



# SEND and Inclusion Policy

## Mission Statement

*Our school community serves the common good to the benefit of all; where the rights and dignity of every human person are respected and 'Every Heart is Sacred'.*

*We support and encourage everyone to reach their full potential.*

*We are witnesses to God's love through our actions;*

*Inspiring hope, nurturing love and caring for our Common Home.*

*We serve each other peacefully, joyfully and truthfully so that all*

*'have life and have it to the full'.*

Approved by:	Full Governors
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## Contents

1. Aims and objectives.....	
2. Vision and values.....	
3. Legislation and guidance.....	
4. Inclusion and equal opportunities.....	
5. Definitions and identifying special educational needs.....	
6. Roles and responsibilities.....	
7. SEN information report.....	
8. Our approach to SEND support .....	
9. Supporting pupils with medical conditions.....	
10. Training and resources.....	
11. Links with external professional agencies.....	
12. Admission and accessibility arrangements.....	
13. Complaints about SEND provision.....	
14. Monitoring and evaluation arrangements.....	
15. Bullying and safeguarding.....	
16. Reviewing the policy.....	
17. Links with other policies and documents.....	
18. Storing and managing information.....	

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## 1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to;

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - 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 achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Help pupils with SEND make a successful transition into secondary school
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

This policy accepts the definition of Special Education Needs and Disability (SEND) as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the school has determined that a child has SEND, those needs will be made known to all who are likely to teach them. All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND. All staff will ensure children with SEND are included in school activities as far as is reasonably practical

## 2. Vision and Values

At Sacred Heart RC primary school, we are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. Where the whole school community shares a belief in equality for all pupils and staff in line with the Equalities Act 2010 and where the rights and dignity of every pupil are respected and every heart is Sacred.

At Sacred Heart RC Primary school all of our teachers are teachers of special educational needs and we are committed to providing appropriate and high-quality education for all the children in our school. We believe that all children, including those identified as having special educational needs,



have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

We believe inclusion is a sense of belonging, feeling respected, valued and seen for who we are as individuals. We recognize that each child is unique and learns in their own way with their own unique strengths and qualities. At our school we will provide all pupils with access to a broad and balanced curriculum and support and encourage everyone to meet their full potential. We aim to create a level of supportive energy and commitment from everyone for everyone. At Sacred Heart we aim to meet the needs of all pupils, including our pupils with special educational needs, and we are fully committed to enabling all pupils to reach their full potential irrespective of their gender, age, ethnicity, religion, ability and social background.

This policy describes the way we meet the needs of children who experience barriers to their learning. We recognise that pupils learn at different rates and that there are any factors with affect achievement including ability, emotional state, age and maturity. We believe that many pupils at some time in their school career may experience difficulties which affect their learning and we recognise that these may belong or short term.

Sacred Heart sees the inclusion of children identified as having special educational needs as an equal opportunity issue and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community. Our focus is on ensuring we meet individual needs in the most effective, inclusive manner possible rather than a focus on the 'problem(s) with the child'.

### 3. Legislation and guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and has been developed with reference to the following legislation, guidance and documents;

- [Part 3 of the Children and Families Act 2014](#) document
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for EHC plans, SENDCOs and the special educational needs information report
- The [Equality Act 2010](#)
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#) document
- [Statutory Guidance on Supporting pupils at school with medical conditions](#) document
- [The National Curriculum in England Key Stage 1 and 2 framework](#) document
- [Keeping Children Safe in Education](#) document



- [Working Together to Safeguard Children](#) document
- [Teachers Standards](#) document
- The School's [Safeguarding Policy](#)
- The School's [Equality Information and Policy](#)
- The School's [SEND School Information Report](#)
- The School's [Behaviour Policy](#)
- The school's [Accessibility Policy and Plan](#)

This policy was created by the school's SENDCO in liaison with the SLT, SEN Governor, SEN Team, all staff and parents and carers of pupils with SEND and is in line with our Teaching and Learning, Anti-Bullying and Relationships and Behaviour Policies.

