



Sacred Heart RC Primary School

‘Where Every Heart is Sacred’

Sacred Heart RC Primary School SEND and Inclusion Policy

Mission Statement

Our school community serves the common good to the benefit of all;
where the rights and dignity of every human person are respected and

‘Every Heart is Sacred’.

We support and encourage everyone to reach their full potential.

We are witnesses to God’s love through our actions;

Inspiring hope, nurturing love and caring for our Common Home.

We serve each other peacefully, joyfully and truthfully
so that all

‘have life and have it to the full’.

Approved by:	Curriculum Committee
Date:	April 2026
Last reviewed:	October 2025
Next review due:	April 2027

1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to;

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - 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
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into secondary school
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

This policy accepts the definition of Special Education Needs and Disability (SEND) as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the school has determined that a child has SEND, those needs will be made known to all who are likely to teach them. All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND. All staff will ensure children with SEND are included in school activities as far as is reasonably practical.

2. Vision and Values

At Sacred Heart RC Primary School, we believe every heart is sacred. We are committed to inclusion and dedicated to ensuring that all pupils, regardless of their needs, background, or abilities, have the chance to thrive and reach their full potential. Inclusion is more than a policy here; it is a sense of belonging. We treat the inclusion of children with SEND as an issue of equality, valuing the unique strengths and dignity of every individual.

Every teacher at Sacred Heart is a teacher of special educational needs and we ensure we provide high quality teaching for all. We provide a broad, balanced curriculum that is accessible to everyone, ensuring all children are fully included in both academic and social school life. We focus on tailoring our teaching to meet the specific needs of each child and ensure we use a variety of adaptations within our classrooms.

We recognize that many children may face barriers to learning at some stage, whether short or long-term. Our mission is to create a supportive environment which can eliminate prejudice and create a safe space where discrimination has no place. We value uniqueness and celebrate the different rates and ways in which children learn. And we foster equality to ensure every unique child feels seen, respected, and supported.

By working together with a shared sense of commitment, we strive to build an environment where everyone, pupils, staff, and families, belongs and flourishes.

3. Legislation and guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and has been developed with reference to the following legislation, guidance and documents;

- [Part 3 of the Children and Families Act 2014](#) document
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for EHC plans, SENDCOs and the special educational needs information report
- The [Equality Act 2010](#)
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#) document
- [Statutory Guidance on Supporting pupils at school with medical conditions](#) document
- [The National Curriculum in England Key Stage 1 and 2 frameworks](#) document
- [Keeping Children Safe in Education](#) document
- [Working Together to Safeguard Children](#) document
- [Teachers Standards](#) document

This policy should also be read alongside the following (available on the school's website):

- The School's Safeguarding Policy
- The School's Equality Information and Policy
- The School's SEND School Information Report
- The School's Behaviour Policy
- The school's Accessibility Policy and Plan

4. Inclusion and equal opportunities

Sacred Heart is committed to inclusion. We strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and meet their potential. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all children. We aim to promote a sense of community and belonging, and to offer engaging learning and social experiences to all children. This does not mean that we will treat all children in the same way, but that we will respond to our children in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all children, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of children:

- minority ethnic and faith groups
- children who need support to learn English as an additional language (EAL)
- children with special educational needs
- children who are disabled

- those who are gifted and talented
- those who are looked after or vulnerable
- any children who are at risk of disaffection and exclusion

5. Definitions and identifying special educational needs

5.1 Definition

Definitions of special educational needs taken from Section 20 of the Children and Families Act 2014.

“A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. A child has learning difficulties if he or she:

- *Has a significantly greater difficulty in learning than the majority of children of the same age.*
- *Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.*

Children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.”

Sacred Heart will have due regard to the Special Needs Code of Practice 2015 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

5.2 Disability

The SEN code of practice states that pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities or which prevents or hinders them from making use of facilities of a kind provided for others of the same age within a mainstream school.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

Sacred Heart RC Primary School uses Manchester’s MPTN (Matching Provision to Need) documentation as a guide to entry criteria for the SEND register. The SEND Code of Practice defines SEN as areas of difficulty and/or needs which fall under these four broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	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 do not understand or use the social rules of communication. This may also mean the pupil lacks the vocabulary or language skills to access learning effectively Pupils who are on the Autism Spectrum have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • 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	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • 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 (ACEs). ACEs are potentially traumatic events that occur in childhood and can include violence, abuse, and growing up in a family with mental health or substance use problems. Stress from ACEs can change brain development and affect how the body responds to stress. Children and young people may experience a wide range of social and emotional difficulties which manifest in many ways. These may include becoming withdrawn or isolated, as well as displaying more challenging, disruptive or disturbing behaviour.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Manchester's MPTN provides guidance on identification, support and provision, and assessment of needs within these four broad areas. The purpose of identification is to establish what action the school needs to take in order to meet individual needs. Whilst the primary area of need above is usually identified, pupils can have needs which are included across multiple broad areas of need. As they grow and develop their needs may change too. The level of the support that pupils with SEND receive, within Sacred Heart RC Primary School, is led by their individual barriers to learning and not any formal diagnosis.

