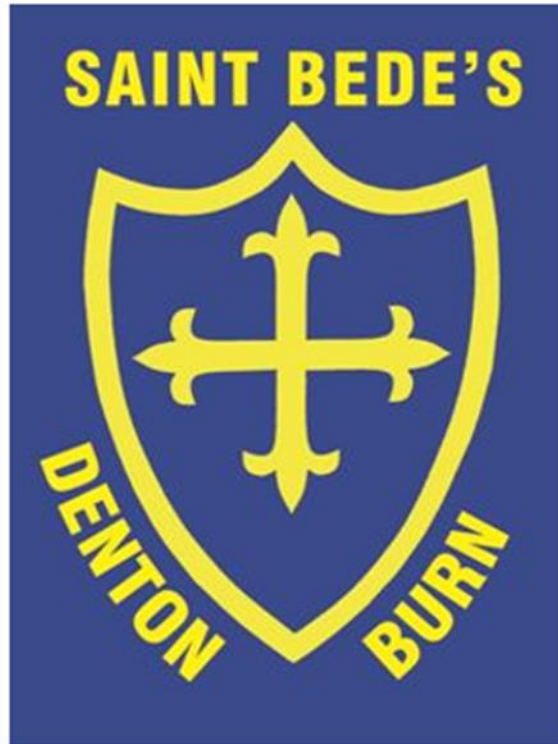


St Bede's Catholic Primary School



*As one
we learn together,
play together,
pray together,
as one*

SEN and Disability Policy

Date reviewed: October 2025

Date of next review: October 2026



SENDCO: Mrs Laura Watanabe, Deputy Headteacher.

Contact: By telephone on 0191 2743430, or by email: office@stbcps.co.uk

Rationale:

At St Bede's Catholic Primary School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We respond to individuals in ways which consider their varied life experiences and particular needs.

St Bede's is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition to adulthood.

Objectives:

- To ensure equality of provision for pupils with special education needs (SEN) and disability.
- To take into account legislation related to SEN and disabilities, including part 3 of the Children and Families Act 2014, the SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The order setting out transitional arrangements, section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2022, supporting pupils at school with medical conditions 2014.
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified, assessed planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEND to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils.
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.

Roles and Responsibilities

The Special Educational Needs and Disabilities Coordinator (SENDCO)

- Overseeing the day-to-day operation of the policy
- Coordinating provision for pupils with SEND
- Liaising with the designated teacher where a child in care has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents and informed about next options and a smooth transition is planned
- Working with school governors to ensure that the school meets its responsibilities under the equality act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps records of all pupils with SEND up to date

All staff support individuals and groups of pupils at SEND support level of provision, both in class and through withdrawal for targeted interventions / programmes.



There is no specified SEND team at St. Bede's, we believe that all staff are involved with supporting children with SEND.

The governor responsible for SEND is: Dr Megan Nottingham

The Designated Safeguarding Leader is: Mrs L Young (Mrs L Watanabe, Mrs J Howell and Mrs L Walton are also DSLs)

The designated member of staff responsible for managing pupil premium is: Mrs L Young

The designated member of staff for children in care (CiC) is: Mrs L Young
(When a child is in care and SEND, Mrs Young and Mrs Watanabe work together closely with all involved professionals in order to ensure information and support is consistent and effective).

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

St Bede's has a disabled toilet which is located next to the pupil's cloakroom. The medicine cabinet is located in the school office.

Allocation of resources:

The Headteacher and SENCO are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND. Some pupils have allocated funding from the Education Health and Care Plan process and others have access to funding via the Continuing Care Plan from the NHS.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove barriers to learning. In the majority of cases, pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of pupils. However, in order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs. Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements:

St Bede's follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012).

School assessment data, teacher judgements and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A SEND Support



Plan, pupil provision profile, a whole school provision map / intervention map outline all SEND support and are updated each term.

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a child in care
- Being a child of service personnel

SEND support – four-part cycle

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support early identification of pupils who may have SEND. Where concerns are identified an initial concerns checklist is completed and discussed with the SENDCO – parents can also initiate the initial concerns process, if they wish (this is communicated through the parent leaflet updated on the website annually and discussed at parents evenings etc.).

