The Federation of St Paul and St Martin of Porres Catholic Primary Schools

Where faith and futures flourish

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

May 2026

Policy Originator	DfE
Status	Statutory
Governor Responsible	Susan Bartlett
Signed by	Susan Bartlett
Ratified on	May 2026
Review period	Annually
Last reviewed	September 2024 March 2023

The Federation of St Paul and St Martin of Porres Catholic Primary Schools was established on 1st September 2021 and whilst the two schools of St Paul's Catholic Primary School and St Martin of Porres Catholic Primary School operate as two separate schools they are overseen by a single governing body. The Federation of St Paul and St Martin of Porres Catholic Primary Schools will be herein referred to as 'the Federation'.

'The stone the builders rejected has become the cornerstone.'

Psalms 118:22

1. Principles

The key document for guiding schools in the area of pupils with special educational needs (SEN) is: the 2014 'Special Educational Need and Disability Code of Practice (COP): 0 to 25 years' (updated in 2015), which the governors must have regard to.

As a Catholic federation of schools, guided by the teachings of Christ, we strive as a community to successfully include those with special educational needs and disabilities and to ensure equality of opportunity.

2. Compliance

This policy is written to comply with the statutory requirements laid out in the COP and has been written with reference to the following guidance and documents:

- The Equality Act (2010);
- The Public Sector Equality Duty (section 149 of the Equality Act 2010);
- Part 3 of the Children and Families Act 2014;
- Special Educational Needs (Information) Regulations (2014);
- Statutory guidance on supporting pupils at schools with medical conditions (2014);
- Teacher standards (2012);
- The Governance Handbook;
- The School Admissions Code.

3. Context

The purpose of the Code of Practice (COP) (2014) is to give statutory guidance that all schools must have regard to on the discharge of responsibilities related to special educational needs and disability.

The Code sets out guidance on policies and procedures aimed at enabling pupils with special educational needs, disabled children and young people to reach their full potential; to be included in their school communities and make a successful transition to adulthood. For the vast majority of children and young people, a mainstream setting will be able to meet all their special educational needs. Some children will require additional help from SEN services or other agencies external to the school. A very small minority of children will have SEN of a severity or complexity that requires the Local

Authority (LA) to produce an Education Health and Care Plan (EHCP) detailing the special educational provision the learning difficulties require.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people with disabilities, e.g. asthma, do not necessarily have SEN. However, where a disabled child or young person requires special educational provision they will be covered by the SEN definition (see below 4).

4. Special Educational Provision explained:

Some children and young people need educational provision that is additional to or different from what is expected from teachers in their day to day pedagogy i.e. high-quality teaching that is differentiated and personalised. High-quality teaching should be sufficient to meet the individual needs of the majority of pupils. Any necessary additional provision is regarded as special educational provision under Section 21 of the Children and Families Act 2014.

5. Definition of Special Educational Needs (SEN)

Children and young persons have a learning difficulty 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 facilities of a kind, generally provided for others of the same age in mainstream schools. A disability is defined in the Equality Act of 2010 as "a physical or mental impairment which has a long-term and substantial adverse effect on the ability to carry out normal day-to-day activities"

Pupils at both schools in our Federation will not be regarded as having a learning difficulty, solely because the language or form of language of their home, is different from the language in which they will be taught.

6. The Fundamental Principles

In both schools in the Federation, we strive to:

- ensure 'achievement for all';
- enable every child to be the best they can be regardless of background, challenge or need;
- foster higher expectations;
- identify pupils with SEN;
- include pupils with SEN in our mainstream school so that they are not further disadvantaged, making reasonable adjustments to include pupils to the fullest extent;
- take the views of the pupils into account;

- involve parents/carers in supporting their child's education;
- offer pupils with SEN a broad, balanced and relevant education and facilitate their progress. This will be in keeping with the recommended **graduated approach (COP 5.38)**; assessing through 'quality-first teaching' pupil needs, planning and implementing strategies and then reviewing and fine-tuning interventions, involving external expertise as needed;
- ensure teachers act upon their responsibilities towards pupils who have SEN by assessing, recording and reviewing progress and liaising with the Special Educational Needs Coordinator (SENCO) to ensure that progress is monitored so that intervention can be optimally fine-tuned;
- ensure the SENCO, teachers and Teaching Assistants (T/As) have opportunities to meet to discuss SEN pupils' causes for concerns and suggest methods and strategies to meet these needs;
- ensure that the Governing Body is updated about the progress of SEN pupils and reviews provision regularly; in particular, through the role of link governor and through the use of available data and internal data;
- facilitate the transition of SEN learners appropriately e.g. to Secondary school.

