



Special Educational Needs and Disability (SEND) Policy

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Responsible Personnel

Review Date: September 2026

Mrs Hawkins, Mrs Guy, SEND Governor



Our Vision



Doing all the good we can, through faith, love and excellence.

Micah 6:8 "This is what the Lord requires of you: to do justice, and to love kindness and to walk humbly with your God."

We want St Cuthbert's to be a school where:

Our Ethos

- everyone flourishes through the guidance of our Christian values.
- teaching and learning is creative, engaging and motivational.
- relationships are positive and serve to support others through **compassion** and **kindness**.

"I have come that they may have life and have it to the full." John 10, V10

Our Expectations

- we show **courage** to be the best that we can be.
- the children make excellent progress, fostering a love of learning.
- every child has an **equal** chance to fulfil their full potential.

"All human kind is made in the image of God." Genesis 1, V26-27

Individuality

- we grow and flourish as individuals; through **endurance** we can achieve.
- the value and worth of each individual is celebrated and everyone feels included.
- the children develop a spirit of **curiosity** and a willingness to rise to a challenge through a broad, enriched curriculum.

"All people are called to transform the world" Genesis 1 V26-31, Micah 6 V8

Working Together

- the children are able to **trust**, show **respect** and **friendship** to others.
- the community enables our pupils and school to grow in a happy, safe, healthy and spiritual environment.
- we foster links and contribute to the educational community through effective communication.

"Every person is an individual and also part of a community." 1 Cor 12 V12-27

*This is a vision that is inclusive to all as we are reminded in the words of Luke 18:16:
"But Jesus called them to him, saying, "Let the children come to me, and do not hinder them, for to such belongs the kingdom of God."
For we are all equal in the eyes of God.*



The Values of the school

Compassion

"Clothe yourselves with compassion, kindness, humility, gentleness and patience."

Colossians 3:12



Kindness

"Be kind to one another, tender-hearted, forgiving one another as God in Christ forgave you."

Ephesians 4:32



Equal

"You shall love your neighbour as yourself."

Mark 12:31



Potential

"Behold they are one people and they have all one language and this is only the beginning of what they will do."

Genesis 11:6



Courage

"Be strong and courageous. Do not be frightened and do not be dismayed for the Lord your God is with you wherever you go."

Joshua 1:9



Trust

"My God is my strength in whom I trust."

Psalms 12





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Friendship

"Encourage one another and build each other up."
1 Thessalonians 5:11



Respect

"For God gave us a spirit not of fear but of
power and love and self-control."
Joshua 1:9



Endurance

"I can do all things through Him who strengthens"
Joshua 9





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St Cuthbert's Primary School and Cuthbert's Cubs Pre-school are an inclusive school; we welcome and celebrate diversity. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

The shared responsibility of SEND at St Cuthbert's Primary School and Cuthbert's Cubs Pre-school

Enquires about an individual child's progress should be addressed at first to the Pre-school Manager (Ms Sam Henson) or the class teacher since he or she is the person who knows the child best. Other enquires can be addressed to Mrs Pauline Guy (SENDCo).

Please make an appointment with the school office if you wish to speak to the SENDCo.

Headlines from the 2014 Code of Practice

- No more statements will be issued by the Local Authority (LA). Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth – 25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored and their progress tracked each term. Those at SENS are additionally tracked by the SENDCo.
- There are four broad categories of SEND:

AREA OF NEED	EXAMPLES
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>



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

- We have children in all these categories of SEND and some children may have difficulties in more than one category. This may include children with a diagnosis as well as those with learning profiles consistent with the diagnosis.



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- We strive to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the families' experience of, and hope for, the child. Families are invited to be involved at every stage of planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching': meaning that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focussed interventions to target particular skills.
- We have high expectations of all our children. Tracking and monitoring of our SEND children is in line with whole school practice.

Defining SEND

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which call for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or, has a difficulty 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

Taken from 2014 SEND Code of Practice: 0-25 Years; Introduction xiii and xiv

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.
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
- 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 for all pupils.



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Identifying children at SENS (SEND support)

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo and a plan of action is agreed with the Pre-school Manager or class teacher and shared with parents.
2. Pre-school Manager and class teacher are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline.
 - makes little or no progress even when teaching has targeted identified areas of weakness.
 - consistently presents emotional or behavioural difficulties which are not reduced by behaviour management techniques usually used in Pre-school or school.
 - sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
 - communication and/or interaction difficulties, and continues to make little or no progress despite a differentiated curriculum.
 - fails to match or better the child's previous rate of progress.
 - fails to close the attainment gap between the child and their peers.
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by school. This may result in the child being placed on the SEND register.

The SENDCo or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child.

Although the Pre-school and school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.



