St Catherine's
CE PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) & Inclusion Policy



Policy version number:	Version: 2
Date policy written:	February 2026
Author:	Rachel Barnes
Next Review:	February 2028
Approved by & date:	Management committee – March 2026

Special Educational Needs and Disabilities (SEND) and Inclusion Policy

SENDCo: Mrs Rachel Barnes
SEND Assistant: Mrs Debbie Bridge
Vulnerable Pupil Leader: Mrs Catherine Brogan
Named SEND Governor: Mrs Margaret Tindall

Inclusion Overview

Intent:
At St Catherine's, our intent is that every child, including those with SEND or who are vulnerable, achieves and thrives. We are ambitious for all pupils and ensure that:

- Pupils access a broad, balanced and ambitious curriculum.
- Learning builds cumulatively over time.
- Barriers to learning are identified early and addressed effectively.
- Pupils develop independence, resilience and positive mental health.
- Pupils are prepared for the next stage of education and life.

Inclusion is central to our Christian vision and embedded across quality of education, behaviour and attitudes, personal development and leadership and management.

Implementation:

- High-quality, adaptive teaching for all pupils is the first step.
- Graduated approach (Assess, Plan, Do, Review) ensures targeted, evidence-informed interventions.
- Strategic leadership by SENDCo and Vulnerable Pupil Leader ensures coherent and coordinated provision.
- Safeguarding, wellbeing and pupil voice are integrated into all provision.

Impact:

- Pupils with SEND make sustained progress from their starting points.
- Gaps between vulnerable pupils and peers close swiftly.
- Pupils demonstrate independence, resilience and positive attitudes to learning.
- Attendance and engagement improve.
- Pupils feel safe, valued and known.

Leaders evaluate impact through progress and attainment data, intervention reviews, attendance, behaviour, pupil and parent voice, and governor oversight.

1. INTRODUCTION

At St Catherine's CE Primary School, we are committed to a broad, balanced and inclusive curriculum accessible to all. Positive relationships underpin all aspects of school life. We identify vulnerable learners, including those with SEND, and respond proactively to remove barriers to learning.
Vulnerable learners may include:

- Pupils with identified SEND
- Pupils in receipt of Pupil Premium funding
- Pupils experiencing mental health difficulties
- Minority ethnic groups, Travellers, asylum seekers and refugees
- Pupils with English as an Additional Language (EAL)
- Pupils who are physically disabled
- Looked After Children
- Pupils receiving Early Help or Targeted Family Support
- Pupils with medical needs
- Young carers
- Pupils not making expected progress
- Pupils with social, emotional or behavioural difficulties
- Pupils at risk of exclusion

2. LEGISLATIVE FRAMEWORK

This policy is written in line with statutory guidance and legislation:

- **SEND Code of Practice: 0–25 years (2015)**
  https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Children and Families Act 2014
- Equality Act 2010
- SEND Regulations 2014
- Keeping Children Safe in Education (latest edition)
- Suspension and Permanent Exclusion Guidance (September 2023)
- **DfE: Every Child Achieving and Thriving (White Paper, 2026)**
  https://www.gov.uk/government/publications/every-child-achieving-and-thriving

The school ensures compliance with all statutory guidance and has regard to DfE policy direction to strengthen inclusion and outcomes for all pupils.

3. AIMS

We aim to:

1. Ensure high-quality teaching for all pupils.
2. Ensure pupils with SEND access a broad, balanced and ambitious curriculum.
3. Promote inclusion within mainstream education wherever possible.
4. Promote positive mental health, resilience and self-esteem.
5. Identify needs early and act swiftly.
6. Deliver effective provision using the graduated approach.
7. Work in partnership with parents and pupils.
8. Develop independence and intrinsic motivation.
9. Ensure best value and effective use of resources.

4. UNDERPINNING PRINCIPLES

- Class teachers are accountable for all pupils' progress.
- High-quality teaching is the first step in responding to SEND.
- Provision is based on robust assessment of need and next steps.
- Early identification and intervention are vital.
- Pupil voice and parental partnership are valued.
- Exclusion is a last resort and managed in line with statutory guidance.
- All staff promote dignity, respect, equity, and inclusion.

5. LEADERSHIP AND ACCOUNTABILITY

SENDCo – Mrs Rachel Barnes

- Strategic and operational leader for SEND.
- Monitors quality of education for SEND pupils.
- Oversees graduated approach and EHCP provision.
- Provides staff training and guidance.
- Coordinates with parents, external agencies, and governors.
- Ensures statutory compliance and effective deployment of resources.

Vulnerable Pupil Leader – Mrs Catherine Brogan

- Leads provision for vulnerable pupils including SEND, disadvantaged pupils, Looked After Children, young carers and those receiving Early Help.
- Monitors attendance, engagement, wellbeing and academic progress.
- Ensures coordinated support across academic, pastoral and safeguarding provision.
- Evaluates intervention impact and supports staff in removing barriers to learning.
- Reports to governors on vulnerable pupil outcomes and provision impact.

Class Teachers

- Deliver adaptive high-quality teaching.
- Remain accountable for daily progress of all pupils.
- Implement strategies and interventions consistently.
- Engage with parents and pupils to support learning.