#### 4. Inclusion and equal opportunities

Sacred Heart is committed to inclusion. We strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and meet their potential. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all children. We aim to promote a sense of community and belonging, and to offer engaging learning and social experiences to all children. This does not mean that we will treat all children in the same way, but that we will respond to our children in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all children, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of children:

- minority ethnic and faith groups
- children who need support to learn English as an additional language (EAL)
- children with special educational needs
- children who are disabled
- those who are gifted and talented
- those who are looked after or vulnerable
- any children who are at risk of disaffection and exclusion

As part of our graduated approach we refer to the term 'Waves' to describe the support pupils receive in schools.

**Wave 1: Universal Support** – our inclusive, quality-first teaching that all our pupils are entitled to and receive.

**Wave 2: Additional Support** – for pupils who are under-achieving or who have short-term needs. The additional support they receive should help them to catch-up, make progress or improve their wellbeing. However, pupils in this wave do not have special educational needs.

**Wave 3: SEN Support** – for pupils who have an identified special educational need or long-term



needs that fall within one, or more, of the four areas of SEND: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Sensory and/or Physical (including medical needs).

Our Aims:

- To identify and provide for pupils who have special educational needs and additional needs
- To operate a “whole pupil, whole school” approach to the management and provision of support for additional needs, including special educational needs, with a clear focus on high aspirations for all our SEND and vulnerable pupils
- To provide effective support and provision through our Inclusive Quality First Teaching (IQFT), evidence-based interventions and effective tracking and monitoring procedures in order that pupils can access the curriculum appropriately
- To ensure that all pupils have access to a broad, balanced, engaging and relevant curriculum
- To provide a differentiated curriculum appropriate to the individual’s needs and ability
- To ensure the early identification of all pupils requiring Additional Support and SEN Support provision
- To ensure full participation of our SEND and vulnerable pupils in all school activities.
- To establish and maintain effective Parent Participation through working collaboratively with parents/carers of our SEND and vulnerable pupils from the earliest opportunity with regard to their child’s strengths, areas of need, progress and attainment and in provision decision discussions
- To ensure that SEND and vulnerable pupils have a voice in decisions affecting their additional/SEN provision
- To enable pupils to move on from us, well equipped with the skills needed for their next steps in education. To contribute to achieving positive outcomes that will help the preparation for adulthood:
  - Having a positive well-being and good health
  - Having friends, relationships and being part of the community
  - Gaining good qualifications and Finding Employment
  - Living independently
- To work within the guidance provided in the SEND Code of Practice, 2015
- To provide a Special Educational Needs Coordinator (SENDCO) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupil



## 5. Definitions and identifying special educational needs

### 5.1 Definition

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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
- Is under compulsory school age, and falls within either definition above or would do so if special educational provision was not made for the child.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Sacred Heart will have due regard for the Special Educational Needs and Disabilities Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents/carers are notified when SEN provision is being made for their child.

The school also considers what is NOT SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

### 5.2 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.

### 5.3 The 4 areas of need

Sacred Heart RC uses Manchester’s MPTN (Matching Provision to Need) documentation as a guide to entry criteria for the SEND register. The SEND Code of Practice defines SEN as areas of difficulty and/or needs which fall under these four broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.



AREA OF NEED	
Communication and interaction	<p>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.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• 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</li></ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"><li>• Mental health difficulties such as anxiety, depression or an eating disorder</li><li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li><li>• Suffered adverse childhood experiences</li></ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"><li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li><li>• A physical impairment</li></ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Manchester's MPTN provides guidance on identification, support and provision, and assessment of needs within these four broad areas. The purpose of identification is to establish what action the school needs to take in order to meet individual needs. Pupils may have a range of needs from one or all these areas. As they grow and develop their needs may change too.

