



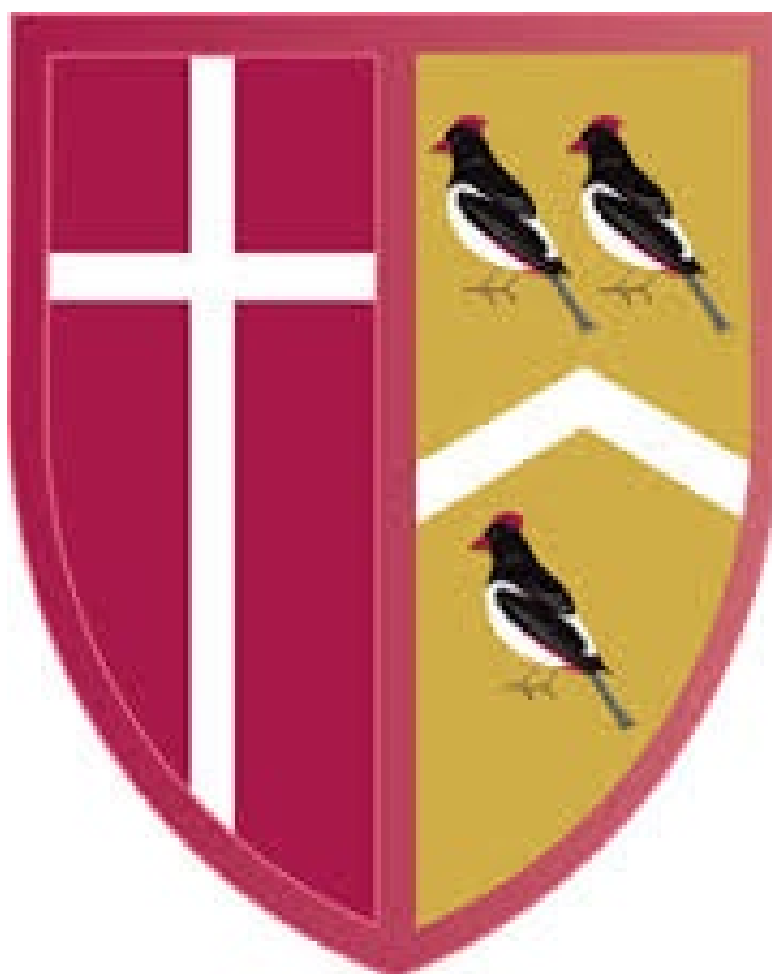
St. Thomas More Catholic Primary School



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

Special Educational Needs and Disability (SEND) Policy

Family, Aspiration, Love



*At St. Thomas More
we inspire everyone to be the person God intended them to be
by acting justly, loving tenderly
and walking humbly with God*

Cluster Executive Headteacher: Mr David Miller

Head Teacher: Mr Tom Hunt

Chair of Governors: Mrs Caroline Beal

Date: September 2025

Date for Review: September 2026

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Special Educational Needs and Disability (SEND) Policy

‘The best interests of the child must be a top priority in all things that affect them’

Article 3 of the United Nations Convention on the Rights of the Child

‘A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children’

Article 23 of the United Nations Convention on the Rights of the Child

‘Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment’

Article 29 of the United Nations Convention on the Rights of the Child

Statement of Intent

At St Thomas More Primary School, we believe that each pupil should be given equality of opportunity to achieve their full spiritual, academic and social potential by recognising the uniqueness of each individual and providing a rich and varied learning experience for all.

Each pupil, regardless of their ability, is entitled to a broad and balanced curriculum which is relevant to their needs. The curriculum offered aims to give all pupils a sense of achievement and thereby help them develop confidence and self – esteem. All pupils are encouraged to participate in the social and academic life of the school. We aim to provide educational experiences that consider the individual needs of all the pupils and are appropriate to their level of ability.

This policy aims to ensure that curriculum planning, teaching, learning and assessment for pupils with SEND considers the type and extent of the difficulty experienced by them.

Definition of Special Educational Needs

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- Are of compulsory school age and fall within the definition above or would do so if special educational provision was not made for them;
- Have educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.

