SEND Policy

Purpose and Statutory Framework

This policy outlines St Gregory's Catholic Primary School's approach to identifying and supporting pupils with special educational needs and/or disabilities (SEND). It reflects our commitment to providing an inclusive education in which every child is valued, supported and enabled to flourish.

This policy has been written with regard to relevant legislation and statutory guidance, including:

• The Children and Families Act 2014;

• the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years;

• the Equality Act 2010;

• the Special Educational Needs and Disability Regulations 2014 and Special Educational Needs (Information) Regulations;

• statutory guidance on supporting pupils at school with medical conditions;

• Keeping Children Safe in Education and Working Together to Safeguard Children;

• the Early Years Foundation Stage Statutory Framework, National Curriculum in England and Teachers' Standards.

The policy has been developed by the SENCO in consultation with the Headteacher, Senior Leadership Team, SEND Governor and school staff, with due consideration given to the views and experiences of pupils with SEND and their parents/carers.

Key Contacts

Special Educational Needs Coordinator (SENCO): Mrs Gina Wright

SEND Governor: Mrs Pat Cairns

Designated Safeguarding Lead: Mr Matthew Quigley

Designated Teacher for Children Looked After and Previously Looked After: Mrs Gina Wright

St Gregory's Catholic Primary School, Blackpool Road, Preston, PR1 6HQ, Tel: 01772 795415

Further information about SEND services available to children, young people and families can be found through the Lancashire SEND Local Offer and the school SEND pages.

Our Vision for SEND

At St Gregory's Catholic Primary School, every teacher is a teacher of every child, including those with SEND.

“Loving all, like Jesus, we flourish together.”

Our approach to SEND is firmly rooted in our Catholic ethos. We believe that every child is unique, valued and created in the image and likeness of God. We are committed to an inclusive learning environment in which pupils with SEND are welcomed, respected and supported to participate fully in school life.

We have high aspirations and expectations for all pupils. We aim to identify and remove barriers to learning and participation so that pupils with SEND make progress from their individual starting points, develop confidence and independence, and achieve the best possible outcomes. High-quality inclusive teaching, appropriate adaptations and reasonable adjustments are central to this approach.

Alongside the knowledge and skills of our curriculum, all pupils are encouraged to develop our Seven Skills of the Steward:

Team-working † Problem-solving † Creativity † Peace-making † Empathy

Resilience † Gratitude

Through our inclusive practice, nurturing relationships and ambitious curriculum, we seek to ensure that every child is given the opportunity to experience “life to the full” (John 10:10) and to flourish as a valued member of our school community.

Definition of SEND

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Special educational provision is provision that is additional to or different from that made generally for other children of the same age. Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Not all pupils with a disability have SEN, and not all pupils with SEN meet the definition of disability. Where required, the school will make reasonable adjustments.

Our focus is not simply on identifying a category of need. We seek to understand each child as an individual, recognising strengths, needs and barriers to learning and participation so that appropriate support can be provided.

Aims of SEND Provision

We aim to:

• identify pupils with SEND accurately and as early as possible;

• provide ambitious, high-quality inclusive teaching and appropriate additional provision;

• identify and remove barriers to learning, participation and wider school life;

• ensure pupils with SEND have access to a broad, balanced and ambitious curriculum;

• promote independence, confidence, resilience and preparation for the next stage of education;

• listen to and value pupil voice and work in genuine partnership with parents/carers;

• work collaboratively with external professionals where appropriate;

• use the graduated approach to monitor, review and improve provision and outcomes.

Roles and Responsibilities

Governing Body, SEND Governor and Headteacher:

The Governing Body has regard to relevant SEND legislation and statutory guidance, ensures appropriate arrangements are in place and monitors the effectiveness of SEND provision. The SEND Governor works with the SENCO and school leaders to provide support and challenge. The Headteacher has overall responsibility for the strategic leadership of SEND and works with the SENCO and Governing Body to ensure provision is appropriately implemented and resourced.

SENCO:

The SENCO coordinates the day-to-day operation of this policy and SEND provision. Responsibilities include maintaining the SEND Register; advising staff; overseeing the graduated approach; liaising with pupils, families, the Local Authority and external professionals; supporting transition; contributing to EHC needs assessments and annual reviews; supporting staff development; monitoring provision and outcomes; and reporting to senior leaders and governors.

Class Teachers and Support Staff:

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those receiving additional or specialist support. Teachers provide high-quality inclusive teaching, identify emerging concerns, implement agreed adaptations and provision, contribute to Assess–Plan–Do–Review (graduated approach), maintain appropriate records and communicate with families. Teaching assistants and support staff work under the direction of teachers and school leaders to implement agreed support while promoting participation and independence.

