

St John Henry Newman Catholic Primary School



SEND Policy

Approved: September 2025

Next Review Date: September 2026

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014)3.65 and has been written with reference to the following documents:

- Equality Act 2010: advice for schools DfE Feb 2014
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils with medical conditions
- Safeguarding Policy
- Equality Policy
- Medical Conditions Policy

This policy has been created by school's SEND Lead in consultation with school's SEN Governor, school's Senior Leadership Team, all staff and parents of pupils with SEND and pupils themselves. This policy includes the views of all involved.

St John Henry Newman Catholic Primary School believes that all children, including those with special educational needs, should have equal opportunity to participate in the full curriculum of the school.

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

Children have a learning difficulty if they:

- *have a significantly greater difficulty in learning than the majority of children of the same age: or*
- *have a disability which prevents or hinders them from making use of educational faculties of a kind generally provided for children of the same age in schools within the area of the local educational authority*

The Special Educational Needs Code of Practice, 2014

Aims

- St John Henry Newman Catholic Primary School recognises the responsibility that it has in making provision for children with special educational needs.
- St John Henry Newman Catholic Primary School aims to raise the aspirations of and expectations for all pupils with SEND.
- St John Henry Newman Catholic Primary School provides a focus on outcomes for children and young people and not just hours of provision / support.
- Every teacher is responsible for the teaching and learning of every child in their class, including those with SEND

St John Henry Newman Catholic Primary School works to:

- enable every pupil to experience success, promoting individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision
- involve parents / carers in planning and supporting all stages of their child's development
- work collaboratively with parents / carers, other professionals, and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and monitored
- to support pupils to make an effective transition to other schools, including secondary education and adulthood

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole pupils, whole school approach' to the management and provision of support for special educational needs
- To provide a Special Educational Needs and Disabilities Lead who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs
- To provide quality teaching and learning experiences which engage, and support SEND pupils to make good progress
- To ensure that pupils and parents have a voice in this process

Identifying Special Educational Needs

- The Code of Practice suggests that pupils are only identified with SEN if adequate progress is not made once they have had access to good quality personalised teaching and available interventions and adjustments.
- At St John Henry Newman Catholic Primary School, once concerns are raised about a child by a member of school staff, parent, or the child themselves, the teacher of that child will refer the child to the SENDCo.
- If appropriate, the SENDCo will add the child to the SEND Register. The class teacher will begin the 'Assess, Plan, Do Review' (APDR) cycle. This consists of setting individual targets for pupils, in conjunction with pupils, teachers and parents.
- The Code of Practice details the 4 broad areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional, and mental health
 - Sensory and/or physical needs
- These four areas give an overview of the range of needs that should be planned for. The purpose of identification is to plan what action school needs to take, not fit a pupil into a category. At St John Henry Newman Catholic Primary School, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The following may impact on progress and attainment but are not classed as SEN:
 - Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation)
 - Attendance and Punctuality
 - Health and Welfare
 - EAL
 - Being in receipt of Pupil Premium Grant
 - Being a Child in Care
 - Being a child of a Serviceman/woman
 - Being new to formal schooling/schooling in the UK

A Graduated Approach to SEND

- All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from support staff or specialist staff
- High quality teaching, with support for individual pupils, is the first step in responding to pupils who may or may not have SEND
- Additional intervention and support from teaching assistants or specialist staff may be provided. However, the class teacher will closely monitor the effectiveness of this
- School regularly and carefully monitors the quality of teaching for all pupils, including those at risk of underachieving. This includes reviewing and, where necessary improving, teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered
- Consideration of whether to make special educational provision involves both the teacher and SEND Lead. Information gathered from within school about the pupil's progress, alongside national data, and expectations of progress. This includes high quality and accurate formative assessment by the class teacher and/or SEND

Lead

- For higher levels of need school draws on more specialist assessment from external agencies and professionals
- The decision to place a child on school's SEND register involves discussion between all those involved in working with the child, including parents, and the child themselves. A child will be placed on school's SEND register if it is decided that despite appropriate intervention, a child is not making expected progress and a special educational need has been identified as the reason for this

The Assess, Plan, Do, Review (APDR) Cycle

At Saint John Henry Newman Catholic Primary School, we use the Assess, Plan, Do, Review (APDR) cycle as outlined in the SEND Code of Practice 2014 to ensure that provision for pupils with SEND is carefully planned, implemented, and evaluated.

