



Blessed Edward Campion Federation Mission Statement

Christ taught us to love one another.

As a school we follow his example, appreciating everyone as a unique gift from God.

We encourage each individual in the BEC Federation to achieve their true potential, giving them a firm foundation through love, learning and worship, to guide them on their journey through life.

Jesus said, "Love one another as I have loved you." (John 13: 34)

**St. Patrick's Catholic Primary School and Nursery
Special Educational Needs and Disabilities Policy 2026-27**

Policy Type	Policy Number	Prepared by (job title) and date
Statutory	S22	SENDCo – July 2026
Approval Date	Review Frequency	Review Due Date
TBC	Annual	July 2027
Signed on behalf of the Full Governing Body		



Our Lady Help of Christians Catholic Academy Trust

Providing an inspirational, outstanding Catholic education for
all the children and young people in our schools.

Our Vision for St Patrick's Catholic Primary School and Nursery

St Patrick's Catholic Primary School and Nursery is a Catholic school in which each individual grows in the knowledge and love of Christ. In partnership with parents and the whole community, our purpose is to provide a high standard of education, giving the maximum opportunity to realise each person's potential.

We believe that to make this vision a reality, we must:

- Follow the example of Christ and in so doing, treat our children, families and staff with dignity and respect.
- Help our children and families and each other know of God's love for all of us and to learn about the message of Christ through the Gospels.
- Provide a high quality, inclusive education for all where creativity and personality are allowed to blossom and thrive and where independence, motivation and perseverance become life-long skills.
- Nurture all individuals to develop confidence in themselves and have high self-esteem and ensure that the children achieve their full potential in all areas of the curriculum.
- Encourage and motivate a highly skilled team of staff and continually develop our knowledge to ensure the best possible education for all of our children.
- Recognise the immense potential of working in partnership with the children's families, the Parish and wider community in order to fulfil our wider ambitions for the children in our school.
- Support our children, their families and each other in the faith journey, in developing a knowledge and understanding of the traditions of the Catholic Church and especially in sacramental preparation.
- Foster in the children, respect for themselves and all human-beings and the environment and society in which they live so that they grow into kind and caring young people who respect others regardless of their faith or cultural backgrounds.

Values Statement

All adults at St Patrick's Catholic Primary School and Nursery have a commitment to the wellbeing of our children. We see our school as an inclusive community. The development of the whole child is at the heart of our mission as a Catholic school community.

The spiritual journey our children and adults travel, brings with it the responsibility of using our gifts to the full, living side by side with each other as Christ would expect us to, with an understanding of truth, justice and peace.

There is an ethos of challenge and a sense of purpose in children's learning coming from high expectations in the learning and teaching throughout the school. We welcome a broad curriculum, and we prepare our children for their role as citizens of the future.

As a Catholic school our values of compassion, care and respect rooted in the Gospel encompass those values identified by the Government as "British values". So we:

- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes.

Introduction

At St. Patrick's Catholic Primary School and Nursery is to value everyone as a learner and we endeavour to create an inclusive atmosphere of encouragement acceptance, respect for achievement and sensitivity to individual needs in which all pupils can thrive and fulfil their potential academically, physically, socially, morally, culturally, emotionally and spiritually.

In line with the statutory guidance; Special Educational Needs and Disabilities Code of Practice: 0 to 25 years, St. Patrick's Catholic Primary School and Nursery believes that:

All children and young people are entitled to an education, that is appropriate to their needs, promotes high standards and the fulfilment of individual potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Aims

At St. Patrick's Catholic Primary School and Nursery, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

The specific aims of our SEND policy are as follows:

- To ensure that special educational needs and disabilities are identified for individual pupils.
- To ensure that the particular needs of these pupils are met.
- To ensure that pupils with special educational needs and disabilities can participate with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

This involves:

- Early identification of any special educational needs and disabilities for pupils attending the school.
- Providing a broad, balanced curriculum which is differentiated to the needs and abilities of each child/student.
- Ensuring that pupils/students with SEND are fully involved in school life and their contributions are celebrated.
- Involving pupils/students, and parents/carers, fully in consultation and decision-making about the best provision for students with SEND.
- Ensuring that provision is monitored, adapted and changed as the needs of the child/student develop throughout their school career.

