St Thomas Aquinas CMAT Special Educational Needs/Disability (SEND) Policy



St Mary's Catholic Primary School

Mission Statement: We grow with Jesus to be the best we can be.

Policy Implementation Date/ Signature	November 2025
Policy Review Date	November 2026
Name of School SENCO	Mr P. Saxton
Name of Head teacher	Miss. P. Jordan
Name of SEND Governor	Mrs Jane Monaghan
Link to Local SEND Offer	Leicestershire's Local Offer:
All CMAT school contribute to the SEND	https://www.leicestershire.gov.uk/education-
local offer	and-children/special-educational-needs-and-disability

An additional key document linked to this policy is the annual **SEND Information Report**. These are published at least annually on each school website within the CMAT. The SEND Information report details specifically how the SEND policy is implemented at school level. This report is also shared with the Local Authority.

1. Rationale

The SEN Policy for St Mary's Primary School complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice (2015). It has been written with reference to the following guidance and documents and frameworks:

- ✓ Equality Act 2010: advice for school DFE (2013)
- ✓ SEND Code of Practice 0-25 (2015)
- ✓ The Children and Families Act (2014)
- ✓ Equality Act (2010)
- ✓ Keeping Children Safe in Education
- ✓ The STACMAT Safeguarding Policy
- √ Accessibility plans
- ✓ Teachers Standards (2012)
- ✓ Statutory guidance of Supporting pupils at school with medical conditions (2014)

In addition, our policy is underpinned by our learning from:

EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf

CST AmbitionInstitute Whitepaper AGoodLife.pdf

St Mary's School is committed to implementing the SEND Code of Practice (2015) which states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood

St. Mary's Primary School is built on the values derived from the Statement of Principles adopted by the Local Authority (LA), guided by the SEN code of Practice, set within the framework of the school. St. Mary's will also be guided by the Nottingham Diocesan Commission Policy Statement.

St. Mary's Academy believes that our pupils are entitled to a safe and caring learning environment which supports and challenges them in a way which reflects high expectations and the opportunity to maximise potential for individual attainment. The school therefore provides a broad and balanced curriculum for all our pupils, including those with SEN, and ensure full curriculum entitlement and access.

St. Mary's aims to develop the ability of each pupil in terms of competence as learners and also as individuals with a sense of self-worth, responsibility and concern for the needs of others. Our school is committed to maximum integration, whilst meeting individual needs and a high-quality learning experience through the effective use of resources.

2. Policy Development

Our SEND policy has been developed by members of the St Thomas Aquinas Catholic Multi-Academy trust Executive Team, the Trust SEND Lead, and other stakeholders, including trustees, SENCOs and school leaders.

Our SEND policy will be reviewed on an annual basis by the above stakeholders.

The policy should be read in conjunction with the SEND Information Report that is published on the website of each school in the STACMAT. The Local Offer details the specific support for young people with SEND in each of our schools.

3. Objectives

Our objectives are:

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and families

To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.

- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning

4. Identifying Special Educational Needs and Disability

The SEND Code of Practice states that:

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

(SEND Code of Practice, 2015).

The four broad areas of need in the SEND Code of Practice are:

- communication and interaction, which may include difficulties speaking, understanding or communicating as well as autism spectrum conditions
- cognition and learning, which may include mild learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) where children may require varying support to access their learning as well as specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia
- social, emotional, and mental health, which may include a range of mental health difficulties such as anxiety, depression, eating disorders or physical symptoms which are medically unexplained - this could include behaviour you may find challenging, as well as conditions such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- sensory and or physical needs, which may include a physical disability (PD) which hinders their ability to access standard provision this may also include visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)

 (DFE/ Support for Early Years Providers).

Whilst a primary area of need is usually identified, children can have needs which are included across multiple broad areas of need.

The following categories may impact on progress but are not classed as Special Educational Needs.