The APDR cycle is a continuous process that allows us to respond effectively to the individual needs of each pupil:

Assess

We gather information about the pupil's strengths, difficulties, and progress through:

- Observations and assessments by class teachers
- Analysis of attainment data and progress over time
- Input from parents, the pupil themselves, and any external professionals
- Review of previous targets and provision

Plan

Based on this assessment, we work collaboratively with parents, pupils, and relevant staff to:

- Set specific, measurable targets tailored to the pupil's needs
- Identify appropriate interventions and teaching strategies
- Agree on the support to be provided and who will deliver it
- Establish a clear timeframe for review

Do

The class teacher remains responsible for working with the pupil on a daily basis and:

- Delivers high-quality teaching differentiated to meet individual needs
- Coordinates the agreed interventions and support
- Works closely with teaching assistants and specialists to implement the plan
- Maintains regular communication with parents

Review

Progress is formally reviewed and, if appropriate, the cycle begins again.

APDR Cycle Review Points

At Saint John Henry Newman, the APDR cycle operates on a structured termly basis, with formal reviews taking place at:

- **October half term**
- **February half term**
- **May half term**

This termly approach ensures that:

- Teachers have had sufficient time to get to know their pupils before setting new targets
- Targets and provision plans **carry forward from year group to year group**, ensuring continuity of support
- There is adequate time between reviews for interventions to be implemented and impact measured
- Reviews align with our whole-school assessment and pupil progress meeting schedule
- Transition between year groups is smooth, with receiving teachers inheriting current, relevant SEND plans

Between formal review points, progress is monitored continuously, and adjustments to provision can be made as needed. If concerns arise or circumstances change significantly, additional reviews may be scheduled outside of these

termly points.

In some individual circumstances, it may be necessary for a child to be on a slightly different schedule for their cycle of APDR. If this is the case, we will liaise with you about this and explain the individual reasons for this.

Education, Health and Care Plans (EHCPs)

What is an EHCP?

An Education, Health and Care Plan (EHCP) is a legal document that describes a child or young person's special educational, health, and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve their ambitions and outcomes. The vast majority of children with SEND do not need an EHCP.

When might an EHCP be needed?

An EHCP may be appropriate for pupils with significant and complex special educational needs that cannot be met through the resources normally available to the school. At Saint John Henry Newman Catholic Primary School, we will work closely with parents, the pupil, and external professionals to gather evidence of need and, where appropriate, request that the Local Authority undertakes an assessment for an EHCP.

Parents also have the right to request an EHC needs assessment directly from the Local Authority.

Our Responsibilities for Pupils with EHCPs

For pupils with an EHCP, Saint John Henry Newman Catholic Primary School will:

- **Ensure provision matches the plan:** We provide the support, interventions, and arrangements specified in Section F (special educational provision) of the EHCP
- **Work in co-production:** We collaborate closely with parents, the pupil, health and social care professionals to ensure a coordinated approach to meeting needs
- **Monitor progress towards outcomes:** We regularly assess progress towards the outcomes specified in the EHCP (Section E) and adjust provision as needed
- **Maintain regular communication:** The SEND Lead and class teacher maintain ongoing dialogue with parents and the pupil about progress, provision, and any concerns

Annual Reviews

Every pupil with an EHCP must have an **Annual Review** at least once a year. At Saint John Henry Newman Catholic Primary School:

- The SEND Lead coordinates and chairs the Annual Review meeting
- Reviews are held within 12 months of the plan being issued or the previous review
- Parents, the pupil, relevant school staff, and professionals involved with the child are invited to contribute
- The pupil's views are actively sought and included in the review process (using age-appropriate methods)
- We prepare a detailed report evaluating progress towards outcomes and the effectiveness of provision
- Recommendations are made about whether the EHCP should be maintained, amended, or ceased
- The completed review report is sent to the Local Authority within two weeks of the meeting

Transition Reviews

Additional focus is given to Annual Reviews at key transition points:

- **Year 5:** To plan for transition to secondary school

Pupil Voice and Co-Production

At Saint John Henry Newman, we are committed to ensuring that pupils with EHCPs are active participants in decisions about their education and support. We work in genuine co-production with families, respecting their knowledge of their child and involving them as equal partners throughout the EHCP process.

If parents have concerns about how an EHCP is being implemented or wish to discuss provision, the first point of contact is the SEND Lead. Parents also have access to the Local Authority's SEND Information, Advice and Support Service (SENDIASS) for independent support and guidance.