Note: Pupils whose language or form of language of their home is different from the language in which they will be taught are not regarded as having a learning difficulty solely because of this, other factors must be evident.

The school aims to be inclusive. The school has experience in dealing with pupils who have the following areas of need:

- **Communication and interaction**

This includes not only pupils with speech, language and communication needs but also those with Autistic Spectrum Condition.

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- **Cognition and learning**

This includes moderate learning difficulties and specific learning needs such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health issues**

This includes social and emotional difficulties and attention deficit hyperactivity disorder.

- **Sensory and/or physical needs**

This includes hearing or visual impairments and cerebral palsy.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition. (CODE 2014, p.16)

Our Objectives

It is the responsibility of the Governors and Staff of St. Thomas More Catholic Primary School to:

- Ensure equality of provision for pupils with special educational needs (SEN) and disability;
- 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 2025’, Supporting pupils at school with medical conditions 2017;
- Provide access for all pupils to a broad and balanced curriculum;
- Ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes;
- Enable pupils with SEND to achieve their potential;
- Ensure parents / carers are fully engaged in decision making;
- Take into account the views, wishes and feelings of pupils;
- Provide advice and support for all staff working with pupils with SEND;
- Provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND;
- Make reasonable adjustments within lessons and around the school site to ensure that pupils with SEND are not discriminated against;
- Consider what additional and/or different support and strategies pupils with SEND might benefit from to better access the curriculum provision available.

Our approach focuses on the outcomes we want to achieve for children and young people with SEND, rather than just the hours of support provided. We maintain high aspirations and work towards ambitious, measurable outcomes that prepare pupils for independence and adulthood.

We ensure meaningful co-production with children, young people and families at every stage of the SEND process, recognising them as equal partners in decision-making.

To achieve the aims and principles of the school, its staff, and supporting professionals from outside agencies, will endeavour to work alongside parents and pupils to:

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- Provide a system for the early identification and assessment of the pupil's special educational needs and to provide a graduated response to meet the needs of the pupil;
- Provide individualised profiles/educational plans (Support Plans) as appropriate and ensure that all pupils identified as having SEND regularly have their progress reviewed;
- Work in partnership with parents, actively encouraging their participation in assessing needs, making decisions and monitoring and reviewing provision;
- Take into account the views of the pupil and actively involve them in the decision-making process regarding their programmes of work, and in the assessment and review procedures;
- Secure support from the appropriate external agencies when required so that a child's developing needs are identified and addressed as early as possible;
- Provide a variety of teaching styles and promote effective learning;
- Provide a positive learning environment through good planning and discipline;
- Organise teaching groups in such a way as to maximise learning opportunities;
- Provide resources that are adapted and differentiated to meet the needs of individual pupils;
- Establish good links with other schools, including schools where children transfer in from, in order to identify and share good practice and expertise;
- Promote an atmosphere in which the SEND pupils feel valued and can cultivate a sense of self-worth and achievement;
- Take into account SEND when identifying staff training needs.

At St. Thomas More Primary School, we will ensure that:

- All teachers are familiar with relevant parts of the [SEND Code of Practice](#)
- There is a clear, agreed understanding of what constitutes a child with SEND;
- There are clear systems for identifying and assessing pupils with SEND and these systems are maintained;
- The SEND department works closely with colleagues when identifying needs, making or amending provision for SEND pupils and monitoring their progress;
- Outside support services and agencies are used when needed;
- Records from previous schools are used and further information sought if needed;
- A register or list of pupils with SEND is maintained;
- A graduated approach to assessment and provision is adopted;
- All teachers know which pupils have been identified, what their needs are and how these can be best met;
- Profiles are drawn up for pupils in consultation with those involved with the pupil, and with the pupil and parents themselves as appropriate;
- Pupils identified as requiring SEN Support (SEN K) are given specific, measurable, achievable, realistic and time related targets (SMART);
- All subject teachers use best endeavours to meet the needs of the identified pupils in the classroom and as part of extracurricular activities;
- Records are kept of provision made and targets set;
- The progress of all pupils with SEND is monitored and provision regularly reviewed and amended as necessary;
- Pupils recognise and accept each other's strengths and weaknesses and support one another to reach their goals;
- Parents and carers are involved in the identification, monitoring and reviewing process.

