



St Teresa's RC Primary School

Special Educational Needs and Disability Policy

Our Mission Statement

At St Teresa's Roman Catholic Primary School;

We grow together with Jesus, as we live our lives according to Gospel values.

We grow together as a community in respect, friendship and responsibility.

We grow together in understanding as we encourage each child to achieve their true potential.

We grow together in God's love.



'I am the vine, you are the branches' (John 15:5)

HEADTEACHER - Mrs S. Burgess

SENDCO - Miss L. McCandless

SEND Governor - Mrs G. Taylor

Rationale

St Teresa's is committed to providing an appropriate and high quality education to all the children who attend our school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

St Teresa's is committed to inclusion. Part of the school strategic planning for improvement is to develop cultures, policies and practices that include all learners. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

Every teacher is a teacher of every child or young person, including those with SEND.

Aim

At St Teresa's RC Primary School, we aim to raise the aspirations of and expectations for all pupils with SEND, through quality first teaching, early identification and through graduated as well as personalised approaches to learning.

Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To provide learning opportunities of quality that challenge our pupils to reach their full potential.
- To develop a whole school approach towards addressing SEND.
- To ensure that children's needs are identified and appropriate action taken as early as possible.
- To ensure that children's progress is regularly monitored and evaluated.

- To consult with other professionals as and when necessary.
- To ensure that the Governors are aware of, and make provision for, all children with SEND.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- Where possible, to involve the children themselves in planning and in any decision making that affects them

Identifying Special Educational Needs

There are four broad areas of need outlined in the SEND Code of Practice 2014.

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

At St Teresa's RC Primary School, we understand these categories broadly identify aspects of primary areas of need. However, we also understand that we must consider the needs of the child as a whole.

The responsibility for initial assessment of a child's SEND lies with the class teacher, in consultation with the SENDCo.

As a graduated response and quality first teaching are at the heart of whole school practice, we are continually assessing, planning, implementing and reviewing our approach to teaching all children.

However, where a potential special educational need has been identified, this process becomes increasingly personalised, as it responds over time to a growing understanding of the child's barriers to and gaps in learning and an increasingly individualised assessment of need.

We are committed to early identification of children with SEND in order to implement programmes of work which will help the children make progress. We use formal and teacher assessment to help with this identification.

Criteria for Support

The SEND Code of Practice outlines a category of support called SEND Support as well as children who have an Education Health and Care Plan (EHCP).

We apply the Assess-Plan-Do-Review cycle of steps before placing pupils on the SEND register. *Please see the SEND Support Journey flow chart on our website - this guides parents through the clear, collaborative pathways of SEND support.

In identifying children who may have special educational needs we can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their progress against the objectives specified in the National Curriculum
- their performance against the level descriptions within the National Curriculum at the end of a key stage
- standardised screening or assessment tools
- use of pre-key stage standards if not reaching level one of National Curriculum expectations
- use of BSquared assessment tracking tool
- use of TES Provision Map to monitor support and measure impact

Record Keeping

The school maintains a SEND register which contains details of all children identified as having special educational needs. The register is revised and updated throughout the year.

Strategies employed to enable the child to progress will be recorded within a Learning Plan/Individual Education Plan (IEP). This will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed

- outcomes (to be recorded when the IEP is reviewed)
- Pupil view
- Parent view

The IEP will only record that which is **‘additional to, or different from’**, the differentiated curriculum and will focus upon three or four individual targets that match the child’s needs and have been discussed with the child and their parents. IEP’s will be reviewed in October, February and June (however, the Learning Plan/IEP can be added to and updated throughout the term). Thereafter, new targets will be set, with the child wherever possible. Parents of pupils with SEND will have a separate appointment from parents’ evening, to discuss IEP targets.

Every child on the SEND register will have a green file that teachers will keep in class and pass on to the receiving teacher in July at transition meetings. The children will also have a copy of their file kept centrally in the SEND room.

Each child on the SEND register will have a file on the staff drive for all staff to access. These files are currently being transferred over to TES Provision Map so that a central system is in place for every child. Each child has their own profile which includes, Learning Plans, interventions, meeting logs, reviews, assessments, messages and updates. Information passed from outside agencies or parents about the child can be recorded and saved on Provision Map too. This enables information to be shared by all relevant colleagues - teachers, SENDCo, Head teacher. Staff will also log any communications relevant to SEND needs on TES Provision Map (no longer using cpoms for SEND information).

The SENDCo will complete a provision map for each class, supported by the class teachers. This will detail- interventions, TA support, frequency/duration of intervention, targets, outcomes, entry and exit data for any SEND children in their class. The SENDCo will bring this information together to form a whole school provision map.

Teachers will complete BSquared assessment sheets for every child on the SEND register. These will track pupil’s progress in small steps and inform teacher’s planning and target setting. Teachers will also review progress using TES Provision Map - for pupils and for interventions.

Medical Information

All children with a medical condition have a Health Care Plan. Parents update this annually and all teachers have copies.

Roles and Responsibilities

The SENDCo is Lisa McCandless.

The current SEND governor is Gemma Taylor.

Educational Psychologist - Ami McNamee.

Enhanced (Buy-in) Speech and Language Therapist - Meg Ashton.

The Role of the SENDCo -

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing timetables of SEND interventions
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to staff training
- chairing annual reviews of children with EHCPs
- liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
- attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- work closely with the nominated Special Needs Governor
- monitor, evaluate and review the special needs budget in relation to provision for individual needs
- maintain strategies achieved as a Dyslexia Friendly Setting and a Thrive in Education school

The Role of the Class Teacher -

- to identify children who are experiencing difficulty (refer to criteria for support)
- to differentiate within the classroom and to provide appropriate opportunities and resources
- to work in partnership with teaching assistants to ensure continuity in curriculum delivery
- to monitor and record the progress of the child as an ongoing process
- to inform parents of area of concern and to seek support from them

Complaints Procedure

If a parent/carer wishes to complain about the provision or the policy, they should in the first instance, raise it with the class teacher or SENDCo, who will try to resolve the situation.

If the issue cannot be resolved, the parent can submit a complaint to the Head teacher in writing or any other accessible format.

Any issues that remain unresolved at this stage will be managed according to the schools' complaints policy. This is available, on request, from the school office.

Policy Success

If this policy is successful:

1. Every child on SEND Support and with EHCPs will have IEPs with specific and measurable targets.
2. Every child will have access to the full curriculum and play an active part in the life of the school.
3. Reviews will be carried out in consultation with the parents and outside agencies involved.
4. Progress will be seen in the teacher assessments and in the movement on and off the register.
5. The Assess Plan Do Review cycle will be carefully followed to drive meaningful pupil progress and impact.

Redrafted: October 2026

Next Review: October 2027

