St Bernard's RC Primary & Nursery School

Special Educational Needs & Disabilities Policy

Approved by Governors:

Updated: Autumn 2026
Review Date: Autumn 2027

Our Mission Statement at St Bernards is :

"To grow, learn and love following Jesus".

Our Special Needs Policy embraces and fosters our school mission

This policy has been written with regard for the SEND Code of Practice 0-25 (July 2014) and complies with the provisions of the Equality Act 2010,Schools SEN information report Regulations (2014), Statutory guidance on Supporting pupils at school with medical conditions(April2014), The National Curriculum in England Key stage 1 and 2 document, Safeguarding policy and Accessibility plan.
This policy was created by the schools SENCO with the SEN Governor in liaison with the SLT, all staff and is published on the schools website.
SENDCo - Katherine Brickland /SLT line manager for Learning coaches
SEND Governor - Chris Hotchkiss.
Designated Teacher for safeguarding responsibility - Sian Thompson.
Designated staff responsible for LAC - Julie Le Feuvre
Staff member responsible for managing medical needs - Liz Yeoman.

Definition

We believe that…'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

When organising additional support it is very important that we provide children with Special Educational Needs with a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with Special Educational Needs should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that teachers and Learning coaches are prepared for dealing with the challenges and complex difficulties posed by children with Special Educational Needs by providing structured training on a variety of Special Educational Needs issues. We believe teachers are responsible for children's learning and together with learning coaches will provide the necessary support for children with Special Educational Needs within the classroom.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. We also actively seek SEN pupil voice.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Statement of Intent

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

Following the Code of practice which describes the 4 broad categories of need we cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- social,emotional and mental health difficulties
- sensory and/or physical conditions

These four broad areas give an overview of the range of needs planned for. The purpose of identification is not to fit a pupil into a category but consider the needs of the whole child which will include not just the special educational needs of the child.

In accordance, what is **NOT SEN** however may impact on progress

- Disability(The Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Aims and Objectives

We aim:

- To implement the recommendations in the Code of Practice.
- To identify pupils with special educational needs as early as possible.
- To ensure their needs are met by removing barriers to learning.
- To have in place systems whereby teachers are aware of such pupils.
- To promote awareness, among staff, of the range of difficulties experienced by pupils and provide relevant training opportunities.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life, enjoying equal opportunity.
- To work with other schools to share good practice in order to improve this policy.
- Keep and update records of pupils with SEN and regularly review the provision available to them.
- Monitor and evaluate policy regularly.
- Support the ethos of inclusion.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Special Educational Needs Co-ordinator;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- to have regard to the Code of Practice when undertaking its responsibilities;
- to report annually to parents on the effectiveness of the school's special educational needs policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the SENDCO and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of special educational needs provision is effective;
- work closely with the SENDCO, the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs;
- inform parents when special educational needs provision has been made for their child;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Special Needs Co-ordinator (SENDCO)

The SENCO will:

- work with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school;
- Ensuring that all SEN pupils receive their full educational entitlement and have access to the whole curriculum.
- Lead the development of special educational needs throughout the school;

- Organise training for school personnel;
- Provide guidance, support and monitoring to all staff – teaching and non teaching.
- Organise and manage the team of Learning coaches ;
- Management of interventions and development programmes as necessary.
- Strategic overview of SEN and inclusion throughout school, including planning, policy writing advising and supporting other staff, and writing provision maps for individuals /groups.
- assist the class teachers in preparing and keeping up to date personal plans
- Track the progress of children with special educational needs;
- Initiating and carrying out assessments
- Preparation and management of paperwork for Individual Pupil Funding and Statutory Assessment and the new 'Education, Health and Care Plan'
- Keep up to date with new developments and resources;
- Liaise with parents and carers;
- Organisation, attendance, chairing and admin of Annual Reviews, including writing school's advice and recommendation report.
- Preparing referrals and attending meetings with a range of outside agencies;
- Organisation, attendance, chairing and admin of multi-agency meetings when appropriate;
- Work with feeder or transition schools to manage transitions;
- Review and monitor interventions and pupil progress using all available data and evidence;
- Annually report to the Governing Body on the success and development of special educational needs
- Budget/resource management
- Compare national data and expectations of progress

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term
- annually report to the Governing Body on the success and development of this policy

Role of Class Teachers

Class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them;
- organise the delivery of the individual programme for each special educational needs pupil as set out in their personal plans;
- be responsible for the progress of the the children with SEN in their class
- develop personal plans for special educational needs pupils by working closely with the SENDCO and support staff;
- comply with all aspects of this policy
- undertake appropriate training;
- class teachers and parents must work closely alongside them to enable inclusion.

Role of Learning Coaches

Learning coaches must:

- liaise with SENDCO and class teachers to deliver individual programmes for each special educational needs pupil as set out in their personal plans;
- keep robust records of work undertaken
- evaluate and assess with support from the SENDCO work undertaken
- Use initiative to adapt programs to needs of pupils in liaison with SENDCO/Classteachers
- undertake appropriate training

Role and Rights of Parents

We strive to develop good working relationships with parents/carers. We recognize the importance of this in providing successful outcomes for SEND pupils:

- Parents/carers will be informed when their child is considered to have SEND
- Where possible they will be involved in developing, implementing and reviewing their child's personal plan.
- They are encouraged to work closely with the school in order to develop a partnership that will support special educational needs pupils.
- to attend annual reviews
- They will be kept informed about their child's progress.
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.
- Teachers will also be open and responsive to expressions of concern by parents and will take account of any information that parents provide about their child. Confidentiality will be maintained at all times.

Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part, where possible in:

- assessing their needs;
- devising their personal plans;
- setting personal learning targets;
- the annual review
- They are encouraged to discuss any issues with an appropriate person
- Their achievements are recognised with intrinsic and/or extrinsic rewards.