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Roles and responsibilities

The SENDCo

The SENDCo at our school is Mrs Pauline Guy, they will:

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



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Headteacher

The Head teacher at our school is Mrs Jenny Hawkins, they will:

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

Class teachers and Pre-school Manager

They are responsible for:

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



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The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending annual review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

The graduated approach to SEN support

There will be a meeting with the SENDCo and Parents/carers before the pupil is put on the SEND register. The support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's Pre-school manager or class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

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

2. Plan

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

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our CPOMS system and all documentation will be made accessible to staff working with the pupil.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

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

Where the plan involves group or 1:1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any Learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.



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The SENDCo will support the Pre-school manager and class teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

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

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

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The Pre-school manager or teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

Levels of support

Pre-school and School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress.

A summary report is given out during each term outlining progress against targets and next steps. Other informal meetings may be scheduled at other time throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

For children on the SEND register, parents are invited to contribute to meetings 3 times a year (following assessment periods) where they will be asked to contribute to outcomes for their child and they will review progress towards previous targets. Care plans will be reviewed annually unless medical conditions change.



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Paperwork for children at SENS (SEN Support)

Once a child has been identified as needing SENS, some of the following paperwork may need to be completed. This means that the child has outcomes that are in addition to their class targets.

- Intervention group targets and timetabled extra provision
- Checklists
- Assessments and tests
- Schools internal monitoring paperwork
- Positive Behaviour Plan (PBP)
- Care plans
- Personal Education Plan (PEP)
- Risk assessment
- One-page profile
- Targeted plans
- Sensory profile
- Transition including social story and count down calendar
- Information Gathering report (IGR)
- Early years inclusion funding
- Special Educational Needs Inclusion Funding (SENIF)
- Request for Education, Health and Care Needs Assessment (EHCNA)
- Annual review for an Education Health Care Plan (EHCP)

- Referral to an outside agency listed below:
 - Early Years SEND Team
 - Portage
 - Speech and Language Therapist (SALT)
 - Educational Psychologist (EP)
 - Autism Outreach Team (AOT)
 - Vision and Hearing support service
 - NHS Occupational Therapy (OT)
 - Primary Social, Emotional and mental Health Service
 - Child and Adult Mental Health Services(CAMHS)
 - School Nurse
 - Child and adolescent Mental Health Services (CAMHS)
 - Referral to Paediatrician for medical needs by supporting parents to speak with their GP
 - Family Support Worker
 - Early Help
 - Specialist teacher services at Leicestershire County Council
 - Oakfield short stay school
 - NHS for ADHD Solutions



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Moving to an EHC Plan (Education, Health and Care Plan)

Following consultation between families, school and relevant outside agencies, we may consider applying for the Education, Health and Care Needs assessments if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEND.
- The child has a disability which is life-long and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it is likely that they may at some point benefit from special school provision.

Having a diagnosis (e.g., of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful the LA will produce the EHC Plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The Plan will be reviewed at least annually and school will invite families and all agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on an Annual Review return and sent to the Local Authority.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEND are entitled to be taught by their teacher, not always by a Learning support Assistant (LSA). Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing learned dependence on an adult.

The school has a range of interventions available which are listed on a 'provision map'. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher who monitors progress towards the targets during the intervention- and by the SENDCo and Phase Leaders who monitors overall progress and impact after the intervention.

- Interventions are planned in accordance with the guidance specific to the intervention and reviewed regularly
- Children's progress towards their targets is assessed and recorded



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- A decision is then made as to whether to continue the intervention, to swap to a new intervention or to allow a period of consolidation in class.

The SENDCo monitors interventions to identify 'what works'.

Adaptations to the curriculum teaching and learning environment

All of our classrooms are inclusion- friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our school aged children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs.

Staff expertise

All of our teachers are trained to work with children with SEND. Some are very experienced, and other less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or LA courses, provision of books or guidance towards helpful websites.

Some of our LSAs have expertise and training on other areas or specific interventions. We are working towards a model of 'experts' in different areas of SEND. All LSAs work with children with SEND.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to access additional expertise from the LA.

Children with social, emotional and mental health needs

All children are treated as individuals and all adults work together to meet every child's academic and pastoral support needs. Emotional literacy is a crucial part of a child's development and well-being, and all aspects of this are considered.

Behaviour is not classified as SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process.



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If parents and school are concerned that the child may have mental health needs, we encourage the parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make the referral through the Educational Psychologist or school nurse.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition arrangements

Transition into and within Pre-school and school: We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from Nursery/Pre-school to Reception- as smoothly as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story.
- Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School: The secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel, training etc.

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.



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- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

Leicestershire Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The local Offer is available from the website <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND through staff meetings and needs of pupils
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

Monitoring the policy

This policy will be reviewed by the SENDCo **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.