



St Bede's Catholic Primary School



Special Educational Needs and Disability Policy

2026 – 2027

Our Mission Statement:

**“This is my Commandment: That you love
one another as I have loved you.”**

(John 15, Verse 12)

Adopted: September 2026

Review date: September 2027



“Children are a gift from the Lord.” (Psalms, 127:3)

Statutory Requirements

This policy complies with the statutory requirements laid out in the 'SEND [Special Educational Needs and Disability] Code of Practice 0-25' (September 2014; updated April 2020). It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Feb 2013 (DfE)
- 'SEND Code of Practice 0-25' September 2014 (updated April 2020) (DfE; DoH);
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014 (DfE; DoH)
- The National Curriculum in England: Primary Curriculum 2015 (DfE)
- School's SEN Information Report Regulations (2014)
- Teachers' Standards 2012
- Children and Families Act 2014

This Policy should be read in conjunction with all other school policies, particularly: Equal Opportunities, Child Protection and Safeguarding policies, and the Equality Policy; it forms an essential part of all curriculum policies.

At St. Bede's, the **Inclusion Manager** with responsibility for the co-ordination of SEND, is Mrs Helen Grant.

Contact details: 01256 473379 or email h.grant@st-bedes.hants.sch.uk

This policy can be accessed through the school website: <http://www.st-bedes.hants.sch.uk> or in paper form by requesting it from the school office.

All staff have responsibility for maximizing the opportunities and achievements of all learners – specifically, ***all teachers are teachers of pupils with special educational needs***. This policy outlines our principles and practice.

What are Special Educational Needs and Disabilities (SEND)?

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Special Educational Needs and Disability Code of Practice: 0 to 25 years, p.15-16, January 2015

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

Aims

As a Catholic school, we view each individual as a unique 'child of God', loved and valued in their own right. Staff and governors believe in providing every opportunity to nurture the development of all children so that they can fulfil their full potential. All members of our school community are welcomed and valued for their unique contributions to the life of our school. We believe in the right of children to feel safe and to enjoy their school experience, thus developing the whole child, academically, socially, physically morally, emotionally and spiritually.

All children will have a broad and balanced curriculum and extracurricular or enrichment activities where appropriate. Staff have high aspirations of pupils with SEND, and those working with them are ambitious for their success and well-being. All children will have access to the National curriculum. The school will work closely with parents/carers who play an active and valued role in their child's education.

At St Bede's, inclusion is everyone's responsibility. We believe that most pupils' needs can be successfully met through high-quality inclusive practice within their classroom community. Through our graduated approach, we work in partnership with pupils, families and professionals to remove barriers, promote independence and ensure every child is known, valued and able to thrive.

Objectives

The objectives of this policy are:

- To identify and respond to pupils' needs at the earliest opportunity.
- To provide high-quality inclusive teaching and Ordinarily Available Provision for all pupils.
- To ensure that pupils with SEND are able to access a broad and balanced curriculum and make good progress.
- To implement a graduated approach that identifies strengths, removes barriers and supports positive outcomes.
- To work in partnership with pupils, parents/carers and external agencies where appropriate.
- To promote independence, wellbeing and participation for all pupils.
- To monitor and evaluate the effectiveness of SEND provision across the school.

Roles and Responsibilities

Governors

The Governing Body has a statutory responsibility to ensure that the school meets its duties under the SEND Code of Practice and the Equality Act 2010. A designated SEND/Inclusion Governor will support the Governing Body in fulfilling these responsibilities.

The SEND/Inclusion Governor will:

- Support and challenge the school in ensuring that pupils with SEND receive an inclusive, high-quality education.
- Assist the Governing Body in fulfilling its statutory responsibilities relating to SEND.
- Monitor the implementation and effectiveness of the school's SEND Policy and Graduated Approach to Inclusion.
- Ensure that pupils with SEND are fully included in the life of the school and are able to participate in all aspects of school provision.
- Monitor the progress, attainment and wellbeing of pupils with SEND.
- Consider how staffing, training, resources and budget decisions support the needs of pupils with SEND.
- Receive reports from school leaders on the effectiveness of SEND provision and the impact on pupil outcomes.
- Seek assurance that accurate and up-to-date records relating to SEND are maintained.
- Consider feedback from pupils, parents, staff and external agencies to support continuous improvement.
- Work in partnership with the Inclusion Manager and Headteacher to support the ongoing development of SEND and inclusive practice across the school.