7. Admission Arrangements

Admission arrangements for pupils with an EHCP are not subject to the normal admissions procedures, as places are allocated through Haringey LA. The Headteacher has responsibility for ensuring that the admission policy of the school, in relation to pupils with SEN, is handled positively and sensitively and that all parents/carers and children are made to feel welcome.

Our Aims

- We recognise that we will need to consider the individual needs of pupils when planning our curriculum and pedagogy. We aim to provide a curriculum, which is accessible to the individual needs of our pupils and includes pupils with SEN, disabilities and the wide range of needs we find at our schools.
- We recognise that some pupils will need additional support to ensure access to the whole curriculum. We will ensure that the needs of SEN pupils are identified and assessed and we aim to provide appropriate support strategies within the limits of our resources. If additional specialist advice and support are necessary, we will contact the appropriate external agencies.
- We recognise the importance of early identification and assessment of pupils with special educational needs. We will develop practices and procedures, which will aim to ensure that all pupils' special educational needs are identified and assessed, and the delivery of the curriculum will be planned to meet their needs.
- We recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs. We will work in partnership with parents/carers, valuing their views and contributions and

keeping them fully involved in their child's education.

- We are committed to effective collaboration with agencies working with our pupils when a multi-disciplinary approach is merited. We will strive to maintain close links with all agencies working with the child.
- Staff at the both schools are committed to ensuring that pupils with special educational needs:
    - have access to a high-quality education within a broad, balanced and relevant curriculum;
    - benefit fully from the schools' personalised approach for individual needs, including being taught by specialist staff when appropriate;
    - are provided with a stimulating and accessible environment;
    - have equal opportunity to achieve their full potential in all aspects of their development;
    - are involved, along with their parents/carers, in the identification and assessment of their needs;
    - are included in the life of their school and have their contribution welcomed;
    - are prepared for the challenges of life in a complex changing society.

8. Roles and Responsibilities

8a. Role of the Governing Body

- Ensuring that the Federation complies with the COP and related legislation, including the general and specific duties as outlined in the Equality Act 2010.
- Ensuring that this policy and its related procedures and strategies are implemented. This will be evidenced by visits (which could be by the link Governor, members of the Curriculum Committee or members of the Full Governing Body) and a subsequent report back to the Governing Body.
- Establishing appropriate staffing and funding arrangements.
- Considering and reporting of the effectiveness of the Federation's work for pupils with SEN (at least annually).
- The Governing Body delegates the role of responsible person to the Headteacher.
- Establishing the purpose and work of the SEN Governor.

8b. Role of the Headteacher

- Along with the Governing Body, ensuring that the policy and its related procedures and strategies are implemented.
- Ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their duties.
- To ensure the Federation's offer as contained in the Special Educational Needs (SEN) Information Report is published on the school website and updated appropriately.

8c. Special Needs Coordinator (SENCO)

The SENCO works within the following key areas of responsibility as set out in the Code of Practice (section 6.84)

- Overseeing the day-to-day operation of the Federation's SEN policy.
- Drawing up annually and reviewing a SEN improvement plan.
- Providing information on the above to the Governing Body and Headteacher.
- Liaising with and advising fellow teachers including through the compilation of the SEN register.
- Leading and managing the SEN team of support staff.
- Coordinating provision for pupils with special educational needs and leading on the graduated approach.
- Ensuring access arrangements for examinations.
- Overseeing the records on all pupils with special educational needs.
- Overseeing liaison with parents/carers of pupils with special educational needs and facilitating transition where appropriate.
- Contributing to the in-service training of staff and coordinating external training where appropriate.
- Liaising with external agencies.

8d. Role of SEN Staff

Teaching Assistants provide mainly in-class support, as directed by the SENCO or Headteacher, to pupils who have an EHCP or who are included in the category of SEN support. They may withdraw small groups for learning support, literacy support, behaviour support groups, etc.

8e. General roles for all Teaching and Support Staff

All staff are involved in teaching and supporting pupils with SEN and must be aware of the process for identifying, assessing and making provision for the pupils. To this end, information on pupils with SEN is available to all teaching staff, reviewed termly and provided in a SEN register which is confidential and available on request from the SENCO.

9. SEN Contacts

There is designated SEN Governor.

The designated SENCO, who is responsible for co-ordinating the day-to-day provision of education for SEN pupils in both schools, is Fran Mahon.