#### 5.4 Identifying special educational needs

Early identification of pupils with additional needs/SEND is a top priority at Sacred Heart RC. Children are identified as having SEND through a variety of ways including the following;





- Liaison with the child's previous school or Early Years Setting
- Liaison with the child's health visitor on entry to Nursery
- Child identified to be performing below age expected levels
- Child making limited progress with their learning or development
- Concerns raised by Parents/Carers
- Concerns raised by Teacher/Teaching Assistant/other school support staff
- Liaison with external agencies i.e. Occupational Therapist, Manchester Sensory Impairment Support Service, Social Care, Speech and Language Therapy Service (SALT), Outreach services
- Health diagnosis through school nurse, health visitor, pediatrician
- SEND diagnostic and criterion referenced assessments
- Observations of the child
- Reference to Manchester's MPTN

Assessment is the process of identifying SEND. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. Detailed assessments of need should give a clear picture of the pupil's strengths and needs which the class teacher, in partnership with the SENDCO, will use to ensure that the support provided to the individual will be targeted to their area(s) of need(s) using high-quality, inclusive teaching, additional resources and/or equipment or technologies and evidence-based interventions.

When a pupil's needs are considered to be more complex, an assessment by an external professional will be pursued e.g. by an Educational Psychologist, Speech and Language Therapist, RHOSEY (Rodney House Outreach Support Early Years) or CAMHS (Children and Adolescent Mental Health Service) and parental permission will be sought.

## 6. Roles and responsibilities

### 6.1 SENDCO

The SENDCO at our school is Miss Caoimhe Garland, and can be contacted at 0161 223 0231 and by email; SENDCO@sacredheart-jun.manchester.sch.uk.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils



- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

## 6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report



- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### **6.3 The SEND link governor**

The SEND link governor is; Mrs Maree Jordan

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Head Teacher will keep the governing body fully informed in all aspects of the School's work, including provision for children with SEND. The Head teacher will work closely with the School's SENDCO.

### **6.4 The Headteacher**

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer



- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

### 6.5 Class teachers

The 2012 Teaching Standards make clear the national expectations for all teachers. Teachers will already be doing most of what is expected of them with regards to SEND as it is covered in these teachers' standards:

- 1) Set high expectations which inspire, motivate and challenge pupils
- 2) Promote good progress and outcomes by pupils
- 3) Plan and teach well-structured lessons
- 4) Adapt teaching to respond to the strengths and needs of all pupils
- 5) Make accurate and productive use of assessment

The standards state that all teachers must have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with EAL and those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

Class teachers are supported by SLT and SENDCO should make regular assessments for all pupils in order to identify pupils making less than expected progress given their age and individual circumstances.

### 6.6 Teaching assistants

We have a team of dedicated and caring Teaching Assistants who contribute to our inclusive, quality-first teaching at Sacred Heart. Teaching Assistants are part of the whole school approach to SEND working in partnership with the class teacher and the SENDCO to deliver pupil progress



and ensure a positive well-being. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents/carers in the context of IQFT.

- **Class-based Teaching Assistants** provide support to all pupils, under the direction of the class teacher.
- **Intervention Teaching Assistants** offer targeted support for our pupils using evidence-based interventions and programs, under direction of the class teacher, SENDCO and SLT.
- **SEN Teaching Assistants** provide specialist support for pupils with EHC Plans, under direction of the class teacher, with support from the SENDCO. At Sacred Heart we believe TAs can be part of the support for an individual but should never be a substitute for the teacher's involvement with that child. The focus for these pupils is on the positive outcomes for the individual and not the hours of support they receive.

## 6.6 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

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

## 6.7 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 when making decisions that affect them, whenever possible.



## 7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

Link to the School's [SEND School Information Report](#)

## 8. Our approach to SEND support

### 8.1 Identifying pupils with SEND and assessing their needs

In line with the detailed expectations of the Teachers standards and National curriculum, each class teacher will deliver Inclusive Quality First Teaching (IQFT) for all children. They will oversee, plan and work with each child with SEND in their class to ensure that progress is made. The school's leadership team regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The needs of all our learners are at the heart of our inclusive, quality-first teaching and learning at Sacred Heart. We achieve this through:

