

St Chad's Catholic Primary School



SEND Inclusion Policy

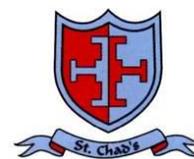
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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the SENDCo with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND and reflects the 2014 SEND Code of Practice.

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Aims

At St Chad's we seek to create a happy, safe and caring community, where each child is encouraged to learn and develop their uniqueness through Jesus Christ. We have high expectations for all children and are dedicated to ensuring the best possible outcomes for children with special educational needs through celebration of uniqueness in its variety of forms, and also helping children to overcome barriers to learning by exploring every possible avenue to ensure that this happens.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work within the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils.

Identifying SEND

The SEN Code of Practice 2014 states "A pupil has SEND where their learning difficulty or disability calls for special educational provision different from or additional to that normally available to pupils of the same age."

At St Chads School we identify the needs of pupils by considering the needs of the whole child. A child may have one or more factors that may impact on progress and attainment which may be highlighted initially as being a special educational need. Such factors may be a disability, behavioural difficulties, poor attendance, health and welfare, being in receipt of a pupil premium grant (PPG), emotional health and wellbeing.

We recognise the importance of the early identification of pupils with SEND and we therefore assess each pupil's current skills and levels of attainment on entry, building on information from previous settings.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEND, however where there are concerns, we will carry out appropriate assessments to determine whether there any other causal factors which may be contributing to this behaviour. In these instances we would liaise with the family to advise of support services available and adopt a multi-agency approach. These causal factors will not always lead to children having SEND but it can have an impact on well-being and provision may need to be made for a child's short term needs, however where there are long-lasting difficulties, school will consider whether the child might have SEND.

To fulfil our aim to support children and families with additional needs, we would firstly contact the family to discuss the child's needs, and decide on the next steps to ensure that the circumstances are having minimal effect on the child's progress and attainment. We are keen to signpost families to the types of support that may be available to them. We can assist families to access external support for :

Domestic Abuse. This service is part of a wider strategy to prevent and minimise the effects of domestic abuse across Lancashire and will provide a range of therapeutic interventions which are designed to improve the relationship between mother and child, whilst also helping children to overcome the effects of witnessing and/or experiencing domestic violence.

Family Support. This service will deliver time limited support to families, the focus being on developing family attitudes, thinking and behaviours in order to support the development of their resilience and may include approaches such as multi-systemic therapy, functional family therapy, neuro-linguistic programming and solution focused coaching

Parenting programmes. This service has proven to improve parents' self-esteem, parents' confidence in their parenting, family relationships and relationships with children.

Emotional health and wellbeing. This service is aimed at providing support for and building resilience in children, young people and families where poor emotional health and wellbeing is having a significant impact on their lives. Support packages can include anger management work, self-esteem and confidence building, work on feelings and emotions, work around bullying, sessions on dealing with peer pressure, image and healthy eating and counselling.

There are four broad areas of need in relation to pupils with SEND. Communication and interaction, cognition and learning social, emotional and mental health difficulties and sensory and/or physical needs. Class teacher's may recognise that a child is having difficulties in one or more of these areas and the first response to this will be high quality, differentiated teaching targeted at individual needs. Where progress continues to be less than expected the teacher, working with the SENDCO, will begin to assess whether the child has SEND. Evidence will be gathered which will include the views of the pupil and their parents. This will help determine the support that is needed and whether it can be provided by the school, or if something different or additional is required.

Communication and interaction

Children and young people with speech, language and communication needs (SPLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SPLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with

a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

A Graduated Approach to SEN Support

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. It is the class teachers responsibility for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. At St Chads School we regularly review the quality of teaching for all pupils, through lesson observations, pupil progress meetings including review of effectiveness of strategies and provision mapping.

The class teacher and SENDCo will consider all of the information gathered from within school about the pupil's progress. This may also include when appropriate, more specialised assessments from external agencies and professionals. As part of this information gathering process, we will have discussions with the pupil and their parents in order to develop a good understanding of the pupil's areas of strength and difficulty. Where it is decided that a pupil does have SEN, the decision will be recorded in the school records, the SEN register and the pupil's parents will be formally informed that special educational provision is being made. The aim of formally identifying a pupil with SEN is to help ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process: Assess-Plan-Do-Review. This graduated approach is called SEND support.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views of the pupil and the parents, and where relevant, referrals and advice from external support services.