5.4 Identifying special educational needs

All staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practicable, fully integrate into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and EYFS Curriculum and are integrated into all aspects of the school.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCD, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified.

Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early identification of pupils with additional needs/SEND is a top priority at Sacred Heart RC. Children are identified as having SEND through a variety of ways including the following;

- Liaison with the child's previous school or Early Years Setting
- Liaison with the child's health visitor on entry to Nursery
- Child identified to be performing below age expected levels and/or making limited progress with their learning or development
- Concerns raised by Parents/Carers
- Concerns raised by Teacher/Teaching Assistant/other school support staff

- Liaison with external agencies i.e. Occupational Therapist, Manchester Sensory Impairment Support Service, Social Care, Speech and Language Therapy Service (SALT), Outreach services
- Health diagnosis through school nurse, health visitor, pediatrician
- SEND diagnostic and criterion referenced assessments
- Evidence obtained by teacher observations/ assessments
- EYFS profile
- Pupil tracking
- Phonics screen (Y1)
- Times Tables screen (Y4)
- National Curriculum results from KS1 SATs (No longer statutory from 2023/24.)
- Reference to Manchester's MPTN

Assessment is the process of identifying SEND. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. Detailed assessments of need should give a clear picture of the pupil's strengths and needs which the class teacher, in partnership with the SENDCO, will use to ensure that the support provided to the individual will be targeted to their area(s) of need(s) using high-quality, inclusive teaching, additional resources and/or equipment or technologies and evidence-based interventions.

When a pupil's needs are considered to be more complex, an assessment by an external professional will be pursued e.g. by an Educational Psychologist, Speech and Language Therapist, RHOSEY (Rodney House Outreach Support Early Years) or CAMHS (Children and Adolescent Mental Health Service) and parental permission will be sought.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove any barriers to learning.

6. SEND support

6.1 Identifying pupils with SEND and assessing their needs

In line with the detailed expectations of the Teachers standards and National curriculum, each class teacher will deliver *Inclusive High-Quality Teaching* (IHQT) for all children. They will oversee, plan and work with each child with SEND in their class to ensure that progress is made.

The school's leadership team regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

The school will consider the views of the parent or carer in any decisions made about the pupil. The school will put the pupil and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

The first response to pupils not making expected levels of progress, should be adaptations made by the teacher to target the pupil's specific gaps in learning.

Standard 5 in the Early Career Framework (2019) states that teachers should:

Provide the opportunity for all pupils to experience success by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.

If a pupil continues to struggle to make expected progress, the teacher should inform the pupil's parents and carers of their concerns before making a detailed referral to the school SENDCo. The teacher should follow the school's referral process, that should include concerns and any previous adaptations to teaching and learning. For example, a pupil's English teacher may detect some difficulties with learning and using spelling rules or reading with accuracy and fluency that may indicate dyslexic traits, and therefore the pupil may require diagnostic assessment to ensure they receive further support.

As part of our graduated approach we refer to the term 'Waves' to describe the support pupils receive in schools.

Wave 1: Universal Support – our inclusive, quality-first teaching that all our pupils are entitled to and receive.

Wave 2: Additional Support – for pupils who are under-achieving or who have short-term needs. The additional support they receive should help them to catch-up, make progress or improve their wellbeing. However, pupils in this wave do not have special educational needs.

Wave 3: SEN Support – for pupils who have an identified special educational need or long-term needs that fall within one, or more, of the four areas of SEND: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Sensory and/or Physical (including medical needs).

Once a pupil has been identified as having SEN, we will act to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as assess-plan-do-review. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of the interventions which are most effective in supporting the pupil to achieve good levels of progress.

1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. These should be recorded to build information about the individual's strengths, needs and progress. The views of the pupil and their parents will be considered. 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.

In identifying a child as needing SEN support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This assessment will be reviewed regularly. This ensures that support and intervention are matched to need, barriers to learning are identified and overcome and that a clear picture of where targeted support needs to be focused is created.

2. Plan

In consultation with the parents 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. The pupil will also be asked to contribute their voice to decisions about their strengths, likes and how they want to be supported. This information will be recorded and will be made accessible to staff in an individual education plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home. SEN Support is put in place for an agreed period of time.

3. Do

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

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. As part of our inclusive approach, we aim to keep children in their classrooms where possible and, where this isn't possible, any time out of class is timetabled carefully to avoid children missing other parts of the curriculum or school day regularly.

