

# **DRAFT Special Educational Needs and Disabilities (SEND) Policy**



**ST CLARE**  
Catholic Multi Academy Trust



**“Let all that you do be done with love”**

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**Review date:** By 31.01.2029

## ST CLARE CATHOLIC MULTI-ACADEMY TRUST

### SEN & Inclusion Policy

#### St Thomas of Canterbury Catholic Primary School

*“Let all that you do be done with love.”*

*(1 Corinthians 16:14)*

#### 1. Mission Statement & Catholic Ethos

At St Thomas of Canterbury Primary School, our mission — *“Let all that you do be done with love”* — calls us to place dignity, compassion and justice at the heart of everything we do. Rooted in the Gospel and guided by Catholic Social Teaching (CST), we are committed to creating an inclusive community where every child is known, valued and supported to flourish.

Our approach to SEND is underpinned by the principles of Catholic Social Teaching:

- **Human Dignity:** Every child is made in the image of God and is of infinite worth.
- **Solidarity:** We work together as a school community, sharing responsibility for inclusion.
- **Subsidiarity:** Decisions are made as close to the child as possible, with pupil and family voice central.
- **The Common Good:** Inclusive practice benefits all learners and strengthens our community.
- **Preferential Option for the Vulnerable:** We prioritise support for pupils who face additional barriers to learning.

These principles shape our commitment to equity, compassion and high aspiration for all pupils, including those with Special Educational Needs and Disabilities.

#### 2. SEND Aims and Values

Our SEND Aims:

#### **NURTURING CONFIDENCE, INDEPENDENCE AND RESILIENCE**

To work together to create a truly inclusive school where pupils can grow in faith, confidence, independence and resilience.

To work together with all our pupils on their journey towards a fulfilled adulthood; providing them with support to achieve their academic potential, become engaged, active learners, communicate effectively and develop positive relationships.

Our SEND Values:

We recognise that we are all individuals made in the image of God.

Support each other and pupils with our patient, kind and encouraging words and actions; reinforcing our whole school values of ready, respectful and safe.

Teamwork; we know we work better together, encouraging and building confidence in each other.

Being open to advice and support.

Communication is key; sharing good practice, ideas and information about pupils to improve provision.

Remaining positive even when our work is challenging.

Showing a sense of humour, passion, commitment and energy. Being adaptable and flexible in our work.

Valuing difference in each other and our pupils; using our diverse strengths to achieve the best outcomes.

### **3. Compliance and Statutory Framework**

This policy complies with statutory guidance and legislation, including:

- Children and Families Act (2014)
- SEND Code of Practice: 0–25 years (DfE & DoH, 2015, updated)
- Equality Act (2010)
- Schools SEN Information Report Regulations (2014)
- Supporting Pupils at School with Medical Conditions (2014)
- The National Curriculum in England (current)
- Teachers' Standards (DfE, updated)

This policy should be read alongside the school's Safeguarding Policy, Accessibility Plan and SEN Information Report.

### **4. Definition of Special Educational Needs and Disabilities**

A pupil is considered disabled if they have:

“A physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”

*(Equality Act 2010)*

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that normally available.

This includes pupils who:

- Have significantly greater difficulty in learning than the majority of others of the same age

- Have a disability which prevents or hinders them from making use of educational facilities generally provided

A child is not regarded as having SEND solely because English is an additional language or due to factors such as attendance, disadvantage or family circumstances, although these may require additional support.

## 5. The Four Broad Areas of Need

SEND is identified under the following areas:

- **Communication and Interaction** (e.g. SLCN, Autism)
- **Cognition and Learning** (e.g. SpLD, SLD, PMLD)
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

Many pupils have needs that span more than one category.

## 6. Identifying SEND

We use a holistic, graduated approach to identification, considering the needs of the whole child. Identification draws on:

- Teacher assessment and observation
- Pupil progress meetings
- Standardised and diagnostic assessments
- Parent/carer concerns
- Pupil voice
- Advice from external professionals

The Sheffield Support Grid is used to support consistent identification and planning. In order to ensure equitable and appropriate support, pupils are placed on the SEND register when their needs are identified as Level 3 or above on the Sheffield Support Grid. Where needs are at Level 3 or above and extend across multiple areas, this often reflects a level of complexity that may require coordinated, multi-agency support and consideration of an Education, Health and Care Plan.

