St Mary's Roman Catholic Primary School

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Executive Headteacher: Mrs. Helen Armstrong

Head of School: Mrs Abigail Goddard

Chair of Governors: Mr Jeremy Gaskell

SEND Policy 2026/2027

Policy Status: Statutory Reviewed By: Local Governing Body
This Policy was agreed in: **September 2026.** It will be reviewed in: **September 2027**

Please also see the St Mary's SEN webpage at http://www.stmarysrcps.com/sen for more detailed information of how this policy is implemented.

Our Mission Statement

As God's family we are STARs within a loving and thriving community, celebrating our diversity. We ignite lifelong learning where everyone becomes a positive influence on our world.

If you need this document in large print, audio, Braille, alternative format or in a different language please contact the School Office on 01502 565 384 and we will do our best to help.

Policy Consultation & Review

This policy is available in hardcopy from the school office on request.
The policy is provided to all staff and should be read in conjunction with the following policies:

- SEND Information Report
- Accessibility Plan

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1.Rationale

At St Mary's, we are committed to inclusive practice and aspirational outcomes which encourage all learners to achieve their full potential which supports them with our motto: ***'be the best we can be, for ourselves and for others'***. We acknowledge that some children will have special education needs and disabilities (SEND) at some time in the school career. The SEND Code of Practice (2015), states that all children and young people are entitled to an education that enables them to make progress so that they: 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. We believe that all children with a Special Educational Need (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put in place. Teachers are responsible for the progress and development of the pupils in their class. First-quality teaching and scaffolding for individual pupils is the first step in responding to pupils who have, or may have SEN.

Your child's teacher will put in place specific strategies suggested by the SENCO so that your child is fully involved in learning in class. This may involve reasonable adjustments such as wearing glasses, a specific seating position or using an overlay etc. Any additional support provision/strategies will target the area of difficulty and may be provided in class, on an individual basis or within a small group. The 'intervention' may be run by the SENCO, a teacher or a teaching assistant who is fully trained to deliver specific interventions to small groups and individual pupils. All staff have due regard to general duties to promote disability equality. Our school strives to deliver an appropriate curriculum to:

- provide suitable learning challenges
- meet the students diverse learning needs
- remove the barriers to assessment and learning

This will enable all children to have equal opportunities to take part in all aspects of the school's provision, through a broad and balanced curriculum that is relevant and scaffolded which enables all pupils to make expected progress or above.

To comply with the SEND Code of Practice (May 2015) the governing bodies of maintained schools have a legal duty to publish information about the SEN provision on their school website. This information will be updated annually. This report is linked to the Suffolk Local Authority Local Offer https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/ (also see ***Useful Links*** below).

2. Objectives

Provision for students with SEND is a whole school matter. In line with the new Code of Practice, we will:

- Identify and address the SEND of the pupils we support.
- Use our best endeavours to ensure that a child with SEND gets the support they need.
- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, are in place to maximize their achievement.
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.
- Designate a teacher as a Special Educational Needs and Disabilities Coordinator of SEND provision (SENCO)

3. SEN - Areas of Need

The Code of Practice (2015) outlines four broad areas of Special Educational Need, which at St Mary's we are committed to supporting:

Broad area of Need	Examples
Communication and interaction	Speech, language and communication difficulties (SLCN) Social Communication difficulties: Autistic Spectrum Condition/Disorder
Cognition and learning	Moderate Learning Difficulties (MLD) Specific Learning Difficulties: E.g. Dyslexia, Dyspraxia, Dyscalculia (SpLD) Profound and multiple learning difficulties (PMLD) Severe learning difficulty (SLD)
Social, emotional and mental health difficulties	Attention Deficit and Hyperactivity Disorder (ADHD) Mental health conditions
Sensory and /or Physical	Sensory (Visual impairment) Sensory (Hearing impairment) Physical disability

It is worth noting that children with some of these needs will experience difficulties in more than one broad area of need and the purpose of identification is to work out what action the school needs to take to support students and is not to fit students into specific categories.

4. Implementation of the Policy

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEND provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the individual.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Enabling all SEND students to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- The quality of teaching students with SEND and progress made by students is a core part of the school's performance management arrangements. Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND.
- Regular monitoring of the progress and development of all pupils throughout the school.
- Providing high quality teaching that is scaffolded and personalised to meet the needs of every individual.

- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the School's SEND provision and inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

5. Reviewing the Policy This policy will be reviewed by the governors, head teacher and SENCO every year in accordance with the school's review cycle.

6. Useful Links

- ***St Mary's SEN Information Report***
  https://www.stmarysrcps.com/policies
- ***Suffolk Local Offer Explained***
  http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0
- ***Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)***
  https://www.suffolksendiass.co.uk/
- ***Education Health and Care (EHC) Needs Assessment***
  https://earlyhelpportal.suffolk.gov.uk/web/portal/pages/home
- ***Children and Adolescents Mental Health Service (CAMHS)***
  https://www.nsft.nhs.uk/children-and-young-people/service/child-and-adolescent-mental-health-services-camhs-norfolk-121/
- ***DfE SEND Code of Practice: 0 to 25 Years***
  https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

7. Glossary of Terms

ASC/D	Autistic Spectrum Condition/ Disorder
CAMHS	Child & Adolescent Mental Health Service
EHC plan	Education, Health, Care Plan
EP	Educational Psychologist
SEN Support Plan	Special Educational Need Support Plan
LSA	Learning Support Assistant
SEN	Special Educational Needs
SEND Code of Practice	The legal document that sets out the requirements for SEN
SENDCO	Special Educational Needs and Disabilities Coordinator
SEND	Special Educational Needs and Disability