The Federation of St Bernadette's and St. Patrick's Catholic Primary Schools

Special Educational Needs and Disability (SEND) Policy

Policy Reference:	SEND 1 – F
Responsibility:	Full Governing Body
Designation:	Statutory
Reviewed by:	Tonia Robertson/Aga Kawka-Olenjnik
This Review:	November 2025
Next Review Due:	November 2026
Cycle:	Annual
Ratified by Full Governing Body on:	
Signed:	
Gerard Owens	Chair of Governors

At our school, with Jesus in our hearts, we have:

The passion to learn;
The courage to fail; The strength to love.

With Christ as our guide and example we celebrate the uniqueness of the individual.

Together we will try to:
Learn from Jesus;
Love like Jesus;
Live like Jesus.

1. **RATIONALE**

The Special Educational Needs and Disability (SEND) policy takes into account the *Special Educational Needs and Disability Code of Practice* (July 2014), Ofsted guidance and Hampshire County Council policy.

The *Special Educational Needs and Disability Code of Practice* (SEND CoP) states that:

> "A child or young person has SEND 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 or mainstream post-16 institutions" (SEND CoP xiii)

The Federation of St. Bernadette's and St. Patrick's Catholic Schools is a Rights Respecting organisation and these rights are reflected in our learning and teaching. The UN Convention on the Rights of the Child Article 23 (children with disability) states that "A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community".

2. **AIMS**

- To ensure that children with special educational needs or disabilities have access to "high quality teaching that is differentiated and personalised" (SEND CoP 1.24)
- To ensure that children with special educational needs or disabilities are taught inclusively wherever practicable.
- To ensure that pupils with additional needs are appropriately supported.
- To meet the needs of these children through strong partnerships with parents, healthcare and special education professionals and, of course, the pupils themselves.

3. **OBJECTIVES**

- To identify pupils with special educational needs and/or disabilities and ensure their needs are met.
- To ensure that all children on the school's SEND register have a Pupil Passport and that these plans are reviewed on a regular basis.
- To ensure pupils are given opportunities to make progress and to monitor this progress.
- To ensure that recognition is given for effort and not just for achievement.
- To include pupils in decisions made about their learning (wherever appropriate).
- To involve parents/carers in their child's special needs education.
- To ensure that there is effective communication between all agencies supporting a pupil with SEND, particularly between home and school.
- To ensure that teachers have access to specialist support and advice (where applicable), and are aware of the possible range of needs presented in the classroom.
- To ensure that any specialist provision should be supported by sufficient, current and relevant resources.

4. **CO-ORDINATING PROVISION**

The SENDCO's Responsibilities

Special Educational Needs and Disabilities are overseen by a fully qualified and accredited Special Educational Needs and Disability Coordinator (SENDCO).

The SENDCO, working closely with the Headteachers, Senior Leadership Teams and fellow teachers, is involved in the strategic development of the SEND policy and provision. The SENDCO has responsibility for the day to day operation of the school's SEND policy, SEND Information Report and for co-ordinating provision for all SEND Support.

All staff will be involved in the development of the policy, made aware of changes to the Code of Practice, and of the procedures for identifying, assessing and providing for children with SEND.

The SENDCO will consult the local authority (LA) for advice and support, and will liaise with other external agencies, as necessary.

The Headteachers' Responsibilities

Each Headteacher has responsibility for the day-to-day management of SEND, including provision for children with SEND. The Headteacher will keep the governing body fully informed and also work closely with the Federation's SENDCOs.

Governor's Responsibilities

The Governing Body, in cooperation with the Headteacher, will determine the Federation's general policy and practice. The Curriculum and Standards Committee will review the SEND policy and guidelines each academic year. The Governing Body will also designate a Governor with responsibility for SEND. The Governor for SEND and SENDCOs will meet on a termly basis where possible.

It is seen as good practice for the Governing Body to report to the parents about SEND. They will endeavour to report on:

- The success of the policy.
- Significant changes to the policy.
- Any consultation with the LA or Funding Authority of other schools.
- How resources have been allocated to and amongst children over the period of the year.