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- Developing a skills base of staff expertise to meet the needs of SEND students, wherever possible, within the school.
- By consulting external agencies for advice and services that are beyond the in-house expertise available at the school.

Compliance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND co-ordinators (SENDCos) and the SEN information report.

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEND Information Report Regulations (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

In addition, the SENDCo also sought advice and consulted at local authority forums for Special Educational Needs.

Context - Policy development and implementation

This policy was created by Rhiannon Sinha, SENDCo in liaison with the SLT, all staff, governors and parents.

The Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The views of parents and pupils will also be sought to judge the extent to which the policy has been successful.

The Governing Body has a statutory duty to ensure that the school meets the needs of children with SEND, through the requirements of the Code of Practice 2014.

What is SEND?

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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.

The Special Educational Needs Code of Practice 2014 sets out four broad areas of Special Educational Needs into which most areas of need are categorised, including:

Area of Need	Examples
Communication and Interaction	Speech and language delay, difficulty with one, some or all of the different aspects of speech, language or social communication including Autism
Cognition and Learning	Learning difficulties cover a wide range of needs including specific learning difficulties e.g. persistent literacy difficulties/dyslexia; dyscalculia. Moderate learning difficulties (MLD) and more severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD).
Social, Emotional and Mental Health Difficulties	These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.
Sensory and Physical Needs	Vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Roles and Responsibilities

The SENDCo is Miss Rhiannon Sinha

The SENDCo will:

- Work with the Headteacher 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 SEND, including those who have EHC plans.

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- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Executive Headteacher, Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND governor/Governing Body will:

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

The Headteacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers - Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Providing information to the SENDCo on students exhibiting potential SEND to identify possible areas for support.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Collaborating with the SENDCo and parents/carers to formulate the best support for pupils with SEND, including implementing advice and targets identified in Pupil Profiles and PDR's.
- 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.

Identification of SEND

SEND Support is a staged approach to identify needs, providing support which will involve conversations with school/setting, parents/carers, children and young people. The staged approach is known as the **Graduated Response**. The Graduated Response starts at a whole school level. Teachers are continually assessing, planning, implementing, and reviewing their approach to teaching to all children. When a potential special educational need or disability has been identified, this staged approach is implemented and is a process that becomes increasingly personalised. The Graduated Response is explained below:

Universal Provision/ Wave 1 Support	All pupils within school receive first Quality First Teaching within the classroom under the responsibility of the Class Teacher. The Class Teacher is directly responsible for the progress and development of the pupils within their class. They will adapt teaching strategies and approaches which will differentiate provision to ensure that individual needs are met. This is the solid foundation for all children's learning whether additional intervention or support is needed. As a school we pride ourselves on the high quality of teaching and regularly review and update teachers' understanding of strategies to identify and support vulnerable children.
Targeted Provision/Wave 2 Support	Enhanced Group Support for those just below national age-related expectation who are in need of a 'boost' to 'catch up'. These pupils are not necessarily identified as SEND but will be recorded on the Monitoring List. They may access targeted interventions on a short term basis and be supported with targeted small group work when misconceptions are identified.
Higher Needs Provision/ Wave 3 Support	Additional SEND Support for children with higher needs, who despite access to wave 2 interventions require further/different long term intervention and/or provision (which may include additional 1:1 adult support or regular small group work) to meet specific needs. These children are recorded on our SEND Register.

St. Patrick's Catholic Primary School and Nursery will endeavour to support learners with SEND by making reasonable adjustments to remove or reduce barriers to learning. We will use specific parts of our budget (called 'notional SEND funding' and for some pupils 'Pupil Premium funding') to create provision that is additional to or different from that which is made generally available for other learners of the same age in school.

When identifying children with SEND, it is worth noting that slow progress and low attainment does not necessarily mean that a child has SEND and will not automatically lead to a pupil being recorded as having SEND on the SEND Register. Low attainment can also be a result of difficulties or change at home, frequent/lengthy absence from school, EAL or illness. We also recognise that children start school at different stages of development and require time to settle and for their 'readiness for learning' to develop. This is reflected in the differentiated expectations staff have and the tasks provided for the children to access. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of

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cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. (CoP 6.23)

It is for the above reasons that the school operates a 'Monitoring List' which runs alongside the SEND Register. Children that are brought to the attention of the SENDCo and who need some additional support, will be monitored and assessed while support is put in place to identify whether the pupil requires short term support or has a long-term SEND. During this time their names are added to the Monitoring List. If the pupil requires additional support that will be ongoing, then their name is added to the SEND Register under SEND Support.

