

St Thomas of Canterbury RC Primary School

The crest of St Thomas of Canterbury RC Primary School is a yellow shield with a blue border. It features a central blue cross with a white 'S' on it, and four blue lions in the quarters. The shield is set against a light green circular background.

Special Educational Needs and Disability (SEND) Policy 2026-2027

We are a Catholic family and welcome all into our vibrant community. We strive to make Jesus the centre of our lives. Each person is unique and we seek to inspire each other towards knowledge and joy as children of God. We nurture everyone to reach their full potential

Together with God, we reach for the stars.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. (SEND Code of Practice: 0-25 years)

Introduction

At St Thomas of Canterbury, we are committed to providing an inclusive learning environment in which all pupils can achieve their full potential. We believe that every child is entitled to a broad, balanced and ambitious education that enables them to participate fully in school life and prepare for the future.

This policy sets out how we identify, support and monitor pupils with Special Educational Needs and Disabilities (SEND) in accordance with the Children and Families Act 2014 and the SEND Code of Practice: 0–25 years.

Our Aims

The aims of this policy are to:

- Ensure that pupils with SEND are identified as early as possible.
- Provide high-quality teaching that is differentiated to meet individual needs.
- Remove barriers to learning and participation.
- Enable pupils with SEND to make good progress from their starting points.
- Work in partnership with parents, carers and external professionals.
- Involve pupils in decisions about their education and support.
- Promote inclusion, equality and positive outcomes for all pupils.

School Context

St. Thomas of Canterbury RC Primary School has been judged as outstanding by OFSTED (Dec 2023). Inspectors said that pupils at St Thomas of Canterbury RC Primary School achieve exceptionally well. Pupils' behaviour is impeccable. The school is extremely ambitious for all pupils, including those with special educational needs and/or disabilities SEND. We have 21 teachers and 45 TAs working in our school. Most are trained to deliver a number of intervention programmes throughout our school. Additionally, we have a number of volunteers supporting our school on a regular basis. We pride ourselves on our high staff to pupil ratio, which maximises learning potential for all children. The staff to pupil ratio is even higher in the EYFS and KS1, as we endeavour to give all of our children the best start possible during these early years, when children learn the most. Our two Year 6 classes have 3 qualified experienced teachers. Our head teacher is an OFSTED inspector, an RE inspector for the Diocese of Salford and a NLE (National Leader of Education). He has been awarded an OBE for his services to primary education. Three teaching staff members are moderators (2x EYFS and 1x English) for the local authority.

This policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has SEND and that those needs are made known to all who are likely to teach them. The school will have regard to the Special Educational Needs Code of Practice 2014 when carrying out its duties toward all pupils with SEND. It has been written with reference to the following guidance and documents:

Legislation & Guidance

This policy has regard to relevant legislation, regulations and statutory guidance, including:

- The Children and Families Act 2014, Part 3;

- The Special Educational Needs and Disability Regulations 2014;
- The SEND Code of Practice: 0 to 25 years (2015);
- The Equality Act 2010;
- The Equality Act 2010: Technical Guidance for Schools in relation to disability discrimination;
- The Education Act 1996;
- The Mental Capacity Act 2005, where relevant;
- The Children and Families Act 2014 guidance relating to children and young people with SEND;
- Keeping Children Safe in Education (KCSIE), as amended from time to time;
- The School Admissions Code;
- Relevant Department for Education guidance on supporting pupils with medical conditions;
- Relevant local authority SEND guidance and arrangements.
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This policy should be read alongside the school's other relevant policies and published information, including:

- Accessibility Plan;
- Equality Policy;
- Safeguarding and Child Protection Policy;
- Supporting Pupils with Medical Conditions Policy;
- Admissions Policy;
- Behaviour Policy;
- Complaints Policy;
- SEND Information Report;
- School Local Offer information.

Where legislation or statutory guidance is amended, this policy will be interpreted and updated as appropriate.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability 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 educational facilities generally provided for others of the same age in mainstream schools.

A child or young person who has a disability under the Equality Act 2010 may not necessarily have SEN.

Similarly, a pupil may have SEN without meeting the definition of disability under the Equality Act 2010.

The school recognises that some pupils may experience barriers to learning for a variety of reasons. These may include, but are not limited to:

- special educational needs;
- Disability;
- Medical conditions;
- Social, emotional or mental health needs;
- adverse or challenging life circumstances;
- English as an additional language;
- Attendance difficulties;
- Disadvantage or other contextual factors.

