

# The Federation of St James the Great and St. John's Catholic Primary Schools



## Special Educational Needs and Disabilities Policy for Inclusion

**Approved by Governing Body:** January 2026

**Review Date:** January 2027

### 1. Policy Statement

- The Federation of St James the Great and St John's Catholic Primary Schools is committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), achieve their full potential, are included in all aspects of school life and are fully supported to access a broad and balanced curriculum.
- We believe that every teacher is a teacher of pupils with SEND and that high-quality teaching is the first step in responding to pupils who may have additional needs.

### 2. Legislation and Statutory Framework

- This policy is based on:
- The **Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)**
- Part 3 of the **Children and Families Act 2014**
- The **Special Educational Needs and Disability Regulations 2014**
- The **Equality Act 2010**
- The statutory guidance **Supporting Pupils at School with Medical Conditions (2014)**
- The most recent version of **Keeping Children Safe in Education (KCSIE)**
- The Governing Body has due regard to all statutory duties relating to SEND and disability discrimination.

### 3. Definition of SEND

- A pupil has SEND if they:
- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.
- The four broad areas of need identified in the SEND Code of Practice are:
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

#### **4. Aims**

- The school aims to:
- Identify and assess SEND at the earliest opportunity
- Ensure all pupils have access to a broad and balanced curriculum
- Remove barriers to learning and participation
- Ensure inclusive practice across the school
- Work in partnership with parents and carers
- Involve pupils in decisions about their learning
- Ensure compliance with statutory responsibilities

#### **5. Roles and Responsibilities**

##### **5.1 The Governing Body**

- The Governing Body will:
- Ensure appropriate provision is made for pupils with SEND
- Ensure the school complies with the SEND Code of Practice
- Appoint a SEND Governor
- Ensure the annual SEND Information Report is published
- Ensure the school meets its duties under the Equality Act 2010
- Monitor the impact of SEND provision

##### **5.2 The SENDCo**

- The SENDCo:
- Oversees day-to-day SEND provision
- Coordinates support and interventions
- Advises and supports staff
- Liaises with parents and external agencies
- Maintains the SEND register
- Monitors and evaluates the effectiveness of provision
- Reports to the Governing Body
- The SENDCo holds (or is working towards within statutory timescales) the National Award for SEN Coordination.

##### **5.3 Class Teachers**

- Class teachers:
- Are responsible for the progress of all pupils in their class
- Deliver high-quality teaching
- Implement agreed provision and strategies
- Monitor the impact of support
- Work in partnership with parents

#### **6. Identifying SEND**

- Early identification is essential.
- The school uses:
- Ongoing teacher assessment
- Progress data
- Observations
- Standardised assessments where appropriate
- Information from parents

- Pupil voice
- Advice from external professionals
- Parents are informed at the earliest opportunity where concerns arise.

## 7. SEN Support: The Graduated Approach

- Where a pupil is identified as having SEND, the school implements the **Graduated Approach**, following:  
**Assess – Plan – Do – Review**
- This cycle is repeated and refined to ensure provision is matched to need.

### 7.1 Assess

- A clear analysis of the pupil's needs is carried out by the class teacher, supported by the SENDCo. This includes:
  - Prior attainment and progress
  - Teacher assessment and experience
  - Parental views
  - Pupil views
  - External advice where appropriate

### 7.2 Plan

- Where SEN Support is required:
  - Parents are formally notified
  - Outcomes are agreed
  - Provision and adjustments are identified
  - A review date is set
  - Provision is recorded on a **SEN Support Plan or Provision Map**.

### 7.3 Do

- The class teacher remains responsible for:
  - Delivering and adapting teaching
  - Implementing agreed interventions
  - Working with support staff
  - Monitoring progress
  - The SENDCo provides oversight and guidance.

### 7.4 Review

- Provision is reviewed at least termly.
- Reviews include:
  - Evaluation of progress towards outcomes
  - Parent feedback
  - Pupil voice
  - Decisions about next steps
- If progress remains limited despite evidence-based intervention, specialist support may be sought and, where appropriate, a request for an **Education, Health and Care (EHC) needs assessment** may be made.

## 8. Education, Health and Care (EHC) Plans

- Where a pupil has an EHC Plan, the school will:
  - Deliver the provision specified
  - Work in partnership with parents and professionals
  - Contribute to and attend annual reviews
  - Monitor progress towards long-term outcomes

## **9. Working with External Agencies**

The school may work with:

- Educational Psychologists
- Specialist teachers
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- CAMHS
- Outreach services
- Children's Services

Parental consent is obtained before external involvement.

## **10. Access to the Curriculum**

All pupils are entitled to a broad and balanced curriculum.

The school ensures:

- Differentiated planning
- Reasonable adjustments
- Adapted resources
- Accessible learning environments

Withdrawal from class occurs only when necessary to maximise learning.

## **11. Safeguarding**

The school recognises that pupils with SEND may be more vulnerable to safeguarding concerns. All staff follow the procedures set out in the school's Safeguarding and Child Protection Policy in line with **Keeping Children Safe in Education**.

## **12. Supporting Pupils with Medical Conditions**

The school complies with statutory guidance on **Supporting Pupils at School with Medical Conditions (2014)**. Individual Healthcare Plans are implemented where required.

## **13. Accessibility**

In accordance with the Equality Act 2010, the school maintains an **Accessibility Plan**, which is reviewed every three years. This addresses:

- Access to the curriculum
- Physical access to the environment
- Access to information

## **14. Partnership with Parents and Carers**

The school values parents as partners. Parents:

- Are informed when SEND provision is made
- Are involved in planning and review meetings
- Receive regular updates on progress
- May access independent Information, Advice and Support Services

## 15. Pupil Participation

Pupils are encouraged to contribute to discussions about their learning and support arrangements where appropriate.

## 16. Complaints Procedure:

Parents may wish in the first instance to settle any complaints by speaking to :

- 1) the Class Teacher
- 2) the SENDCo
- 3) the Co-Headteachers
- 4) the SEND governor

Under the SEN and Disability Act 2001, parents may seek advice on resolving disagreements with the LA and school through an independent mediation Service known as Southwark Information Advice and Support Team. The service is part of the LA and operates at "arm's length" to provide parents and carers of children with special needs with a range of independent information and support matters relating to their child's special needs. This includes:

- Attending meetings with parents.
- Providing a venue for parents to meet, hold workshops, and borrow resources.
- Helping parents to assess their views and concerns.
- Signposting Parents to other help and support.

## 17. Transfer of information between schools:

It is the school's policy to transfer all relevant information about a child with SEND should that child transfer to another school. At the time of transfer to secondary school, the SENDCos from the two schools should meet so that information can be passed on and so that particular strategies that are in place can be continued if it is considered appropriate to do so.

## 18. Funding

The school receives notional SEND funding within its delegated budget and may receive additional top-up funding for pupils with EHC Plans. The Governing Body monitors the effective use of these resources.

## 19. Monitoring and Review:

The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCo is involved in supporting teachers involved in drawing up short-term targets for children. The policy is reviewed annually by the Governing Body.

### Signed:

Chair of Governors: \_\_\_\_\_

Headteacher: \_\_\_\_\_

SENDCo(s): \_\_\_\_\_

**Date Approved:** January 2026

**Next Review:** January 2027