10. Identification of SEN, classification and the graduated approach

At both schools we place great importance on the early identification of children with

barriers to learning and recognise the need for early intervention.

There are four areas of need as stated in the SEND Code of Practice, 2014:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health difficulties
- Sensory and/or Physical.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress. The SENCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator in both schools. We use a number of additional indicators of special educational needs:

- The analysis of data, including entry profiles at KS1 and 2, baseline and end of KS data, SATs, reading ages, annual and termly pupil assessments
- Following up parental and teacher concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer and other services

The pupil may then after further investigation be placed on the SEN register. Parents/carers will be contacted and consent obtained.

The SEN register in each school, updated termly and available to all staff, carries copies of personalised plans and training resources for all staff.

It is recognised that individual children often have needs that may change over time and their progress must be kept under review.

Appropriate interventions to address literacy and numeracy issues, dyslexia, dyscalculia, autism and any other learning difficulties will be put in place and effectiveness tracked via assessment and termly grid (progress and attainment) grades.

The school follows the **graduated approach** and the four-part cycle of **assess, plan, do, review.**

Teachers and other staff will refer on to the SENCO, pupils who may have special educational needs. Teachers remain responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Before a pupil is placed on the SEN Register, teacher intervention takes place within a cycle of assess, plan, do and review. If teacher intervention does not work then there is further discussion with the SENCO, and further testing using up-to-date assessments.

Pupils are identified as having SEND if they do not make adequate progress once they have had all the intervention/adjustments and high-quality personalised teaching.

If the school decides, after consultation with parents/carers, that a pupil requires additional support to make progress, the SENCO, in collaboration with class teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning, delivering and reviewing individualised programmes. Parents/carers will be informed of the action and results.

Where a pupil has made significant progress in literacy, numeracy and/or their area of need and his/her needs can be met within the normal educational provision available to a pupil of that age, the SENCO will consider removing that pupil from the SEN register. The register is a 'changeable' system.

When pupils do not make adequate progress, the SENCO will make a request for an education, health and care plan (EHCP) needs assessment from the LA, when, if despite an individualised programme of sustained intervention, the pupil remains a significant cause for concern. A needs assessment might also be requested by a parent or carer in writing to the SENCO or directly to the LA. The school will have the following information available:

- the action followed with respect to additional support;
- Pupil Support Plans (Individual Education Plans – IEPs);
- records and outcomes of regular reviews undertaken;
- information on the pupil's attendance, health and relevant medical history;
- Progress Levels;
- Literacy/Numeracy attainments;
- other relevant assessments from specialists such as support teachers and the Educational Psychologist;
- the views of parents/carers;
- the views of the child;
- reports produced by Children's Services;
- any other involvement by professionals.

11. Review of Education, Health and Care Plans (EHCPs)

EHCPs will be reviewed annually.

The SENCO will organise these reviews and invite:

- the pupil's parent/carer;
- the pupil if appropriate;
- a representative of the LA if appropriate;
- any other person the LA considers appropriate;
- any other person the SENCO considers appropriate.

The aim of the review will be to:

- assess the pupil's progress;
- review the provision made for the pupil in the context of progress and levels of

attainment in basic literacy/numeracy and other areas of need;

- consider the appropriateness of the existing EHCP in relation to pupil performance during the year and whether to cease, continue, or amend it;
- set new targets for the coming year.

12. Parent/Carer Concerns

If there is a complaint about provision for a pupil with SEN, it needs to be passed to the SENCO in the first instance. The SENCO will investigate the complaint. Should the matter not be resolved, the next step is to invoke the Federation's Complaints Policy.

13. Training for Staff

The Federation is committed to providing and facilitating attendance at in-service training in the area of SEN for all staff. The Federation aims to keep all school staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Any specific professional development related to SEN will be identified by the SENCO in consultation with the senior leadership team and will be incorporated into the Schools' Improvement Plans.

14. External Agencies

The schools invite and seek advice and support from external support services in the identification, assessment and provision of SEND.

The Federation may liaise and collaborate with the following professionals and agencies:

- Advisory Teachers for the hearing/visually impaired;
- Autism Advisory Team;
- Educational psychologists;
- Occupational therapists, speech and language therapists or physiotherapists;
- Health services (school nurses, general practitioners or paediatricians);
- Child and Adolescent Mental Health services (CAMHS);
- Social services;
- School Nurse

The list of agencies with which the Federation works is reviewed annually.

The SENCO fosters links with other schools for the appropriate placement of students.

15. Links with Other Policies and Key Documents

- Accessibility Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- SEND Information Report

This policy will be reviewed annually