



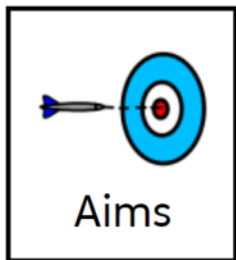
VISION STATEMENT

Our vision is to create a community based on Catholic faith and values where every child is empowered to be the best he or she can be, nurtured by outstanding teachers, staff and governors

Special Educational Needs and Disability (SEND) Policy 2025 – 2026

(Next Reviewed September 2026)

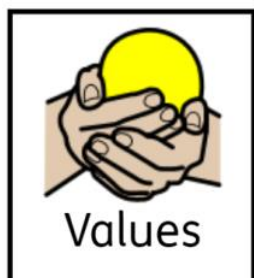
Head Teacher: Rachel E



Aims and Objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Make sure St Martha's Primary School fully implements national legislation and guidance regarding pupils with SEND.
- Set out how we will:
 - Support and make provision for pupils with SEND.
 - 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 be the best they can be.
 - Communicate effectively with pupils who have SEND and their parents or carers and involve them in discussions and decisions about support and provisions available.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Make sure the SEND policy is understood and implemented consistently by all staff.



SEND Vision and Values

At St Martha's Catholic Primary School we believe that every child is unique and has individual needs. Many children will have special educational needs and or disability (SEND) at some point in their school life. Children may require support throughout their school journey while other children may need help for a short period of time and will overcome temporary needs. We aim to provide all children with strategies for overcoming their difficulties in a nurturing and supportive environment. To help us support children to be the best they can be, we will work collaboratively with parents/carers and other professionals to ensure the correct support is in place. We are dedicated to ensuring that children with SEND have the opportunities to express their opinion and be fully involved in matters affecting them, reviewing progress regularly.



Legislation and Guidance

St Martha's SEND policy is written in line with the requirements of:

- SEN Code of Practice September (2014)
- Part 3 of the Children and Families Act (2014)
- The Equality Act (2010)
- The Special Educational Needs and Disability Regulations (2014)
- The Special Educational Needs (Personal budgets and direct payments regulations) (Clause 49; 2014)
- Teachers standards (2012)
- Keeping Children Safe in Education (First published 2015; updated 2025)

This policy should be read in conjunction with the SEND Information Report (which is available on the school website) and the policies on teaching and learning, the school curriculum, equality, assessment and behaviour.



Definitions

Special Educational Needs (SEN)

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability which prevents or hinders them from making use of educational faculties of a kind generally provided for children of the same age in schools within the area of the local educational authority (SEN Code of Practice, 2015, pg 15-16).

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.

The Four Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs in more than 1 area and needs may change over time.

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

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

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. <i>Sensory and/or physical</i> 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.
	Roles and Responsibilities <u>The Head Teacher</u> The Head Teacher's responsibilities are not limited to but include: • Keeping the governing body well informed about SEND within the school • Working closely with the SENDCO/SEND team • Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education • Ensuring children with SEND join in school activities alongside other children, as far as is reasonably practical and compatible with their needs and the efficient education of other children. <u>The Governing Body</u> The named governor for SEND is Piya Manesh. The Governing Body's responsibilities to pupils with SEND include but are not limited to: • Ensuring that provision of a high standard is made for pupils with SEND • Ensuring that a 'responsible person' is identified and is therefore informed about all those involved with teaching and supporting pupils with SEND • Ensuring that pupils with SEND are fully involved in all school activities • Having regard to the Code of Practice when carrying out these responsibilities • Being fully involved in developing, monitoring and subsequently reviewing SEND policy

- Making sure SEND provision is an integral part of the school improvement plan.