Underpinning ALL our provision in school is the **Graduated Approach** cycle of Assess, Plan, Do, Review. This helps to identify needs effectively and inform future provision.

Alongside the SENDCo, the class teacher will create a one-page Pupil Profile with the child and parents as well as a 'Plan, Do, Review' document which outlines the individual provision and targets for the pupil. These documents detail strategies which help the pupil with their learning, the desired long term and short-term outcomes and the provision that will support the child in achieving these outcomes.

This is part of the **Assess – Plan – Do – Review** approach outlined in the Code of Practice (2014). All stages of the process are conducted through discussion with both parents/carers and the pupils and is reviewed on a termly basis. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows.

This cycle enables the identification of targeted interventions and additional support, which will form the most effective provision for supporting the pupil to achieve good progress and outcomes.

Assess: The pupil's needs will be assessed, taking into consideration the needs of the whole child, identifying long-term outcomes as aspirations of where children, teachers and parents/carers want the child to be at the end of Key Stage 2. This is then broken down into no more than three short-term outcomes for the coming term, which are measurable, specific and achievable.

Plan: An individual 'Plan, Do, Review' document will be written for the pupil, describing the intervention and support that is additional to or different from that received by peers within the same year group for the pupil to meet the short-term outcomes. Some of this provision may be implemented within the classroom and or in a small group/1:1 contexts outside the classroom.

Do: The strategies and provision will be implemented. Allocation of intervention and provision is dependent on the child's particular needs and reflects a Graduated Approach that recognises the continuum of special need. Interventions are data driven and carefully selected to ensure that they are high impact and meet need.

Review: The impact of the interventions will be reviewed at the end of each term by the SENDCo and class teachers. The SENDCo regularly reviews Intervention Data to ensure that interventions are having the desired impact. The range of interventions that are available is regularly reviewed. Parents and pupils will be invited to contribute, suggestions for next steps will be recorded and will inform the next cycle of 'Assess, Plan, Do, Review'.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working towards their potential and to remove barriers to learning wherever possible.

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We aim to provide sufficient support to enable a child to reach their challenging targets, but without developing a learned dependence on an adult. All pupils benefit from high quality first teaching at a 'Universal Level' of support.

Involvement from Outside Agencies:

Occasionally a child or family may need more specialist support from an outside agency. If the advice of an external specialist is required, parents' consent will be obtained before a referral is made. This will then trigger the involvement of the relevant specialist support which may include Specialist Teachers, Educational Psychologists, Speech and Language Therapists, Occupational Therapists or Behavioural Support workers.

Additional Funding for SEND

AIF

AIF can be accessed through the Inclusive School Forum which is a meeting of school professionals including Head Teachers and SENDCos who have expertise in special educational needs. It has been developed for all schools in Telford and Wrekin so that they are able to get advice and guidance from each other about how to meet children's needs effectively.

A key function of the forum is to support a school's delivery of its graduated approach, through assess, plan, do and review cycles. To enable schools to intervene early and with pace the forum has an allocation of high need top up funding (to be known as Additional Inclusion Funding or AIF) from the Local Authority which can be accessed where criteria is met and documentation required has been completed. An Education Health and Care Plan is not required to access AIF funding.

AIF funding is granted on a 12 month basis and can be re-applied for annually.

Schools must work with parent/carers, children, and young people in a person-centred way, including them in the application and review process.

For further information regarding ISF and how it has been used to support pupils at the school, please see our information report.

EHCP (Education, Health and Care Plan)

The needs of most children and young people with Special Educational Needs and Disabilities (SEND) can be met in their local mainstream settings. These educational settings should try to meet the needs of these children and young people.

Some children and young people may not make expected progress, despite the school's efforts to identify, assess and meet the special educational need. In these cases, school and/or parents should consider requesting an EHCNA (Educational Health Care Needs Assessment).

