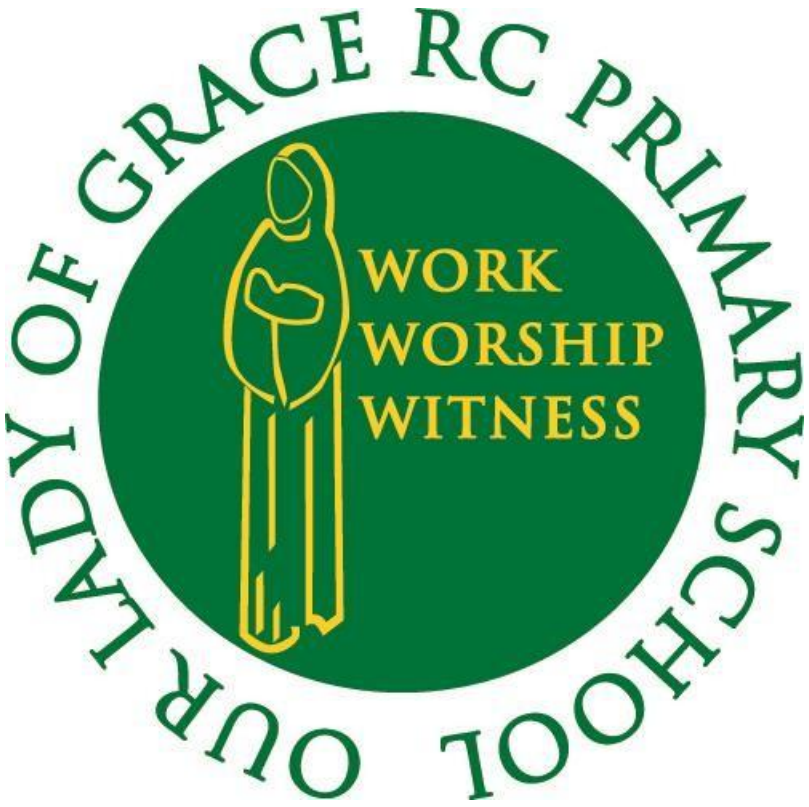


SPECIAL EDUCATIONAL NEEDS DISABILITY & INCLUSION POLICY

2026

Our Mission Statement

Our Lady of Grace RC Primary School recognises that each member of our community is unique and made in the image and likeness of God. Our School will encourage each member:

Through **WORK**, to develop his or her potential

Through **WORSHIP**, to learn to know and love God and His world

Through **WITNESS**, to proclaim to all the peace, joy and glory of God

As Catholics we live our faith through all aspects of our lives. Our Mission Statement underpins our thinking when implementing this procedure

INTRODUCTION

Our Lady of Grace is committed to providing a welcoming, attractive & stimulating environment to support the needs and develop the learning of all children. Every child and family in our community is valued and diversity is celebrated. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' & instill life - long learning aspirations for everyone through a range of activities which are fun and enjoyable. This policy is written in line with the requirements of the Children and Families Act 2014, the Equality Act 2010, and the SEND Code of Practice (2015). It also reflects the school's duties under the SEND and Disability Regulations 2014. The school recognises that pupils with SEND can be more vulnerable to safeguarding risks. The SEND Lead is part of the Designated Safeguarding Lead (DSL) to ensure that concerns are identified and acted upon swiftly. The school also promotes positive mental health and emotional wellbeing for all pupils. This document also outlines the Ordinary Available Provision for our School.

SEND STATEMENT FOR OUR LADY OF GRACE RC PRIMARY SCHOOL

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe & fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Our Lady of Grace adopts a 'whole school approach' to special educational needs. All staff work together to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential & achieve.