Inclusion Manager

The Inclusion Manager is responsible for coordinating Special Educational Needs and Disabilities (SEND) provision across the school.

The Inclusion Manager will:

- Oversee the implementation of the school's SEND Policy and Graduated Approach to Inclusion in accordance with the SEND Code of Practice.
- Coordinate the provision available for pupils with SEND across the school.
- Support staff in the identification, assessment, planning, implementation and review of provision for pupils with SEND.
- Provide advice, guidance and support to staff in delivering inclusive practice and implementing Ordinarily Available Provision.
- Monitor the progress, attainment and wellbeing of pupils with SEND.
- Monitor, evaluate and review the effectiveness of universal, targeted and specialist provision and its impact on pupil outcomes.
- Promote high-quality teaching and inclusive practice for all pupils.
- Work with the Leadership Team to ensure the effective deployment of Teaching Assistants and other resources to meet pupils' needs.
- Develop and maintain positive relationships with parents and carers, working in partnership to support pupils with SEND.
- Listen to and work collaboratively with pupils and their families, valuing and respecting their views and aspirations.
- Coordinate statutory SEND processes, including Education, Health and Care Plans (EHCPs), Annual Reviews and transition arrangements.
- Work in partnership with the Local Authority and external agencies to ensure a coordinated, multi-agency approach to meeting pupils' needs.
- Contribute to and, where appropriate, lead the continuing professional development of staff.
- Keep up to date with developments in SEND and inclusion through professional development, networking and research.
- Monitor, evaluate and report on the effectiveness of SEND provision to the Governing Body in conjunction with the designated SEND Governor.
- Support school leaders in identifying priorities and targets for improvement in SEND and inclusion.

Teachers

All teachers are teachers of pupils with SEND and are responsible for ensuring that the SEND Policy and Graduated Approach to Inclusion are implemented within their classroom practice.

Teachers will:

- Provide high-quality, inclusive teaching that enables all pupils to access learning and make progress.
- Maintain high aspirations for all pupils, including those with SEND, and promote their achievement, independence and wellbeing.
- Implement and review Ordinarily Available Provision and inclusive classroom strategies to meet the needs of all learners.

- Identify pupils who may have SEND and raise concerns through the school's Graduated Approach at the earliest opportunity.
- Work in partnership with the Inclusion Manager to assess, plan, implement and review provision for pupils with SEND.
- Use the Assess, Plan, Do, Review cycle to monitor progress and adapt provision where required.
- Plan and deliver appropriate support, interventions and reasonable adjustments to meet identified needs.
- Record and review agreed outcomes, provision and strategies through the school's SEND processes and documentation.
- Monitor the progress, attainment and wellbeing of pupils with SEND and evaluate the impact of provision.
- Work collaboratively with parents and carers, involving them in discussions about their child's strengths, needs, provision and progress.
- Actively involve pupils in decisions about their learning and support, taking account of their views and aspirations.
- Deploy support staff effectively whilst promoting pupil independence and participation.
- Contribute to transition planning and the sharing of relevant information to ensure continuity of support.

Parents and Carers

Parents and carers are valued partners in their child's education and will be encouraged to play an active role in the Graduated Approach to Inclusion.