These factors do not, on their own, necessarily mean that a pupil has SEN. The school will consider each pupil's individual circumstances and educational needs.

We will not identify a pupil as having SEN solely because they are making slower progress than their peers, speak English as an additional language, receive pupil premium funding or experience another factor which does not in itself constitute SEN.

The four broad areas of SEND are:

1. Communication and Interaction: Challenges with understanding or using language, Speech, and social communication, such as Speech, Language and Communication Needs (SLCN) or Autism Spectrum Disorder (ASD)

2. Cognition and Learning: Difficulties with learning new things, understanding information, concentration, memory, and processing speed, including Specific Learning Difficulties (SpLDs) like dyslexia

3. Social, Emotional and Mental Health (SEMH): Issues like anxiety, depression, ADHD, selfharm, withdrawn or challenging behaviours, often linked to underlying mental health conditions.

4. Sensory and/or Physical Needs: Disabilities affecting vision, hearing, or movement, requiring specialist equipment or support, like hearing impairment, visual impairment, or physical disabilities.

Our Approach to Inclusion

At St Thomas of Canterbury, we are committed to inclusion and to ensuring that pupils with SEND can participate in the full life of the school wherever reasonably possible.

This includes access to

- The curriculum;
- Lessons and learning activities;
- Assemblies;
- Clubs and enrichment activities;
- Educational visits and residential opportunities, where applicable;
- Sport and physical education;
- Playtimes and lunchtimes;
- School events;
- Wider school responsibilities and opportunities.

We will consider reasonable adjustments and appropriate adaptations in accordance with its duties under the Equality Act 2010.

The school will make decisions based on individual need and will seek to remove or reduce barriers to participation. Where a pupil requires additional support or reasonable adjustments, these will be considered on an individual basis.

Roles and Responsibilities

Governing Body

The governing body will:

- ensure that the school has regard to the SEND Code of Practice;
- ensure that appropriate arrangements are in place to identify and support pupils with SEND;
- monitor the effectiveness of SEND provision;
- ensure that the school meets its duties under the Equality Act 2010;
- ensure that appropriate resources are allocated to support SEND provision;
- receive appropriate information about SEND provision and outcomes;
- ensure that SEND is considered as part of the school's wider strategic planning and self-evaluation.

Headteacher

The Headteacher will:

- have overall responsibility for the provision and progress of pupils with SEND;
- ensure that SEND is a whole-school priority;
- support the SENDCo in carrying out their statutory and strategic responsibilities;
- ensure that appropriate arrangements are in place for safeguarding pupils with SEND;
- promote an inclusive school culture;
- keep the Governing Body fully informed.

SENDCo

The SENDCo will:

- coordinate the day-to-day operation of the school's SEND policy;
- work with the Headteacher and governing body to develop SEND provision;
- advise and support teachers and other staff;
- coordinate the identification and assessment of pupils with SEND;
- maintain appropriate SEND records and oversee the school's SEN register;
- coordinate the graduated approach of Assess, Plan, Do and Review;
- work with parents and carers;
- involve pupils in decisions about their support;
- liaise with external professionals and the local authority where appropriate;
- coordinate applications for EHC needs assessments where appropriate;
- contribute to staff training and professional development;
- monitor the effectiveness of SEND provision and interventions;
- monitor the progress and outcomes of pupils with SEND;
- support transition arrangements;
- ensure that relevant information is shared with staff who need it to support pupils effectively.

Class Teachers

Class teachers are responsible for:

- The progress and development of all pupils in their class.
- Delivering high-quality, differentiated teaching.
- Implementing agreed support strategies and interventions.
- Working closely with the SENDCo and parents.
- Have high ambitions and set stretching targets
- Track progress towards these goals
- Ensure effective delivery of a broad and balanced curriculum
- Include all children fully in the life of the school
- Monitor the progress and achievements of all children
- Ensure an inclusive approach to teaching and curriculum delivery
- Plan and deliver to actively remove barriers to learning for children
- Work closely with parents and consider their views
- Consider the views and wishes of the child
- Promote positive outcomes in the wider areas of personal and social development

Teaching Assistants

Teaching assistants will:

- support pupils under the direction of the class teacher and relevant leaders;
- contribute to the implementation of agreed provision;
- deliver targeted interventions where appropriately trained and directed;
- support pupils to develop independence rather than creating unnecessary dependency;
- provide feedback to teachers about pupil engagement and progress;
- contribute to assessment and review processes.

