

CATCOTT PRIMARY



Special Educational Needs and Disabilities (SEND) Policy

'...where learning takes you to greater heights...'

Approved by:

FGB

Date:

January 2026

Next review due by:

January 2027

Introduction

The staff of Catcott Primary School believe that all children should be treated with respect; have individual, diverse needs recognised and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender, nationality or culture.

This document should be read in conjunction with the following related policies and guidelines:

- Somerset Graduated Response Tool
- Special Educational Needs Code of Practice 0-25 September 2014 updated Sept 2024
- Equality Act 2010: advice for schools DfE (Department for Education) Feb 2013 updated June 2018
- LA (Local Authority) Policy and Guidelines
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014 (updated Aug 2017)
- The National Curriculum in England for Primary Schools Framework document Sept 2015
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

EDUCATIONAL INCLUSION

At Catcott Primary school, we have high expectations of all our children, and we endeavour to offer excellence and choice to all our children, whatever their ability or needs. We aim to achieve this through the removal of all barriers to learning and participation so our children to feel that they are valued part of our school community. Through appropriate curricular provision, we respect the fact that children may:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all their senses and a variety of experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.
- Following the 'assess-plan-do-review' model as recommended in the 2014 Code of Practice.

AIMS AND OBJECTIVES

At Catcott Primary School, our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential, regardless of their starting point. We pay close regard to the three key principles of inclusive education:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We aim to:

- Identify need as early as possible and provide a graduated response.
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs and disabilities
- View our special needs provision as an ongoing, developing process
- Provide appropriate in-class support, which enables all children to have access to the whole curriculum.
- Incorporate special educational needs procedures including Individual Learning Plans (Pupil passports) into curriculum planning
- Develop an effective partnership between school, families and outside agencies
- To encourage good communication and a collaborative approach, with families of pupils with special educational needs.
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and give sufficient information for carefully planned progression at every stage
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Track and monitor provision and procedures which have been put into place to ensure children with SEND make the expected progress as they move through the school
- Have regard to the Code of Practice 2014 for identification, assessment and review of special educational needs.
- Have regard to the Local Offer presented by Somerset County Council.

DEFINITION OF SEND AND THE FOUR AREAS OF NEED

A child has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him/her. A learning difficulty or disability is 'a significantly greater difficulty in learning than the majority of others of the same age'. (SEND Code of Practice 2014)

The Code of Practice refers to four broad categories of need, which give an overview of the range of needs which school should provide for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyspraxia, or autistic spectrum disorder.

Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties, specific literacy difficulties or dyscalculia.

Social, Emotional and Mental Health

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive or lack concentration. These behaviours will indicate an underlying area of difficulty.

Sensory and/or Physical Needs

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

ROLES AND RESPONSIBILITIES

The Head Teacher

- Responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs.
- Keeps the Governing Body informed of all developments with regard to SEND.
- Works closely with the SENDCO and the SEND Governor with responsibility for SEND.
- Monitors children's progress through tracking data, pupil progress meetings, lesson observations, work sampling and informs SENDCO of any concerns where necessary.

SENDCO

The SENDCo is Ms Karen Marsh

- Interpreting legal requirements for staff, families and governors
- Co-ordinating and evaluating provision, including some interventions, for children with SEND.
- Monitoring the progress of identified children with SEND, alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision
- Overseeing the records of all children with SEND
- Maintenance of the SEND register
- Liaising with families of children with SEND
- Organising and delivering training in order to meet the needs of staff
- Liaising with external agencies including the LA's support and Educational Psychology services, health and social services, and voluntary bodies
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated
- Overseeing the Pupil's Learning Plan and review process, for all pupils on SEND Support or who have an EHCP. (Education, Health and Care Plan)

Teachers

- Provide 'quality first teaching' for all class members.
- Be responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Monitor carefully the progress of all pupils, providing interventions and adjustments where necessary.
- Raise concerns about a child if they are not making adequate progress, and have accessed good quality personalised teaching, to the child, families and SENDCo.
- Work with the SENDCo to decide the action required to assist the pupil to make progress, using the Somerset Graduated Response - assess-plan-do-review process
- Work with the SENDCo to collect all available information on the pupil
- Develop and review Pupil Learning passports for pupils who are SEN Support and/or SEND register
- Develop effective, collaborative relationships with families
- Work alongside support services, following advice and programme suggestions to support pupils on SEND Support or with EHCPs.
- Encourage pupils to participate in decision-making
- Continuously assess pupil progress and identify the next steps to learning
- Attend relevant SEND training as appropriate, as directed by the Headteacher
- Work with the SENDCo to identify their own training needs around SEND
- Monitoring of SEND pupils through regular pupil progress meetings with SENDCo and Headteacher

Governing Body

The designated **SEND Governor** is **Debbie Newbold**.