Identifying Special Educational Needs

We place a strong emphasis on early identification of pupils who may be experiencing barriers to learning, development, participation or wider school life. The SEND Code of Practice identifies four broad areas of special educational need:

1. Communication and interaction

2. Cognition and learning

3. Social, emotional and mental health difficulties

4. Sensory and/or physical needs

These broad areas guide identification but are not used to label pupils. Needs may overlap or change over time. Staff consider the needs of the whole child, including strengths, views, experiences and individual circumstances.

Identification may draw on teacher assessment and observation, attainment and progress information, pupil and parent/carer views, information from previous settings, appropriate screening or diagnostic assessment, patterns of behaviour or engagement, response to high-quality teaching and support, and advice from external professionals where relevant.

Slow progress or low attainment does not automatically mean that a pupil has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Factors Affecting Progress and Attainment

Attendance and punctuality, English as an Additional Language, health and welfare needs, social or family circumstances, Pupil Premium eligibility, being looked after or previously looked after, being the child of a member of the Armed Forces, and other significant experiences may affect progress but do not in themselves constitute SEND. These factors do not exclude the possibility that a pupil may also have SEND.

Challenging or distressed behaviour is not regarded as a special educational need in itself. Where concerns arise, staff will seek to understand underlying factors and consider whether unmet special educational needs, communication difficulties, social and emotional needs or other barriers may be contributing.

The Graduated Approach to SEND

High-quality inclusive teaching is the first response to pupils who have or may have SEND. Teachers use their knowledge of each child to adapt teaching, resources, communication and the learning environment and make reasonable adjustments where required. Additional intervention should complement rather than replace classroom teaching, and should promote participation, progress and increasing independence.

Where a pupil is not making expected progress despite appropriate teaching, adaptations and support, the class teacher will work with the SENCO to consider whether additional assessment or provision is required. Where special educational provision is needed, the school follows the four-part graduated approach: Assess → Plan → Do → Review.

Assess – Plan – Do – Review

Assess: The class teacher, working with the SENCO where appropriate, gathers information about the pupil's strengths, needs, progress and barriers to learning. This may include assessment and observation, attainment and progress information, pupil and parent/carer views, previous information and professional advice.

Plan: The intended outcomes and required provision, adaptations or interventions are agreed with the pupil and parents/carers, with SENCO involvement as appropriate. For pupils receiving SEND Support, this is recorded through the school's SEND planning and review processes, including an Individual Learning Plan (ILP) where appropriate.

Do: The class teacher remains responsible for the pupil's learning and for ensuring agreed provision is implemented. Where additional support is delivered by another member of staff, the class teacher works closely with them and retains responsibility for the pupil's progress.

Review: The impact of provision and progress towards agreed outcomes are reviewed regularly, taking account of pupil, parent/carer and staff views. Provision may then be continued, adapted, increased or reduced and the next cycle planned.

Additional and Personalised Provision

Some pupils may require targeted intervention or more personalised support alongside high-quality classroom teaching. Provision is selected according to identified needs and intended outcomes, is evidence-informed where possible, and is reviewed for impact. It may be provided individually or in a small group, within or outside the classroom, by appropriately trained staff.

For pupils with more significant or complex needs, provision may include individualised teaching, additional adult support at identified points, specialist resources or equipment, communication or sensory support, social, emotional and mental health support, or programmes recommended by external professionals. Support should enable access, participation and progress and, wherever possible, develop increasing independence rather than unnecessary dependence on adults.

Managing Pupils on the SEND Register

The SENCO maintains the school's SEND Register in consultation with class teachers and the Senior Leadership Team. A pupil will be placed on the register where assessment indicates that they have a learning difficulty or disability requiring special educational provision that is additional to or different from that normally available to pupils of the same age. Decisions are based on a range of evidence rather than a single assessment or attainment measure.

Parents/carers will be involved when SEND identification is being considered and will be informed when their child is added to the register. The pupil's views will also be sought in an age-appropriate and accessible way. Class teachers are responsible for knowing the needs of pupils with SEND and implementing agreed provision, adaptations and strategies.

SEND records and ILPs, where used, identify strengths and needs, barriers to learning, agreed outcomes, reasonable adjustments, provision and relevant professional advice. Provision and outcomes are reviewed at least termly, with pupils and parents/carers involved. SEND pupil progress meetings and wider school monitoring contribute to evaluating progress and the effectiveness of provision.

