

The Federation of The Annunciation Catholic Schools



'Be who God meant you to be and you will set the world on fire'

St Catherine of Siena

SEND Policy 2025 – 2026

Approved by: Governing Board

Date: September 2025

Last reviewed on:
September 2025

Next review due by:
September 2026

1. Catholic Ethos

The Annunciation Catholic Junior School is an inclusive school which maximises the potential of its pupils by supporting and addressing their varying individual needs. Every person is a unique individual, created in God's image and loved by Him. We treat every person with equality of esteem and the respect and dignity due to a child of God. We aim to develop a culture of inclusion and diversity in which everyone can participate in school life.

We provide a Catholic education which develops sound Christian principles. We provide a Christian community within the school so that each child may learn to live as a member of God's family, developing self-respect and self-discipline and become sensitive to the needs and feeling of others. We enable our pupils to progress as individuals and still achieve standards of excellence. We aim for our children to have access to all areas of the National Curriculum through consistent high quality teaching and high quality support.

Our Mission

"Be who God meant you to be and you will set the world on fire"

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Our mission is to recognise the value of each child, to nurture and to develop the God given gifts, talents and spirituality and to foster a secure and happy environment. As a Catholic community, we travel together on our journey of faith, developing our potential. Prayer, worship and liturgical celebration take the form of classroom and year group prayer, assemblies, and Masses.

There is a positive recognition of the individual child, acknowledging the value of achievement in any area of the child's development. We create a pleasant, friendly environment in our classrooms, which is conducive to learning.

We endeavour to identify and meet each child's needs. By working harmoniously together for the good of all, we create an atmosphere of mutual respect

between all members of the school community.

Aims & Vision for Support

- * To ensure that all pupils including those with difficulties and disabilities have equal access to a broad, balanced curriculum which is differentiated to support identified individual needs and abilities.
- * To promote individual confidence and a positive attitude and enable every child to experience success
- * To develop strategies to assist progress
- * To develop independent learners ready for the next stage in their school life by promoting individual independent working and thinking
- * To ensure that all teachers are aware it is their responsibility to meet the special educational needs of students by following the graduated approach set out in the SEND Code of Practice January 2015 – Assess, Plan , Do, Review
- * To share good practice
- * To ensure that all pupils make progress.
- * To encourage parents/guardians to join us in planning and supporting at all stages of their child’s development
- * Supporting pupils in other ways not just academically.
- * To provide a safe, supportive environment for pupils following safeguarding procedures
- * To remove barriers to learning so that pupils make progress and achieve
- * To ensure that our children have a voice in this process.

2. Compliance

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

- * the Code of Practice for SEN 0-25 years (2015)
- * the Equality Act (2010)
- * Schools SEN Information Report Regulations (2014),

- * Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- * Children's and Families Act 2014
- * Teachers Standards 2012

This policy should be read in conjunction with the, the Safeguarding Policy and Child Protection Policies, Accessibility Policy, Equal Opportunities Policy and the SEND Information Report and the SEND criteria on our website.

Duties in relation to students with SEND

- a) Our designated SEND Governors are Miss Epega & Miss Bourke.
- b) Our Designated SENCO is Mrs O'Carroll

3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

We use the definition for SEND given in the Code of Practice 2015. A child is considered to have 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

Special educational provision is provision that is additional to or different from that made generally for other young people of the same age in our school.

The Code of Practice 0-25 years (2015) defines 4 areas of SEND need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical needs

The purpose of identification is to decide what action the school needs to take, not to fit a pupil into a category. We will look at every young person holistically.

We are committed to the well-being of all our pupils, and especially those with SEND.

The following needs are not SEN but may impact on progress and attainment:

- * Disability (the Code of Practice (2015) outlines the “reasonable adjustment “ duty for schools provided under current Disability Equality legislation (2010) – these alone do not constitute SEN)
- * Attendance and Punctuality
- * Health and Welfare
- * EAL
- * Being in receipt of Pupil Premium Grant
- * Being a Looked After Child
- * Being a child of Serviceman/woman

Pupils who are placed on the SEND Profile have at least 2 scores on standardised tests that are below a standardised score of 84 or may have other needs which are significantly greater than those of a similar age nationally. Please see SEND Criteria on the website.

Pupils who do well and who improve are removed from the SEND Profile of Need after discussion with pupil and parent/carer.

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 includes children with long term medical conditions such as depression, anxiety, asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN but where a pupil requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the

SEND definition.

Anyone who is covered by the Equality Act 2010 may have support provided in a variety of ways. For example, the use of a computer or scribe for students with hypermobility.

4. MANAGING STUDENTS' NEEDS ON THE SEND PROFILE

We are committed to the early identification of pupils with SEND in order that intervention can take place. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, removing barriers to learning and setting suitable learning challenges, is the first step in responding to pupils who have or may have SEND, before a pupil is placed on the SEND Profile.

A Graduated Approach to SEND Support – Assess, Plan , Do , Review

We monitor pupil progress through the curriculum and pastoral structures. This may include:

- Using data and information from the infant school
- Using results from tests
- Using the results of whole school screening of literacy and numeracy
- Using information from other partner agencies such as CAMHS.