The SENDCO will support the 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. Meetings are held every term with the SENDCO and class teacher as part of the Pupil Progress process in order to review this process for each individual pupil.

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

- Monitoring progress made academically against national/age expectations.
- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN 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. 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.

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations and the child's needs can be met from within the usual provision offered to all pupils, then children should be removed from the SEND register. The class teacher will monitor ongoing progress whilst supporting the child through Inclusive Quality First Teaching. The school will use Manchester's MPTN guidance to inform their exit criteria from the SEND register.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an 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 Statutory Assessment process which is usually requested by the school but can be requested by a parent/carer. The decision to make a referral for an Education, Health and Care Plan (EHC Plan) will be taken at a progress review.

The application for an EHC Plan will combine information from a variety of sources including the following: Parents, Teachers, SENDCO, Social Care and Health Professionals. Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary review of agreed outcomes. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents/Carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Manchester Local Authority, or the authority in which the child lives, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan. Parents/Carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example reducing or increasing levels of support.

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.

6. Roles and responsibilities

6.1 SENDCO

The SENDCO at our school is Miss Garland, and can be contacted at 0161 223 0231 and by email; senco@sacredheart-jun.manchester.sch.uk.

They will:

- Inform 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 SEN 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 ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents 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

6.2 The governing board

The SEND link governor is Mrs Maree Jordan.

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favorably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

- Determine their approach to using their resources to support the progress of pupils with SEND

The Head Teacher will keep the governing body fully informed in all aspects of the School's work, including provision for children with SEND. The Head teacher will work closely with the School's SENDCO.

6.4 The Headteacher

The headteacher will:

- Work with the SENDCO and SEND link 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
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- 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.

6.5 Class teachers

The 2012 Teaching Standards make clear the national expectations for all teachers. Teachers will already be doing most of what is expected of them with regards to SEND as it is covered in these teachers' standards:

- 1) Set high expectations which inspire, motivate and challenge pupils
- 2) Promote good progress and outcomes by pupils
- 3) Plan and teach well-structured lessons
- 4) Adapt teaching to respond to the strengths and needs of all pupils
- 5) Make accurate and productive use of assessment

The standards state that all teachers must have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with EAL and those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching 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 regularly to:

- o Set clear outcomes and review progress towards them
- o Discuss the activities and support that will help achieve the set outcomes
- o Identify the responsibilities of the parent, the pupil and the school
- o Listen to the parents' concerns and agree their aspirations for the pupil
- o

Class teachers are supported by SLT and SENDCO and should make regular assessments for all pupils in order to identify pupils making less than expected progress given their age and individual circumstances.

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. Sacred Heart firmly believes in developing a strong partnership with parents and that this will greatly support our pupils to achieve their potential. The school recognises that parents have a unique overview of their child's needs and this gives them a vital role in helping school to understand their child.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided.

6.7 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 review meetings where appropriate

The pupil's views will be considered when making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

Please see our school information report on the school website under policies.

9. Supporting pupils with medical conditions

Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010. The school will create moving and handling plans and/or risk assessments where appropriate, to ensure all staff have the knowledge to support any pupils with medical conditions in our school.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational needs provision and the SEND Code of Practice is followed.

Please see the school's separate policy for Supporting Pupils with Medical Conditions.

Mental Health

The school's Inclusion team work in a multi-agency approach to ensure that our vulnerable pupils are receiving the most appropriate support; these children may have social, emotional and mental health concerns, be Looked After Children (LAC), adopted, have experienced adverse childhood experiences (ACEs) such as loss or separation, parental separation or traumatic events such as domestic violence, abuse, neglect etc. Developing emotional resilience is vital in effectively supporting these pupils. Our aim is to intervene early, before mental health problems develop.

Our inclusive values, dedicated staff, a focus on high expectations for all pupils and Graduated Approach help identify children with or at risk of developing mental health problems to promote the health and wellbeing of all pupils.

Where appropriate the SENDCO will refer pupils for outreach support or to external agencies for support with mental health and wellbeing.

10. Training and resources

Resources

Sacred Heart receives funding for pupils with SEND in these main ways:

- 1) Element 1: The **Mainstream Allocation**
- 2) Element 2: Delegated **notional SEN budget** (based on the LA formula) covers the additional support required for pupils receiving SEN Support
- 3) Element 3: **High Needs top-up Funding**: Specific funds allocated to pupils with an Educational Health Care Plan
- 4) Some SEND pupils may also receive **Pupil Premium Funding**, which is available for pupils receiving free school meals, are Looked After by the Local Authority, have been previously Looked After by the Local Authority or have parents in the Armed Services.