The Governing Board evaluates the success of the education provided at the school for pupils with Special Educational Needs and Disabilities through the following means:

- Analysis of pupil progress data for children with Special Educational Needs or Disabilities.
- The SENDCOs' report to the Governors. This includes information on training, pupils taken on and off the register, and an evaluation of programmes in the school.

5. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES IN THE CLASSROOM

The Special Needs and Disability Responsibilities of the Teachers

The class teachers are responsible for the day to day management of SEND in their class. Teachers must liaise with the child, Learning Support Assistant (LSA) and parents to write a pupil passport on a termly basis. It is the teacher's responsibility to ensure that the pupil passport is shared with the child's parents. The pupil passport should be a working document which is under constant review and revision.

Each school will use a variety of approaches to support special educational needs where applicable. These may include high quality inclusive teaching, suitable adaptations, focus group work, or one to one support.

Class Teachers should:

- Ensure access to the curriculum by providing appropriately adapted, yet challenging work, matched to the child's starting points.
- Monitor the progress made by these pupils and maintain appropriate records.
- Liaise with the SENDCO if the progress made is giving cause for concern, thereby identifying children with possible additional needs.
- Liaise with parents and outside agencies where appropriate.
- Liaise with their assigned LSA and others in the team where appropriate.
- Contribute to the writing and reviewing of pupil passports.

The main responsibilities of the SENDCO are set out in the SEND Code of Practice (6.90). Key duties include:

- Determining the strategic development of SEND policy and provision.
- Overseeing the day-to-day operation of the Federation's SEND policy.
- Co-ordinating specific provision for children with special educational needs and disabilities.
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- Liaising with parents of children with special educational needs and disabilities.
- Contributing to the in-service training of staff.
- Liaising with external agencies.

Other responsibilities may include:

- Advising staff on pupil passports.
- Facilitating the writing and implementation of Transition Partnership Agreements in conjunction with Educational Psychology, class teachers and parents.
- Co-ordinating and contributing to Education Health Care Plans (EHCPs).
- Co-ordinating and contributing to annual reviews.
- Maintaining each school's SEND register.
- Teaching and supporting children with learning differences.
- Resourcing and some budgetary requirements.

The SEND responsibilities of the Learning Support Assistants (LSAs)

LSAs working with pupils with SEND must work under the guidance of the class teacher in delivering programmes for individual children. When LSAs have been given the responsibility of delivering specific targets, they must ensure that they familiarise themselves with the current pupil passport for that child. LSAs should share any concerns that they have regarding the SEND children that they support with the class teacher in the first instance.

Professional Development for Staff

The Federation of St. Bernadette's and St. Patrick's is committed to the on-going professional development of all staff. It is the responsibility of the SENDCO to ensure that members of staff are kept up to date with information and legislation.

The SENDCO attends relevant training and disseminates the details to staff as appropriate. Class Teachers, LSAs and other support staff can also access training that is necessary for their professional development.

The Federation's policy and procedures for SEND are part of the induction procedure for ECTs and new staff. New Learning Support staff work with a mentor and are supported through out their induction process.

The SENDCOs have undertaken and successfully completed the National SENDCO Accreditation Training.

6. IDENTIFICATION, ASSESSMENT AND INTERVENTON

It is important that children are identified as having special educational needs or disabilities as early as possible in their school life. The federation uses the graduated response set out in the Code of Practice together with 'SEND Support Guidance for Schools' (November 2020) from Hampshire County Council's Special Educational Needs and Disability Department:

https://www.hants.gov.uk/educationandlearning/send/sen-pathway/sen-support-in-schools

There are four broad areas of need:

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

English as an additional language (EAL):

Children are not to be regarded as having learning difficulties or a special educational need solely because their home language is different from that in which they are taught. For pupils with English as an additional language, teachers will closely follow their progress across the curriculum to ascertain whether any problems that arise stem from a developing command of English or from a special educational needs.