Admissions

The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND. [See School Admissions Policy](#).

Parents/Carers and Young People

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of a child with special educational needs will be encouraged to play an active and valued role in their child's education. Parents and carers will be regularly updated on their child's progress within school, and information on their child's SEND progress. Parents and carers can request a meeting with the SENDCo via telephone, email or making an appointment at reception.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. To help them make the most of their education they will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Mental Health and Wellbeing

The school recognises that mental health and wellbeing are fundamental to educational achievement and life outcomes. We take a proactive approach to promoting positive mental health and supporting pupils who may be experiencing difficulties.

The school has designated Mental Health Leads who coordinate our whole-school approach to mental health and wellbeing. We work closely with Durham's mental health services and external agencies to ensure pupils receive appropriate support when needed

Identification, Assessment, Planning, Provision and Review Arrangements

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Local Governing Committee, the school's Headteacher (HT), SENDCo and Learning Support Team, all other members of staff have important responsibilities.

All teachers are teachers of pupils with special educational needs and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards 2012).

Teaching pupils with special educational needs and disabilities is a whole-school responsibility, requiring a whole-school response. This encompasses not only those pupils who have an EHCP or who are in receipt of SEN Support, but any pupil who has a specific diagnosis requiring the school to make reasonable adjustments so that they can fully access the curriculum content.

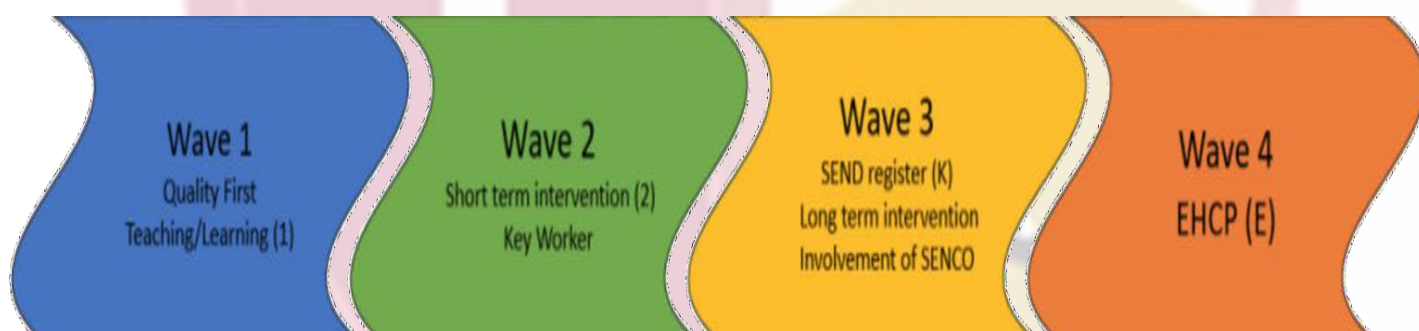
Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there might be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Our classroom teachers are responsible for SEND provision within the classroom and for providing quality first teaching. This is the first and most important step in providing an appropriately differentiated, inclusive curriculum and ensuring each child is recognised as an individual. Individual pupils with SEND may be supported through teaching and learning strategies that are additional and/or different to those of their peers and intervention strategies are adapted at a pupil level. Class teachers retain responsibility for the progress of individuals and are at the centre of planning SEND provision, with the SENDCo and any specialist staff involved with the child or young person supporting as required with targeted interventions to address any identified issues.

Waves of Support

Pupils with SEND at St. Thomas More Primary School are supported by a 4-wave system which is summarised below:

