrutiny of work across the curriculum completed by children with SEND throughout the school.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

#### **9. TRAINING AND RESOURCES**

SEND is funded through St Herbert's RC Primary School's Notional SEND Budget and High Needs Budget.

Training needs of staff and the school are identified through the School Development Plan, Performance Management Reviews and Individual Pupil Needs, for example, a Teaching Assistant trained to deliver a Read Write Inc. intervention.

All teachers and support staff will undertake induction on taking up a post so that they understand the structures, systems and practice within the school.

The SENDCo attends CPD and network meetings in order to keep up to date with local and national updates in SEND.

#### **10. ROLES AND RESPONSIBILITIES**

##### **Class Teacher**

- All teachers are teachers of all children.
- The provision of High Quality First Class Teaching is the cornerstone to effective SEND progress.
- The teacher must fully involve the parents at all stages. Parents need to be aware that their child has difficulties at the earliest opportunity. No action should be taken without informed parental consent.
- The teacher has the responsibility for the provision of work, activities and assessment related to the targets set at the PCP and also keeping any 1 –1 teaching assistants fully informed about the needs and progress of the pupil.
- The teacher has a responsibility to involve the pupil and encourage as much participation as possible in his/her reviews and development targets.

##### **Support Staff**

- Some teaching assistants are trained to deliver specific interventions and are monitored by the SENDCo.
- All support staff are expected to deliver quality provision, under the guidance of the class teacher, which often involves pupils with SEND.
- Training to meet the needs of support staff is arranged according to whole school and individual pupil needs.



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- Support staff are encouraged to discuss issues relating to SEND with the SENDCo. Where individual and group training needs are identified for support staff, the SENDCo or Head teacher will facilitate training. Support staff are included in whole school training sessions.
- The contribution by support staff in the day-to-day implementation of the SEND Policy is highly valued and forms a crucial part of the success of the Policy.
- In line with the SEND Code of Practice 0-25, the class teacher is the first point of contact for the teaching assistant to discuss issues relating to pupils with SEND.
- The SENDCo may be involved where further advice or discussion is needed.
- Monitoring suggests that where strong liaison between class teacher, teaching assistant and the SENDCo exists, the needs of the pupil are met more effectively.

#### **Special Educational Needs and Disabilities Co-ordinator**

The SENDCo, working closely with the Headteacher, Senior Leadership Team and teachers will:

- Be closely involved in the strategic development of the SEND Policy and provision, to raise the achievement of pupils with SEND.
- Have responsibility for the day-to-day operation of the School's SEND Policy, and for co-ordinating provision for pupils with SEND, particularly with children on the school's SEND register. She will work closely with staff, parents/carers and other agencies.
- Liaise with the Designated Teacher for Looked After Children in the school (SENDCo is the DT at St Herbert's).
- Seek to develop effective ways of overcoming barriers to learning.
- Be involved with monitoring the standards of pupil's achievements and in setting targets for pupil improvement.
- Oversee the records on all pupils with SEND.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Liaise with and be the point of contact for external agencies including LA Support Services; Educational Psychology Services; Health and Social Care and voluntary bodies.
- Contribute to the in-service training of staff.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Assist with and monitor interventions and map progress.
- Monitor, evaluate and report regularly to Headteacher.

#### **Headteacher**

- The Headteacher will keep the governing body fully informed in all aspects of the school's work, including provision for children with SEND.
- The Headteacher will ensure that the SENDCo has sufficient time and resources to carry out the above.
- The Headteacher will ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- The Headteacher will consider the school's strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as pupil premium through normal budget planning.
- The Headteacher will work closely with the School's SENDCo.

#### **Governing Body**

- The governing body has due regard to the SEND Code of Practice 0-25 when carrying out its duties toward all pupils with special educational needs.
- The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs and disabilities. The governing body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.



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- The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with a statement of special educational needs/EHC plan are aware of the nature of the statement/plan.
- The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.
- The SEND governor meets with the SENDCo annually to evaluate the success of the education which St Herbert's RC Primary School provides to pupils with SEND.
- It is the governors' responsibility to respond to any complaints made in relation to provision for and discrimination of children with SEND, and any other complaints in this area. All complaints must be addressed to the Chair of Governors who will then follow the complaints procedure.

#### **Local Authority (LA)**

- The LA Support Service has adopted a consultative model. The SENDCo and link teacher from the LA meet regularly (the school buys into a Service Level Agreement), to review policy and procedures as well as individual needs of children.

#### **11. STORING AND MANAGING INFORMATION (GDPR)**

Information collected about a pupil's SEND is confidential and will only be communicated to outside agencies with the knowledge and agreement of the pupil's parents, the Headteacher or the SENDCo, unless the school has Safeguarding concerns. Confidential information regarding a pupil's SEND is kept in the pupil's SEND file. If information on a pupil is required from the file, the information on that pupil will be removed and returned promptly. The class teacher's SEND File will contain copies of the original documents; PCPs, EHC Plans, Medical Care Plans. The SENDCo keeps a file with copies of PCP reviews and paper records of Intervention Programmes and relevant assessment data. This is also held electronically on the School's cloud storage system, which is encrypted. St Herbert's RC Primary School follows the time lines and procedures set out by the Information Records Management Society.

#### **Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
PCPs, Medical plans, EHC plans, Reports from external agencies.	Name DOB, SEND, PP, Gender, EAL, Attendance details Medical details Parents details	Monitor and improve the teaching, learning and progress of pupils, and their health and wellbeing.	Teaching staff/ Senior Leaders.	Paper records locked away. Digital copies stored in Google Drive.	25 years + DOB.

As such, our assessment is that this policy:

Has few/No data compliance requirements	Has a moderate level of data compliance requirements	Has a high level of data compliance requirements
✓		



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### **12. ACCESSIBILITY**

- All children have an entitlement to a broad and balanced curriculum, which is adapted to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we adapt work appropriately, and we use assessment to inform the next stage of learning.
- Person Centred Planning review meetings, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at SEN Support and EHC Plan have a PCP Review.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.
- Equal access to all extra-curricular activities.
- Effective use of ICT and auxiliary equipment and aids.
- Good adult models of language, learning and social behaviour.
- Access to peers who are good models of language, learning and social behaviour.
- A supportive and positive school and classroom environment in which rules and routines are consistently and explicitly applied, firm boundaries are provided and age appropriate, motivating and differentiated rewards and sanctions are consistently used, as described in the school's behaviour policy.
- For further details see St Herbert's Accessibility Plan.

### **13. DEALING WITH COMPLAINTS**

The Headteacher and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child's provision. They should first request a meeting with the class teacher. Should this not prove satisfactory the next step is to arrange a meeting with the SENDCo, where the issues can be discussed and rectified. If there is still cause for complaint it will be forwarded to the Headteacher and if resolution has not been found, the Chair of Governors. The correct procedures will then take place in accordance with Oldham LA's complaints procedure.

### **14. BULLYING**

Please refer to St Herbert's RC Primary School's Anti Bullying Policy.

### **15. APPENDICES**

St Herbert's RC Primary School Accessibility Plan

St Herbert's RC Primary School Medical Care Policy

St Herbert's RC Primary School SEND Information Report