The Ethnic Minority and Traveller Achievement Service (EMTAS) may be requested to offer support to the pupil, class teacher, parents or school on how to best support EAL pupils.

Assessment

We are committed to the early identification and intervention of children who may have special educational needs or disabilities.

The following forms of assessment are used for all pupils:

- Reception Baseline Assessment
- Tapestry (EYFS Observations)
- Pupil progress meetings with the Headteacher
- On-going assessment for learning
- Standardised screening or assessment tools (e.g. Reading and Spelling age assessments)
- Statutory national assessments (e.g. SATs, Phonics Screening Check, Multiplication Tables Check)

In addition the following forms of assessment/screening are available as an aid to the identification of possible SEND:

- Dyslexia Early Years Screening Test (DEST)
- Dyslexia Junior Screening Test (DST-J)
- Vernon spelling (updated)
- Salford Reading Test (updated)
- York Assessment for Reading Comprehension
- Sandwell Early Numeracy Test
- British Picture Vocabulary Scales (BPVS)
- Language Link
- Speech Link

Provision

Should the child continue to show little or no progress, and meet the necessary criteria, the child would then be classed as 'SEND Support' on the appropriate school's SEND register. Although not a statutory requirement, pupil passports will be used to plan, assess and monitor progress. These teaching plans will be reviewed at least termly. There may be occasions when more frequent reviewing is necessary either with or without collaboration with external agencies (listed below).

Links with External Agencies

The federation recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEND. When it is considered necessary (and with parental consent), colleagues from the following agencies will be invited to support pupils with SEND:

- Educational Psychologists
- Child and Adult Mental Health Service (CAMHS)
- Child and Family Health Service
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Specialist Teacher Advisors

- Visual Impairment services
- Ethnic Minority and Traveller Service (EMTAS)
- Primary Behaviour Support

In addition, important links are in place with Children's Services (Hampshire LA) including:

- Family Support Service
- Early Help Hub
- Social Services/Children's Services

Pupil Passports

A pupil passport should record "provision different from or additional to that normally available to pupils of the same age". (SEND CoP 6.15)

They should include:

- SMART targets (Specific, Manageable, Achieveable, Realistic and Time-bonded)
- Possible teaching strategies/programmes used
- Provision (who provides the help and how often)
- Success criteria: the outcomes to be recorded when the plan is reviewed
- Review date

The plan may also include:

- Home support where applicable
- The views of the child themselves if appropriate
- The views of the parent/carer

It is important that parents/carers are involved in their child's special needs education. That is why they are given the opportunity to comment on the pupil passport and copies are sent home for parents to keep. Parents/carers are welcome to come in to school to discuss any concerns they may have and may be present at the review.

Education Health Care Plans

Children with an Education Health Care Plan (EHCP) are those who have undergone statutory assessment and have their needs outlined in an EHCP of special educational or disability needs.

If the stage were reached when a child meets the requirements for an EHCP needs assessment then the school would pursue this in conjunction with the local authority (LA) and the parents of the child.

EHCPs should be used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months at a formal annual review meeting. The child's parents, representatives of the school (usually the SENDCo and class teacher), a local authority SEND Officer (where appropriate), a health service representative (where identified) and a local authority social care representative (where identified) must be invited to attend as a minimum.

In addition to the annual review, pupils with an EHCP will also have a termly review of the child's progress towards their targets using the 'assess, plan, do, review' cycle, and as part of the Pupil Passport review process.

In line with Hampshire procedures some pupils may have an Inclusion Partnership Agreement (IPA) or Transition Partnership Agreement (TPA) which outlines their needs and provision.

7. MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support.

Expected progress is that which:

- Closes and secures any attainment gap between the pupil and their peers
- Improves the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Is satisfactory to pupil and parents

Where teachers identify that a pupil is not making expected progress, the SENDCO will be consulted. The SENDCO and class teacher will review the approaches adopted, and determine whether a more sustained level of support is required. Where significant concerns persist despite sustained intervention, the appropriate school may consider Statutory Assessment (Educational Health Care Needs Assessment or EHCNA). Parents will be fully consulted at each stage of this process.