- Attendance and Punctuality
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium funding
- Being a Looked After Child (LAC) or Post Looked after Child (PLAC)
- Being a child of Serviceman/woman#

5. Identification before joining St Mary's School

Prior to joining our school, staff work closely with families, carers and other education providers, including early years education providers. We will also work in a multi-agency way with outside agencies such as health and social care so that the best possible provision, intervention and support can be put in place as early as possible. Where a child has an EHCP prior to starting at a school within the CMAT, or where they have been allocated high needs funding to support transition, we will work closely with all stakeholders to ensure we have a clear understanding of the steps which will be required to support success.

6. Identification of SEND need

Teachers and support staff are skilled at identifying the needs of children within our schools. They are supported by skilled SENCOs and our Trust Lead SENCO provides additional support and guidance. We follow the **assess, plan, do, review cycle**, as outlined in the SEND Code of Practice. Our work is underpinned by the Thrive Approach, where we think carefully about how we will support children to thrive whilst in education and beyond education. We place inclusion at the heart of our work, ensuing a rich educational and enrichment experience is available for all children within our schools.

We will work closely with families and carers to ensure the right support can be put in-place for children. Following early monitoring and intervention, if a child is included in the school SEND register the following from the SEND Code of Practice will be followed:

'Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents must be formally informed that special educational provision is being made. Arrangements for appropriate support should be made through the school's approach to SEN support'. SEND Code of Practice, 2015.

The assess, plan, do, review process is illustrated below:



All children on the SEND register will have personalised provision which is reviewed three times per year minimum by teachers, support staff and/or the SENCO. These are recorded on a Pupil Passport document. Some children required Small Step Targets, when this is needed, the school records targets on Outcome Plans. Our SEND systems are fully compliant of the SEND Code of Practice which includes the Assess, Plan, Do, Review cycle and being graduated.

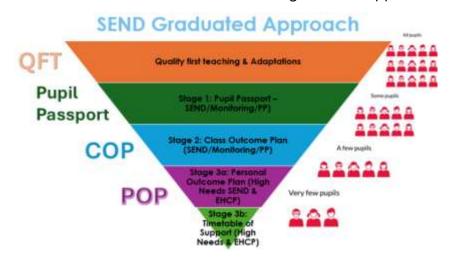
7. The level of support is outlined in the following stages:

Monitor/Watch: these children are not classed as having a SEND need. They may have an additional need which requires adaptation of approach from staff. They are supported through the universal offer, including quality first teach. They may also have some additional intervention in small group settings, or support from approaches such as pre-teaching prior to a lesson. Depending on the impact of the adaptations and support in place, a decision may be made to increase the level of support for the child to Send Support. Children who are identified under the category 'SEN Monitoring / Watch' may have a Pupil Passport or individual targets.

SEND Support: these are children classed as having SEND. These children receive provision which goes above and beyond universal provision through a targeted approach. They may have personalised targets in place which are reviewed at least once per term. Additional support from school-based professionals and other external professionals could also be implemented to support the child, including work with Speech and Language and Educational Psychologists. The SEND register will be reviewed on an annual basis by the SENCO. Where children no longer require small, stepped targets at the SEND Support stage the SENCO will discuss this with parents and carers. The SEND Support stage is not fixed and many children move on and off the SEND Support register during their time in education. Pupils identified on 'SEND Support' MUST have a Pupil Passport and may have individual targets (3 maximum).

EHCP: children with an EHCP have complex special educational needs and/or disability. Their provision is bespoke to the child and is an 'individualised' model of support. A school may decide to apply for an EHCP following a period of time during which the impact of small, stepped targets at the SEND Support level has been evaluated. An application for an EHCP is always completed in partnership with parents/ carers. We encourage parents/ carers to discuss provision with the school SENCO prior to making a parental application for an ECHP. If a student has an EHCP, they MUST have a Pupil Passport and Personal Outcome Plan which is directly linked to their EHCP.

The inverted pyramid below further describes the school's graduated approach.