There may be some circumstances where more specialised interventions and assessments are needed from external agencies and professionals to assist with higher levels of need. Our school has access to the following national health services (nhs) physiotherapy services, occupational therapy services, speech and language therapy services, school nurse, educational psychologists, and children and adolescent mental health services (CAMHS) and can refer pupils to these services with parental permission, via single point referral for some services or via a common assessment framework (CAF) for other services. We also have the option to purchase advice and resources from specialist teachers which is accessed via the Inclusion and Disability Support Service (IDSS). This referral process, or request for support is usually carried out by the school's SENDCo after consultation with the Headteacher, class teacher, pupil and parents. We will always discuss this with the child and parent/carers prior to requesting any external advice or support.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are effective and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's individual needs will be facilitated by the SENDCO.

Review

Reviews of a child's progress are made informally on a daily/weekly basis. A formal review of progress is carried out at the end of each term where the IEP is evaluated and new targets are set. The class teacher will invite the teaching assistant, parents and child to this review meeting to discuss what has been working

well, and any provision which may need to be changed. If a child has a CAF then TAF review meetings will also be carried out every 6 weeks to review progress. All professionals involved with the child and family will be invited to the TAF review meetings.

Referral for an Education, Health and Care Plan

The majority of children will have their needs met through the Local Offer, however if a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Lancashire County Council has a seven step EHC Plan pathway for considering a referral for an EHC plan.

1.
 - a) Local Offer – considering the school local offer (on school website) in meeting the needs of the child.
 - b) Common Assessment Framework (CAF) completed.
 - c) Nominated person/Lead professional identified.
 - d) Team around the Family (TAF) meeting to take place.
 - e) “All About Me” profile completed.
2.
 - a) TAF meeting.
 - b) Identify the unmet need.
 - c) Consideration for a statutory integrated assessment.
 - d) “All About Me” updated.
 - e) Plan facilitator identified.
3.
 - a) Request for consideration of Statutory Integrated Assessment (SIA) made and Educational Psychologist view / assessment sought.
 - b) All documentation collated; interventions demonstrated; graduated response evidenced and still unmet need clarified.
 - c) Request for Integrated Assessment received (by Plan Coordinator)
4.
 - a) Plan coordinator compiles the EHC information and an overview for Integrated Assessment.
 - b) Multi agency meeting.
 - c) Decision made including agreement plan need and outcomes identified for EHC plan.
 - d) Indicative budget agreed at the multi-agency meeting.
5.
 - a) My EHC plan.
 - b) Budget for my EHC plan.
 - c) Co-production meeting with key professionals, child/young person and family convened to discuss draft.
 - d) EHC agreed.
6.
 - a) Plan Implemented.
 - b) Working towards / achieving my agreed outcomes.
7.
 - a) Reviewing my plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Parents 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.

If an EHC Plan is not agreed then an SEN Support Plan will be put in place to ensure the child’s needs are met. If the school identify that additional funding and support are needed from the LA High needs block, school will access the SEND LA Information File in order to follow the appropriate procedures.

Criteria for Exiting the SEND Register

All pupils on the SEND Register are assessed termly. Where there is significant improvement, parents and pupils will attend a meeting with the SENDCo, class teacher and any other school staff involved in delivery of provision. At this meeting exit strategies may be put into place with consideration being taken to all of the child's individual needs.

A local authority may cease to maintain an EHC plan only if it determines that it is no longer necessary for the plan to be maintained, or if it is no longer responsible for the child or young person. The legal definition of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996. The circumstances in which a statement can be ceased or not replaced with an EHC plan during the transition period are the same as that for ceasing an EHC plan.

Supporting Pupils and Families

Parental involvement in school is highly regarded. We encourage parents and carers to share information about their child at parent's evenings, which take place twice per year. Teachers are always available to discuss a child's progress with parents at convenient times. The SENDCo is also available for parents to discuss concerns by appointment.

The school website www.st-chads.lancs.sch.uk has a section dedicated to information for parents. In this section you will be able to find information about admission arrangements, the school brochure with a section on SEND, pupil premium grant (PPG), the school's local offer which details how our school offers provision for children with SEN and disabilities. The pupil premium grant (PPG) is additional funding provided by the government to schools to raise the attainment of disadvantaged pupils and close the gap between them and their peers. PPG is allocated to schools to work with pupils who have been register for free school meals (FSM), children of service personnel and children looked after (CLA). PPG is paid to schools as they are best placed to assess what additional provision their pupils need. PPG is the first funding stream to be accessed where help is required for the CLA.

Under Regulation 51, Part 3, section 69(3)(a) of the Children and Families Act 2014 the school has an SEN Information Report which is a statutory requirement to provide and is available on the school website.