- Highly skilled, creative teachers and well-trained support staff who are dedicated to pupils' academic potential
- Appropriate inclusive classroom environments, adapted to individual needs wherever necessary
- A creative, engaging and immersive curriculum that is sequenced progressively to build on pupils' knowledge and previous learning experiences
- Appropriate learning challenges, matching the National Curriculum guidelines
- Differentiated learning challenges through:
  - Extending or reducing challenges
  - Varying the amount of adult or peer support given
  - The way a learning challenge is delivered, completed and achieved
  - Different resources to complete learning challenges
  - Different outcomes of the challenge
- Visual aids to support language and concept development
- Multi-sensory approach to learning
- Talk partners and Peer support
- Whole school approach to meta-cognition through Learning Goals
- Effective Teaching and Learning, Equality, Safeguarding, Anti-bullying and Relationships and Behaviour policies
- Regular advice and support from a wide range of specialists including speech and language therapists, educational psychologists, physiotherapists and occupational therapists
- All EHCP children have a One Page Profile which outlines their strengths and how they like to be supported. These are written with the children to encourage their voice in the support they



receive. These documents are produced in partnership with parents/carers to seek their voice in decisions about their child's SEND

- A shared understanding of how to help an individual become self-reliant and independent

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then, the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## 8.2 Consulting and involving pupils and parents

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.



The school will consider the views of the parent or carer in any decisions made about the pupil. The school will put the pupil and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents if it is decided that a pupil will receive special educational provision.

### **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will act to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### **1. Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. These should be recorded to build information about the individual's strengths, needs and progress. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

In identifying a child as needing SEN support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This assessment will be reviewed regularly. This ensures that support and intervention are matched to need, barriers to learning are identified and overcome and that a clear picture of where targeted support needs to be focused is created.

#### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. The pupil will also be asked to contribute their voice to decisions about their strengths, likes and how they want to be supported. This information will be recorded and will be made accessible to staff in an individual education plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home. SEN Support is put in place for an agreed period of time.





### 3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. As part of our inclusive approach, we aim to keep children in their classrooms where possible and, where this isn't possible, any time out of class is timetabled carefully to avoid children missing other parts of the curriculum or school day regularly.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### 4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- Monitoring progress made academically against national/age expectations.
- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

### Whole school provision map

Support and provision are available for all 4 areas of need outlined in the 2015 SEND Code of Practice. Provision will be mapped annually, reviewed and adjusted termly. Provision is identified by the school's SENDCO, in collaboration with the Literacy and Maths coordinators and senior leadership team, based on thorough analysis of evidence-based programs (using nationally published guidance e.g. Sutton Family Trust Research, the 'What Works?' database for speech, language and communication needs (SLCN), What works for Literacy Difficulties along with guidance in Manchester's MPTNTool).

The Provision Mapping process follows 7 clear steps:

**Step 1:** Audit projected need using must/should/could chart.

**Step 2:** Compare projected year group needs with current pattern of provision and identify changes and staff development issues.

**Step 3:** Identify available school budget.

**Step 4:** Consider the evidence on what works and plan the provision map for the next school year.

**Step 5:** Plan for staff development.

**Step 6:** Identify criteria and processes for tracking children's progress and monitoring impact.

**Step 7:** Establish systems for evaluating the effectiveness of our provisions, involving parents or carers and children.



### **The Range of Provision**

The main methods of provision made by the school are:

- Education in classes, through IQFT, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of carefully planned withdrawal to work with a teacher/support teacher/teaching assistant/outside agency
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal program
- Provision of specialist resources

### **8.4 Levels of support**

#### **School-based SEN provision**

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.

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations and the child's needs can be met from within the usual provision offered to all pupils, then children should be removed from the SEND register. The class teacher will monitor ongoing progress whilst supporting the child through Inclusive Quality First Teaching. The school will use Manchester's MPTN guidance to inform their exit criteria from the SEND register.

#### **Education, health and care (EHC) plan**

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 Statutory Assessment process which is usually requested by the school but can be requested by a parent/carer. The decision to make a referral for an Education, Health and Care Plan (EHC Plan) will be taken at a progress review.

The application for an EHC Plan will combine information from a variety of sources including the following: Parents, Teachers, SENDCO, Social Care and Health Professionals. Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary review of agreed outcomes. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents/Carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Manchester Local Authority, or the authority in which the child lives, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan. Parents/Carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.



Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example reducing or increasing levels of support.

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.