The SENDCO

The SENDCO works alongside the Head Teacher, Senior Leaders, Teachers, Teaching Assistants and the Governing Body to determine the strategic development of the policy. Responsibilities are not limited to but include the following:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted across the school
- Liaising with and advising other staff
- Liaising with the Head Teacher to plan strategically
- Discussing issues arising with the class teacher and their teaching team
- Helping staff to identify children with SEND through assessments and observations
- Meeting with each class teacher regularly to discuss and support the development of Learning Support Plans
- Monitoring provision for pupils with SEND through: lesson observations, learning walks, reviewing planning for pupils with SEND, reviewing Learning Support Plans and provision maps, and book scrutiny
- Liaising closely with parents/carers of children with SEND to keep them informed of the provision that has been made for their child
- Overseeing pupils' records and the school's Provision Map
- Co-ordinating the provision for children with SEND, including leading Family Support Process initial and review meetings, liaising with other agencies and maintaining records of these
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- Maintaining and updating the school's SEND record and Information Report
- Contributing to In Service Training (INSET) & Career Professional Development (CPD)
- Assisting in the monitoring and evaluation of progress of children with SEND
- Managing learning support staff
- Liaising with the SENDCOs in receiving schools/and or other primary and high schools to help provide a smooth transition from one school to the other

The Designated Teacher for Looked After Children (LAC)

- Promote a culture in which looked after children believe they can succeed and aspire to further and higher education.
- Ensure that the teaching and learning needs of the looked after child are reflected in his or her Learning Support Plan and have lead responsibility for its implementation.
- Ensure that the views of looked after children are taken seriously and inform decisions about teaching and learning strategies and personal targets.
- Promote good home-school links.
- Be a source of support for all staff working with looked after children.

The Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, as lead provider of SEND care and provision within the classroom, whose responsibilities include and are not limited to:

- Including children with SEND in the classroom, and providing an appropriately differentiated curriculum
- Knowing that early intervention is key and discuss any concerns with the SENDCO
- Requesting support from and collaborating with the SENDCO to decide the action required to assist the pupil to progress
- Collaborating with the SENDCO to develop Learning Support Plans for pupils with SEND
- Working on individual targets as specified on the Learning Support Plans
- Ensuring specified interventions are carried out as often as needed
- Developing constructive relationships with parents and having termly meetings with parents to complete Learning Support Plans
- Set SMART targets for children with a Learning Support Plan
- Being involved in the development of the school's SEND policy
- Liaising daily with the Teaching Support Staff allocated to their class/pupil within their class to ensure appropriate support for the day
- Developing timetables showing in-class support and intervention programmes for pupils with SEND
- Contributing to reports for and attending Annual Reviews for children with an EHC Plans
- Contributing to provision maps to show which children are accessing which provision/intervention.

Teaching Assistants and 1:1 Support Staff

Teaching Assistant and Support staff responsibilities include:

- Being fully aware of this policy and the procedures for identifying, assessing and making provision for children with SEND
- Keep teachers up to date with how interventions are going and if children are making progress or not
- Carrying out small group or 1:1 intervention programmes as directed by the class teacher and Learning Support Plans
- Adapting the activity and provide alternative resources to support the child within the lesson
- Ensuring effective communication with parents and carers
- Attending Annual Reviews for children with an EHC Plan.

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

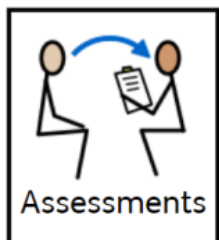
The school will take into account the views of the parent or carer in any decisions made about the pupil.

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:

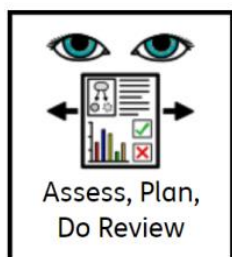
- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

