



St. John the Baptist R.C. Primary School

Special Educational Needs and Disabilities (SEND) Policy

SENDCo: Mrs R Hickman

December 2025

Review Date: December 2026

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

Equality Act 2010: Advice for schools DfE Feb 2013

SEND Code of Practice 0-25 (2015)

Schools SEND Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

The National Curriculum in England Key Stage 1 and 2 framework document (September 2014)

Safeguarding policy

Accessibility Plan

Teachers Standards (2012)

This policy has been created by the SENDCo, in liaison with the Senior Leadership Team and SEND Governor; and shared with all staff; and parents, in accordance with the requirements of the new Code of Practice.

At St John the Baptist RC Primary School, every child really matters.

Our Mission Statement states a:

Love of learning
Play together
One community
Aiming high
Helping each other
Praying together
On our journey in Christ

We believe that we are all part of one family and that all children have the right to access the curriculum and participate in the whole life of the school, irrespective of any additional needs which they may have. The Special Educational Needs and Disability Coordinator (SENDCo) is responsible for managing and coordinating the provision necessary to achieve this.

At St John the Baptist the SENDCo is Mrs R Hickman. She has achieved the National SENDCo Award and is a member of the Senior Leadership Team (SLT). She can be contacted through the main office on 01706 647195.

As SENDCO, Mrs Hickman:

- has responsibility for the day to day operation of the SEND policy;
- maintains a register of children with SEND, and ensures that the records on children with SEND are up-to-date;
- works closely with the Headteacher, the SLT, teachers and support staff, in co-ordinating provision for our SEND children;
- liaises with the staff in school who have responsibility for child protection, attendance and family support issues;
- liaises with the Co-ordinator for medical needs;
- works closely with the parents of children with SEND;
- liaises with outside agencies to gain advice and support for children with SEND;
- contributes to in-service training for staff on SEND issues;
- reports to Governors on the progress of SEND pupils;
- reports to Governors on the impact of provision for SEND pupils

Although the SENDCo is responsible for coordinating the provision, the class teachers ultimately hold responsibility and accountability for the progress and attainment of the children in their class, including those with SEND. The Code of Practice (2015) makes it clear that every teacher is a teacher of SEND and is responsible for making regular assessments of progress and setting clear targets that focus on 'their potential to achieve at or above expectation'. Teachers will be supported by the SENDCo in identifying and assessing if a child has SEND and will be given opportunities to undertake training and continual professional development (CPD) in regards to SEND.

This policy has been developed by the SENDCo and discussed with the SEND Governor. It was then shared with the SLT and placed on the school website. Parents were informed that the policy was on the website and invited to contact the school with any questions.

Aim

The aim of our school is to support all pupils in achieving their full potential. We endeavour to be an inclusive school through early identification of pupils requiring SEND provision and by providing an accessible curriculum and learning environment. We aim to raise the aspirations and expectations of all pupils with SEND and attain high levels of satisfaction and participation from pupils, parents and carers.

Objectives

- To identify and provide for pupils with SEND.
- To work within the guidance of the SEND Code of Practice (2015)
- To provide a SENDCo to work with the SEND policy.
- To provide opportunities for consultation with parents.
- To provide support and advice for all staff working with SEND pupils.

Identifying Special Educational Needs and Disability

Definition of SEND – Code of Practice (2015)

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

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.”

The Code of Practice (2015) describes four broad areas of need:

1. Communication and interaction

Difficulty with speech and language development and/or social communication and interaction. This means the child or young person may have difficulty saying what they want, understanding others and developing relationships. A child may have a diagnosed condition, such as, Developmental Language Delay or ASC.

2. Cognition and learning

Children or young people have difficulty learning or remembering basic skills. They learn differently from others and may have difficulty with literacy or numeracy or learn at a slower pace.

3. Social, mental and emotional health

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Children and young people may have difficulties managing their emotions and/or their social interactions. They may have difficulty making friends or relating to adults. They may be withdrawn, isolated or find controlling their behaviour difficult. They may be experiencing mental health problems such as low mood or anxiety or have a diagnosed mental health condition such as ADHD.

4. Sensory/physical

Children or young people with visual or hearing impairments or who have physical difficulties or medical conditions which affect their learning.

