



'Where charity and love are, God is there'

Special Educational Needs Policy for St Nicholas of Tolentine RC Primary School

2025-2026

Ratification Table:

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| Approved by: Local Governing Committee | Date: January 2026 |
| Last reviewed on: | January 2026 |
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Policy Objectives

The following policy aims to establish and make clear the procedures for the identification and assessment of special educational needs, and the provision to meet them within our school. It has been written with due regard to the school's duty to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (July 2014).

School Aims for Children with Special Educational Needs

We at St Nicholas of Tolentine RC Primary School aim to ensure that every child succeeds, whatever their particular needs and circumstance. We believe that all children are entitled to the opportunity to develop their full potential and should be expected to reach high standards of educational achievement. Where a child is identified as having particular needs, it is our responsibility to address these needs and seek the best way to provide the appropriate support. At St Nicholas of Tolentine RC Primary School, we strive to create an atmosphere in which all pupils can thrive through encouragement, acceptance, respect for achievements and sensitivity to individual needs. The curriculum is differentiated to allow all children to access learning.

We aim to achieve this through:

- Early identification of children who need extra help and attention
- Educating the whole child, enabling them to reach their full potential
- Enabling each child to partake in, and contribute fully, to school life
- Developing a feeling of self-esteem within each child
- Providing for children's individual needs and supporting them in different ways: whole class, small groups and individual
- Monitoring our provision for children with SEND through review and assessment
- Recognising and celebrating achievement for all children
- Differentiating, to ensure all children can access the curriculum
- Working in partnership with parents and other agencies to provide support and opportunities for those children with SEND
- Using a variety of teaching strategies which meet the needs of different learning styles, facilitating meaningful and effective learning for all children
- Ensuring all staff are aware of a child's individual needs.
- Ensuring access to a range of resources to support staff in their teaching of children with SEND
- Including children in their own reviews and listening to what is important to them
- Ensuring a high level of staff expertise to meet the needs of children, through continued

professional development

- Ensuring support and inclusion for pupils with medical conditions

SEND at St Nicholas of Tolentine Primary School

Admission arrangements for children with Special Educational Needs

Children start at St Nicholas of Tolentine Primary School in reception. Children come from a variety of nurseries in the local area. Staff in reception endeavour to identify children with special educational needs promptly as research shows earlier identification and support produces better long-term outcomes.

The parents/carers of children, who have not transferred from local nurseries or are new to the area, will be asked on admission to give details of any special educational needs. These will then be passed on to the SENCO and class teacher and appropriate action taken. Every effort will then be made, in consultation with the parents/carers, to obtain any relevant information from previous schools or outside professionals involved.

Identification, Assessment and Provision

The SEND Code of Practice, 2014 defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.”

A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age

and/or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools”

The SEND Code of Practice, 2014 identifies the following 4 broad areas of need:

Communication and Interaction:

This includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.

Cognition and Learning:

This includes children who display features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, Mental and Emotional Health:

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs:

This includes children with sensory, multi-sensory, visual impairment, hearing impairment and physical difficulties.

SEN Support

If a learner is identified as having SEN, their provision will be '**additional to or different from**' the differentiated curriculum, intended to overcome the barrier to their learning.

This is known as **SEN Support** and funded by the school budget. All SEN Support children are closely monitored, and their progress tracked each term.

The class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

The SENCo supports teachers in:

- Planning future interventions for the child
- Monitoring and reviewing the action
- Linking with external services if required

When providing support that is 'additional to' or 'different from' we engage in a four stage process known as the **SEN Graduated Response**.

The four stages of the SEN Graduated Response are:

- 1. Assess**
- 2. Plan**
- 3. Do**
- 4. Review**

Assess

When a class teacher identifies possible learning difficulties a Cause for Concern is raised with the SENCo. The class teacher and the SENCo assess and monitor children's progress in line with existing school practices. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

At St Nicholas of Tolentine Primary school we believe that early identification of SEN is vital and class teachers speak to parents at the earliest opportunity to alert them to concerns and enlist their help and participation.

The assessment process involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan

The SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the child and where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

The plan will form the basis for review meetings with the class teacher and SENCO, usually 3 times per year. It identifies a child's needs, strengths and aspirations, the expected outcomes of the plan and details of the additional support which will be provided for the child.

Where necessary, the SENCo and class teacher, in consultation with parents, ask for help from external services. The class teacher and SENCo are provided with advice or support from outside specialists

Do

All teachers and support staff who work with the child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, class teachers still retain responsibility for the child.

The teacher and SENCO should 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.

The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The purpose of the review is to measure the impact of the support provided and consider whether changes to that support need to be made. The child, their parents or carers, teacher and SENCO contribute to this review. This stage then informs the next cycle.

The effectiveness of the support and interventions and their impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the child and their parents. This should feed back into the analysis of the child's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The child's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child. The specialist professional will work with a child to understand their needs and make recommendations. Our SENCO oversees the progress

of any child identified as having SEND and ensures that we act upon advice received from external agencies.

- The following list indicates some of the agencies that may work with SEN pupils:
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Educational Welfare Officer
- School Nurse
- Social Services
- Speech and Language Therapist
- Behaviour Outreach support
- Play Therapist
- Bristol Autism Team
- CAMHS
- Primary Mental Health Specialists
- Education Mental Health Practitioner
- Specialist teachers for the visually or hearing impaired

Education, Health and Care Needs Assessments

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth to 25 years.