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has several roles and responsibilities:

- The governing body, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for children with Special Educational Needs.
- To establish the appropriate staffing and funding arrangements.
- The designated SEND Governor liaises with the school's SENDCO regularly to keep up to date with requirements and as part of their monitoring role.
- To ensure appropriate provision is made for any child with SEND
- To ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- To appoint a representative of the Governing Body to oversee SEND provision - SENDCO
- To ensure discussions are held with families regarding SEND matters at relevant meetings
- To ensure that pupils with SEND are fully involved with school activities
- To ensure they are involved in developing and reviewing SEND Policy

ADMISSIONS

The Governing Body follows the admission arrangements laid down by the Local Authority (LA), which do not discriminate against pupils with special educational needs or disabilities.

The admission of pupils with special educational needs differs only in the preparation and support given to staff and each potential pupil. Prior to admission, all families and children visit the school, and families are encouraged to voice any concerns they might have about their child's integration into school.

Please see admissions policy for further details.

PROCEDURES

The Graduated Approach

The SEN Code of Practice (2014) sets out a graduated response to meeting children's special educational needs. If a child, despite high, quality teaching in class with targeted, differentiated support, struggles to make expected progress, a period of assessment by the class teacher with SENDCo support should be undertaken.

Early Identification

All pupils' attainment and achievements are monitored by their class teacher who is required to provide high quality teaching and learning opportunities, differentiated for all pupils. Where a pupil is making inadequate progress, or falls behind their peers, additional support will be provided under the guidance of the class teacher. This will be recorded on intervention plans and/ or individual learning plans.

Adequate progress could be:

- Similar to that of their peers
- Match or better the pupil's previous rate of progress
- Closing of the gap between the pupil and peers
- Preventing the 'gap' growing any wider

Where pupils continue to make inadequate progress, despite support and high-quality teaching, the class teacher will work with the SENDCO to assess if a pupil has a significant difficulty and agree appropriate support. At this point the child is classed as 'SEND Support' and may be placed on the school's SEND Register. This will be discussed with families, pupils (if appropriate) and a Pupil Passport provided. We then follow the graduated response.

GRADUATED RESPONSE

Assess

- Assessments draw on the teacher's previous assessments and experience of the pupil, targeted assessments e.g. working memory and background information / previous medical history that may have affected development.
- Assessments are reviewed regularly, to ensure support and intervention are matched to need, barriers to learning are identified and overcome, so that a clear picture of the interventions put in place and impact is measured.

Plan

- Children who require support that is 'additional to or different from' that which is normally available in a differentiated curriculum, will have an individual Learning Plan formulated. This allows the teacher and SENDCO (where required) to create SMART (**Specific, Measurable, Achievable, Relevant, and Time-Bound**) targets.
- These targets are shared with the child and parent.

Do

- The class teacher remains responsible for working with all pupils on a daily basis. They will work closely with any teaching assistants, or specialist staff involved, to implement the strategies to meet the targets set.
- The SENDCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review

- There will be a review each term of the targets set and the interventions carried out. These are recorded on the Individual Learning Plan.
- New plans will be shared with families and children.
- Where a pupil has high or complex needs, they may be in receipt of an EHCP (Education, Health, Care Plan). These pupils, along with their families, will be invited to an annual review, which may involve the support and comments from outside agencies.
- Where there is a sustained period of insufficient, or no progress, the school may decide to gain involvement from specialist or external agencies.
- The school will consult with parent / carers before involving specialist or external agencies.

Criteria for exiting the SEND Register

When a pupil has made sufficient progress in their area of need, that they no longer require any provision that is 'additional to or different from' that which is normally available as part of high quality, differentiated teaching, they will no longer require SEND Support. At this point, through discussion and agreement with families, the pupil will be removed from the schools SEND register.