Where Progress Remains a Concern and Exiting the Register

Where progress remains a concern despite appropriate teaching, reasonable adjustments and additional provision, the class teacher and SENCO will review the evidence and consider whether needs have been accurately identified, whether provision has been implemented consistently and whether further assessment, changes to provision or specialist advice are required. The timing of specialist involvement will reflect the individual pupil's needs; the school will not delay seeking appropriate advice where there is evidence that it is required.

A pupil may be removed from the SEND Register when evidence from the Assess–Plan–Do–Review process indicates that they no longer require special educational provision that is additional to or different from that normally available. This decision will be discussed with parents/carers and, where appropriate, the pupil. Appropriate classroom adaptations, reasonable adjustments and monitoring will continue after removal from the register.

Working in Partnership with Pupils and Families

We recognise that successful SEND provision is strengthened through positive and respectful partnerships with pupils and families. Parents/carers have valuable knowledge of their child and are encouraged to share their views, concerns and aspirations. Families are involved when concerns emerge, when provision is planned and when progress and outcomes are reviewed.

Pupils with SEND are supported, in an age-appropriate and accessible way, to contribute their views about their strengths, difficulties, what helps them to learn, their targets and aspirations, the support they receive and decisions affecting their education. Pupil voice may be gathered through conversations, reviews, questionnaires, observations or other suitable communication approaches.

Further information about SEND provision within school is available in the SEND Information Report, our SEND Local Offer and on the school website. Families can also access information about local education, health and social care services through the Lancashire SEND Local Offer. The SENCO and other staff will signpost families to relevant advice and support where appropriate.

Working with External Professionals

Where a pupil continues to experience significant barriers despite appropriate school-based support, the SENCO may seek advice or involvement from external education, health or social care professionals. These may include Speech and Language Therapy, Occupational Therapy, Educational Psychology, specialist SEND teachers and advisory services, School Nursing, Children and Family Wellbeing Services and other relevant professionals.

Parents/carers will be involved in referral discussions and consent will be sought where required. Professional advice will be considered alongside the school's own assessment and incorporated into the Assess–Plan–Do–Review cycle where appropriate. The involvement of an external professional does not remove the class teacher's responsibility for the pupil's progress.

Education, Health and Care Plans (EHCPs)

Most pupils with SEND will have their needs met through high-quality inclusive teaching, reasonable adjustments and SEND Support. For a small number of pupils with significant and complex needs, support may be required beyond that which can reasonably be provided through the resources ordinarily available to the school. In these circumstances an Education, Health and Care (EHC) needs assessment may be considered. Parents/carers and young people also have the right to request an assessment directly from the Local Authority.

Where an EHC needs assessment is requested, the school will provide relevant evidence about the pupil's needs, progress, provision and the impact of support already provided. Where a pupil has an EHCP, the school will make the special educational provision specified in the plan, work towards agreed outcomes, and ensure relevant staff understand the pupil's needs and provision, collaborate with families and professionals, monitor progress and participate in the statutory annual review process. Pupils and parents/carers will be supported to contribute meaningfully to reviews, including transition planning.

Admissions, Accessibility and Reasonable Adjustments

St Gregory's welcomes pupils with SEND in accordance with the school's Admissions Policy and relevant legislation. Pupils, including those with an EHCP, will not be discriminated against because of their special educational needs or disability. Where a pupil with an EHCP is seeking admission, statutory consultation and admission arrangements will be followed.

In accordance with the Equality Act 2010, the school will make reasonable adjustments to avoid placing pupils with disabilities at a substantial disadvantage. Adjustments may relate to teaching and communication, classroom organisation, resources and equipment, presentation and recording of learning, routines, assessment arrangements, participation in visits and wider activities, or the physical environment. The school building provides disabled access to teaching areas, with lift access to classrooms on the first floor. Further information is contained in the Accessibility Plan.

Transition

We recognise that transitions can be particularly significant for pupils with SEND. Arrangements are responsive to individual need and may include additional visits, opportunities to meet staff, visual supports or transition materials, discussions with pupils and families, and sharing relevant SEND information and professional advice.

When pupils join St Gregory's, move between classes or key stages, or transfer to secondary school, relevant information will be shared appropriately to support continuity. The SENCO will liaise with receiving settings where required. For pupils with an EHCP, transition planning will form part of the annual review process and statutory phase-transfer requirements will be followed.

Supporting Pupils with Medical Conditions

Pupils with medical conditions will be supported to access education, including the curriculum, educational visits, physical education and the wider life of the school. Having a medical condition does not necessarily mean that a pupil has SEND. Some pupils may also have a disability and/or special educational needs; where this is the case, reasonable adjustments and SEND provision will be coordinated appropriately. Individual Healthcare Plans will be used where required, with further detail set out in the school's relevant medical conditions/first aid arrangements.