SEND Support

If assessments highlight that a child may have a learning difficulty, we use a range of strategies. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. This level of support is called SEND Support. The Special Educational Needs Coordinator (SENCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further

assessments of the child's needs. If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence, testing results and reports from outside agencies about the child will support the request.

Education Health and Care Plan

- * Pupils with an Education Health and Care Plan will have their needs met in accordance with the objectives outlined in their Plan.
- * They will have an Annual Review of their plan.
- * Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance

Teachers respond to children's needs by:

- * providing support for children who need help with communication, language and literacy;
- * planning to develop children's understanding through the use of all their senses and of varied experiences;
- * planning for children's full participation in learning, and in physical and practical activities;
- * helping children to manage their behaviour and to take part in learning effectively and safely;
- * helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Support staff assist teachers in responding to children's needs by:

- Sharing in the assessment of needs and planning of activities
- Carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher
- Using suitably modified resources or activities to help meet specific objectives
- Helping to support general class activities in order to enable the teacher to provide targeted support to pupils with SEND
- Raising concerns and sharing progress with class teachers and the SENCo.

Supporting Pupils with Medical Conditions

The school recognises that pupils with medical conditions at school should be supported so that they have full access to the curriculum. Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the student themselves.

Some pupils with medical conditions may be disabled. Where this is the case, we will comply with the duties outlined in the Equality Act 2010. If a student with medical conditions has a Statement or an Education, Health and Care Plan the SEND Code of Practice 0-25 years (2015) is followed.

The SENCo liaises with parents and specialists in Barnet to facilitate those with medical/physical needs. This partnership ensures that pupils are able to fully access the curriculum and general school activities.

5. Partnership with parents/carers and families

Partnership with parents plays a key role in enabling young people with SEND to achieve their potential. The views of pupils, parents and carers are considered when meeting the needs of children with SEND. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs are treated as partners and supported to play an active role in their child's education.

We encourage an active partnership through an ongoing dialogue with parents. Parents/carers have much to contribute to our support for children with special educational needs. We meet to share the progress of special needs children with their parents. We inform parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

6. Roles and Responsibilities

The Governing Body and Headteacher have overall responsibility for developing the SEND policy.

The Governing Body:

- * does its best to ensure that the necessary provision is made for any pupil who has special educational needs;
- * ensure that, where the 'responsible person' - the Headteacher or the appropriate governor – has been informed by the LA that a pupil has individual needs, those needs are made known to all who are likely to teach him/her;
- * ensure that the teachers in the school are aware of the importance of identifying, and providing for, those who have SEN;
- * consult the Local Authority and the governing bodies of other schools in the area, when it seems necessary or desirable, in the interests of co-ordinated special needs provision in the area as a whole;
- * ensure that a pupil with special needs joins in the activities of the school together with pupils who do not have special needs
- * report annually to parents on the success of the school's policy for children with special educational needs.
- * The Governing Board ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.
- * The Governing Board has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

Our SEN Governors are Miss Epega and Miss Bourke.

The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

- * The Governing Body has decided that children with special educational needs will be admitted to the school in line with Local Authority Admissions Policy.

The Headteacher

In our school, the Headteacher – Ms O'Prey has overall responsibility for Inclusion and is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn

- the head teacher and the governing body have delegated the day to

day implementation of this policy to the Special Educational Needs Coordinator (SENCO)

- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- o analysis of the whole-school progress tracking system

- o discussions with pupils and parents

- o regular meetings with the SENCO

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within The Annunciation Junior Catholic Primary School, including the provision for children with Education, Health and Care Plans.

The Headteacher informs the Governing Board of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO meet to agree on how to use funds directly related to Education, Health and Care Plans.

The SENCO

The Special Educational Needs Co-ordinator Mrs O'Carroll is responsible for coordinating the day-to-day provision of education for students with SEND.

This includes:

- * overseeing the day-to-day operation of the school's SEND Policy
- * liaising with and advising fellow teachers and support staff
- * managing the SEND team of teaching assistants
- * coordinating provision for pupils with SEND
- * overseeing records on all pupils with SEND
- * liaising with parents of pupils with SEND
- * contributing to the training of staff
- * Acting as a link with parents
- * liaising with external agencies including those who may be giving advice or support to families or students. This may include the Local Authority, health,

social care, and independent or voluntary bodies.

7. Monitoring and review:

The Headteacher and SENCO monitor the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Support Plans for children. The Headteacher and SENCO hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs meet regularly.

The Governing Board reviews this policy annually and considers any amendments in the light of the annual review of SEN findings.

8 Safeguarding and Looked after children

The teacher responsible for these areas is Ms O'Prey – the Headteacher.

Our school recognises that:

- * Pupils with SEND are amongst the most vulnerable in our community and we take our safeguarding responsibilities and duties towards these students very seriously

- * Multiagency work is an important aspect of safeguarding and we strive to ensure efficient partnership working at all levels.
- * Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

We ensure that we:

- * monitor the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school

- * ensure that children who are 'looked after' have access to the appropriate network of support
- * check that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- * ensure that information concerning the education of looked after children is shared as appropriate with partner agencies.

9. Annual SEND Information Report

This report will be displayed near the start of the academic year on our school website.

Date of Policy: September 2025

Review Date: September 2026