When purposeful action to identify, assess and meet the needs of the child has been taken and the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care Needs Assessment.

Supporting Children in School with Medical Conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. The school complies with supporting children at school with medical conditions, 2015. 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. Some may also have SEN or an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Disability

Many children who have SEN 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 diabetes, epilepsy, and cancer. Children with such conditions do

not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

At St Nicholas of Tolentine Primary School, we observe two key duties:

- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage
- We **must not** directly or indirectly discriminate against, harass or victimise disabled children

Criteria for Exiting the SEN Register

If it is felt a child is making progress which is sustainable then they may be removed from the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to remove the child from the SEND Register, then all records will be kept until the child leaves the school and passed on to the next setting. The child will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the child requires additional assistance, then the procedures set out in this policy will be followed.

Training

The SENCO will attend training courses, conferences and workshops held by the Local Authority and other outside agencies whenever possible. In addition to this the SENCO will keep abreast of special needs issues through relevant reading material. The whole staff will be notified of important SEND policy changes or related issues promptly.

Within the school we have a culture of sharing good practice so research/training is disseminated via year group unit meetings and professional development meetings. This enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.

The school has an ongoing programme of CPD (Continuing Professional Development) both in and out of the school. The SENCO keeps a current record of staff training and ensures that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way. Training opportunities are identified from the SEN Register, Provision Map, Performance Management and induction of new staff.

As a staff, we have regular training and updates on conditions and medication affecting individual children, so that the relevant staff are able to manage medical situations. If a child has particular needs, then bespoke training for the staff working with him/her is arranged.

Allocation of Resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Storing and Managing of Information

All documents are securely stored by staff. All staff adhere to the school's data protection policy and are aware of the need for confidentiality.

Responsibilities

Provision for children with special educational needs is a matter for the whole school. At St Nicholas of Tolentine Primary School, we believe that **all teachers are teachers of children with special educational needs.**

The Governing Body, Headteacher, SENCO, teachers and all other members of staff have important responsibilities to ensure optimum high quality provision for children with SEND.

St Nicholas of Tolentine Governing Body

The Governors designate a link governor who has responsibility for SEND and works with the SENCO, to quality assure that suitable provision is made for children with special educational needs. The SEND policy is reviewed annually and the Governing Body consider any amendments in light of the annual review findings.

Headteacher

Our Headteacher has responsibility for the day-to-day leadership and management of all aspects of the school's work including provision for children with SEND. The Headteacher keeps the Governing Body informed about provision and resourcing for children with SEND.

The SENCO

Our SENCO at St Nicholas of Tolentine Primary School is Mrs Natalie Barker and she can be contacted via the main school office.

The SENCO is responsible for:

- Overseeing the day-to-day operation of school's SEND policy
- Coordinating the provision for children with SEND
- Advising teachers on the graduated approach to SEND Support
- Reporting on the use of the delegated budget and other resources
- Meeting with the parents of children with SEND
- Working with other education settings and outside agencies, including health and social services and voluntary bodies
- Liaising with pre-schools and secondary schools to ensure smooth transitions for SEND pupils
- Ensuring that SEND records are up to date
- Liaising with and advising fellow teachers about SEND
- Contributing to the in-service training of staff
- Monitoring the progress of children on the SEND register
- Contributing to the Headteacher's annual report to Governors
- Regular meetings with the SEN Link Governor

Teachers

Teachers are responsible and accountable for the progress and development of all the children in their class, even where they access support from teaching assistants or specialist staff. Quality First teaching, differentiated to meet the needs of individuals, is the first step in responding to children who have or may have SEND.

The class teacher is responsible for:

- Ensuring that they are familiar with the school's SEND policy and procedures for the identification, monitoring and supporting of children with SEND
- Working with the SENCo to assess the needs of children with SEND
- Attending and contributing to planning meetings and reviews for their children with SEND
- Making adjustments to the curriculum, planning and delivering interventions to meet the needs of children with SEND
- Meeting with parents to inform them of their child's progress on a day-to-day basis
- Ensuring that support staff and supply teachers are aware of the specific needs of pupils with SEND in their class

Classroom Support Staff and Early Years Practitioners

Support staff are responsible for:

- Ensuring that they are familiar with the school's SEND policy and procedures for the identification, monitoring and supporting of children with SEND
- Using their class teacher's procedure for giving feedback about pupils' progress on a timely basis
- Delivering interventions or assessing children under the direction of the SENCo or class teacher

Partnership with Parents/Carers

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children with special educational needs often recognise their own needs and have views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school will keep parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages.

We encourage parents/carers to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents have access to the SENCo through the school email address, by telephone, parents evenings and by requesting a meeting.

Complaints

At St Nicholas of Tolentine School we take pride in having an open door policy and an inclusive atmosphere. We appreciate that having a child in school with SEND can be a concerning and an emotional time for parents. For this reason, we like to work closely with parents and encourage an active partnership through an ongoing dialogue. Working in this way we have found that parental concerns can usually be sorted out by speaking directly to a child's class teacher and/or the SENCO.

If a satisfactory conclusion is not reached, then parents should ask to meet with the Headteacher. If parents feel that their issue has not been resolved a formal complaint can be made to the Chair of Governor.

The school's complaints policy is available on the school website.

School website: <http://www.stnicholas.bristol.sch.uk/>

Special Educational Needs and Disability (SEND) Policy

Date completed January 2026

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