8. Criteria for Exiting the SEN Register/Record

Some children make excellent progress as a result of the school's interventions and Quality First Teaching. If progress is rapid, and their needs are no longer 'additional to and different from' that of other pupils in their year group; in consultation with parents, the child can be taken off the SEND record. Reasonable adjustments would remain in the classroom and the stringent tracking of the pupil's progress would continue with careful monitoring.

9. The four broad areas of need area:

- 1) Communication and Interaction a pupil could have speech, language, or communication needs. Pupils may have Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
- 2) Cognition and Learning pupils may struggle and have Moderate Learning Difficulties (MLD), Severe Learning Difficulties SLD) or Profound and Multiple Learning Difficulties (PMLD). Some pupils have Specific Learning Difficulties (SpLD); these may affect more than one aspect of learning. For example: dyslexia, dyscalculia, and dyspraxia.
- 3) Social, Emotional, Mental Health pupils may become withdrawn or isolated as well as displaying challenging, disruptive, or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, and self-harming or substance misuse.
- 4) Sensory and Physical Needs some pupils may require provision because they have a disability which prevents them or hinders them from making use of the educational facilities generally provided. These may include Visual Impairment (VI), Hearing Impairment (HI), or Multi-Sensory Impairment (MSI). Some pupils may have a Physical Disability (PD) where they require on-going support and equipment to help them access all the opportunities of their peers.

10. Key Roles & Responsibilities

- The CMAT Trustees are responsible for ensuring a clear vision and expectation of provision for SEND is at the centre of work undertaken within the St Thomas Aquinas CMAT.
- The Executive Team and CMAT Lead SENCO are responsible for supporting schools in their work to support children with SEND so that they can meet the intentions of the 'best endeavour approach' and implement the SEND Code of Practice.
- Local Governors are responsible for monitoring the implementation of the SEND policy at school level.
- School leaders are responsible for ensuring that the school SENCO receives the appropriate
 level of support and training which they require to fulfil their role. School leaders should
 work across the school to implement the SEND policy, inline with the SEND code of
 practice. They should plan and allocate time for training for staff who work with young
 people with SEND. They will work with SENCOs to support the effective management of
 SEND resources at school level, including SEND budget management.
- SENCOs will manage the SEND provision within the schools, implementing the SEND policy and SEND Code of Practice to improve outcomes for all children with SEND. The SENCO will lead of the implementation for the assess, plan, do, review cycle for all children with SEND.

- Along with the Headteacher, they will also ensure all statutory expectations are met for children with SEND.
- All teachers and staff are responsible for delivering quality first teach and implementing small, stepped approaches outlined within SEND support plans/ EHCPS. All staff should take an inclusive approach to their work with children and families, inline with the SEND Code of Practice.

11. The role of Parents/ carers

- Parents or carers should inform the school if they have any concerns about their child's
 progress or development. They will be invited to contribute to SEND support plans and the
 EHCP application/ review process. They will be provided with an annual report on the child's
 progress.
- The school will take into account the views of the parent/ carer in any decisions made about the child/ young person.

12. The role of the child/ young person

In an age/ stage appropriate way the views of the child/ young person will always be considered. This might include the young person talking about:

- Things which they find helpful
- Things which they enjoy or which are important to them
- Their aspirations (for example, if they have a particular job they are interested in)
- Discussing their strengths and difficulties

13. Monitoring Arrangements

Headteachers and SENCOs will work alongside the CMAT School Improvement Team to quality assure SEND provision and successful implementation of the SEND policy. Steps are likely to include:

- ✓ Analysis of SEND Support plans and EHCPs to consider the small, stepped targets in place and the impact of these
- ✓ Classroom/ learning environment visits
- ✓ Review of books/ work produced by children
- ✓ Review of the use of resources to support SEND, in light of EEF '5 a day' approach for SEND
- ✓ Child voice
- ✓ Adult voice
- ✓ Parent/carer voice
- ✓ Analysis of attendance for SEND learners
- ✓ Analysis of reward and sanction data for SEND learners
- ✓ Analysis of inclusion in enrichment/ extra-curricular and steps taken to reduce any barriers
- ✓ Records of staff training and the impact of this
- ✓ Records/ process around the use of alternative provision
- ✓ Records/ process around the use of any part time timetables
- ✓ In secondary schools, careers advice and guidance including how well young people with SEND are prepared for the next stage of their education/ workplace
- ✓ The role of governors in supporting, developing and challenging provision for SEND
- ✓ Discussion of multi-agency approaches taken by the school

