

Our Lady's Catholic Primary School



Special Educational Needs Policy

As Our Lady instructed, we are called to follow His word (John 2:5); learning with joy, love and hope.

Policy reviewed/updated	November 2025
Presented to staff	November 2025
Approved by Full Governing Body	November 2025
Date of Next Policy Review	November 2026

1. School Details

Inclusion Team Email: sstorey@olcps.uk

Tel Number: 01925 633 270

Executive Head Teacher: Mr S Jevons

Head of School: Mr D Gilby

SENDCO: Mrs S Storey

SEN Governor: Mrs R Finn

2. Local Authority and Agency Details

Local offer website: <https://www.warrington.gov.uk/local-offer-send>

Warrington SEND Strategy:

<https://www.warrington.gov.uk/sites/default/files/2023-06/SEND%20Strategy%202023%20v2.pdf>

Warrington EHCP Team: EHCreferralandresourcespanel@warrington.gov.uk
01925 442906

Parent Partnership: Iain MacDonald SENIASS
infosendiass@warrington.gov.uk 01925 442978

3. Policy Development

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 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 (September 2014)
- Children and Families Act (2014)
- Schools SEN Information Report Regulations (2014)

This SEN policy works alongside and in conjunction with The Local Offer offered by Warrington Local Authority: <https://www.warrington.gov.uk/local-offer-send>

4. Principles

Our Lady's Catholic Primary School is an inclusive school. It is the philosophy of the school that the special needs provision should include all pupils who have barriers to learning, whatever they are. All pupils who have Special Educational Needs will benefit from a variety of different levels and different styles of support. In addition, the school believes that all pupils should benefit from the principles stated in the school aims.

In particular at Our Lady's we believe that all pupils:

- Have individual educational needs.
- Share the right to a broad and balanced curriculum.
- Have the right to have their Special Educational Needs appropriately assessed.
- Will have individual targets set to meet their educational needs
- Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision.

The implementation of this policy is the responsibility of the whole staff, with any extra provision or expertise being provided by external agencies and professionals. It is intended that this policy statement will be used as a working document for all teaching staff, governors, parents and visitors.

At Our Lady's we are committed to offering an inclusive curriculum to ensure the best possible progress for all pupils. We recognise that not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability; this policy covers all of these pupils. We aim to provide access to a broad and balanced curriculum, and also small-group support, or individual help, where children have specific needs.

5. Admission Arrangements

Admission to Our Lady's Catholic Primary School will be in accordance with the school's agreed Admissions policy. No child will be refused or given lower priority than other applicants in the event of over subscription, on the grounds of his or her ability.

6. Definition of Special Educational Needs

A child is considered to have special educational needs if he or she has a learning or behaviour difficulty, which calls for special provision to be made for them.

At Our Lady's Catholic Primary School a child is considered to have a special educational needs if he or she:

- (a) Has significantly greater difficulty in learning than the majority of pupils of the same age.
- (b) Has significantly greater difficulty in behaving than the majority of pupils of the

same age.

- (c) Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for pupils of the same age
- (d) Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them (Code of Practice, September 2014).

A child will not be regarded as having learning difficulties solely because of their language or if the home language is different from the language in which he or she is taught. Children with EAL should not be regarded as having SEN, although pupils with EAL may also have SEN.

The aim of our Special Educational Needs Policy is to ensure that:

- We identify and assess children with SEN as early as possible;
- All procedures for identifying children with SEN are known and understood by everyone;
- We provide an adapted curriculum that is broad and balanced, in a way that supports children with SEN;
- Records relating to SEN follow the child through school, which are clear, accurate and up to date;
- We continue to raise staff awareness and expertise with SEN;
- We work in partnership with parents;
- We maintain close links with the support services and other professionals and agencies;
- There is adequate resourcing for SEN.

7. Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. ***All teachers within Our Lady's are teachers of children with Special Educational Needs.*** In compliance with various acts relating to inclusion and Special Educational Needs and regard to the Code of Practice, the Governing body in conjunction with the Head Teacher will ensure that all pupils will:

- Be offered an education, which offers equal opportunities regardless of individual differences.
- Have access to a broad and balanced curriculum, differentiated according to individual needs.
- Be assessed using suitable materials.
- Be supported within the resources available, provided there is no educational disadvantage to other pupils within the school.
- Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision.

- Have their needs monitored and evaluated with programmes of work documented and records maintained.
- Have their needs reviewed half termly at pupil progress meetings.

The Governing Body

The Governing Body in cooperation with the Head Teacher:

- Will do their best to ensure that the necessary provision is made for all pupils
- Will ensure that where the 'responsible persons,' (the school SENDCo) have been informed by the LA that a child has special educational needs, that these needs are shared with all those who teach him or her.
- Will ensure that all teachers and learning support staff are aware of the importance of identifying and providing for pupils with Special Educational Needs.
- Will have regard to the Code of Practice when carrying out their duties towards all pupils with Special Educational Needs.
- The Governing Body will appoint a Governor to take particular interest in the school's work on inclusion.

The SENDCo and the Staff

The SENDCo working closely with the rest of the staff will share responsibility for:

- The day to day operation of the Our Lady's Catholic Primary School Special Needs Policy.
- Liaising with parents.
- The SENDCo will have responsibility for:
Sharing information related to SEND with the Head Teacher, the Senior Leadership Team and all other members of staff.
- Coordinating and action planning provision for pupils with Special Educational Needs, through Provision Mapping.
- Monitoring and evaluating provision for pupils with Special Educational Needs.
- Liaising with and advising teaching and learning support staff.
- Maintaining and overseeing records on all pupils with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- The SENDCo will keep the Governing Body informed.

Teaching and Learning Support Staff

All teachers and learning support staff will be fully aware of school's procedures for identifying, assessing and making provision for Special Educational Needs at Our Lady's Catholic Primary School.

8. Additional Support

Children experiencing difficulties will be supported within the classroom by their Class Teacher and Teaching Assistant, but may be withdrawn for additional small group support.

Additional support and advice may be provided by the Educational Psychologist, the Speech and Language Specialist, or School Nurse. Parents may be required to engage with Early Help Assessment in order to make additional referrals.

9. Identification, Assessment, Monitoring and Review

All pupils will have access to a broad and balanced curriculum, including National Curriculum Numeracy and Literacy strategies differentiated according to individual needs. Our Lady's Catholic Primary School believes the Special Needs Provision needs to meet the needs of the individual child, work will take place both within the classroom or withdrawal groups.

Monitoring

Monitoring will consider the following:

- (a) Whether the policy is being implemented successfully. This will be measured by outcomes related to provision discussions.

- (b) Whether the provision offered in school is having an impact on all pupils. This will be measured by individual pupil progress data discussed at pupil progress meetings.

Identification and assessment and Review

Pupils' individual difficulties can be identified by any member of the staff team. The evidence is collected and the pupils are discussed individually at pupil progress meetings, these take place each half term.

Pupils, who have been identified as having Special Educational Needs which are primarily learning, are reviewed at pupil progress meetings.

10. A Graduated Response to SEN

The school follows a Graduated Approach to SEND support. Pupil's needs are the priority and teachers will share information with SENDCO who will support in finding appropriate strategies for each individual. Once interventions/tasks are put into place, careful monitoring including observations and assessments will determine the next step. If the child requires further support than already in place, the appropriate steps will be taken. We follow an Assess, Plan, Do and Review system. Firstly, the class teacher and

SENDCO work together to determine where the child is upto through assessments, including form external agencies if appropriate. Then, we set SMART targets with the teacher and where possible, parents. These targets are regularly reviewed. Next, agreed strategies are put into place and progress is monitored through summative assessments and observations etc. Finally, the progress of the child will be measured and reviewed, informing the next steps of assessment or planning.