Parents and carers will:

- Have access to the school's SEND Policy, SEND Information Report and other information about SEND provision.
- Be listened to and involved in decisions about their child's support and provision.
- Be informed at an early stage if concerns arise regarding their child's progress, learning or development.
- Be given opportunities to share their views, concerns and aspirations for their child.
- Work in partnership with school staff to assess, plan, review and support their child's progress.
- Be supported to understand the roles of school staff and external professionals involved in supporting their child.
- Be invited to participate in regular reviews of their child's progress and provision.
- Be supported to contribute to Education, Health and Care Plan (EHCP) applications, Annual Reviews and other statutory processes where appropriate.
- Be able to discuss their child's progress and provision with the Inclusion Manager and class teacher.

Pupil Participation and Voice

At St Bede's, we recognise that pupils have the right to be involved in decisions about their education and support, in line with the SEND Code of Practice. Pupils are encouraged to share their views, contribute to decisions about their learning and participate in reviewing their progress.

Pupils will be supported to:

- Share their views, strengths, interests and aspirations.

- Participate in discussions about their learning, progress and support.
- Contribute to the assessment, planning and review of provision, where appropriate.
- Develop an understanding of their own strengths and areas for development.
- Reflect on their progress and celebrate their achievements.
- Develop independence, confidence and self-advocacy skills.

Pupils with an Education, Health and Care Plan (EHCP) will be supported to contribute to Annual Reviews and other person-centred planning processes through conversations, pupil voice activities and the completion of a 'My Contribution' form where appropriate.

Arrangements for Coordinating Provision for Pupils with SEND

The majority of pupils' needs will be met through high-quality, inclusive teaching and Ordinarily Available Provision within the classroom.

Where concerns arise regarding a pupil's progress, attainment, wellbeing or access to learning, the class teacher will work in partnership with parents/carers and the Inclusion Manager to explore possible barriers to learning and identify appropriate support.

Where additional support is required, the school will follow the Graduated Approach as outlined in the SEND Code of Practice using the cycle of:

Assess → Plan → Do → Review

This process enables the school to:

- Identify pupils' strengths and needs.
- Plan and implement appropriate support and reasonable adjustments.
- Monitor progress and evaluate the impact of provision.
- Adapt support in response to changing needs and outcomes.

Provision may include a range of universal, targeted and specialist approaches delivered within the classroom and, where appropriate, through small-group or individual support. Any intervention or additional support will be carefully planned, monitored and regularly reviewed to ensure it is meeting the pupil's needs and supporting progress.

The school works closely with parents/carers and, where appropriate, external agencies to ensure that provision is coordinated, person-centred and responsive to individual needs.

Identifying SEND

A pupil will not be identified as having SEND solely because:

- English is an additional language (EAL).
- They have poor attendance.
- They are a Looked After Child (LAC).
- They have medical needs.
- They are experiencing behavioural, emotional or social difficulties.

These factors may affect a pupil's progress and wellbeing and will be considered as part of the assessment process. However, they do not automatically indicate the presence of Special Educational Needs or Disabilities.

In accordance with the Equality Act 2010, St Bede's will make reasonable adjustments where required to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and the SEND Code of Practice. The Governing Body is the admitting authority for St. Bede's.

St Bede's is committed to providing an inclusive education for all pupils. We welcome children with SEND and work closely with parents/carers, previous settings and external agencies, where appropriate, to ensure a successful transition into school.

Where a pupil has identified SEND, the school will work in partnership with families and other professionals to understand their strengths and needs and to plan any reasonable adjustments or support required to help them access school life and make progress.

Staff Training

The school is committed to ensuring that all staff have the knowledge and skills required to support pupils with SEND and promote inclusive practice.

Training needs are identified through ongoing school development priorities, staff feedback and the needs of individual pupils. Training may be provided for teaching and support staff where further professional development is required.

The Inclusion Manager regularly attends Local Authority training, network meetings, conferences and briefings to keep up to date with local and national developments, share best practice and support the continuing development of SEND provision across the school.

Resources

Funding for pupils with SEND is received through the school's delegated budget and Local Authority SEND funding.

The majority of support and resources for pupils with SEND are provided through inclusive classroom practice and Ordinarily Available Provision. Where appropriate, additional resources, specialist equipment, interventions or staffing may be allocated to meet identified needs and support pupils to access learning, develop independence and make progress.