- ✓ The extent to which the school promotes a culture of inclusion in which children/ young people with SEND can thrive
- ✓ Support for SEND learners in statutory assessments (for example, 'extra time' or other adaptations)

14. Linked Policies/ Documents

- ✓ Safeguarding policy
- ✓ Equalities objectives
- ✓ Accessibility plan
- ✓ Behaviour policy/ procedure
- ✓ Annual SEND report
- ✓ Local Offer (please see appropriate local authority website for the most up to date local offer information)
- ✓ Positive handling policy
- ✓ Examinations policy
- ✓ Medical needs Policy

15. Storing and Managing information

Any documentation relating to children with special educational needs is stored in a secure location (either online or paper based). Rigorous systems are in place to keep this information safe and secure.

16.SEND Notional Funding

The provision for SEN is funded by the school budget. Funds are deployed to implement the SEN policy. Some examples of how this funding is used include:

- Teaching Assistant / Learning support Assistants
- SENCo Management time
- Classroom / Environmental Resources
- Staff training & development
- Accessibility
- Interventions / Catch up / Keep up programmes.
- Pastoral support

17. Complaints Procedure

In the first instance, we ask parents or carers to contact the child's class teacher. However, parents or carers can request a meeting with the school SENDCo as well. If parents or carers are not satisfied by the outcome of these two meetings, they can ask to speak to the Head Teacher to put

in a formal complaint in regard to how their concern has been handled by our staff. As well as this we offer various support mechanisms for our parents or carers to access through our school such as:

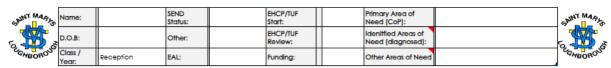
- Signposts to External Agencies
- SEND Monthly Newsletters.
- SEND Review Meetings (Termly).
- Parents Voice through Surveys and Questionnaires.

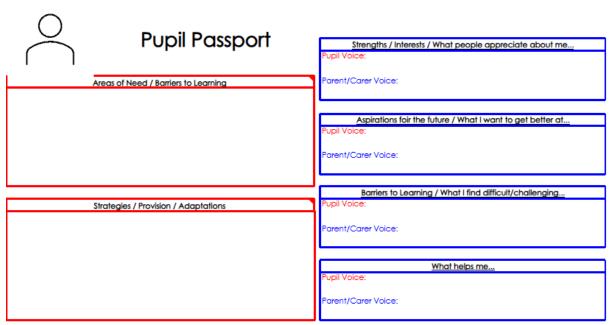
18. External Support / Partnerships

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the pupil. We aim to work with:

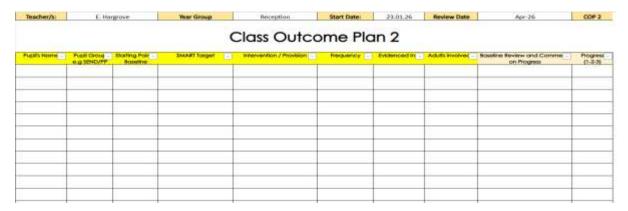
- The Children and Mental Health Services (CAMHS)
- The School Nurse / Mental Health Nursing Team
- Educational Psychology
- The Educational Welfare Officer
- Speech and Language Service
- Occupational Therapy
- Specialist teachers (Autism Outreach / Sensory Impairment practitioners)

St Mary's Pupil Passport Document





St Mary's Class Outcome Plan (COP)



St Mary's Personal Outcome Plan (POP)