## 7. A Graduated Approach to Support

Support follows the **Assess–Plan–Do–Review** cycle and reflects the CST principle of equity: providing what each child needs to succeed.

### Wave 1 – Quality First Teaching

High-quality, adaptive teaching is the first response for all pupils. Teachers are responsible and accountable for the progress of pupils with SEND in their class.

## **Wave 2 – SEN Support**

Where pupils require provision additional to or different from Quality First Teaching and/or Ordinarily Available Provision, SEN Support is implemented. Pupils are added to the SEN register and receive targeted interventions supported by a SEND Support Plan.

## **Wave 3 – Specialist Support**

Where progress remains limited, external professionals are involved. For pupils with complex needs, Extended Support Plans may be used and, where appropriate, a request for an Education, Health and Care (EHC) needs assessment may be made.

## **8. Education, Health and Care Plans (EHCPs)**

Pupils with EHCPs receive provision aligned to their plan. Annual Reviews are held in partnership with families, pupils and professionals. Pupil voice is actively sought in line with subsidiarity and dignity.

## **9. The Integrated Resource – The Hive**

The Hive provides specialist provision for pupils with complex physical needs. In line with solidarity and inclusion, pupils are supported to access mainstream learning wherever appropriate, while receiving specialist support in a nurturing environment.

## **10. Supporting Families and Pupil Voice**

We work in partnership with families, recognising parents as experts on their children. Pupils are encouraged to share their views and contribute to decisions about their learning and support.

Families are signposted to the Local Offer and relevant support services, including SENDIAS.

## **11. Admissions, Accessibility and Medical Needs**

The school meets its duties under the Equality Act and Schools Admissions Code. Reasonable adjustments are anticipatory and planned. Pupils with medical conditions are supported in line with statutory guidance.

## **12. Roles & Responsibilities**

### **Governing Body**

Provides strategic oversight of SEND provision and ensures statutory duties are met.

### **Headteacher**

Ensures inclusive practice, effective use of resources and support for staff.

#### **SENCO**

Leads and coordinates SEND provision, supports staff, liaises with families and professionals, and ensures high-quality provision and review.

#### **Class Teachers**

Remain responsible for the progress of pupils with SEND, planning adaptively and working closely with the SENCO and families.

### **13. Training and Resources**

Staff receive ongoing professional development to strengthen inclusive practice. Resources are allocated based on need and reviewed regularly.

- The SENCOs from each school across the St Claire's Catholic MAT liaise to discuss and plan for the current and future needs of children with SEN. This includes training, resources and additional support where appropriate;
- Resources are allocated to support children with identified needs as identified above;
- Each year we map our provision to show how we allocate human resources to each year group, this is also reviewed regularly;
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals;
- Where necessary specialist equipment, books or other resources that may help the child are purchased, following the advice from outside professionals wherever possible.

### **14. Monitoring, Review and Complaints**

The effectiveness of SEND provision is monitored regularly. Complaints follow the school's agreed procedures, with support available from SENDIAS.

This policy will be:

- Reviewed every three years, or sooner if legislation changes
- Monitored through:
  - governor visits
  - pupil and parent voice
  - SEN reviews

As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint. However, if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with the class teacher. The class teacher investigates and gives the parent a date for a follow up appointment if necessary;
2. If not satisfied, an appointment to discuss the complaint with the SENCO/ Headteacher will be made;
3. If still not satisfied, an appointment with the governor with responsibility for SEN (**Gillian Akers**) and the Chair of Governors (**Molly Baxter**) will be made;
4. If the problem is unresolved, the parent may contact the Local Authority about the matter;
5. At any time, the parent may seek help from the SSENDIAS (see below).

If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet “Resolution of Disagreements” to help parents and staff to follow codes of good practice in resolving disputes. It is in the Special Educational Needs toolkit.