Identification and Assessment Arrangements and Review Procedures

At St Bede's, we are committed to providing an inclusive environment where all pupils are valued, supported and encouraged to achieve their full potential. We recognise that children learn in different ways and that some pupils may require additional support at different points in their education.

The majority of pupils' needs will be met through high-quality, inclusive teaching and Ordinarily Available Provision within the classroom. Teachers continually assess learning and adapt their practice to meet the needs of all learners.

This may include:

- Adapted teaching and learning strategies.
- Clear modelling and explanations.
- Scaffolded learning and appropriate levels of support.
- Pre-teaching and overlearning opportunities.
- Vocabulary and language support.
- Flexible grouping and additional practice opportunities.
- Reasonable adjustments to support participation, learning and independence.

The progress, attainment and wellbeing of all pupils are regularly monitored. Where concerns arise regarding a pupil's progress, learning, communication, social development, emotional wellbeing or access to the curriculum, teachers will work with parents/carers and the Inclusion Manager to explore possible barriers to learning and identify appropriate support.

St Bede's follows the graduated approach outlined in the SEND Code of Practice through the cycle of:

Assess → Plan → Do → Review

This process enables provision to be reviewed regularly and adapted in response to the needs and outcomes of each pupil. Parents/carers and pupils are actively involved throughout this process.

Areas of SEND

The SEND Code of Practice identifies four broad areas of need. These areas are used to help understand a pupil's needs and plan appropriate provision, recognising that many pupils may have needs that overlap more than one area.

Communication and Interaction

This includes difficulties with speech, language and communication, social communication and interaction skills, and understanding or using language effectively.

Cognition and Learning

This includes learning difficulties that affect a child's ability to learn, retain or apply skills and knowledge, including specific learning difficulties.

Social, Emotional and Mental Health

This includes difficulties that may affect a pupil's emotional wellbeing, relationships, behaviour, confidence, self-esteem or ability to regulate emotions.

Sensory and/or Physical Needs

This includes physical disabilities, medical needs and sensory differences that may impact a pupil's access to learning and participation in school life.

School staff consider the whole child when identifying needs and work closely with families and, where appropriate, external professionals to ensure support is personalised and effective.

SEND Support

Where a pupil requires provision that is additional to or different from the support ordinarily available to all pupils, they may be identified as requiring SEND Support.

This decision is based on a range of evidence, including:

- Progress over time.
- Attainment and assessment information.
- Observations by school staff.
- Information shared by parents/carers.
- Pupil voice.
- Advice from external professionals where appropriate.

Pupils receiving SEND Support will have provision planned, implemented and reviewed through the graduated approach.

Support may include a combination of:

- Additional classroom strategies and adaptations.
- Targeted support programmes or interventions.
- Specialist resources or equipment.
- Advice and involvement from external professionals.

Parents/carers will be involved throughout the process and will be invited to contribute to reviews of progress and provision.

Specialist Advice and External Agencies

Where a pupil continues to experience significant difficulties despite appropriate support, the school may seek advice from external professionals.

This is always undertaken in partnership with parents/carers and may involve services such as:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- School Nursing Services
- Primary Behaviour Service
- Specialist Teacher Advisory Services
- Mental Health Support Teams
- CAMHS and other health professionals
- Children's Services
- Outreach and specialist education services

Advice from external professionals helps the school and family to better understand a pupil's needs and plan effective support.

Statutory Assessment and Education, Health and Care Plans (EHCPs)

For a small number of pupils with more complex and long-term needs, the support available through SEND Support may not be sufficient to meet their needs.

In these circumstances, the school and parents/carers may request an Education, Health and Care Needs Assessment from the Local Authority.

The Local Authority will consider evidence provided by the school, parents/carers, the pupil and relevant professionals before deciding whether to issue an Education, Health and Care Plan (EHCP).

An EHCP sets out a child or young person's special educational needs, outcomes and the provision required to meet those needs.