Governors

- Named SEND Governor ensures statutory compliance and monitors effectiveness.
- Allocates resources effectively.
- Receives termly reports from leadership on outcomes, attendance, wellbeing and provision.

6. IDENTIFICATION OF SEND

A pupil has SEND if their learning difficulty or disability requires provision additional to or different from peers.

The four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

Identification is integrated into whole-school assessment and monitoring systems.

7. THE GRADUATED APPROACH

Assess

- Teacher assessment, observation, pupil voice, parent input, external advice.

Plan

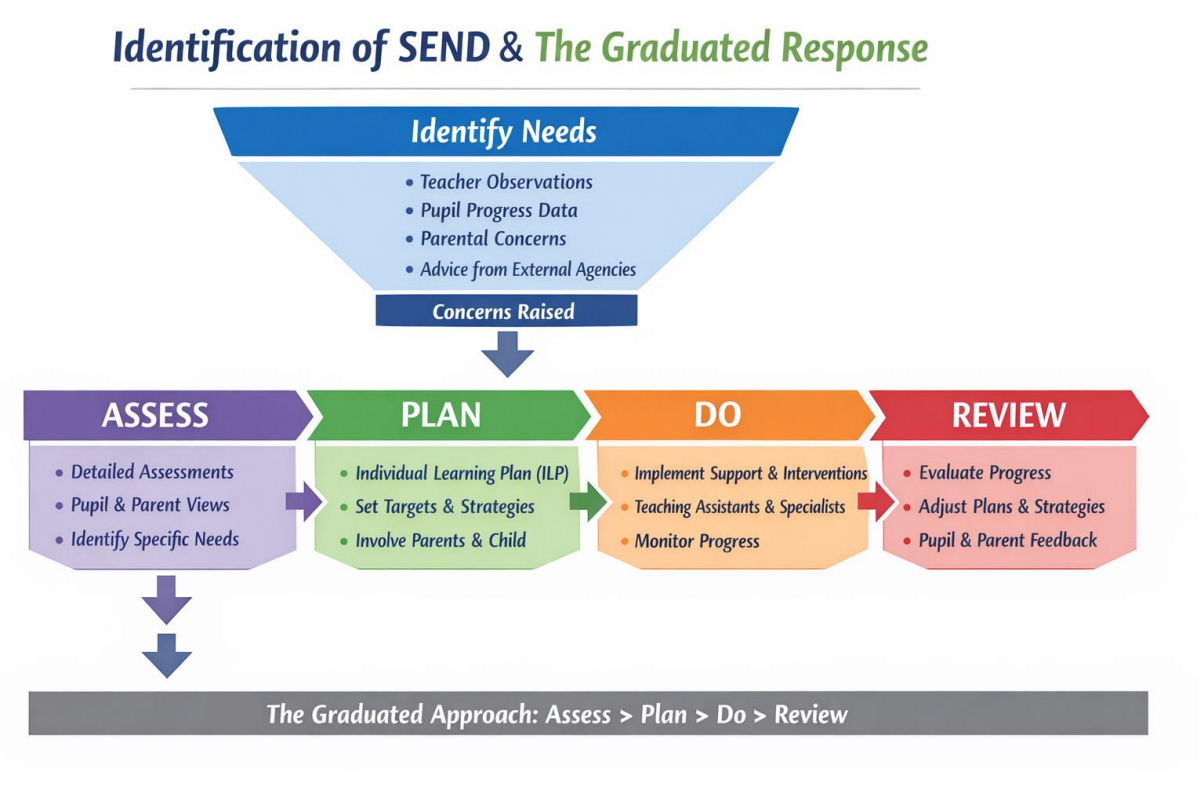
- Parents informed; child added to SEND register.
- Individual Learning Plan (ILP) with measurable outcomes created.
- Shared with all relevant staff.

Do

- Class teacher retains accountability.
- Interventions delivered by trained staff.
- SENDCo supports implementation and problem-solving.

Review

- Termly review (or more frequent if required).
- Evaluated via progress data, independence, wellbeing, pupil and parent voice.
- Plans updated to maintain impact.



8. EDUCATION, HEALTH AND CARE PLANS (EHCPs)

- Applied for if pupil continues to make limited progress.
- Parents fully involved throughout process.
- Annual Reviews for all pupils with EHCPs.
- Phase transfer reviews completed by 15 February in Year 6.

9. TRANSITION ARRANGEMENTS

- Relevant documentation shared promptly.
- Meetings held with receiving schools.
- Additional visits arranged where appropriate.
- Phase transfer reviews conducted for pupils with EHCPs.

10. WORKING WITH EXTERNAL AGENCIES

- Educational Psychology
- Speech and Language Therapy
- Wellbeing and Emotional Support Teams
- Local Authority SEND Services

Provision is coordinated, cost-effective, and builds staff capacity.

11. PARTNERSHIP WITH PARENTS

- Parents play a central role in planning and reviewing provision.
- Strengths and areas for development shared clearly.
- Practical strategies and resources provided.
- Meetings offered within two weeks of request.
- Termly review of progress and provision.

12. MONITORING AND EVALUATION

- Progress data, provision mapping, pupil and parent voice, attendance, behaviour and wellbeing indicators.
- Governors receive termly reports.
- Improvement plans focus on independence, wellbeing, progress and attainment.