Identifying Pupils with SEND

We recognise the importance of early identification.

A pupil's needs may be identified through:

- teacher observations and assessments;
- progress tracking and attainment data;
- concerns raised by parents or carers;
- concerns raised by the pupil;
- information from previous settings;
- assessments by external professionals;
- medical or developmental information;
- the school may also use additional screening tools to help identify specific areas of need;
- medical or developmental information.

The identification of SEND should not rely solely on attainment or standardised assessment results.

- Parents are encouraged to not hesitate to speak to the class teacher if they have any concerns about their child.
- Parents are also encouraged to attend SENCO drop in sessions held each half term if they have concerns.
- A meeting with the class teacher and/or SENCO may then be arranged to discuss appropriate support and next steps.
- The school follows a graduated approach to identification and support.
- A pupil will not be identified as having SEND solely because they speak English as an additional language, are receiving pupil premium funding, or are making slower progress for other reasons

The Graduated Approach at STOC

Our school uses the **Assess – Plan – Do – Review (APDR)** cycle.

At the heart of the work of our school is a continuous cycle of planning, teaching and assessing, which takes account of the wide range of abilities, aptitudes and interests of all of our children.

When is the Graduated Approach triggered?

The graduated approach begins when there is a concern about a child's development. The concerns can come from a range of places, including:

- information from parents
- observations
- tracking and assessments

Who is involved in the Graduated Approach?

It is important that the child and their family are involved in gathering information to complete the cycle of support. Other professionals who are involved with the child may also contribute.

How long should each cycle of support last?

ISP cycles last for one term. Other cycles of support can vary and are dependent on the desired outcome.

Review impact of the support plan and consider next steps. Does the child need another cycle or is SEN support no longer required and can their needs be met through quality first teaching?

4. Review

3. Do

Implement plan. The teacher will be responsible for delivering the agreed support and assessing the impact of the plan.

1. Assess

Gather information about the areas of concern from the family, child & professionals involved. What do we already know?

2. Plan

Agree a pathway of support with SENCO & family. Have a clear view of the expected outcomes and that they are SMART. At this point, the child will be placed on the SEND register and external services may be involved.



SEND Salford Thrive – The Graduated Response

The graduated response encourages teachers to revisit, refine and revise decisions and actions that have been made, in order to grow their understanding of their pupil's needs and provision. The SEND Code of Practice encourages us to provide the right support at the right time. It is graduated in that some children will require small adjustments within the classroom to be successful, whereas for others they will require a highly personalised timetable of support and intervention in order to make progress and be included. The code highlights;

- Where a child is identified as having SEND, the setting should take action to remove barriers to learning and put effective special education provision in place.
- Once a child is identified as having SEND, their family must be informed. The setting
- must work with families, listening to their views and involving them in any decision making and planning.
- The provision in place must be reviewed termly and involve the child and their

Teams across Salford that support with the Graduated Approach

- Primary Inclusion Team (PIT)
- Learning Support Service (LSS)
- Autism Communication Education (ACE)
- Learning Support Service for sensory support (LSS)
- Springwood Outreach Service
- Speech & Language Therapists (SALT)
- Children & Adolescent Mental Health Service (CAMHS)
- CAMHS i-reach outreach
- Educational Psychologist (EP)
- Occupational Therapist (OT)
- Physiotherapist

SEND Provision

Where a pupil is identified as having SEN and requires provision that is additional to or different from that normally available to pupils of the same age, the school will provide SEN support in accordance with the SEND Code of Practice.

Our school provides support through:

- High Quality Ordinary Available Inclusive Provision (OAIP)
- Quality First Teaching for all pupils.
- Differentiated learning activities.
- Targeted small-group interventions.
- Individual support programmes.
- Social and emotional support.
- Speech, language and communication support.
- Assistive technology and specialist resources.
- Reasonable adjustments to the learning environment.
- Provision is tailored to the individual needs of each pupil.

Provision will be determined by the pupil's individual needs rather than by a fixed menu of interventions.

We will seek to ensure that interventions are evidence-informed, appropriately targeted and regularly reviewed.

Ordinarily Available Inclusive Provision (OAIP)

We recognise that many pupils' needs can be effectively met through high-quality teaching and ordinarily available inclusive provision.