### **8.5 Evaluating the effectiveness of SEN provision**

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents/carers and pupils throughout the year. In evaluating the success of this policy, the school will consider the views of Teaching Staff, Parents/Carers, Pupils and External professionals. We evaluate the effectiveness of provision for pupils with SEN by:

The success of the school's SEND & Inclusion Policy and provision is evaluated through;

- Monitoring of classroom practice by Inclusion team, subject coordinators and the Leadership Team
- Tracking pupils' progress, including by using provision maps and IEP's
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Observations of SEND pupils by SENDCO
- Analysis of pupil tracking data for individual pupils and cohorts
- Analysis of Intervention data
- Review of progress towards meeting agreed outcomes
- Monitoring of procedures and practice by the SEND Governor
- Governors' reports
- The School Improvement Plan/SEND Action Plan
- Feedback from Pupils, Parents/Carers and Staff
- Measuring Impact of Family Support meetings/Interventions/Outcomes

## **9. Supporting pupils with medical conditions**

### **Medical Conditions**

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. The school will create moving and handling plans and/or risk assessments where appropriate, to ensure all staff have the knowledge to support any pupils with medical conditions in our school.



Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational needs provision and the SEND Code of Practice is followed.

Please see the school's separate policy for Supporting Pupils with Medical Conditions.

### **Mental Health**

The school's Inclusion team work in a multi-agency approach to ensure that our vulnerable pupils are receiving the most appropriate support; these children may have social, emotional and mental health concerns, be Looked After Children (LAC), adopted, have experienced adverse childhood experiences (ACEs) such as loss or separation, parental separation or traumatic events such as domestic violence, abuse, neglect etc. Developing emotional resilience is vital in effectively supporting these pupils. Our aim is to intervene early, before mental health problems develop. Our inclusive values, dedicated staff, a focus on high expectations for all pupils and Graduated Approach help identify children with or at risk of developing mental health problems to promote the health and wellbeing of all pupils.

Where appropriate the SENDCO will refer pupils for outreach support or to external agencies for support with mental health and wellbeing.

## **10. Training and resources**

### **Resources**

Sacred Heart receives funding for pupils with SEND in these main ways:

- 1) Element 1: The **Mainstream Allocation**
- 2) Element 2 : Delegated **notional SEN budget** (based on the LA formula) covers the additional support required for pupils receiving SEN Support
- 3) Element 3: **High Needs top-up Funding**: Specific funds allocated to pupils with an Educational Health Care Plan
- 4) Some SEND pupils may also receive **Pupil Premium Funding**, which is available for pupils receiving free school meals, are Looked After by the Local Authority, have been previously Looked After by the Local Authority or have parents in the Armed Services.

### **CPD**

Continuous Professional Development and high-quality staff training is coordinated by the school's SENDCO in liaison with SLT. New staff receive SEND training as part of their induction to the school. Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

The SENDCO regularly accesses training outside of school, liaises with other SENDCOs in Manchester and attends termly SENDCO forums and SENDCO Cluster Group meetings.

Our Teaching Assistants (TAs) and Higher-Level Teaching Assistants (HLTAs) are well-trained to run our interventions. Some members of staff have specialist training in their areas and staff are able



to access additional training as necessary to meet the individual needs within the class/year groups.

Staff have received training on the 2015 SEND Code of Practice and Speech, Language and Communication Needs (SLCN), Dyscalculia and Precision Teaching, Autism, Dyslexia, Working Memory, Sensory Processing Difficulties, Hearing Impairments, Adverse Childhood Experiences and SEND & Safeguarding.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's appraisal arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENDCO, identify any patterns in the identification of SEND, both within the school and in comparison with national data, use these to reflect on and reinforce the quality of teaching through planned training events.

### 11. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services and recognises the important contribution that external support services make in assisting assessment and providing support for pupils and the school as a whole. When appropriate, colleagues from the following support services will be involved with SEND pupils:

- Educational Psychologists
- School Health
- Health Visitors
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists or physiotherapists
- Manchester Independent Advisory Service (IAS)
- Manchester Sensory Impairment Support Service
- Specialist teachers or support services
- General practitioners or pediatricians
- Child and adolescent mental health services (CAMHS)
- The social communication pathway

In addition, important links are in place with the following organisations:

- The local playgroup/mother and toddlers' group with the aim of providing continuity between home and school
- The LA
- Specialist Services
- Health Service
- Education Welfare Officer
- Social Services
- Early Help services
- Other groups or organisations

Children with identified SEND will be assessed for additional time in line with the Standards



and Testing Agency guidelines and applications will be submitted where appropriate. Children with an EHC Plan are automatically eligible for additional time(25%).