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with special educational needs;

Admission to school follows the school's admission policy as agreed by the school governors and is applied irrespective of special educational needs. The school has wheelchair access and toilets adapted for the disabled.
Parents/carers are welcome to discuss, with school, any particular adaptations or arrangements necessary to accommodate their child's particular needs.

Curriculum

The school aims to provide for pupils: -

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs
- Personal plans which set a small number of targets, closely matched to the pupil's needs

Celebration of Achievements

We will regularly celebrate the achievements of all children not just in literacy and numeracy but in all curriculum areas and in all aspects of school life.

Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or learning support assistants;
- withdrawal support either individually or in small groups with specialist teachers or LSAs

Identification, Assessment and Level of Intervention

The process by which our school identifies and manages children with SEN

All children have access to high quality teaching in class provided by the class teacher which is differentiated for individual pupils.This is the first step in responding to pupils who have or may have SEN.
The SENDCO will make a series of assessments and observations on the pupils.

Children not making adequate progress with initial interventions/adjustments will then be identified by the class teachers and in liaison with the SENDCO a personal plan will be

established shared with the parent and the child will then be entered onto the SEN register. The personal plan applies the process of ASSESS-PLAN-DO-REVIEW

Early Identification: We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs. Initial identification may be through parents, class teacher, SENDCO or any other concerned adult/agency.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate special educational needs provision has been made for their child.

Assessment: It is essential that all teachers in the school have the necessary observational skills to identify pupils with special educational needs at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's problems and subsequent needs.

The school has also established a procedure for on-going diagnostic assessments and standardised tests.

SEND intervention can be triggered through concern that despite receiving differentiated teaching pupils:

- make little or no progress
- work at levels significantly below others of a similar age
- show persistent emotional / behavioural difficulties
- experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning
- show difficulty developing literacy or numeracy skills
- have sensory or physical problems, which hinder progress, despite the use of specialist equipment
- have communication and / or interaction problems, which continue despite curriculum differentiation

The SENDCO will consider an appropriate approach such as:

- providing different materials or equipment
- using extra staff to work closely with the pupil
- more effective strategies via staff development or training
- group support
- devising interventions and monitoring their effectiveness by providing extra adult time
- LEA support for advice on strategies and equipment or staff training

The SENDCO will: -

- consult with parents
- advise and support the class teacher
- ensure an appropriate personal plan is in place which will record strategies for pupil

progress by concentrating on three or four individual targets that closely match the pupil's needs
- ensure reviews take place termly and record the extent to which targets have been met
- ensure that at an review new targets are set, new strategies are outlined and the provision made
- ensure relevant background information is in place

If at two subsequent reviews it is considered the pupil has not progressed then at the review it will be considered if an outside agency needs to be involved in order to support further:
This could be:
- Referral to GP
- Referral to Speech and language
- Referral to Educational Psychologist
- Referral to Behaviour Consultant
- Referral to SLE for SEND

Intervention can be triggered through concern that despite receiving differentiated teaching and additional support pupils: -

- have made little or no progress
- are working at National Curriculum levels well below that expected of a child of a similar age
- still face difficulties in developing literacy and numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which require additional specialist equipment and advice from specialists
- have communication or interaction problems which prevent the development of social relationships

A Statutory Assessment for an Education Health Care Plan may be requested from the LA if the child still remains a cause for concern if the LA feels that the child requires provision beyond what the school can offer. The school can additionally apply for additional funding in order to support pupils with complex and severe needs. Referral documentation is completed by the parents/pupils and SENDCO. This is shared between all parties before submission.

An Education Health Care Plan will:

- outline details of the Local Authority's assessment of the child's special educational needs
- state the special educational provision which will be made to meet those needs
- identify the type of school which the Local Authority believes would be appropriate to make such provision
- identify either the school which it considers to be suitable or the school for which the parents have expressed a preference
- state where the special provision is to be provided otherwise than at school

The Annual Review will:

- assess the progress of the pupil in relation to the personal plan targets

- review the provision made for the pupil
- consider ending, continuing or amending the existing Statement
- set new targets for the following year

A transitional review, that is when pupils leave the primary to the secondary phase, enables the receiving school to plan appropriate provision for the child.

Exiting the SEND register
If after two reviews all stakeholders feel that the child is now making adequate progress the child will be removed from the register.

Partnerships

We believe that a close partnership with **parents** will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child(.Link to local offer)

Pupils with special educational needs will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.

We feel that the provision for special educational needs in this school will benefit from the close links we have with **other schools** by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Supporting pupils with medical conditions

The 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 may also have special education needs and may have an Education Health Care Plan.

Monitoring and evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision offered to all SEND pupils
Their is a commitment to continual review and improvement for provision for all pupils.

- Termly reports to SLT /Governing body
- Interventions are monitored by the SENCO to ensure effective impact
- Learning coaches monitored and set targets
- Work scrutiny
- Lesson observations
- Pupil views
- Parent views

Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.
Link to complaints procedure policy

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

In-Service Training

Identified in-service training will be undertaken in line with the school's Professional Development Policy.
All new staff are inducted by the SENCO in relation to this policy
SENCO attends network meetings in order to keep up to date with local and national updates in SEND

Accessibility

Link to accessibility plan (available on school website)

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Evaluation and Review

The effectiveness of the **SEND provision** provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report.

A review of the **Special Educational Needs policy** document is undertaken every year. The Special Educational Needs policy is a working document and is kept under constant review. (See Policy Evaluation)

This policy/document was reviewed by:- Signed Mrs J Le Feuvre Position Head Teacher Signed. B. Letissier Position Chair of Governors	 Date: Autumn 2026 Date: Autumn 2026
The next revision date is:	Autumn 2027