1. **Quality First Teaching:** All staff are responsible for ensuring Wave 1 provision is delivered in line with the teaching standard to every child. Where an additional need has been identified, reasonable adjustments are put in place where appropriate.
2. **Short Term Intervention:** When a pupil is not making expected progress, despite reasonable adjustments, short term specific intervention may be allocated following baseline assessments. This will in turn generate support recommendations with targeted monitoring which will be reviewed on a termly basis and monitored by the Class Teacher.
3. **SEN Support (K):** In consultation with the SENDCo and parents, identified pupils will be placed formally on the SEND register and undertake a process of Asses, Plan, Do & Review in response to identified barriers to learning. This is formally referred to as the Graduated Approach and further details can be found below. Any agreed 'Wave 3' provision will also be detailed on a specific SEN Support Plan which will be reviewed in line with the SEND monitoring cycle. The pupil may at this stage be referred to an outside agency.
4. **EHCP (E):** If appropriate intervention and support has taken place (including support from outside agencies) but there are still concerns about a pupil's progress and/or attainment, the SENDCO will consult with the curriculum/pastoral staff and parents to discuss the need to start the application process for an Education, Health and Care plan (EHCP). Evidence will be gathered, and an application made.



Early Identification

The school SEND policy and the arrangements to support pupils with SEN are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, June 2014. The SEND policy is available on the school's website.

All pupils follow a broad balanced curriculum that is appropriate to their age and stage of development which is personalised to take into account their needs and abilities.

Identification of new pupils transferring from other settings is through routine data collection, setting visits, outside agencies, parents/carers transition meetings, taster days, and transitional visits.

Within the first four weeks at St. Thomas More, all Reception children are assessed using the Reception Baseline Assessment. Pupils who display significant discrepancies in their reading and spelling performance compared to age-related expectations or show inconsistent patterns across different areas of learning will also be investigated, irrespective of whether they are 2 years behind their chronological age.

The school is aware that needs may change over time and that additional needs may be identified in the context of a secondary school which did not present themselves in the much smaller setting of a primary school.

Concerns about a pupil having SEND can be raised by any member of staff, any parent/carer or pupils themselves. Any concerns regarding pupils with special educational needs are made directly to the SENDCo. An initial analysis will be made and, if required, may lead to further specialist assessment before a decision regarding additional support is made. The pupils will be added to the schools SEND register and parents/carers/staff will be fully informed of any decisions made.

Assessment is a continuing process that can identify pupils who may have special educational needs. This is closely monitored. The school will measure children's progress by referring to:

- Baseline reading and spelling assessments.
- End of unit assessments in all subject areas.
- Evidence from teacher and Learning Support Assistant observation and assessment.
- Their performance compared to peers who have a similar prior attainment
- Their progress against target grades.
- Standardised screening or assessment tools.
- Books and homework.

Graduated Response

The school adopts a graduated approach of Assess, Plan, Do and Review as outlined in the Code of Practice (2014). This requires the initial use of classroom and school resources, before bringing in specialist expertise to investigate the difficulties that a pupil is experiencing. When a young person is identified as having known special educational needs, that are not effectively addressed through the provisions of Wave 1 or 2, the school will intervene as described below at Wave 3 - SEN Support (K).

Such interventions are a means of helping schools and parents match special educational provision to individual pupil needs. We will record the steps taken to meet the needs of individual children. If a pupil is known to have special educational needs when they arrive at the school, the SENDCo and learning support staff will:

- Inform all staff (teaching and non-teaching where appropriate) who will be working with or come into contact with the pupil of their strengths and weaknesses and strategies to help support them;
- Use information from the previous school to provide relevant information for staff and focus attention on action to support the pupil within the class;
- Ensure that ongoing observation and assessment provides feedback about a pupil's achievements to inform future planning of their learning;
- Ensure opportunities for the pupil to show what they know, understand and can do through the pastoral programme;
- Involve the pupil in planning and agreeing targets to meet their needs;
- Involve parents in developing a joint learning approach at home and in school.

SEN Support - Wave 3

When a pupil is identified as having special educational needs that cannot be addressed through Quality First Teaching and Reasonable Adjustments, the school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This provision is designated as Wave 3 - SEN Support.

The triggers for intervention through SEN Support could be concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas;
- Presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

If the school concludes, after consulting parents, that a pupil may need further support to help them progress, they will consider their reasons for concern alongside any information about the pupil already available to the school and implement a SEN Support Plan. The school SENDCo will support and initiate further assessment of the pupil, assisting in coordinating future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil's subject/pastoral/intervention teachers will remain responsible for working with the pupil and for planning and delivering individualised strategies within their curriculum/area.