8. ADMISSIONS AND TRANSITIONS

Admission Arrangements for Pupils with SEND

As a truly inclusive and non-discriminatory Federation, children with Special Educational Needs or Disabilities are welcomed and admitted according to the same criteria as all other children. The Disability Discrimination Act (1995) states that it is 'unlawful' to treat a child *less favourably for a reason related to their disability.* A child cannot be refused a place on the grounds of special educational needs or disability unless there are no reasonable adjustments that could be made to meet their needs and the school can justify the decision to refuse admission.

Parents/carers applying for a place for a child with particular needs should approach the appropriate Headteacher for more information and discuss how their child's individual needs can be met.

In the case of admission of a child with a special educational need, or disability, the SENDCO, Head Teacher and Class Teacher, where applicable, will arrange for appropriate transition meetings and liaise with any other agencies who have been involved with the child's education, as well as for close liaison with the child's previous educational setting.

Full details can be found in the *Admissions Arrangements 2026-2027.*

Transition Arrangements

When children transfer from year group to year group, close liaison between the staff involved ensures that transitions take place with ease and are perceived in a positive light by all pupils. In the case of vulnerable children, extended transition procedures are in place to ensure that pupils have time to adjust to the new key people in their teaching and learning.

For these children we may arrange:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment
- Opportunities to take photographs of key people and places in order to make a transition booklet

The SENDCO will meet with Class Teachers to ensure information about each pupil and their progress has been recorded and shared with the next Class Teacher.

When children are transferring to other schools, records are sent to the receiving educational establishment for their attention. The SENDCO endeavours to discuss with receiving staff any children identified as needing 'additional

to/different from' provision to enable continuity of support. Each school works closely with parents to support transition into Key Stage Three and in making choices appropriate to the child's individual needs.

Annual Reviews for Year 6 pupils with EHCPs will be held in the summer term of Year 5 to discuss the phase transfer. Additional transition arrangements may be made at these reviews, such as additional visits, travel arrangements, training etc.

9. SOCIAL AND EMOTIONAL DEVELOPMENT

The well-being of all pupils is our primary concern. They are supported with their social and emotional development throughout the school day, through the curriculum and explicitly through our distinctive ethos and values.
Members of staff are readily available for pupils and parents who wish to discuss issues and concerns. As part of our review process for children with pupil passports or EHC Plans, we will discuss their views and concerns.
Each school offers pastoral support for pupils encountering emotional difficulties. This may include an ELSA programme, one to one support, special arrangements for particular parts of the school day or referral to external agencies, such as the Mental Health Support Team (MHST).
The well-being of our pupils is supported by the *B1-F Behaviour Policy*.
We regularly monitor attendance and work alongside families where there are identified concerns.

10. ADAPTATIONS TO THE CURRICULUM, TEACHING AND LEARNING ENVIRONMENT

St. Bernadette's and St. Patrick's are accessible schools. Please see our *SEN Information Report* for further information.

11. EXTRA CURRICULAR ACTIVITIES

All of our children have equal access to before school, lunchtime and after school clubs, which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

12. HAMPSHIRE LOCAL OFFER

In line with the requirements of the Children and Families Act 2014, Hampshire Local Authority provide clear and searchable information on services available to parents and carers, children and young people with SEND.
This can be found at the Family Information and Services Hub:
https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page

13. ASSOCIATED POLICIES AND PROCEDURES

- SEND Information Report November 2025
- Admissions Arrangements 2026 – 2027
- Supporting Children with Medical Needs
- Accessibility Plan
- Behaviour Policy
- Teaching for Learning Policy
- Equality Policy
- Physical Intervention Policy

14. SEND POLICY REVIEW

This is policy is a working document and has been developed in consultation with teaching staff, learning support staff and governors. The Federation considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a regular and thorough review of both policy and practice each year. The outcomes of this review are used to identify priorities and targets for future improvement.