Children Looked After and Previously Looked After with SEND

Being looked after or previously looked after does not in itself constitute SEND. Where a child is both looked after and has SEND, the SENCO and Designated Teacher will work closely together to coordinate provision. Where appropriate, SEND provision and outcomes will be considered alongside the child's Personal Education Plan (PEP), and the school will work collaboratively with families, social workers, Virtual School, the Local Authority and other relevant professionals.

SEND, Safeguarding and Bullying

We recognise that pupils with SEND may face additional safeguarding challenges. Barriers may include communication difficulties, social isolation, increased dependency on adults, difficulties recognising or communicating unsafe situations, or assumptions that changes in behaviour or presentation are solely related to SEND. Staff will remain professionally curious,

use appropriate communication approaches and reasonable adjustments, and respond to concerns in accordance with the school's Safeguarding and Child Protection Policy.

Bullying in any form is not tolerated. Staff will take account of a pupil's individual communication, social, emotional and learning needs when responding to concerns and will work with pupils and families to provide appropriate support. Further information is contained within the school's Behaviour Policy and relevant anti-bullying procedures.

Monitoring and Evaluation of SEND

The SENCO oversees and regularly reviews the effectiveness of SEND provision across the school. Monitoring may include SEND learning walks; scrutiny of pupils' work and SEND documentation; analysis of attainment and progress; SEND pupil progress meetings; review of interventions and personalised provision; pupil, parent/carer and staff voice; review of attendance and participation where relevant; and consideration of external professional advice and transition arrangements.

Monitoring is used to identify strengths, areas for development and priorities for improvement. Findings inform staff development, deployment of resources and future SEND priorities and are shared with the Senior Leadership Team, SEND Governor and Governing Body as appropriate.

Funding, Resources and Staff Development

The school receives funding within its overall budget to support pupils with additional needs, including the notional SEND budget. Resources are deployed according to identified pupil needs and school priorities and may include staffing, targeted interventions, specialist resources and equipment, reasonable adjustments, staff training and professional advice. Where needs exceed what can reasonably be provided through ordinarily available resources, the school may work with the Local Authority to consider additional funding or an EHC needs assessment.

Staff training needs are identified through SEND monitoring, pupil progress meetings, analysis of pupil needs, professional discussion, recommendations from external professionals and local or national developments. New teaching and support staff receive appropriate induction regarding the school's approach to SEND. The SENCO keeps up to date with relevant developments and provides ongoing advice and support to staff.

Record Keeping, Confidentiality and Information Sharing

The school maintains appropriate SEND records to support effective provision, continuity and review. Records may include assessment information, ILPs and reviews, meeting notes, professional reports, intervention and provision records, EHCP documentation and annual review information. Records are stored securely and managed in accordance with the school's data protection, confidentiality and records-retention procedures.

Access to SEND information is limited to those who require it for legitimate educational, safeguarding or statutory purposes. Information is shared appropriately and lawfully with relevant staff, families, the Local Authority and external professionals. When pupils transfer to another setting, relevant SEND information is transferred securely.

Complaints

St Gregory's aims to work in positive partnership with pupils and families and encourages parents/carers to raise concerns about SEND provision at the earliest opportunity. Concerns should normally be discussed first with the class teacher and/or SENCO. If a concern remains unresolved, parents/carers may contact the Headteacher and follow the school's formal Complaints Policy. Concerns and complaints will be taken seriously, handled sensitively and considered with the child's needs at the centre.

Monitoring and Review of this Policy

The implementation and effectiveness of this policy will be monitored by the SENCO in consultation with the Headteacher, Senior Leadership Team, SEND Governor and Governing Body. It will be reviewed regularly and updated sooner where there are significant changes to legislation, statutory guidance, Local Authority arrangements or school practice. The SEND Information Report and SEND Local Offer will be reviewed and updated annually in accordance with statutory requirements.

Policy Lead: Gina Wright (SENCO)

Approved by: Governing Body

Date Approved: September 2026

Review Date: September 2028

Linked Policies and Documents

This policy should be read alongside the SEND Information Report, the SEND Local Offer, Accessibility Plan, Safeguarding and Child Protection Policy, First Aid / Supporting Pupils with Medical Conditions arrangements, Admissions Policy, Behaviour Policy, Complaints Policy, Data Protection Policy, Attendance Policy, Teaching and Learning Policy, Assessment Policy and Children Looked After / Designated Teacher procedures, where applicable. Further information regarding local SEND services is available through the Lancashire SEND Local Offer.