TRANSITION

For children new to reception with involvement from other agencies, a school entry plan meeting will take place with families. Class teachers are responsible for ensuring that details of children's attainment and progress are passed on to a child's new teacher effectively, including strategies that have been successful, and interventions that have worked. The SENDCO will oversee this process to ensure that new teachers are aware of the needs of the child and handovers have been effective.

Where children are transitioning into a different school, including secondary school, the SENDCO will contact teachers / SEND staff from the new school as appropriate. Where possible, class teachers and the SENDCO will ensure that appropriate focus is placed on aspects of transition to support the child's understanding of the changes ahead. Where appropriate, children will visit their new school on several occasions ahead of their move.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

- The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual Healthcare Plans will normally specify the type and level of support to meet the needs of the child.
- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the equality Act 2010

SUPPORTING FAMILIES AT CATCOTT

We value and accept the positive role and contribution families can make to a child's progress therefore, we make every effort to include families every step of the way. We hold regular meetings each term to share the progress of the child with their family. Families are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

We also recommend that families seek help from independent advice and Support Services listed below. These can provide impartial and independent support, and information on special educational needs and disabilities.

SENDIAS (Special Educational Needs & Disability, Information, Advice and Support). This service is available for children and young people up to the age of 25.

<https://beta.somerset.gov.uk/send/somerset-sendias/>

Somerset Choices – Somerset's SEND Local Offer and advice

<https://beta.somerset.gov.uk/education-and-families/the-local-offer/>

Somerset Parent Carer Forum – a group of parents with children of varying SEN who meet to share thoughts / ideas

<https://somerseparentcarerforum.org.uk/>

PUPIL VOICE

The children at Catcott Primary School are encouraged to be involved in their own learning. A pupil should be aware of their pupil passport and know what targets they are trying to reach within their Individual Learning Plan. Pupils will always be involved in the Annual Review process. If a pupil is unable to give their opinions, due to age or disability, then a trusted adult can share thoughts / opinions on their behalf.

TRAINING & RESOURCES

- Available resources are allocated to support children identified as having SEND, using the allocated money from the Local Authority.
- Training is provided for staff according to the school development plan, new programmes of work that are being introduced and the professional needs of individuals.
- Training can be in the form of courses, visiting other schools, observing colleagues, modelling programmes and INSET.

COMPLAINTS PROCEDURE

Any complaints regarding SEND provision should initially be discussed with the class teacher and/or SENDCO. If this fails to provide a satisfactory answer, then this should be raised with the Head Teacher. Ultimately, complaints should then be addressed to the Governing Body following the school's Complaints policy, where the local authority may become involved if required.

MONITORING & EVALUATING SUCCESS

The quality and provision we offer all pupils is monitored by the senior management team through in-class observations, sampling of views of families and pupils, observations of all staff and thorough monitoring of pupil progress through termly pupil progress meetings.

The SENDCO is involved in supporting teachers and ensuring regular meetings are held to enable the graduated response to take place. The governing body reviews this policy regularly and considers any amendments in light of annual review findings. The SENDCO reports the outcome of the review to the governing body.

Criteria for the success of Catcott's SEN provision is:

- SEN Register to be updated at least twice annually
- Parent/ carers to be kept regularly informed and involved by teachers, either SENDCO or Head Teacher.
- Opportunities provided for parent/carers to meet with SENDCO, if appropriate
- Clear, relevant paperwork to be stored in a secure, central system
- External agencies to be involved, where required.
- INSET / SEND updates to be disseminated
- Staff implement the Graduated Response using appropriate tools and strategies, recording on Pupil Passports and Individual Learning Plans.

CONFIDENTIALITY (STORING & MANAGING INFORMATION)

Pupils SEND records will be kept in accordance with the DFE guidance contained in 'Statutory Policies for Schools'. (September 2014)

Information collected about a pupil's SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's families, the Head teacher or the SENDCO, unless the school has safeguarding concerns.

Linked documents available:

Accessibility Policy

Admissions Policy

Bullying Policy

Behaviour Policy

Catcott SEND Information Report

Reviewed by: _____

Signed: _____

Date: _____