## 12. Admission and accessibility arrangements

### Admission

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice 2015.

Sacred Heart strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the School's Admissions Policy.

To support the admission of prospective pupils with a disability and prospective pupils with SEN, Sacred Heart offers all parents/carers and children the opportunity to look around the school and talk to any relevant staff. There is also a 'New Intake Meeting' for Parents/Carers of EYFS children in the Summer Term before the September intake and all classes have a 'Move Up' morning for pupils in July and 'Meet the Teacher' evening for parents/carers early in September. The school offer pupils a slow transition into school where appropriate and work alongside parents to ensure transition is as effective and successful as possible for all pupils with SEND.

We aim to ensure a safe and happy transition for all of our children. During the pre-admission meeting pupils and parents/carers are invited to visit school and meet staff. Relevant information is passed at this point, from the parent/carer and other involved professionals to the school staff, including the school nurse, who use this information to ensure a smooth transition and maximise the pupil's learning, health and wellbeing. For children with SEND we would encourage further visits to assist with the acclimatization of the new surroundings. We would also visit pupils in their current school when necessary.

The school ensure all prospective pupils whose EHC plan names Sacred Heart RC primary school will be admitted before any other places are allocated to ensure all pupils with SEND are treated fairly. The school's oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational needs.

### Transition to secondary

Transition to High School and/or other educational establishments can be a difficult time for both our pupils and their families. For this reason, we work closely with our partner high schools and Trafford's SEND and EHC teams. We have developed a comprehensive package to support transition including;

- An exchange of effective and meaningful documentation giving the receiving school clear evidence of pupil attainment and achievement, including:
  - National test results
  - IEPs
  - SEN Support Plans (for pupils with EHC plans)
  - Recent School Reports
  - Reports from outside agencies
  - Transition meetings with SENDCO, Class Teacher and receiving school
  - Transition meeting with SENDCO, families and receiving school as needed
  - Discussion with families from Year 5 and 6 at Annual Reviews or at a Parents' Evening



- An opportunity planned for families to visit the new school
- A programme of planned visits by the pupil to their High School during the summer term in year 6 supported by a member of the pupil support team (additional visits are added as needed)
- Visits are planned to ensure children are with their friends, and may be placed in a class with pupils who they know from the year before.
- The further use of specialist resources if needed, for example, social stories and portable schedules

### Accessibility

Our school meets the duties outlined in the Equality Act 2010 towards individual disabled children and young people. We endeavor to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them from substantial disadvantage. The school has an Accessibility Plan which forms part of our overarching Equality Scheme and is published on the school's website.

The Accessibility Plan is anticipatory – thought is given in advance to what disabled children, young people and adults at the school might require and what adjustments might need to be made to prevent that disadvantage.

The school site is wheelchair accessible. We have two accessible toilets in school, one with changing facilities. The school car park has an identified Disabled Access parking space.

## 13. Complaints

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, SENDCO or headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCO and/or headteacher in the first instance. They will be handled in line with the school's complaints policy. The school's complaints procedure is outlined on the school's website and available from the main office upon request.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN code of practice](#).

To find out about disagreement resolution and mediation services in our local area, access the [Manchester gov website](#) for more information. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements.



#### 14. Monitoring and evaluation arrangements

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents/carers and pupils throughout the year. This is done in the form of a parent/carer and pupil questionnaire, discussion and through progress meetings with parents.