This may include:

- clear and consistent classroom routines;
- explicit teaching and modelling;
- adapted instructions;
- visual supports;
- additional processing time;
- chunking of tasks;
- appropriate seating arrangements;
- pre-teaching and overlearning;
- structured opportunities for practice;
- scaffolding;
- adapted resources;
- flexible approaches to recording work;
- appropriate use of technology;
- sensory or movement breaks where appropriate;
- positive approaches to behaviour and emotional regulation.

The specific provision required will depend on the individual pupil.

Monitoring and Emerging Needs

We maintain a monitoring process for pupils who have emerging needs or who benefit from additional ordinarily available inclusive provision but who do not currently require SEN support. Parents and carers will be informed where the school is monitoring an identified concern in relation to their child's learning or development. The school will review the pupil's needs and the effectiveness of support.

Following review, a pupil may;

- continue to be monitored;
- have support provided through ordinarily available inclusive provision;
- be identified as requiring SEN support;
- be referred for further assessment or specialist advice, where appropriate.

Being placed on a monitoring list does not, in itself, mean that a pupil has SEN.

Education, Health and Care Needs Assessments and EHCPs

Where a pupil requires support beyond that which can reasonably be provided through the school's SEND resources, the school may request an Education, Health and Care (EHC) needs assessment from the local authority.

Parents and carers may also request an EHC needs assessment directly from the local authority, in accordance with the statutory framework.

We will:

- involve the pupil and their parents or carers;
- provide relevant evidence and information;
- document the provision already implemented;
- provide information about progress and outcomes;
- identify the pupil's special educational needs;
- work collaboratively with the local authority and relevant professionals;
- support parents and carers in understanding the process where appropriate.

An EHC needs assessment does not automatically result in an EHC plan. The local authority is responsible for determining whether an EHC plan is necessary following the statutory assessment process.

Where a pupil has an EHC plan, the school will:

- use its best endeavours to secure the special educational provision specified in the plan;
- ensure that relevant staff understand the provision required;
- monitor progress towards the outcomes identified in the plan;
- work with parents, the pupil and relevant professionals;
- participate in annual reviews in accordance with statutory requirements;
- consider the pupil's preparation for adulthood and transition to the next stage of education, as appropriate.

Annual Reviews of EHCPs

We carry out annual reviews of EHC plans in accordance with statutory requirements.

The review process will:

- involve the pupil and their parents or carers;
- consider progress towards outcomes;
- review the effectiveness of the special educational provision;
- consider whether amendments to the EHC plan may be required;

- consider transition arrangements where appropriate;
- involve relevant professionals where appropriate.

We will provide relevant information to the local authority within required timescales.

Supporting Pupils with Medical Conditions

At St Thomas of Canterbury, we recognise that pupils with medical conditions should be properly supported to ensure that they have full access to education, including school trips, physical education (PE), and all other aspects of school life. Some pupils with medical conditions may be considered disabled under the Equality Act 2010. Where this is the case, the school will comply with its duties and responsibilities under the Act and will make reasonable adjustments where required.

Some pupils with medical conditions may also have special educational needs (SEN) and may have a Education, Health and Care (EHC) Plan. Where applicable, the school will ensure that the pupil's health and social care needs, as well as their special educational provision, are appropriately considered and supported in line with the SEND Code of Practice (2014). Further policies to support children with medical conditions can be accessed via the 'School Policies' section of the school website.

Equality and Reasonable Adjustments

We are committed to meeting its duties under the Equality Act 2010.

Where a pupil is disabled, the school will consider and implement reasonable adjustments where required to prevent the pupil from being placed at a substantial disadvantage compared with non-disabled pupils.

Reasonable adjustments may relate to:

- teaching and learning;
- communication;
- assessment;
- the physical environment;
- school routines;
- access to activities and educational visits;
- behaviour support;
- the use of auxiliary aids or services where appropriate.

We consider each pupil's circumstances individually.

Removal from the SEND Register

If a pupil makes good progress and achieves the outcomes set out in their support plan, they may no longer require additional SEND support and their name may be removed from the SEND register. Their progress will continue to be monitored regularly as part of the school's termly assessment processes for all pupils. Parents will be consulted throughout the process.

Admissions

We welcome applications from pupils with SEND in accordance with its published admissions arrangements and the relevant statutory admissions framework. The school will work with families, previous settings and relevant professionals, where appropriate, to understand a pupil's needs and plan reasonable adjustments and appropriate provision.