Parents can access the policy for managing medical conditions of pupils by contacting the school office.

Pupils and families also have access to the Local Authority's Local Offer which sets out in one place information about provision they expect to be available across education, health and social care that the local authority expects is likely to be used by children and young people with SEN and disabled children for whom they are responsible. This can be accessed via www.lancashire.gov.uk/send. This website also provides links to other agencies who can support families. Parents/carers can get advice from the Local Parent Carer Forum, Parent Partnership Network, Independent Supporters, Contact a Family Helpline.

We also have links with services offered by the Children and Young People's Trust where pupils and families can access support for domestic abuse, parenting programmes, emotional health and wellbeing and family support (as set out in more detail in Section 3 of this policy). This support can be accessed by making an appointment with the Headteacher, your child's class teacher or the school's SENDCo.

Our school has access to the following national health services (nhs) physiotherapy services, occupational therapy services, speech and language therapy services, school nurse, educational psychologists, and children and adolescent mental health services (CAMHS) and can refer pupils to these services with parental permission, via single point referral for some services or via a common assessment framework (CAF) for other services. We also have the option to purchase advice and resources from specialist teachers which is accessed via the Inclusion and Disability Support Service

(IDSS). This referral process, or request for support is usually carried out by the school's SENDCo after consultation with the Headteacher, class teacher, pupil and parents.

Transition from class to class and from one key stage to another can be an unsettling time for some children, however at St Chad's we endeavour to make this as seamless as possible. Prior to the end of each academic year, the teachers meet to discuss the children coming into their class. Discussions about progress and attainment will take place, also if there are any special educational needs, disabilities or additional needs that they may need to be aware of. The children also experience a taster day in their new class before completing the year. This also takes place when the children move on to secondary school. School has meetings with the head of departments of the chosen secondary schools and SENDCo if appropriate, and the pupils participate in visits and regular trips to participate in a range of activities. Information about open days is made available to pupils and parents. Where a pupil has an education, health and care plan, transition meetings are held and the relevant parties invited to an annual or early annual review.

The Headteacher ensures all pupils with SEND have appropriate access to exams and other assessments, including the application for additional time, to dis-apply pupils from exams or to have support in the form of a 'reader' or a 'writer'.

The school has access to advice from an educational psychologist, should this support be needed. A referral can be made with the permission of the parents. The educational psychologist will share their view about whether the statutory team needs to become involved or if support and advice can be sought from other professionals. If there is some uncertainty then the psychologist may take the discussion points to the moderating team meeting and the team will decide on the level of risk that the child will have poor outcomes without the involvement of an educational psychologist. If an involvement is appropriate a request will be made via a single point referral using a consultation request form which also requires parental permission, or where there is an expectation that there will need to be a multidisciplinary/agency involvement then a CAF referral will be made.

Action has been taken to meet this pupil's special educational needs but they remain so substantial that they cannot be met effectively within the resources normally available in school. We will draw this pupil's attention to the Children's Services Authority (CSA) with a view to an assessment under the 1996 Education Act. This will be discussed with parents who will need to agree to this request and give permission for any supporting evidence to be shared with other professionals as part of the process of considering whether or not to initiate Statutory Assessment. The evidence to be enclosed is CAF, School contextual information, evidence of input (IEP/IBP/TAF) and a report from EP, plus any other relevant reports from involvement with other agencies.

Monitoring and Evaluation of SEND

At St Chad's School we regularly and carefully monitor and evaluate the quality of provision that we offer all pupils. In order to make consistent, continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Monitoring and evaluating SEND is carried out in the following ways:

Meetings with SEND Governor and SENDCo

Parent and pupil views

Termly provision mapping meetings

Annual Reviews

TAF meetings

Pupil progress meetings using assessment data

Termly IEP review meetings

Classroom observations

Intervention observations

Formal and informal discussions relating to effectiveness of strategies

Assessment of small group teaching and interventions

SEND self-evaluation resources

Training and Resources

St Chad's School has an amount of money identified within the school's overall budget called the notional SEND budget. This is for the school to use to provide high quality, appropriate support including staffing and resources for children with special educational needs.

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses and regularly attends the SENDCo network meetings in order to keep up to date with local and national updates in SEND, and cascades this information to staff through staff meetings. The SENDCo has the National Award for SEN Coordination and a Level 7 Specialist Teacher qualification for SpLD Dyslexia. The SENDCo has delivered internal training to all school staff on using multi-sensory language programmes to support children with dyslexic traits and CAF training with e-learning modules.