In some cases, outside professionals from health or social services may already be involved with the child. The new SEN Support Plan brings these services together allowing for intervention/strategies to be shared, inclusive and tailored specifically to the pupil's needs. If these professionals have not been working with the school, the SENDCo, with the parent's permission, will contact them for professional guidance to further assist and inform the provision being delivered in school.

Nature of Intervention

The SENDCo and the child's teachers should decide on the action needed to help the pupil to progress in light of their earlier assessment. This might be:

- To provide different learning materials or special equipment,
- To introduce some group or individual support,
- To devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness,
- To undertake staff development and training aimed at introducing more effective strategies,
- Access to LA support services for one-off occasional advice on strategies or equipment or for staff training,
- To provide effective intervention without the need for regular or ongoing input from external agencies.

Types of Support Offered

Social, Emotional and Mental Health

- Drawing and Talking
- Relax Kids
- LEGO Therapy
- Time to Talk
- Social/Friendship group
- Emotional Literacy
- 5 Point Scale
- Sand tray work

Physical and Sensory

- Fine motor skills development
- Gross motor skills

- Body Awareness (proprioception)
- Balance and spatial orientation (vestibular)
- Sensory smart classrooms
- Sensory circuits

Communication and Interaction

- LEGO therapy
- Small group support
- 1:1 support
- Social Stories
- Social Games
- Speech and Language Therapy
- Intensive Interaction
- Makaton
- Attention Autism

Cognition and Learning

- Small group support
- 1:1 support
- Little Wandle – Catch up
- Visual resources
- Precision teaching
- Morph Mastery

Pupil and Class Profiles

Suggested strategies employed to enable the child to progress are recorded on a SEN Support Plan Profile. These will include information about:

- The nature of the child's strengths and difficulties, including reading and spelling ages where appropriate,
- Reasonable Adjustments agreed by the school and parents,
- The short-term targets/outcomes set in discussion with the child, parents and staff,
- Suggestions for teaching strategies to be used,
- The provision to be put in place and exam access entitlement,
- When the plan is to be reviewed.

The Plan will only record that which is additional to or different from the school's **Ordinarily Available Provision (OAP)** and will focus on three or four individual targets to match the child's needs. The Plan will be reviewed on a termly basis and updated as appropriate.

In some cases, it may be necessary to involve external services such as special needs advisory teachers, educational psychologists etc. A request for help from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents, at a review of the child's Plan. The external support services will usually see the child, so that they can advise class teachers and the SENDCo on targets and accompanying strategies, providing more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities.

The triggers for involving outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at levels substantially below that expected of pupils of a similar prior

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attainment;

- Continues to have difficulty in developing English and mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme;
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the child or advice to the staff, by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Before the school seeks the help of external support services, the consent of the child's parents will be sought. The services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The resulting Plan for the child will set out new strategies for supporting the child's progress and be implemented, at least in part, in the classroom setting. Delivery of the strategies and differentiation will remain the responsibility of class teachers.

Data Tracking/Monitoring Pupil Progress

The SEND Register will be updated regularly, according to children's need; it will be subject to a formal termly review by the SENDCo in collaboration with the Headteacher. Class teachers and the Learning Support Assistants all carefully monitor progress.

The SENDCo will monitor attainment, effort and behaviour for all children on the SEND register and discussions will take place at Senior Leadership meetings with an action plan developed where appropriate. Class teachers may conclude that the strategies they are currently using with a child with additional needs are not resulting in the child learning as effectively as possible. In these circumstances, they will consult the SENDCo to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed.

In terms of reading, spelling, handwriting, language and social skills, this is monitored throughout each term using standardised tests where possible to compliment teacher assessment judgements. Progress will be made known to pupils, parents and teachers via termly SEND meetings and a termly academic progress report (Interim reports in Autumn and Spring with a detailed final Summer report).

Evaluation of the strategies in place may lead to the conclusion that the child still requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to continuing at School Intervention or exploring involvement of external agencies, such as:

- Educational Psychology Service
- Speech Therapy
- Occupational Therapy
- EWEL Team
- GP
- CAMHS
- Durham SEND Advisory TEAM

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers;
- prevents the attainment gap growing wider;

- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the pupil's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the pupil's behaviour;
- is likely to lead to appropriate accreditation;
- is likely to lead to participation in further education, training and/or employment.