Our Lady's Catholic Primary School Graduated Response	
Stage 1	
<ul style="list-style-type: none"><input type="checkbox"/> Concerns about a pupil's progress are raised<input type="checkbox"/> Concerns logged on 'First Concerns' log and passed to SENCO (Speech and Language Therapy referral may be done from this point on.)<input type="checkbox"/> Concerns shared with parent and parent/child voice is recorded.<input type="checkbox"/> Pupil is placed on the SENCO concerns register.<input type="checkbox"/> Quality first teaching is adapted to support pupil progress.<input type="checkbox"/> Progress reviewed after 4 weeks on 'First Concerns' log – move to stage 2 if appropriate.<input type="checkbox"/> Feedback shared with parents	
Stage 2	
<ul style="list-style-type: none"><input type="checkbox"/> An Individual Education Plan (IEP) is put into place on Edukey.<input type="checkbox"/> Adaptations to work are put in place and specific learning interventions if needed.<input type="checkbox"/> IEP reviewed termly.<input type="checkbox"/> Pupil is placed on the SEND register.<input type="checkbox"/> Feedback shared with parents and parent/child voice is included on the review.	
Stage 3	

- SENCO gathers information to support referral to Additional Needs, Child Development Centre, Occupational Therapy Team. This should include: first concerns log, IEP, pupil views, parent views, class teacher feedback, assessment results, attendance/punctuality data.
- Meeting with parents to review referral and gain consent to submit to external agency.
- Recommendations from external agencies added to IEP.
- Pupil Passport created with specific quality first teaching approaches identified to support progress.

Stage 4

- Referral made to Education Psychology Service
- Strategies from Educational Psychologist's report implemented and reviewed regularly
- Feedback shared with parents
- School unable to meet the needs of pupils with school resources (£7500). Application made for statutory assessment, Educational Health Care Plan (EHCP)

Stage of Action for Learning	Level of working	Personnel involved in reviewing and identifying provision through provision mapping
SEN – School	Pupils causing continued concern	Class teacher, TA with support from SENCo
SEN – with other agencies	Pupils with involvement from outside agencies	Class teacher, TA and SENCo with advice from appropriate outside agencies
Educational Health Care Plans (EHCP)	Pupils with involvement from outside agencies and additional	Class teacher, TA and SENCo with advice from appropriate outside

	funding from the LEA.	agencies
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11. Governors

The Governors, especially the named SEN Governor, will be kept informed as children move through the stages.

The Governing Body evaluates the success of SEN provision through reports from the Governor with responsibility for SEN. The Head Teacher's termly report to the Governing Body also covers SEN developments.

The Governing Body, through the School Improvement Plan, ensures that relevant INSET for staff is provided.

12. Parental Involvement

We aim to fully involve parents, and ask them to co-operate by hearing reading, helping with spellings and supervising homework.

Parents are welcome to come in to discuss their concerns with the Class Teacher and SENCO when necessary.

13. Resources

The Governing Body and the Head Teacher will ensure that adequate resources are set aside from the total budget allocation, for Our Lady's Catholic Primary School Special Needs policy to be implemented.

The allocation of funds for Special Educational Needs has equal status with other subjects. The resources are usually selected by the SENCO with curriculum leaders and the Head Teacher. Care is taken that there will continuity across the Key Stages.

14. Practice

Our aim is to integrate the child with SEN so that he/she feels a valued member of the school.

We aim to do this by:

- Providing opportunities for success at all levels using quality first teaching
- Providing a supportive environment where the child is not afraid to make mistakes
- Differentiating the tasks so that there is a good match between the child's ability and the task
- Being flexible in our teaching styles – not all children learn in the same way
- Celebrating success – make the child feel important by sharing in their achievements

15. Complaints

An individual wishing to make a complaint about actions regarding the school's actions in supporting a child with medical conditions should discuss this with the school in the first instance.

If the issue is not resolved, then a formal complaint may be made, following the complaints procedure.