New teachers to the school have an induction period which includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Training needs of all staff are identified and planned through observations and performance management meetings. All staff are encouraged to undertake training and development in order to maintain and develop and quality of teaching and provision to respond to the strengths and needs of all pupils.

Roles and Responsibilities

The Governing Body has identified an SEND governor to have oversight of SEND provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. The SEND Governor is Mrs S Ainscough.

The DSL with safeguarding responsibility and meeting the medical needs of pupils is the Headteacher Mr J Riley. The backup DSL is the Deputy Headteacher Mrs C Topp

Mr J Riley is also responsible for managing PPG/CLA funding in school.

Teaching assistants are sometimes deployed to deliver specific interventions or special educational provision. Regular meetings with class teachers are held in order for strategies to be monitored and incorporated into the classroom context, also to inform future planning and target setting. Teaching assistants who have been working with children on the SEND register are expected to contribute to meetings with professionals involved with working with the child externally, pupil progress meetings, TAF meetings and annual review meetings.

Storing and Managing Information

Documents relating to children with SEND are kept in a locked filing cabinet in the SENCo's classroom. Daily working documents are kept in the classroom where the child is based and locked away in that classroom when not in use. Records are also stored electronically on the school office computer which is password protected. This electronic information includes contact details, national curriculum

assessment results, attendance information, ethnic groups, special educational needs and any relevant information. From time to time we are required to pass on some of this data to the LA, to another school to which the child is transferring, to the Department for Education and Skills. This is in line with the school's Confidentiality Policy and Privacy Notice which can be accessed via the school website.

Accessibility

Accessibility of the school environment

We are a very welcoming school with friendly staff who form good relationships with pupils and parents, and are very accommodating. The school is fully accessible including:

A designated disabled parking space on the roadside within close proximity of the school gates.

Wheelchair access to main entrance of school and all other areas of the school are then accessible. There is a stairlift which provides access to the hall and the infant classrooms.

Access to a shower.

Access to information

We encourage parents to meet regularly with the class teacher and/or SENCo so that information can be shared. Parents are encouraged to access information and services that school feel would benefit their child/family.

The school office area has a collection of leaflets, information and advice on services that can be accessed.

A weekly newsletter and termly class newsletter is sent home and available on the school website. This can be enlarged or translated if requested.

The school website provides links to many other websites that we feel may help families to support their children's learning.

We ensure that all information is accessible to all interested parties and our school is happy to explore other means of making information accessible to parents, such as audio, braille and other languages should this be required. This request should be made via the school office if required.

Accessibility of provision

Many of our resources have pictures and words to support children's access to them.

All classrooms have rainbow alphabets on display or within easy access.

We explore alternative ways of presenting activities such as cream paper and coloured overlays to reduce visual stress. We have a wide range of reading books that are carefully selected to capture the interest level of older children, whilst still being phonetically decodable for children who may have difficulties with learning how to read.

We have a wide range of resources such as games, software programmes, writing slopes specifically designed to support children's learning across the four broad areas of need in relation to pupils with SEND. Communication and interaction, cognition and learning social, emotional and mental health difficulties and sensory and/or physical needs. Staff in school have worked alongside many health professionals who have recommended such resources and are proficient in using these with children who may need access to such resources as part of their special educational provision.

We have access to ipads and laptops and many software programmes and apps have been purchased to meet specific needs. PPG was used to fund 3 extra ipads to be used as a resource to target specific areas of learning for identified pupils.

Specialised equipment is purchased or provided by the LA for children whom it is required. Equipment such as supportive seating, standing frames, walkers and frames are provided by the LA.

Dealing with Complaints

Should a parent or carer have a concern about the special educational provision made for their child, they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCo and class teacher should further discuss the concern with the parent or carer. If the concern cannot be resolved at this stage, it should be brought to the notice of the Headteacher. In the unlikely event that the difficulty is unable to be resolved, the parent or carer's concerns should be put in writing to the SEND Governor, Mrs H Lunn c/o St Chad's Catholic Primary School, Blackburn Road, Whittle le Woods, Chorley, PR6 8LL. Parents also have the right to contact the LEA and the Parent Partnership Team based at the Area Education Office (South), East Cliff, Preston, Lancashire.

Bullying

St Chad's school has a robust anti-bullying policy in place with clear procedures for dealing with any issues should they arise. The school's anti-bullying policy is published on the website. Extra vigilance and attention is taken to safeguard children of a vulnerable nature. The school ethos and PSHE expectations encourage and nurture children to respect and value everyone's uniqueness, including similarities and differences, and to live the gospel values of tolerance and kindness which are at the heart of this school.