At St John the Baptist we use a number of strategies to identify if a child has SEND, including:

- Concerns raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Observation of pupils
- Screening, such as that completed on entry or as a result of a concern being raised, (e.g. WellComm, York Assessment for Reading Comprehension, Phonological Awareness Battery), which indicates a gap in knowledge and/or skills.
- Use of whole school tracking (attainment outcomes and progress) compared against national expectations.
- A pupil asks for help

Where issues with attainment and progress are identified through the tracking, other aspects will be taken into consideration, including:

- attendance and punctuality;
- health and welfare;
- English as an additional language;
- being in receipt of Pupil Premium Grant;
- being a 'Looked after Child'; and
- being a child of a Serviceman/woman.

Where any of the above are factors, they will be addressed with appropriate support and intervention, monitored and discussed before a decision is made to place a child at SEND support.

Any concerns raised with regards to behaviour will be investigated further so as to identify any underlying needs which may be presenting as behavioural difficulties.

A Graduated Approach to SEND Support

The SEND Code of Practice (2015) suggests that children should only be identified as needing SEND provision when they have had intervention and good quality personalised teaching.

At St John the Baptist we will ensure that all pupils receive high quality teaching, adapted to meet the diverse needs of our learners. The quality of teaching provided to pupils with SEND will be monitored in a variety of ways:

- Classroom observations by SLT, including the SENDCo.

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- Ongoing assessment of progress made by SEND pupils using whole school tracking system FFT aspire and PIVATS
- work scrutiny and monitoring of planning to ensure effective matching of learning objectives and activities to the needs of the pupils.
- pupil, parent and staff feedback on the quality and effectiveness of intervention.
- monitoring of attendance and behaviour records.

All pupils have individual National Curriculum targets and these are shared and discussed with parents at Parents Evenings.

Attainment is tracked using a whole school system (FFT Aspire) and children who are struggling to make expected levels of progress are identified quickly. Children who are working significantly behind age-related expectations will have their progress tracked using PIVATS (Performance Indicators for Valued Assessment and Targeted Learning).

Additional short-term provision to increase the rate of progress will be identified and recorded. This information will then be shared with SLT. Class teachers are responsible for arranging, managing and monitoring provision which is additional to, and different from, that of the majority of the class. This provision will be recorded on Assess, Plan, Do, Review (APDR) Profiles. Support will be given from the SENDCo and SLT when necessary.

If the child does not make progress as a result of this intervention, and further support is required as a result of a Special Educational Need, parents will be invited for a discussion around the additional support needed for their child. The school will seek the partnership of the parents in order to improve the outcomes for the child. The child will then be added onto the SEND register. Each child who is placed on the SEND register will have an APDR Profile, to identify and record strategies which best support the child and their learning. Their APDR Profile will also highlight agency involvement, identified needs and progress towards outcomes.

Action relating to SEND support will follow the 'assess, plan, do and review' model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

The school are implementing both EEF's recommendations for adaptive teaching and Rochdale's 'Inclusion toolkit'. The EEF recommendations provide suggested strategies to enable children with SEND to access the learning in the classroom. The Inclusion Toolkit document outlines the provision that is expected to be made available for children with SEND in mainstream schools. This document can be found on the SEND section of our school website.

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies and support to best meet the specific needs of the child. This will only be undertaken after parental consent.

The school will involve external agencies, as appropriate, for advice on meeting the needs of the child with SEND and in further supporting the families.

If a child has significant and complex needs, and the SEND support required to meet their needs cannot reasonably be provided from the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Criteria for exiting the SEND Register

If a child makes good progress and 'closes the gap' between their attainment and national expectation/that of their peers, it may be deemed appropriate for the child to be taken off the SEND register. At this stage, the SENDCo will hold discussions with the class teacher and support staff; the parents; and, where appropriate, the pupil. If it is felt that the child will continue to make good progress (without the need for provision which is additional to and different from the normally differentiated curriculum), they will be taken off the SEND register.

Supporting pupils and families

SEND Information Report

The school has a statutory requirement to provide an SEND Information Report for parents. This can be found on our school website on the SEND page.

<https://www.stjohnsrc.rochdale.sch.uk/page/special-educational-needs-and-disabilities-send/63869>

Rochdale Ordinarily Available Provision

Rochdale LA have created a document to share the provision for pupils with SEND that should be available in all schools.