Where an EHCP is in place, St Bede's will work in partnership with parents/carers, the Local Authority and other professionals to deliver and review the provision specified within the plan. Annual Reviews will be held to monitor progress and ensure that support continues to meet the pupil's needs.

Monitoring and Evaluation

The effectiveness of SEND provision is reviewed regularly to ensure that support is having a positive impact on pupil outcomes.

The school monitors:

- Progress, attainment and wellbeing.
- The effectiveness of universal, targeted and specialist provision.
- The impact of interventions and support strategies.
- Pupil and parent/carer feedback.
- The quality of inclusive classroom practice.
- The effectiveness of the graduated approach across the school.

This information is used to identify strengths, inform future planning and support the continuous development of inclusive practice at St Bede's.

Supporting Children and Families with SEND

St Bede's values the important role that parents and carers play in their child's education. We are committed to working in partnership with families and recognise the knowledge, experience and expertise they bring.

We listen to and respond to the views of pupils and families, ensuring they are involved in decisions about support, provision and future planning. Information is shared in a clear and accessible way, and support is available to help families understand the processes and services involved in supporting their child.

Pupils are at the centre of all planning and decision-making. A person-centred approach is used to identify strengths, understand needs and plan provision that supports progress, participation and independence.

Further information about services and support for children and young people with SEND can be found through Hampshire's Local Offer.

Links with External Agencies

The school works in partnership with a range of external agencies and professionals to support pupils with SEND where appropriate. Advice from external services may be sought to help identify needs, plan provision and review progress.

Links with Other Schools and Settings

The school works closely with early years settings, schools and other education providers to support effective transition and ensure continuity of provision.

We recognise that periods of transition can be particularly important for pupils with SEND. Additional transition planning and support may be provided where appropriate to help pupils move successfully between classes, phases and schools

Facilities for Pupils with SEND

St Bede's is committed to ensuring that pupils with SEND can access all aspects of school life. The school complies with the Equality Act 2010 and makes reasonable adjustments, where required, to support access to learning and participation.

The school provides a range of resources, equipment and learning environments to support pupils' individual needs. Further details can be found in the school's Accessibility Plan and SEND Information Report.

National Tests

Where appropriate, pupils with SEND will be considered for access arrangements in line with national guidance for statutory assessments. Decisions regarding access arrangements will be made on an individual basis and in consultation with relevant staff, taking account of the pupil's normal way of working and individual needs.

Managing Medical Conditions

The school supports pupils with medical conditions in accordance with the Supporting Pupils with Medical Conditions Policy.

Where required, pupils will have individual healthcare or care plans in place. Staff receive appropriate training to support identified medical needs and reasonable adjustments will be made to ensure that pupils can access learning and participate fully in school life.

The school fulfils its duties under the Equality Act 2010 in relation to disability and accessibility.

Evaluating the Effectiveness of SEND provision The success of the school's SEND provision will be evaluated through:

- The early identification and effective support of pupils with SEND.

- The progress, attainment, wellbeing and inclusion of pupils with SEND.
- The effectiveness of universal, targeted and specialist provision.
- The implementation of the Graduated Approach across the school.
- The views and experiences of pupils and their families.
- The quality of inclusive classroom practice and Ordinarily Available Provision.
- The effective use of advice and recommendations from external professionals, where appropriate.
- Regular monitoring and review of SEND provision by school leaders and governors.
- Ongoing school improvement activity informed by self-evaluation, external review and inspection findings.
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Complaints and Concerns

If a parent or carer has concerns about the provision being made for their child, they should first discuss these with the class teacher.

If concerns remain, parents/carers should contact the Inclusion Manager or a member of the Leadership Team, who will work with families to resolve concerns and provide advice on any further steps.

Parents/carers may also seek independent advice and support from Hampshire SEND Information, Advice and Support Service (SENDIASS).

For information about the school's formal complaints process, please refer to the School Complaints Policy.

Policy Reviewed: September 2023, September 2024, September 2025 Septemnber 2026
Next Review September 2027

