ST. JOHN'S CATHOLIC PRIMARY SCHOOL

Special Education Needs & Disability Policy

September 2026

Our Mission Statement

The Mission of St. John's Catholic Primary School is to grow and learn in the footsteps of Jesus by being: responsible, caring, prayerful, creative, independent, thoughtful, curious and respectful. We live our Mission by:

- Ensuring that our attitudes and values are transmitted through a curriculum that is consistent with the Catholic faith
- Delivering a curriculum that is relevant, varied, interesting, stimulating, balanced and appropriate
- Developing policies and schemes of work which recognise that R.E. is an integral part of the curriculum
- Developing sound teaching and effective classroom management
- Generating a positive attitude to learning where realistic expectations of pupils and high standards of work are expected
- Using a variety of teaching approaches that reflect the needs of individual pupils
- Participating in projects which focus on the needs of others including local and international charities.
- St. John's is a Catholic voluntary aided primary school, established by the Church to serve the parishes of St. John the Baptist, Trowbridge and St. Thomas Moore, Bradford on Avon.

Our Vision for children with special educational needs and disabilities is the same as for all children: they achieve well in their early years and lead happy and fulfilled lives

Definition of Special Education Needs (SEN)

"*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.*

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

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *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 Needs Code of Practice 2014 (p15)

Special Educational provision means:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age by mainstream schools.

SEND Code of Practice 2014 (p.16)

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs Disability (SEND) Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

- *Equality Act 2010: Advice for schools DfE Feb 2013*
- *SEND Code of Practice 0 – 25 (June 2014)*
- *Schools SEN Information Report Regulations (2014)*
- *Statutory Guidance on supporting pupils at school with medical conditions*
- *The National Curriculum in England Key Stage 1 and 2 framework document 2013*
- *Safeguarding Policy*
- *Accessibility Plan*

The Disability Discrimination Act identifies the fact that some children 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 Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aims

We believe in providing every possible opportunity to develop the full potential and aspirations of all children where barriers to their learning are identified and addressed.

We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

Objectives

The objectives of our policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made to remove barriers to learning and improve outcomes.
- To be an inclusive school.
- To plan an effective curriculum to meet the needs of children with Special Educational Needs.
- To ensure that individual additional specified provision and Individual Education Plans are SMART (Specific, Measurable, Achievable, Realistic, and Time related).
- To involve children so that they have a voice in the target setting process.
- To work in partnership with parents/carers in the identification and review of the targets outlined in the Individual Education Plan (IEP).
- To work in close partnership, where appropriate, with outside professionals to seek their advice and support in the identification of needs and provision for children who may have SEN.
- Offer excellence to all our children, whatever their ability or needs and have high expectations and aspirations for every child.
- Take every opportunity to celebrate the achievements and talents of pupils with SEN to ensure they feel valued and their self-esteem is promoted.

ROLES AND RESPONSIBILITIES

Governors' Role

The governing body at St John's will:

- Ensure, through receiving regular reports from the school's Leader of Inclusion and SEN link governor, that the necessary provision is made for any child who has a special educational need by:
  - Being fully involved in developing and monitoring the school's SEN monitoring
  - Being up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
  - Ensuring SEN provision is an integral part of the School Improvement Plan (SIP)
  - Monitoring the quality of the school's SEN provision
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEN

- Ensure that a child with SEN joins in the activities of the school together with children who do not have SEN, so far as is reasonably practical and compatible with the child receiving the SEN provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources: and
- Have regard to the SEND Code of Practice (June 2014) when carrying out its duties toward all children with SEN.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The governing body at St John's delegate responsibility to a named governor/s who will link with the school Senior Leadership Team (SLT), Leader of Inclusion, teachers and parents and the governing body to support and monitor the whole school implementation of the policy for SEN.

The governing body will ensure there is equal opportunity for all pupils with SEN regarding admission, education and its associated services provided by the school and exclusions from the school.

The Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Head teacher alongside the Leader of Inclusion will keep the governing body fully informed through termly reports. The Head teacher line manages the Leader of Inclusion in the performance of her duties.

Special Educational Needs Coordinator (Leader of Inclusion)

Currently, the Leader of Inclusion is Mrs Debbie O'Mahony, a qualified teacher. She is responsible for coordinating the provision of SEN throughout the school.

This will involve:

- Day to day operation of the SEND policy
- Providing advice to staff supporting and liaising with them about provision for children with
  SEND
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and monitoring their progress using the 'assess – plan – do – review' process
- Advising staff on the graduated approach to providing SEN support
- Overseeing and maintaining specific resources for SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Being a key point of contact with external agencies, especially the local authority and its support services
- Contributing and where necessary, leading the in-service training of staff

- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person
- Coordinating the range of support available to children with SEN
- In conjunction with the class teacher liaising with parents of children with SEN
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Identify any particular Professional Development needs for staff; this will be linked to the School Development Plan.
- To meet with the nominated SEN link governor.
- To support the deployment of Teaching Assistants.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

Class Teachers

Class teachers have the responsibility to:

- Recognise and respect the fact that children: have different educational and behavioural needs and aspirations; require different strategies for learning; acquire, assimilate and communicate information at different rates and need a range of different teaching approaches and experiences
- Provide an in depth discussion during meetings with SLT with regards to the children's needs and provision.
- Ensure that due regard of SEN is taken in planning of work and that there is careful differentiation made in tasks set
- Provide appropriate resources to enable children with SEN to access the objectives set out in the National Curriculum at an appropriate level.
- Maintain the system for recording, monitoring and reviewing IEPs
- Inform and involve parents of those children with SEN in decisions regarding their child's education, including IEP targets.
- Inform and involve children in the target setting process.

Teaching Assistants

Teaching assistants have the responsibility to:

- Work as directed to carry out support as set out on the IEPs / EHCPs.
- Devise and implement strategies to help children achieve their targets.
- Liaise closely with Leader of Inclusion and class teachers.
- Keep appropriate records and provide feedback for reviews as requested.

Parents/Carers

Parents/Carers have the responsibility to:

- Notify the school of any concerns.
- Liaise with class teacher and Leader of Inclusion.
- Attend review meetings to share in the review and creation of IEP's, including targets and ways to support their child.

Arrangements for coordinating provision for children with Special Educational Needs

As far as possible the needs of all children will be met in the classroom setting. Teachers make every effort to ensure that the children with Special Educational Needs are fully involved with the life of the class. For some children it will be necessary to spend some time in small group work, or being withdrawn from the classroom for specific, timed activities, related to the needs outlined in their Individual Education Plan or additional specified provision. This may be delivered by the teacher, teaching assistant, Leader of Inclusion or, in some cases, outside agencies and specialist teachers. This will complement classroom work so that the skills, knowledge and understanding gained in these individual or small group sessions will be transferred back into the classroom. If it is felt necessary to withdraw a child from lessons this will usually be outside whole class literacy and maths teaching times. All members of staff, in conjunction with the Leader of Inclusion, will monitor provision to ensure it meets the objectives outlined in this policy.

Admission Arrangements

St John's is a Catholic Aided School; admission to the school is the responsibility of the governors. Therefore admission criteria apply according to the Admission Policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the schools policy for equality of opportunity. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an Education, Health and Care Plan (EHCP), or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure their needs can be met.

Any variation in the above will need to be agreed by the full governing body.

Specialist Facilities

The school has a disabled toilet and ramps into part of the school buildings

Resources

- Most of the resources used by children having SEN are available within the classroom
- The Leader of Inclusion has 3 ½ days a week dedicated to the role
- Wherever needed additional time from within the school's own resources may be given to support a particular SEN
- A central file of resources is managed by the Leader of Inclusion and is available to staff
- The school keeps its own library of resources

Identification and Assessment of Children with Special Educational Needs

The school follows the guidelines contained within the Special Educational Needs and Disability Code of Practice (June 2014). This recommends a graduated approach. The code does not assume that there are hard and fast categories of Special Educational Needs, but recognises that children's needs and requirements may fall within or across four broad areas:

- Communication and interaction;
- Cognitive and learning;
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school.