<https://www.stjohnsrc.rochdale.sch.uk/page/special-educational-needs-and-disabilities-send/63869>

Local Offer

Rochdale LA have a 'Local Offer' to signpost families to SEND provision within the area, which is available on the council website

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page?localofferchannel=0>

Outside agency support for families

Other agencies which can provide support to parents and families are:

- SENDiass <https://www.barnardos.org.uk/get-support/services/rochdale-sendiass>

Admissions

Children and young people with SEND have different needs, but the general presumption is that all children with SEND are welcome to apply for a place at our school, in line with the school admissions policy (for pupils with an EHCP, different arrangements apply; please see the relevant paragraph below). The admissions policy for St John the Baptist RC Primary School can be found on our website (<https://www.stjohnthebaptist.stoccat.org.uk/key-information/policies>). If a place is available, we will undertake to use our best endeavors, in partnership with parents, to make the provision required to meet the needs of SEND pupils at this school.

In line with current Local Authority policy a place at St John the Baptist is available to a child with SEND provided that:

- a) the parents wish the child to attend the school.
- b) the child's special educational needs can be met by the school.
- c) other pupils will not be disadvantaged.
- d) resources will be used efficiently.

St John the Baptist RC Primary School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- in the terms on which the responsible body offers pupils admission to the school
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

(Disability Rights Commission: Code of Practice for Schools 2002)

For children with an EHCP, parents have the right to request a particular school and the Local Authority (LA) must comply with that preference and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, **and/or**
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the LA will send the school a draft copy of the EHCP for consultation. The school will respond to the consultation with reference to the points above. The LA then consider their comments very carefully before a final decision on placement is made. In addition, the LA must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

Access arrangements

When children are required to undertake external assessments, the class teacher and SENDCo will discuss whether any additional access arrangements are needed. This can include extra time, amanuensis (scribe) and modified test papers.

Transition for SEND pupils

A number of strategies are in place to enable effective transition. These include:

On entry to Nursery/Reception:

- Where possible, Class teachers visit the children in their current setting and discuss current attainment. Children and parents also have the opportunity to visit the school.
- Class teachers have phone consultations with previous setting
- The SENDCo meets with all new parents of pupils who are known to have SEND, early in the Autumn term to allow concerns to be raised and solutions to any perceived challenges to be discussed.

Other transition points:

- If a child is transferring from another school, the previous school records will be requested immediately and a meeting with parents arranged to identify and reduce any concerns.

Transition to Secondary school:

- The Year 5 annual review for pupils with an EHC plan begins the process where parents are supported to make decisions regarding secondary school choice.
- For pupils transferring to local schools the SENDCos of both schools will meet to discuss the needs of the pupils with SEND in order to ensure a smooth transition.

Class to class/Phase to phase

- Teachers hold Transition Meetings to share information about children as they move from one class to another. These meetings allow teachers to discuss all pupils, including those with SEND. Strategies and interventions will be discussed to ensure transition is as smooth as possible for all pupils. Any reports/assessments which have been carried out will be shared with the new teacher.
- In the Autumn term, the SENDCo will hold 'Drop-ins' to allow teachers to discuss any concerns about SEND pupils in their new class.

Supporting pupils at St John the Baptist with medical conditions

At St John the Baptist, we recognise that pupils with medical conditions should be supported properly so that they have full access to school life, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, we will comply with our duties under the Equality Act 2010.

Some children with medical conditions may also have SEND and may have a statement, or EHC plan which brings together health and social care needs, as well as SEND provision and the SEND Code of Practice (2015) is followed.

Our school policy for supporting pupils with medical conditions can be found on the school website <https://www.stjohnthebaptist.stoccat.org.uk/key-information/policies/>

Monitoring and Evaluation of SEND

The provision for SEND pupils will be monitored and evaluated through:

- lesson observations and discussions with staff
- intervention observations
- pupil observations and interviews
- consultation with parents
- work scrutiny
- data analysis
- reports to Governors

The evaluation and monitoring arrangements promote an active process of continual review of improvement of provision for all pupils.

Training and resources

SEND at St John the Baptist is funded through a notional SEND budget from the Local Authority. This funding is used to provide the provision to meet the needs of all SEND pupils. Where further funding is required to support a child, an application will be made for an EHC plan.

The SENDCo will analyse the main areas of need affecting the pupils at St John the Baptist and all staff will be asked to complete a CPD audit at the end of the school year. This will help to identify training needs for the following year.

In order to maintain and develop quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development and opportunities will be provided throughout the school year.

The SENDCO regularly attends the Academy SENDCo network meetings in order to keep up with local and national updates in SEND. The SENDCo is also a member of NASEN (National Association for SEN).

Roles and Responsibilities

The SEND Governor

The Governor with responsibility for SEND at St John the Baptist. They have regular contact with the SENDCO and the SLT to keep up-to-date with, and monitor the school's SEND provision. The SENDCo prepares an annual report for Governors on the school's current SEND provision. The SENDCo also produces a termly report for Governors.