Where a pupil has an EHC plan, the school will follow the relevant statutory requirements concerning consultation and placement. The school will seek to ensure that appropriate arrangements are made to support a pupil's transition into school and that relevant information is shared appropriately.

Partnerships with Parents

We believe at STOC that parents are the first educators of their children. We recognise the crucial role that they play. Parents have a right to participate and be involved in all aspects of their children's schooling. We aim to foster good communication by inviting parents to take part in all discussion and decision making regarding children with SEND. An interpreter is booked for parents with EAL. Parents are also encouraged to bring a friend to meetings.

- We invite parents to attend a welcome meeting at the beginning of each academic year.
- We invite parents to attend 2 progress meetings in autumn & spring and a written report is provided at the end of the academic year.
- Children with identified SEND may receive a longer appointment to discuss additional support in place.
- IEPs are reviewed and new targets are shared with parents at the end of each of half term. Parents are updated on their child's SEN status and the support in place for the next term (monitor list/SEN support/ EHCP).
- We invite parents to attend half-termly drop-in sessions, held by the school SENCOs to discuss any SEND concerns. Parents are informed via parenthub and can contact the school office to book an appointment.
- Parents in Year 2 & 6 are invited for additional meetings regarding SATs.
- We welcome feedback from parents. Teaching staff are available at arrival and collection times for parents to share updates & feedback. An additional meeting may be offered, if required.
- Celebrating educational progress is also shared with parents via Good News certificates, which are awarded at our Good News assemblies.
- Parents may also be invited to attend additional meetings, which involve the school SENCO, or external professionals (early help, EP, SALT, LSS)

Pupil Participation

We recognise that children and young people should be involved in decisions about their education and support. We will seek and consider pupils' views in an age-appropriate and accessible way.

Pupils may be involved in:

- identifying their strengths and areas of difficulty;
- setting and reviewing targets;
- discussing classroom strategies;
- reviewing interventions;
- contributing to support plans;
- preparing for meetings;
- considering transition arrangements.

The level and method of participation will be adapted to the individual pupil's age, maturity, communication needs and circumstances.

External Agencies and Specialist Support

The SENDCOs work with external agencies and professionals where appropriate and where this is necessary to support a pupil's needs.

Depending on individual circumstances, this may include:

- Educational Psychology;
- Speech and Language Therapy;

- Occupational Therapy;
- Learning Support Services;
- Autism and communication services;
- Sensory support services;
- Primary Inclusion services;
- School Nursing;
- Health professionals;
- Child and Adolescent Mental Health Services;
- Early Help services;
- Social Care;
- Educational Welfare services;
- paediatric services;
- Other relevant specialist services.

We will always seek appropriate consent and share information in accordance with data protection and safeguarding requirements. The list of services is not exhaustive and may change over time.

Transition

St Thomas of Canterbury recognises that transitions can be particularly important for pupils with SEND.

Transition planning may include:

- communication with previous or receiving settings;
- visits to new settings;
- additional transition visits;
- sharing relevant information;
- pupil passports or transition documents;
- visual information;
- meetings with parents and carers;
- meetings with relevant professionals.

Transition arrangements will be tailored to the individual pupil.

Complaints about the school's SEND provision

If parents or carers have concerns about SEND provision, they should first discuss these with the class teacher or SENDCo. If concerns remain unresolved, parents may follow the school's Complaints Procedure. Information about the complaints process is available from the school office and on the school website.

SEND Information Report and Local Offer

We publish a SEND Information Report explaining how SEND provision is delivered within the school. The SEND Information Report should be read alongside this policy and provides more detailed information about the school's current provision. The school's SEND Information Report is available on the school website.

We also signpost parents and carers to the relevant local authority Local Offer, which provides information about SEND services and support available within the local area. The school will review and update its SEND Information Report in accordance with statutory requirements and local authority arrangements.

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

Confidentiality and Information Sharing

We will handle information relating to pupils with SEND in accordance with applicable data protection legislation, safeguarding requirements and school policies. Information will be shared appropriately with staff and professionals who need it to support the pupil, subject to relevant legal requirements. The school will ensure that confidential information is handled sensitively and securely.

Evaluation of the Policy

This policy will be reviewed annually or sooner if there are significant changes to legislation, statutory guidance, local authority arrangements or school practice.

The policy will be reviewed by
SENDCo(s);
Headteacher/Senior Leadership Team;
Governing Body.

Next review- July 2027