Types of Assessment

Assessment will be undertaken in a range of different ways for different aspects of need and different subjects. However, all assessments will embrace the principles as outlined in the school policy and, therefore, assessment will be evident in every lesson/session/intervention. This may include:

- Oral Feedback
- Self-Assessment
- Peer-Assessment
- Group/Whole Class Assessment
- Written Marking of Work (see Written Feedback section for further details)
- Teacher/Pupil Questioning
- Questionnaire
- Assessment of Exemplar Work of different age-related expectations
- Use of Assessment Criteria and Examination Materials
- Standardised Tests

Information Sharing and Data Protection

The school complies with GDPR and Data Protection Act 2018 requirements for all SEND information sharing. Information is shared appropriately with parents, external agencies, and other settings as necessary for pupil provision and safeguarding. Full details of our data protection procedures are available in our Data Protection Policy.

School/Parental Request for Statutory Assessment, EHCP - Wave 4

For some pupils the help given by schools through SEN Support may not be sufficient to enable the pupil to make adequate progress and address barriers to access. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment for an Education Health Care Plan - internally designated Wave 4. Where a request for a statutory assessment is made to an LA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- The school's action through School Intervention
- Pupil profiles and targets for the pupil
- Attendance
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Attainment levels
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist
- Views of the parents and of the pupil
- Involvement of other professionals
- Any involvement by the social services or education welfare service

When the LA receives a request for a statutory assessment, it must decide within six weeks whether

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to carry out such an assessment.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working cooperatively with parents, the child's school, health and as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. The evidence is presented to the SEND Panel. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education Health Care Plan.

An Education Health Care Plan will include:

- Type and name of the school
- The pupil's name, address and date of birth
- Details of all the pupil's special needs
- Long-term outcomes for the pupil, for the end of the next Key Stage
- Short-term targets in the form of an Action Plan
- How they are to be achieved
- Identify the special educational provision necessary to meet the pupil's special educational needs
- Identify where the provision is to be made
- Identify health provision
- Include other relevant non-educational needs of the child
- Include information on non-educational provision
- Include parent views
- Include pupil views

All children with an EHCP will have short-term targets established after consultation with parents, professionals, teachers and the pupil which will be identified as required to reach the long-term outcomes. These targets will inform the Pupil Profile and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Profile will continue to be the responsibility of the class teacher.

Annual Review of an EHCP/Statement

All EHCPs/statements will be reviewed at least annually with the parents, the pupil, the LA, outside agencies and the school. Consideration must be given to any amendments needed to the description of the pupil's needs, the special educational provision or whether the plan needs to be maintained. The annual review should focus on what the pupil wants to achieve and how the plan is going to support them to get there, including any obstacles/barriers they need to overcome.

Reasonable Adjustments and Disability Inclusion

Under the Equality Act 2010, the school has an anticipatory duty to make reasonable adjustments for disabled pupils. This means we proactively identify and remove barriers that might prevent disabled pupils from accessing education, rather than waiting for individual requests.

We make reasonable adjustments to our policies, procedures, physical environment, and teaching

methods to ensure disabled pupils are not placed at a substantial disadvantage. This includes adjustments to assessment arrangements and accessibility of information.

All staff understand their responsibilities to implement reasonable adjustments as part of our inclusive approach. We work with pupils and families to identify what adjustments are needed and regularly review their effectiveness.

English as an Additional Language (EAL)

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

Looked After Children (LAC)

The special educational needs of Looked After Children will be identified as part of the normal monitoring cycle. A PEP will be drawn up by the designated person (SENDCo), and LA representative, which will include appropriate educational targets.

Medical Conditions

St. Thomas More Catholic Primary School will follow the recommendations of the Children and Families Act 2014 with regard 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. Our School Policy for Supporting Pupils with Medical Conditions can be found via our website.

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

Disabled toilets are available within the school building. First aid provision and a first aiders can be found throughout school with a constant being the School Administrator. The Lead First Aider is responsible for overseeing the administration of medicines throughout the school day. In their absence this will be overseen by one of the designated first aiders located across the school site.

