Special Education Needs and Disability Policy

Our Lady & St Rose Of Lima Catholic Primary School

Learning, Living, Loving together in Christ

1. Aims and objectives

At Our Lady and St Rose of Lima Catholic Primary School, our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.
We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.
We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. 3. Legislation and Guidance

This policy has been developed in accordance with current legislation and statutory guidance relating to Special Educational Needs and Disabilities (SEND) in England. It reflects the school's commitment to ensuring that all pupils with SEND receive appropriate support, have equal access to educational opportunities and are fully included in school life.

This policy is informed by the following legislation and guidance:

- Children and Families Act 2014 (Part 3) – Sets out the statutory framework for supporting children and young people with SEND, including schools' responsibilities for identifying and meeting special educational needs, involving parents and pupils in decision-making, and making appropriate educational provision.
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015) – Provides statutory guidance on identifying, assessing and supporting pupils with SEND. Schools must have regard to this guidance, including the graduated approach of Assess, Plan, Do and Review, and the importance of working collaboratively with pupils, parents and external professionals.
- Special Educational Needs and Disability Regulations 2014 (as amended) – Set out detailed requirements relating to Education, Health and Care (EHC) plans, statutory assessment and review procedures, the responsibilities of the Special Educational Needs Coordinator (SENCO), and the publication of the school's SEN Information Report.
- Equality Act 2010 (including Sections 20, 85 and 149) – Establishes the school's duties to prevent disability discrimination, make reasonable adjustments for disabled pupils and comply with the Public Sector Equality Duty. This includes eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations between people who share protected characteristics and those who do not.
- Equality Act 2010 (Schedule 10) – Requires schools to prepare and implement an Accessibility Plan aimed at increasing disabled pupils' participation in the curriculum, improving the accessibility of the physical environment and ensuring that information is provided in accessible formats.
- Special Educational Needs and Disability (Amendment) Regulations 2024 and associated Department for Education guidance – Introduce the National Professional Qualification for SENCOs (NPQ for SENCOs) as the mandatory qualification for newly appointed SENCOs from September 2024, subject to the applicable transitional arrangements and exemptions.
- Education Act 1996 (as amended) – Establishes wider duties relating to the provision of suitable education for children of compulsory school age, including children with special educational needs.
- School Admissions Code (2021) – Provides statutory guidance on fair and lawful school admissions. Schools must not unlawfully discriminate against or disadvantage children because of special educational needs or disabilities. Where an EHC plan names the school, the relevant statutory admission duties apply.
- Department for Education Governance Guidance (2026) – Sets out expectations for effective school governance, including strategic oversight, accountability and responsibilities for pupils with SEND. The school will have regard to the governance guidance appropriate to its status as a maintained school or academy.
- Supporting Pupils at School with Medical Conditions (Department for Education statutory guidance) – Sets out schools' responsibilities for supporting pupils with medical conditions, including arrangements to ensure that pupils can access education and participate fully in school life.
- The school will also have regard to relevant Department for Education guidance, local authority SEND procedures and the Birmingham Local Offer, where applicable.
- Our Lady and St Rose of Lima Catholic Primary School is committed to meeting its statutory responsibilities and ensuring that SEND provision reflects current legislation, inclusive practice and the individual needs of pupils.

This policy will be reviewed annually and updated where changes to legislation, statutory guidance or school procedures require amendments.

4. Inclusion and equal opportunities

At St Rose we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Accessibility and Reasonable Adjustments

In accordance with the Equality Act 2010, the school is committed to identifying and removing barriers that may prevent pupils with disabilities from accessing education and participating fully in school life. Reasonable adjustments will be made to the curriculum, teaching approaches, physical environment and provision of information to meet individual needs.

The school's **Accessibility Plan 2026–2029** sets out our priorities and planned actions to improve accessibility in three key areas: access to the curriculum, access to the physical environment and access to information. The Accessibility Plan is reviewed regularly and is available on the school website.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED

Communication and interaction

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

Pupils who are on the autism spectrum often have needs that fall in this category.

Cognition and learning

Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or physical

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCo

The SENDCo at our school is Mrs N Edgington.

The SENDCO at Our Lady and St Rose of Lima Catholic Primary School is Mrs N Edgington.

The school will ensure that the appointed SENDCO is a qualified teacher and meets the statutory qualification requirements set out in the Special Educational Needs and Disability Regulations 2014 (as amended). This includes holding a recognised SENDCO qualification or completing the National Professional Qualification for SENDCOs (NPQ for SENCOs) within the required timescale, where applicable. The school will ensure that the SENDCO has sufficient time, resources and professional development opportunities to fulfil their statutory responsibilities effectively.

She will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Head teacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Head teacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Head teacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the Head teacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 Governing Body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Miss Ashleigh Luff

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

6.4 The Head teacher

The Head teacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register

- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, and will be made accessible to staff in an individual education plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

Where a pupil's needs cannot be adequately met through the school's ordinarily available provision and graduated approach, the school may request an Education, Health and Care (EHC) needs assessment from the Local Authority, in consultation with parents and relevant professionals. Parents also have the right to request an assessment directly.

For pupils with an EHCP, the school will work with parents, pupils, external professionals and the Local Authority to ensure that the special educational provision specified in the plan is delivered. The Local Authority retains the statutory duty to secure this provision.

EHCPs will be formally reviewed at least annually, with the school arranging and contributing to review meetings as required. Reviews will consider the pupil's progress, changing needs, outcomes and the effectiveness of provision. Where necessary, the school may request an early review to ensure that the EHCP continues to reflect the pupil's needs.

The provision for these pupils will be funded from the school's budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Head teacher and the SEND Lead will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists

- Speech and language therapists
- Allens Croft
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Family Support Worker

11. Complaints about SEND provision

We are committed to working positively with parents and carers to resolve concerns about SEND provision. Parents should initially raise concerns with their child's class teacher or the SENCO. Where concerns cannot be resolved informally, parents may follow the school's formal Complaints Policy.
Where disagreements relate to decisions made by the Local Authority about Education, Health and Care (EHC) needs assessments or plans, parents may access SEND disagreement resolution and mediation services. Parents also have the right to appeal certain Local Authority decisions to the First-tier Tribunal (Special Educational Needs and Disability), subject to the relevant statutory procedures.
Parents can obtain independent information, advice and support through the local SEND Information, Advice and Support Service (SENDIASS).
The school will work collaboratively with parents, the Local Authority and relevant professionals to resolve concerns promptly and ensure that pupils' needs remain central to all decisions.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed the Governing Body every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

14. Links with other policies and documents

This policy links to the following documents

- SEN information report
- Pastoral and Positive Behaviour Policy
- Attendance policy
- Safeguarding & Child Protection Policy
- Complaints policy
- Accessibility Plan 2026–2029

- Intimate Care Policy

Review date

This SEND policy will be reviewed on an annual basis.

Reviewed: October 2026

Father Gary Buckby (Chair of Governors)