The success of the school's SEND & Inclusion Policy and provision is evaluated through:

- Monitoring of classroom practice by Inclusion team, subject co-ordinators and the Leadership Team
- Observations of SEND pupils by SENDCO
- Analysis of pupil tracking data
  - for individual pupils
  - for cohorts
- Analysis of Intervention data
- Review of progress towards meeting agreed outcomes
- Monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- Governors' reports
- The School Improvement Plan/SEND Action Plan
- Feedback from Pupils, Parents/Carers and Staff
- Measuring Impact of Family Support meetings/Interventions/Outcomes

This policy will be reviewed by the SENDCO, Head teacher and governing body **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

#### 15. Bullying and safeguarding

At Sacred Heart we believe pupils will learn best in a safe and calm environment that is free from discrimination and in which education and enjoyment is the primary focus.

As a school we have robust Relationships and Behaviour, Safeguarding and Anti-Bullying Policies in place in order to encourage positive relationships and choices, prevent bullying in all forms (physical, verbal, non-verbal, emotional, cyber, racial, sexual, homophobic or due to a disability) and protect our pupils from significant harm.

Through our creative curriculum and school rules: safe, hard-working and respectful, we aim to teach acceptance and respect for all. Throughout the academic year, we hold celebration days for specific conditions or areas of SEND. These days help raise awareness of specific needs, encourage acceptance and challenge stereotypes. The school takes part in Anti-Bullying week each year as well as using strategies such as SEAL and Circle Time to address issues around Behaviour and Bullying. Online safety is taught within our curriculum and additional resources can be used to personalise support for our pupils with SEND e.g. through the use of a social story or visual aids. Our pupils have a voice through the School Council.





Having an identified SEND can make children more vulnerable to incidents of bullying and abuse.

- Some pupils with SEND may not be aware that they are being bullied or abused
- Some pupils with SEND may not be able to communicate their ideas, needs and feelings as easily as their peers
- Any changes in behaviour may be considered to be linked their SEND

School staff will have due regard to this. School staff will follow our Safeguarding procedures for reporting any concerns about a pupil, including those with SEND. The DSLs and SENDCO will work with the pupil and family, where appropriate, to support the pupil to express their views in the best way possible for the individual. We have created Safeguarding Communication boxes to support our SEND pupils to communicate any worries or incidents. The NSPCC 'Pants' campaign is used to support easy-accessible information to our pupils. Some SEND pupils may need more personalised sessions to ensure the information is as accessible as possible for the individual. Outside agencies and any other professionals working closely with the pupil may be involved to support this process.

All staff complete annual safeguarding training, including online safety. The SENDCO and staff working closely with our pupils with SEND, complete specific training on Safeguarding pupils with SEND.

Other relevant policies and documentation are available on the school's website and on request at school.

## 16. Reviewing the policy

The Headteacher and SENDCO oversee the school's SEND and Inclusion policy and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

Annual Review Date: September 2025

## 17. Links with other policies and document

This policy links to the following documents:

- › The local offer
- › SEN information report
- › Accessibility plan
- › Behaviour policy
- › Equality information and objectives
- › Supporting pupils with medical conditions policy
- › Attendance policy
- › Safeguarding / child protection policy
- › Complaints policy



Please check [our school website](#) to read all of our other policies.

## 18. Storing and managing information

The school will record the steps taken to meet pupils' individual needs. The SENDCO and SEN Team will maintain the records and ensure access to them. In addition to the usual school records, the pupil's Additional Needs Files may include:

- Information from parents/carers
- Information on progress, behaviour and attendance
- Pupil IEPs
- Information from health/social services
- Information from other agencies

Information collected about a child's SEND is always confidential and will only be communicated to involved persons, with the knowledge and agreement of the child's parents/carers, the Headteacher or the SENDCO, in line with the school's SEND GDPR policy. Paper copies of confidential information regarding a child's SEND is kept securely in a filing cabinet in the SENDCO's office which is locked when not in use.

Electronic copies of confidential information are kept on a secure part of our school server and shared with key staff on a need to know basis. Any files and confidential information in them should not be removed without permission. Only members of the SEN Team and SLT have authority to remove pupil information from the filing cabinet.

Each class teacher has a class Additional Needs folder on the school server. This contains copies of IEPs, EHCPs, reports for individual pupils, information on medical needs, information regarding the school's Graduated Approach and any other information related to the Additional Needs of that particular class. It is each teacher's responsibility to ensure they read this information and keep up to date with new information as it becomes available.