Allocation of Resources

The Headteacher and SENDCo are responsible for the strategic management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget, Top Up funding and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND.

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 pupil's diverse learning needs and remove the barriers to learning. The overwhelming majority of pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning, some pupils may be withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Where the level of SEND is significant, pupils have been provided an amended timetable, e.g. Now and Next visual timetables and tasks. Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs.

Transition Arrangements

Transition is carefully planned. To ensure successful transition from primary school, across the key stages and onto secondary school, the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

The SENDCo, Class Teacher and/or the Headteacher works closely with secondary feeder schools, and where there are those with particular Special Needs, meetings can be arranged with their SENDco/Transition Coordinator and parents to facilitate a smooth transition. Additional transition visits are organised for small groups/individuals to familiarise pupils with the buildings, routines, school lunch hall, staff etc to help reduce anxieties.

Development

The SENDCo ensures the wider staff body are informed of local and national developments in relation to SEND and Inclusion. Training needs are identified, internal CPD is available and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers and trainees are offered support and in school training by the SENDCo.

Staff

All members of staff at St. Thomas More Catholic School are responsible for the education of all pupils including those with SEND. The following staff have responsibilities towards your child:

The Role of the SEND Governor

- To make sure the school has an up-to-date SEND policy.
- To make sure the school has appropriate provision and has made necessary adaptations to meet the needs of all pupils in the school.
- To make sure the necessary support is made for any pupil who attends the school and has SEND.

The Role of the Head Teacher (HT)

- The strategic oversight of all aspects of the school, including support for pupils with SEND.
- Making sure that your child's needs are met but they would delegate this responsibility to the SENDCo and class teachers.

The Role of the Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo, in collaboration with the Headteacher and Local Governing Body, plays a key role in determining the strategic development of SEND policy and provision in the school to raise the achievement of pupils with SEND. The key responsibilities include:

Strategic Leadership:

- Lead and develop the school's SEND provision
- Assist with the formulation, communication and monitoring of the School Improvement Plan in relation to Inclusion and SEND
- Liaise with the HT and SEND governor, keeping them informed of legislative and statutory amendments to inform decision-making and policy review
- Provide regular progress updates to the Senior Leadership Team on all SEND matters, ensuring they are aware of successes, issues and concerns

Operational Management:

- Coordinate and evaluate provision for individual pupils with SEND, logging impact in line with school progress planning

- Oversee and monitor records on all pupils with SEND via the centralised tracking database as part of the SEN Register
- Ensure SEND monitoring and calendar events are integrated with the Whole School Progress Map
- Oversee behaviour and attendance monitoring for SEND pupils and evaluate the impact of support
- Oversee the EHCP admissions process and advise the Headteacher on the school's ability to cater for specific SEND

Curriculum and Teaching:

- Monitor the quality of curriculum for SEND pupils and assist teachers in implementing strategic planning
- Develop effective strategies that support class teachers in developing appropriate curriculum provision
- Develop a cross-departmental approach to literacy and numeracy skills using national curriculum assessment data
- Identify and disseminate best practice across school that supports SEND pupil progress

Collaboration and Communication:

- Liaise with and advise teaching colleagues
- Manage the team of Learning Support Assistants, maximising individual strengths
- Liaise with parents of pupils with SEND
- Liaise with external agencies including LA support services, educational psychology services, Early Help Hub, health and social services and voluntary bodies

Assessment and Planning:

- Complete audits and applications for additional provision (Educational Psychology, EHCP, CAMHS etc.)
- Assess transition information for new pupils, informing staff and parents of required actions
- Review and monitor all pupils with SEND - new entrants, those receiving SEN Support and those with EHCPs
- Write and monitor individual pupil support plans in collaboration with colleagues, pupils and families

Professional Development:

- Contribute to in-service training of staff
- Ensure school-wide tracking systems and monitoring procedures for SEND are accessible and accurate

The Role of the Teacher

- Be aware of the individual needs of pupils, use QFT to ensure the curriculum is engaging and assessment is challenging to pupils of all abilities.
- Use a range of strategies to meet individual needs.
- Provide information on progress, attainment, self-help skills, work habits, attitudes etc to feed into the EHCP annual review procedure (a statutory requirement).
- To relate relevant information back to SENDCo.
- Provide access arrangements for class assessments and ensure that assessment builds pupils' motivation, confidence and self-esteem.
- Adopt a range of methods to ensure that they can assess the progress of all pupils accurately

and ensure the assessment style adopted is fit for purpose.