The SEND Support Staff

Some SEND pupils are supported by TAs employed by the school from the funding delegated by the Local Authority for this purpose.

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The SEND support staff work closely with the class teacher and the SENDCo. They have regular discussions with the class teacher regarding the progress of the pupils and if there are any concerns these will be further discussed with the SENDCo. The SENDCo monitors and measures the impact of the SEND support on a regular basis.

The school has two ELSA trained staff (Emotional Literacy Support Assistants) – Mrs Robinson and Mrs Hodgkinson. Mrs Robinson is also the Pastoral Lead and Mrs Hodgkinson is Wellbeing Ambassador Lead. These members of staff work closely with individuals and small groups to support their emotional and behavioural needs. The school also receive support from pupils from the Mentally Healthy Schools Team.

Safeguarding

Mrs L Campbell (Headteacher), Mrs Smillie, Miss McGuigan and Mrs Robinson (Inclusion Officer) are the Designated Safeguarding Leads.

Medical needs of pupils

Mrs Hodgkinson is responsible for managing the schools responsibility for meeting the medical needs of pupils.

Storing and managing information

Online records for SEND pupils are stored securely on the school's internal system. Any paper documentation is stored securely in locked cabinets. (See Data Retention Policy)

<https://www.stjohnthebaptist.stoccat.org.uk/key-information/policies/>

Information about SEND pupils is kept confidential and is only shared with the necessary people. If it is necessary to share reports with others (staff/parents/external agencies), permission will be requested from the author of the report before they are shared. (See GDPR policy)

<https://www.stjohnthebaptist.stoccat.org.uk/key-information/policies/>

Reviewing the policy

The SEND policy will be reviewed every year by the SENDCo and SEND Governor. Any necessary adjustments will be made and parents will be informed when the final policy is published.

Accessibility

In line with the 2002 SENDA and the 2006 DDA the Headteacher and governors of the school have developed an Accessibility Plan and a Single Equality Policy.

Here at St John the Baptist RC Primary School, we believe that every child has the right to a broad and balanced curriculum. The SEND provision at St John the Baptist is based upon the Inclusion statement in the National Curriculum 2000 document of

- setting suitable learning targets
- responding to children's diverse learning needs

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- overcoming potential barriers to learning.

All class teachers, the SENDCO and SEND support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress.

Strategies which are used to enable access for all children to the National Curriculum are:

- adaptation of teaching approaches to make learning accessible to all following the EEF recommendations focusing on:
 - Explicit teaching
 - Metacognition
 - Scaffolding
 - Use of technology
 - Flexible grouping
- use of Rosenshine principles
- adaptation of the curriculum to match tasks to ability.
- APDR Profiles detailing appropriate strategies and support for SEND pupils
- use of a range of teaching strategies which recognise the individual learning needs of the children in the class.
- use of TAs to provide additional support within lessons.
- small intervention groups and 1:1 teaching by support staff.
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through technology
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- access to extra-curricular clubs, and to the social life of the school.
- access to the school's ELSA staff and Mentally Healthy Schools Team for both children and parents
- In-Service training for all staff on the needs of children with SEND

Access to the school environment

There are ramps to all the main access points into the school building, however, wheelchair users are unable to access the first floor of the school as there is currently no lift in the building.

However, if pupils or visitors have mobility problems, there is an 'Evacuation' chair, which staff can assist with, so the pupils and visitors can access the first floor.

Please see the school's Accessibility plan, which can be found on the school website

<https://www.stjohnthebaptist.stoccat.org.uk/key-information/policies/>

Contacting key staff

Parents and carers can contact the SENDCo during school hours through the school office on 01706 647195.

Dealing with complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making

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for their child with SEND, they should talk first to the child's class teacher, then the SENDCo and/or Headteacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns in accordance with the school's complaints policy; available on request from the school office.

Parents may ask the Local Authority to conduct a statutory assessment of their child at any time. The Local Authority must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The Local Authority will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEND Tribunal within two months of the decision being made. SENDIASS can provide support in appealing the decision. If the Local Authority makes a statutory assessment, but decides at the end of that process not to draw up an Education, Health and Care Plan for the child the parents again have the right to appeal to the SEND Tribunal.

Bullying

Here at St John the Baptist RC Primary school we consider our community of pupils, parents and staff to be one family, and as a result, promote an ethos in which bullying is unacceptable. We have a zero-tolerance attitude towards bullying and harassment and any accusations of bullying are taken extremely seriously.