Assess

The class teacher, working with the SENDCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified in writing or during a meeting. Adjustments, interventions, support and review dates will be agreed with staff, parents and pupil. This will be recorded on the records located in the Headteacher's office with copies of the SEND Support Plans.

Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCO will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times a year. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with a variety of services, including, but not limited to – Education Psychology Service, NHS Speech and Language Therapy Services, School Health, School Effectiveness Team, SEN ASAP (Special Educational Needs Advice And Support Allocation Panel), Bishop Bewick Catholic Education Trust SEND Services (including Speech and Language and Specific Learning Difficulties support) and when appropriate, Social Services etc.



IPS (Individual Pupil Support) Funding

In some cases, school, working collaboratively with parents, may feel that a pupil's needs require temporary additional support that exceeds the nationally prescribed SEND notional budget (£6000). School can apply for IPS funding.

Education Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support (normally in the form of the SEND Support Plan).

Further details on provision for pupils with SEND can be found in the SEND information report document – located in the SEND section of our website (which includes SEND Videos, FAQs and an Annual SEND Report) or you can request a copy from the school office.

SEND information report

This report can be found on the school website or copies can be requested from the school office. It outlines the provision St Bede's makes for all pupils with SEND and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition to St Cuthbert's, Sacred Heart or any other provision, the pupils and parents / carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school / setting through the review process.

Partnership with Parents / Carers

St Bede's Catholic Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are informed when their child is placed on the SEND register and the graduated approach, outlined in the Code of Practice, is explained to them. Signposting to SENDIASS (SEND information, support and advice service) is also given. Parents/Carers are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The Parental Support Advisor, Mrs Jacqueline Howell, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Early Help Plan is used to coordinate support for children and their families who have a range of needs.

Pupil Participation

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. Teachers are encouraged to ensure pupils are aware of their individual targets, where appropriate, and the SEND Support Plan process requires the teacher to gather their views and update termly. Pupils work with school staff to give their views to inform the review process.



Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- Observation of teaching by the senior leadership team (in the form of learning walks)
- Analysis of assessment data, with high expectations for the progress expected between key stages or all pupils.
- Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions (where applicable) and notes added to the provision section of our data tracker
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and pupils,
- Regular meetings between SENDCO, Support Staff, class teacher.
- Provision mapping – used as a basis for monitoring the impact of interventions.
- SEND Reviews available through the Bishop Bewick Catholic Education Trust

Staff Development:

Various staff training and development opportunities have been and continue to be explored and offered. Training is accessed at 3 levels:

- Awareness – this is where generic good practice advice is given to school staff
 - Teaching assistants are trained internally and externally in order to deliver a range of interventions etc.
- Enhancement – this is where tailored advice or training is given to some staff
 - Key staff are trained to enhance understanding of various special educational needs.
 - Mrs Howell is trained in delivering ‘Thrive’ and has shared this with staff.
- Specialist – This is long term training usually resulting in qualification.
 - Mrs Watanabe is currently undertaking the NPQ SEND qualification. She is also a trained ‘Thrive’ practitioner.
 - Mrs Howell is trained in delivering ‘Thrive’ and has shared this with staff.

The SENDCO ensures staff are frequently informed of local and national developments in relation to SEND and Inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Early Career Teachers are offered support and in school training by the SENDCO. St. Bede’s evaluates provision regularly and ensure that provision meets the needs of the children in our care – this leads to a plan on continuous professional development needs.

Medical conditions:

St Bede’s will follow the recommendations of the Children and families Act 2014 with regards to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.



Admission arrangements:

The school welcomes pupils with known special educational needs and disability. We also work to support identifying and offering provision for those not previously identified as having SEND.

The complaints procedure:

Initially an attempt will be made to resolve a complaint about SEND provision at school level. The procedure is firstly that the class teacher attempts to resolve the matter, then if required the Headteacher and/or SENDCO become involved.

For full information on the complaints procedure – see the complaints policy

https://www.stbcps.co.uk/web/policy_documents/127072 or request a copy from the school office.

This SEN and Disability Policy will be reviewed and amended annually.

Reviewed: October 2025