The Role of the Learning Support Assistants

A Learning Support Assistants (LSA) main role is to provide support for pupils with Special Educational Needs with a focus on those with an Education Health Care Plan or statement of special educational needs. The LSA will ensure that the pupil can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress.

Duties include running specific programmes and activities to assist the pupil's individual learning and social needs. The LSA will be responsible for implementing the targets on the pupil's Individual Education Plan (IEP)/Profile in liaison with the class teacher and SENDCo.

Supporting the Pupil:

- To provide learning support for the pupil in class.
- To develop knowledge of the particular needs of the child and seek advice from SENDCo, class teacher and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
- To make or modify resources as suggested and advised by the SENDCo, Educational Psychologist or other outside agencies.
- To be involved in the planning and preparation of the day-to-day class activities including assemblies, whole school activities.
- To organise and maintain an inclusive learning environment both in the classroom and outside.
- To support the pupil on the yard, being mindful of their health and safety in relation to their condition and encouraging safe interactive play.
- Motivate and encourage the pupil to have a go at activities they may be unsure of.
- Provide positive reinforcements, praise and rewards.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs.
- Provide support and facilitate interaction with peers in the classroom and around school.

Supporting the Class Teacher and SENDCo:

- To work as part of the team to ensure that the well-being and personal development of the pupil enhances their learning opportunities and life skills.
- To be aware of the lesson content and adapt resources when necessary during the lesson.
- To provide regular feedback to the class teacher, SENDCo and relevant outside agencies about the pupil's difficulties and progress.
- To contribute to the pupil's annual review by writing a brief report and attending the meeting if appropriate.

Supporting the School:

- To foster links between home and school.
- To participate in relevant professional development as deemed appropriate for the needs of the child.
- To understand and apply the school policies on learning and behaviour, and the Statutory guidelines relating to disability discrimination and special educational needs.
- To maintain confidentiality and sensitivity to the pupil's needs but have regard to the safeguarding procedures.
- To carry out duties as directed by the SENDCo or Head Teacher.

The Role of the Pupils

- Participate actively in lessons.

- Participate actively in assessment opportunities in lessons.
- Engage with and act upon both written and oral feedback given by their teachers or peers.
- Take responsibility for knowing where they are, where they need to be and what they need to do to get there.
- Support other pupils constructively when asked to be involved in peer assessment.

Complaints Procedure

SEND-related concerns or complaints are handled under the school's main Complaints Policy, which is available on the school website and follows the Bishop Wilkinson Catholic Education Trust procedures.

Initial Contact: Most SEND concerns can be resolved informally by speaking with your child's class teacher or contacting the SENDCo directly via telephone, email, or by making an appointment at reception.

Formal Process: If informal resolution is not possible, complaints should follow the Trust's formal complaints procedure:

- **Stage 1 - Informal:** Contact the Headteacher via the school office
- **Stage 2 - Formal:** Written complaint to the Headteacher using the complaints form
- **Stage 3 - Committee Hearing:** Escalation to Local Governing Committee if unresolved

Additional Support: Parents may also access:

- Durham Special Educational Needs Information Advice Service (SENDIAS):
<https://durhamsendiass.info/>
- Independent disagreement resolution services commissioned by the local authority

Timescales: Complaints must be raised within three months of the incident. Full details of procedures, timescales, and contact information are available in the school's Complaints Policy.

Useful Sources of Information

Durham's Local Offer

<https://www.durham.gov.uk/article/3722/About-the-Local-Offer-in-County-Durham>

Durham Special Educational Needs Information Advice Service (SENDIAS)

<https://durhamsendiass.info/>

[Link to translate document into any language](#)

Monitoring and Reviewing

This policy will be reviewed on an annual basis.

This SEND and Disability policy will be reviewed and amended annually.

This policy will be reviewed by the LGC in September 2026.