CPD

Continuous Professional Development and high-quality staff training is coordinated by the school's SENDCO in liaison with SLT. New staff receive SEND training as part of their induction to the school. Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

The school access training where appropriate from SALT, RHOSEY, Bridgelea outreach and EP SLAs provide opportunities for staff training through the year. Where appropriate, training is accessed from the Grange School. For TAs who support children with medical needs, training is provided by agencies from the NHS. Use is made of a twilight each year to focus on an aspect of SEND provision for the whole staff.

11. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services and recognises the important contribution that external support services make in assisting assessment and providing support for pupils and the school as a whole. When appropriate, colleagues from the following support services will be involved with SEND pupils:

- Educational Psychologists
- School Health
- SALT
- Physiotherapists
- Occupational Therapists or physiotherapists
- Manchester Independent Advisory Service (IAS)
- Manchester Sensory Support Service (MSSS)
- Specialist teachers or support services

- GPs, HVs or pediatricians
- Child and adolescent mental health services (CAMHS)
- The social communication pathway (SCP)
- Bridgelea outreach
- Grange outreach
- Bowker Vale Outreach
- Early Help
- RHOSEY
- CARITAS social worker
- The LA
- Children's Services

Children with identified SEND will be assessed for additional time in line with the Standards and Testing Agency guidelines and applications will be submitted where appropriate. Children with an EHC Plan are automatically eligible for additional time (25%).

12. Admission and accessibility arrangements

Admission

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice 2015.

Sacred Heart strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the School's Admissions Policy.

To support the admission of prospective pupils with a disability and prospective pupils with SEN, Sacred Heart offers all parents/carers and children the opportunity to look around the school and talk to any relevant staff. There is also a 'New Intake Meeting' for Parents/Carers of EYFS children in the Summer Term before the September intake and all classes have a 'Move Up' morning for pupils in July and 'Meet the Teacher' evening for parents/carers early in September. The school offers pupils a slower transition into school where appropriate and works alongside parents to ensure transition is as effective and successful as possible for all pupils with SEND.

The school ensures all prospective pupils whose EHC plan names Sacred Heart RC primary school will be admitted before any other places are allocated to ensure all pupils with SEND are treated fairly. The school's oversubscription criteria avoid unfairly disadvantaging prospective pupils with a disability or special educational needs.

Transition

To ensure every child experiences a smooth transition between year groups and key stages, we implement a range of tailored support strategies. For pupils who require extra reassurance, this can include summer term visits to their new classroom, early teacher introductions, and personalised transition books and resources for home use.

Our transition process for Year 6 pupils with SEND is carefully considered. We ensure that all key data is transferred to the secondary school and hold dedicated meetings for children with EHCPs involving parents and the new setting. We also facilitate accompanied visits to the new high school, arranging as many sessions as required to ensure the pupil feels comfortable and secure in their upcoming transition.

Accessibility

Our school meets the duties outlined in the Equality Act 2010 towards individual disabled children and young people. We endeavor to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them from substantial disadvantage. The school has an Accessibility Plan which forms part of our overarching Equality Scheme and is published on the school's website.

The Accessibility Plan is anticipatory – thought is given in advance to what disabled children, young people and adults at the school might require and what adjustments might need to be made to prevent that disadvantage. The school

site is wheelchair accessible. We have two accessible toilets in school, one with changing facilities. The school car park has an identified Disabled Access parking space.

13. Complaints

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, SENDCO or headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCO and/or headteacher in the first instance. They will be handled in line with the school's complaints policy. The school's complaints procedure is outlined on the school's website and available from the main office upon request.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN code of practice](#).

To find out about disagreement resolution and mediation services in our local area, access the [Manchester gov website](#) for more information. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements.

16. Reviewing the policy

The Headteacher and SENDCO oversee the school's SEND and Inclusion policy and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

17. Links with other policies and document

This policy links to the following documents:

- The local offer
- SEN information report
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Please check [our school website](#) to read all of our other policies.

18. Storing and managing information

The school will record the steps taken to meet pupils' individual needs. The SENDCO and SEN Team will maintain the records and ensure access to them. In addition to the usual school records, the pupil's Additional Needs Files may include:

- Information from parents/carers
- Information on progress, behaviour and attendance
- Pupil IEPs
- Information from health/social services
- Information from other agencies

Information collected about a child's SEND is always confidential and will only be communicated to involved persons, with the knowledge and agreement of the child's parents/carers, the Headteacher or the SENDCO, in line with the school's SEND GDPR policy. Paper copies of confidential information are kept securely in a filing cabinet in the SENDCO's office which is locked when not in use.

Electronic copies of confidential information are kept on a secure part of our school server and shared with key staff on a need to know basis. Any files and confidential information in them should not be removed without permission. Only members of the SEN Team and SLT have authority to remove pupil information from the filing cabinet.

Each class teacher has a class Additional Needs folder on the school server. This contains copies of all relevant reports and documents. It is each teacher's responsibility to ensure they read this information and keep up to date with new information as it becomes available.