	The pupil's views will be taken into account in making decisions that affect them, whenever possible.
	Admissions At St Martha's Catholic Primary School we welcome all children with special educational needs and disabilities. The Governing Body is the Admissions Authority and decides the total intake for September using a recognised Department for Children Schools and Families calculation which assesses the available accommodation.
	St Martha's Approach to SEND <u>Identification, Assessment and Provision</u> When children start in our Reception class, they join from a number of nursery settings and the handover system endeavours, to ensure that we receive any information on their development so far, and any information on a special need or disability already identified by parents or health workers. If this is the case, we attempt to meet with everyone involved before the child starts school to make sure their transition to school is as smooth as possible. When attending St Martha's, class teachers will make regular assessments of progress for all pupils and identify those whose progress: • Is significantly slower than that of their peers starting from the same baseline. • Doesn't match or better the child's previous rate of progress. • Cannot close the attainment gap between the child and their peers. • Widens the attainment gap. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, 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. Reasonable adjustments are made to cater for the needs of individual children and we have a variety of programmes to boost and support pupils if necessary. Teachers are responsible and accountable for the progress and



development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Children will be monitored, observed and assessed to make sure we know about the whole child. The assessments and screeners used depend on the child's age and can include:

- Foundation Stage Profile/ Development Matters
- Phonics check
- High and medium frequency word checklists
- The British Picture Vocabulary Scale
- Diagnostic Reading analysis
- Talk Boost assessment tool
- Assessment of Comprehension and Expression (ACE)
- Single word reading and spelling
- TALC (Blank Levels)
- Strengths and Difficulties Questionnaire



A Graduated Approach

When providing support that is “additional to” or “different from” we engage in a four-stage process:



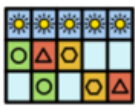
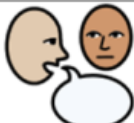
Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do – providing the support – extra assistance for learning – as set out

	in the plan. Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teachers, SENCO and outside agencies contribute to this review. This stage then informs the next cycle. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.
	Involving Pupils and Parents We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that: • Everyone develops a good understanding of the pupil's areas of strength and difficulty • We take into account the parents' concerns • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are. If a child is on our SEN Record then they will have a Learning Support Plan (LSP) in place. Notes of these early discussions will be added to the pupil's LSP. We also have termly meetings with the parents when their child has an LSP or EHCP to make sure that targets are updated and worked towards. Each term we complete a child voice activity, this may be a questionnaire, a picnic in the playground or a chat with their class teacher. We also complete regular 'check ins' with parents and complete sections of the Learning Support Plans termly to ensure they are aware and happy with the provision and targets in place.
	Interventions We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children access to the classroom.

We might use:

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

We also provide the following interventions to help support our children:

English Interventions

- Comprehension interventions
- Bug Club phonics intervention
- Toe by Toe
- Handwriting
- Catch up Literacy
- Dyslexia Gold
- PiXL Grammar, Spelling and Comprehension Therapies

Maths Interventions

- Plus one
- Power of 2
- Catch up Numeracy
- PiXL MathsTherapies

Social Emotional and Mental health Interventions

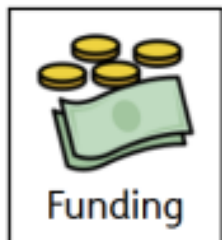
- Zones of Regulation
- Drawing and Talking Therapy (Individual and Group)
- Play Therapy provided by a registered and licensed play therapist

	<u>Physical and/or sensory interventions</u> • Sensory circuits and sensory breaks in class <u>Communication and Interaction Interventions</u> • Time to Talk • Attention Autism • Intensive Interaction • Lego Therapy • Tailored Speech and Language Interventions.
	Levels of support <u>School-based SEN provision (SEN Support)</u> 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 notional SEND budget. On the census these pupils will be marked with the code K. <u>Education, Health and Care Plans (EHCP)</u> 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. The provision for these pupils will be funded from the school's notional SEND 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. The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25: • The child's parent • A young person over the age of 16 but under the age of 25 • A person acting on behalf of a school Following a request for an EHC needs assessment, or the child or

young person having otherwise been brought to its attention, the local authority must determine whether an EHC needs assessment is necessary. The local authority must make a decision and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request. The local authority does not have to consider whether an EHC needs assessment is necessary where it has already undertaken an EHC needs assessment for the child or young person during the previous six months, although the local authority may choose to do so if it thinks it is appropriate. In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- Evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- Information about the nature, extent and context of the child or young person's SEN
- Evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies
- Where a young person is aged over 18, the local authority must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training.

Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life. (Code of Practice 2015, Chapter 9 pg. 144-146)



SEN Funding and Allocation of Resources

Prime responsibility for supporting children with SEND is with the head teacher of the school. Within the school's allocated budget there is an element of notional funding that is determined by SEND information collected in the Spring Census. This allocation is not pupil specific. This funding forms part of the overall budget. This is called Element 1 and 2 funding.

Top up funding (Element 3) is allocated to the school for children who require significant support for their high needs. This is now an allocated amount for the school rather than for specific children. Schools are expected to plan for and meet the needs of all pupils with SEN with this allocation.

In 2024 – 2025 Norfolk Local Authority (LA) introduced a Bridging fund for all new Reception pupil starting school with already identified high needs.

In 2025 – 2026 all SENCOs are required to submit:

- An up to date graduated costed provision map.
- An Inclusion and Provision Self Evaluation Framework (IPSEF) annually.
- Up to date INDES statements for all pupils with SEND.

These three submissions collectively are to support the LA in gaining a clear understanding of the county-wide picture of SEND in readiness for SEN Funding Allocation forecasts for 2025/2026. Two further updates of the Graduated Costed Provision Map are to be submitted before October Half Term.

For all children on the SEND record, the SENCO must submit to the LA, an up-to-date INDES (Individual Needs Descriptors in Education Settings) form each academic year to show the statements which best describe needs as chosen by the adults who know the child in school best; usually the class teacher. If needs are considered high this could trigger additional Element 3 funding being allocated. The SENCO is expected to moderate the INDES process internally with school staff or externally with other Trust SENCOs.

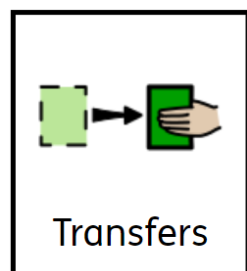


Links to other agencies

For some learners we may want to seek advice from specialist teams. This is to ensure that we are putting the best support in place for the child. We have access to various specialist services. These include:

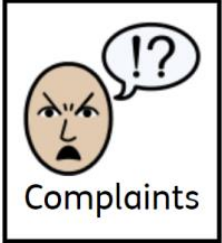
- Speech and Language Therapist
- Educational Psychologist
- Autism Support Assistant
- School Health including the School Nurse
- Occupational therapy
- Vision or Hearing Impaired Services
- Sensory Support
- Schools 2 Schools service
- Specialist Support Teacher
- Virtual School
- Dyslexia Outreach

You may wish to find further information about Norfolk's Local Offer. This details services and support. <http://www.norfolk.gov.uk>



Transfer arrangements

When your child is about to join the Reception class, the class teacher arranges visits to the preschool where your child attends, prior to joining our school, in order to meet your child. The setting staff will talk to the class teacher and share any information regarding any SEND or other issues. In addition to this, your child will visit the Reception class to get used to the new adults in their life and the new surroundings, prior to the start of the school year. Children are assessed from their first term in Reception and will now complete the new baseline assessments set out by government guidelines. If any child has particular issues we put a plan in place to give any extra support that may be needed and the class teacher will talk with Mrs Shine (SENDCo) to see if there is any additional support or any referrals that are necessary. During the Autumn term we have meetings with parents after school to give you information about their first term and to answer any questions you may have. In March, we have the opportunity for you to come in again and speak with class teachers to discuss any concerns. For transfer to secondary school all children spend some time at their new school, and children with SEN or a disability will be given extra days to meet their particular needs and to meet support staff. Our teachers meet with the staff from each secondary school to discuss any particular issues. Any children on the SEND Record will have a review in the summer term before they leave, where they can meet and talk to Secondary

	school staff. Both parents and the child will have the opportunity to discuss any concerns. Future plans for all SEND students' will be made with the advice and support of trained and informed staff at their secondary school or educational setting.
	Arrangements for complaints Should children or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher, in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCO. For a problem that might need time to be explored, parents/carers should make an appointment. In the event of a formal complaint parents/carers are advised to contact the head teacher. Our complaints policy is on our school website.