Children entering the Foundation Stage will be assessed by the class teacher to determine a base line of knowledge and skills. The base line will be used to monitor the children's progress. This aims for early identification of children who may have SEN but is only one way of identification. Parents, carers, health professionals or teachers may raise concerns about a child's progress at any time.

Where a child is identified as not making adequate progress, as characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The class teacher will consult the Leader of Inclusion. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed

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Where this review leads to the conclusion that the child needs are not being met within the differentiated curriculum, the graduated approach to assessment will be implemented.

The graduated approach to assessment includes:

1. Class teacher - discuss the needs of the child with the Leader of Inclusion.
2. Leader of Inclusion - observation of pupil and discussion with class teacher
3. Leader of Inclusion and class teacher - assessment and discussion with pupil and parents/carers
4. Implement specific provision which may include outside professional advice
5. Assess-plan-do-review cycle

Criteria for evaluating the success of our policy

The policy will be evaluated against the objectives stated on page one by:

- An analysis of all teachers' planning by subject leaders ensuring that a differentiated and flexible approach is taken and that learning objectives are identified and appropriate adjustments made in planning.
- All teachers are teachers of children with SEN and this should be reflected in lesson planning
- Children being involved in discussing, constructing, reviewing and setting their own targets
- Monitoring the impact of IEP targets
- Advice from outside agencies being implemented and monitored
- The school identifying priorities which include provision for SEN and its improvement
- Undertaking a value for money review of the school's SEND funding.
- An external evaluation or inspection.

Complaints Procedure

If parents/carers have a complaint concerning SEN provision for their child they should discuss with the class teacher. If this proves unsuccessful the matter should be referred to the Leader of Inclusion and/or the head teacher. Should the matter still be unresolved, the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved, the Chair of Governors should be involved and finally the complaint should be taken to the LA and/or Secretary of State

In-service Training

Through the monitoring and evaluating of our provision, the Leader of Inclusion, with the head teacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the School Development Plan (SDP). Staff who attend further professional development training, will feedback through staff meetings. The effectiveness of such training will be monitored and evaluated by the Leader of Inclusion, and information provided during the annual evaluation of the school's overall SEN provision.

Links and use of Outside Agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with SEN. Where it is necessary to contact outside agencies, the Leader of Inclusion will make the necessary arrangements and discuss with parents/carers accordingly.

Services available include:

- Education Psychology (EP)
- Local Education Team – including Specialist SENS/Behaviour Support Teams
- Physical and Sensory Impairment Support Service Team
- Speech and Language Therapist
- Ethnic Minority and Traveller Achievement Service (EMTAS) team
- Child and Adolescent Mental health Service (CAMHS)
- Mental Health Support Team (MHST)
- Education Welfare Officers
- School Nurse
- Medical Services: Occupational Therapist, Paediatrician, Audiologist

- Social Services
- Parent Carer Council
- Counselling Service
- Parent Support Advisor
- St Augustine's Catholic College

Partnership with Parents/Carers and Children

Parents/carers are important partners in the effective working relationship with the school in raising a child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve the child in the decision-making processes, including recording children's views and implementing and the reviewing of individual provision. The school will also update parents/carers with relevant information usually through parent/teacher consultations.

Links with other Schools

Links are maintained to ensure smooth transfer on school entry through liaison with local Early Years Settings such as nurseries. Children are invited to visit St John's for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, Leader of Inclusion and by classroom buddies to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition.

Close liaison between the Leader of Inclusion at St John's and SENCos at secondary schools, ensure a smooth transition from Year 6 to Year 7.

This policy has been approved and adopted by the Governing Body.

Head teacher; Mrs K O'Rourke

Chair of Governors: Mrs C Doogue

Review cycle:	Annually
Next review due:	September 2027