An EHCNA (Education, Health and Care Needs Assessment) will help the Local Authority to determine whether they need to make additional provision for a pupil and offer additional funding through an EHCP (Education, Health and Care Plan). EHCP's replaced statements of Policy Number S22

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SEND and Learning Difficulty Assessments (LDAs) for children and young people with the most complex needs and can be granted and remain in place from birth up to the age of 25.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review following several cycles of the Assess – Plan – Do – Review process in consultation with parents. The application for an Education, Health and Care Plans will be completed by the SENDCo and will combine information from a variety of sources which may include:

- Parents/Carers
- Teachers
- SENDCo
- School SEND Officer
- LSAT
- EP
- Health professionals

If the application for an EHCP is successful, a member of the Local Authority will work with parents, the child and any other professionals involved to produce an EHCP. Parents have the right to appeal against a decision by the Local Authority not to initiate a statutory assessment leading to an EHCP.

Where a child receives an EHCP, the same Assess-Plan-Do-Review approach is adopted, and the short-term outcomes are devised from the Plan. As well as the termly reviews towards the short-term outcomes, an annual review of the EHCP will also take place. This will review the child's progress against the long-term outcomes and will provide an opportunity to make any updates to the plan. Children and parents are always involved in an EHCP review to ensure a person-centred approach.

Criteria for Reduction of SEND Support

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. This will be done in consultation with parents, the child and the class team.

SEND Funding

Universal Level / Element 1	Notional Budget. Provided per pupil basis for all those attending school.
Targeted Level / Element 2	Mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEND from their notional SEND budget.
Specialist or Personal / Element 3	Extra funding ring-fenced to an individual application. Above £10,000 (elements 1 and 2) is provided on a per-learner basis by the Local Authority. This may be allocated via the AIF or EHCP process.

Further information about EHC Plans and the SEND local offer can be found via:

The SEND local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to both those families in Telford and Wrekin that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of SEND.

SENDIASS (Information Advice Support Service) can be contacted on **01952 457176**
(This is a support group and advice line for parents/carers of children with special educational needs or disabilities)

Family Connect can be contacted on **01952 385385**
(This service can offer advice and support to all parents of pupils with special educational needs or disabilities)

Staff training

Staff training needs are identified and planned for in response to our pupil needs and the anticipatory duty. To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and professional development.

All staff and the SENDCo attend training in line with the priorities identified in the School Development Plan, in response to the individual needs of children and the highest area of needs on the SEND register. The SENDCo analyses the needs of the children on the SEND register and then in negotiation with the Executive Headteacher and Head of School organises relevant training. SEND issues are discussed during weekly staff meetings.

The SENDCo attends relevant training and disseminates the details to all the staff as appropriate. These include the SENDCo network meetings. Whole school and/or individuals access training that is necessary for their professional development and/or is appropriate to the specific needs of a child that they are working with.

We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals and as such work closely with the Local Authority, SEND Support Services, Health Services, and Sensory Inclusion Service.

Advice and support from outside agencies can be purchased if a need is identified. The school identifies and prioritises its needs in the Spring Term and buys in the services of a Learning Support Advisory Teacher (LSAT) as well as the Educational Psychology Service. We also offer a range of screening assessments internally.

Below offers an overview of current staff training:

Training award	Member of Staff	Job Title
NASENCo Award	Rhiannon Sinha	SENDCo

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AET Autism Tier One and Two Training	Whole Staff	N/A
Emotional Literacy Support Advisor	Brogan Holding	Teaching Assistant
ELKLAN Training	Most TA's	N/A
Understanding Behaviour as Communication	Whole Staff	N/A
MAPA	Whole Staff	N/A
Supporting Children with Hearing Impairment	All Teachers	N/A

Further information regarding the most recent staff training can be found in the information report.

Monitoring and evaluating the policy

This policy is reviewed annually by the SENDCo in collaboration with the Board of Governors, Executive Headteacher and Head of School.

The Board of Governors, in consultation with the Head of School and Executive Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs and disabilities. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

The SENDCo reports to the SEND Governor on a termly basis who in turn reports back to the Board of Governors. The SENDCo meets with the Head of School and Executive Headteacher on a weekly basis to update them on SEND matters.

Links to other policies

Accessibility Policy, Equality Policy, Behaviour policy, Anti-Bullying Policy, Supporting Pupils with Medical Conditions, Curriculum Policy, Assessment Policy.