Managing Pupils Needs on the SEND Register

- Pupil attainment and progress is an ongoing process of monitoring and tracking by the class teacher and school management systems. Termly formal Pupil Progress Meetings, held with school's SLT and class teachers, discusses pupil progress, reviews the learning needs of individual pupils and monitors intervention work
- School's SEND Lead formally meets with class teachers termly to review and set individual learning targets for pupils on school's SEN Register, Progress is monitored, and intervention programs reviewed and support for individual pupils with clear time frames planned for the next cycle of support
- School's SEND Lead works to oversee the management of pupils with SEN on a daily basis and support teachers with co-ordinating provision
- For every child on the SEN Register in class teachers will:
 - Keep a record of quality first teaching
 - Keep detailed records of intervention work undertaken
 - Consult with parents/pupils regarding progress, attainment, and effectiveness of provision
- Advice and specialist support from outside agencies will be sought when considered appropriate to support school to fully meet the needs of the child. This might involve but is not limited to the Educational Psychology Service, Child Health, Speech & Language Therapy or Visually Impaired Service. Parental permission will be sought for referral to these agencies.
- School will refer to the Local Authority for advice, following set procedures, if school and agency advice identifies that additional funding and support is needed to provide for a high level of SEN need.

Criteria for Exiting the SEN Register

- School monitors progress and attainment of all pupils. When barriers to learning are overcome, the child may no longer need to receive additional SEN provision and will exit the Special Needs Register. Progress will continue to be monitored closely, as it is with all pupils in school. Parents will be informed.

Supporting Pupils and Families

- Peterborough City Council's Local Offer detailing provision for pupils identified with SEND can be accessed on www.peterboroughcitycouncil.co.uk
- St John Henry Newman's SEND Information Report (compliance to the local offer) can be accessed on the school's website: www.st-johnhenrynewman.org.uk
- The Local Authority Designated Parent Partnership Officer, Mrs. M Deeley, can be contacted by telephone; 01733 863979
- Measures are taken to ensure that SEND pupils can access exams and other assessments where appropriate. This is managed by class teachers and school's SEND Lead
- The transition of pupils from class to class, across key stages, to other schools, including Secondary School is carefully managed by teaching staff, SEND Lead and Headteacher.

Supporting Pupils at School with Medical Conditions

- Saint John Henry Newman Primary School recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled. Where this is the case, school will comply with its duties under the Equality Act 2010
- Some may also have special educational needs (SEN) and may have an Education, Health, and Care Plan (EHCP), which brings together health and social care needs, as well as their educational provision and the SEND Code of Practice (2014) is followed
- Pupils with medical conditions may be supported through Health Care Plans, coordinated by the School Nursing Service. Full details can be found in the school's Medical Conditions Policy

Monitoring and Evaluation of SEND

- Senior Leaders and Governors regularly and carefully monitor and evaluate the quality of provision offered to all pupils through lesson observations, learning walks, book scrutiny, pupil voice, parents/pupil questionnaires and discussions. These arrangements promote an active process of continual reflection, review, and development of

provision for all pupils.

- Provision for SEND pupils is continually monitored, evaluated, and reviewed by school's SEND Lead, Governors and Headteacher in liaison with class teachers.

Training and Resources

- The SEND budget is allocated according to the Local Authorities' funding formula and supplemented from school's budget according to individual need.
- The SEND budget is allocated by the degree of need/level of support required at the targeted, targeted specialist and specialist level within the 4 broad categories.
 - Communication and interaction
 - Cognition and learning
 - Social, emotional, and mental health
 - Sensory and/or physical needs
- To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undergo training and development
- All teachers and support staff undertake induction on taking up post. This includes a meeting with the SEND Lead to explain systems and structures in place around school's SEND provision and practice and to discuss the needs of individual pupils
- School's SEND Lead regularly attends LA SEND network meetings to keep up to date with local and national updates in SEND

Roles and Responsibilities

SEND Lead – Miss C Lyons

SEND Governor – Tom Spencer

Designated Teacher with specific Safeguarding Responsibility – Mr M Cooper (Headteacher)/ Miss L Spaven (Assistant Headteacher)

Staff member responsible for managing PPG Funding – Mr J Sayers

Staff member responsible for managing CiC Funding – Mr M Cooper (Headteacher)

Staff member responsible for managing the medical needs of pupils – Miss L Spaven (Headteacher)

For the storage and managing Information please refer to school's Data Protection Privacy Notice

Accessibility

Refer to school's Disability Equality Policy and Accessibility Policy

Dealing with Complaints

School strives to establish good working relationships with parents/carers but if there is dissatisfaction about SEN provision within the school, the first point of contact is the class teacher.

Please refer to the school's Complaints Policy for full details.

Bullying

Please refer to school's Bullying Policy for full details

Appendices

St John Henry Newman SEND Information Report 2025-26 www.st-johnhenrynewman.org.uk

Reviewing the Policy

To effectively assess the school's response to the SEND Code of Practice, this policy will be reviewed every year.