INCLUSION STATEMENT

We make every effort to achieve maximum inclusion of all our pupils whilst meeting pupils' individual needs, recognising the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND agreement reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. The SEND Governor supports the monitoring and the implementation of the SEND Policy, ensures that statutory duties are met, and reports annually to the full Governing Body on the effectiveness of SEND provision

Aims & Objectives of this Agreement

- Reach high levels of achievement for all
- Be an inclusive school
- Ensure identification of all pupils requiring SEND provision early in their school journey
- Meet individual needs through a wide range of provision
- Attain high levels of satisfaction and participation from pupils, parents and carers
- Share a common vision and understanding with all stakeholders
- Give transparent resourcing to SEND
- Provide curriculum access for all working in partnership with other agencies and schools
- Achieve a level of staff expertise to meet pupil need

Our Lady of Grace Graduated Response:

- At Our Lady of Grace we follow our school's Graduated Response to children's needs (attached). This is split into the four SEND areas of need and gives a linear approach to be followed to assess needs and give support.
- The class teacher is the most important part of support for your child. If a need is noticed by the teacher they will follow the school's Quality First Teaching (QTF) approach to support that need.
- The school also has a resolved/escalation approach, if the needs of the child are not met we will continue to escalate.
- If a parent/carer believes there is a need that the school is unaware of or not acting on, it is best in the first instance to contact the class teacher to investigate.
- The SEND Lead will meet with Class Teachers termly to discuss the needs/support of each class, to ensure all children and known about.

1. ADMISSION POLICY

No pupil will be refused admission to school on the basis of special educational need. In line with the SEN & Disability Act we will not discriminate against disabled children. We will take all reasonable steps to provide effective educational provision. (Admissions Policy is on the school website).

2. MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day to day implementation of the agreement to SEND Lead. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation & personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health & Care Plan, (EHCP). A positive & sensitive attitude is shown towards pupils by adults. Teaching Assistants (TAs) can play a major role in support of pupils with SEND. The deployment of TAs is pupil centered.

The SEND Lead is responsible for:

- Co-ordinating provision, liaising with and advising teachers/outside agencies
- Managing learning support assistants
- Overseeing the records on all children with SEND
- Contributing to the in-service training of staff
- The SEND Lead is responsible for reporting to the Governor with responsibility for SEND on the day-day management of the SEND agreement.

3. IDENTIFICATION & ASSESSMENT

Pupils' needs should be identified & met as early as possible & are grouped within four main areas of need as stated in the SEND Code of Practice, 2014:

- Communication and Interaction (C&I)
- Cognition and Learning (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance & punctuality Health & welfare
- English as an additional language (EAL) Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (CLA) or Being a child of a service woman/man.

The SEND Lead works closely within the senior leadership team, using whole school tracking data as an early identification indicator. We also use a number of additional indicators of special educational needs:

- Analysis of data, including entry profiles at Foundation Stage 1, SATs, reading ages, annual & termly pupil assessments
- Use of our local authority SEND criteria Following up of teacher concerns Following up parental concerns
- Tracking individual pupil progress over time Information from previous schools on transfer Information from other services

The SEND Lead maintains a list of pupils identified through the procedures listed. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

4. CURRICULUM ACCESS & PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs & to mark work & plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals. The range of provision may include:

- In class support for small groups with an additional teacher or TA.
- Small group withdrawal with a TA or class teacher
- Individual class support / individual withdrawal
- Further differentiation of resources
- Individual Education Plans (PLPs)
- Focus Group support
- Staff development/training to undertake more effective strategies

- Access to Specialist Teaching & expert agencies such as Educational Psychology where appropriate
- Provision of additional adult time in devising interventions & monitoring their effectiveness

5. MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress:

- Narrows the attainment gap between pupil & peers
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help, social skills, personal skills &/or behaviour

6. TARGETS & ACTION PLANS

Pupils on our SEND Support list will have an Individual Education Plan(s) (PLPs) setting out their targets & any provision made that is additional to & different from their usual classroom provision. For our pupils with an EHCP, provision will meet the recommendations on the plan. In subjects where all children have curriculum targets these are used to inform the PLP. Strategies for our pupils' progress will be recorded in an PLP containing information on:

- SMART Targets
- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The PLP will record only that which is different from or additional to the normal differentiated curriculum, & will concentrate on three or four individual targets that closely match our pupil's needs. The PLP will be created through discussion with both the pupil & the parent or carer.

6.1 Reviewing an Action Plan

PLPs will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views.

7. CODE OF PRACTICE GRADUATED RESPONSE

Our school adopts the levels of intervention as described in the SEND Code of Practice 2015. The Code of Practice 2015 advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that one of our pupils requires additional support to make progress, the SEND Lead, in collaboration with teachers, will support the assessment of the pupil & have an input in planning future support & add the pupil to the SEND Support list. The class teacher will remain responsible for planning & delivering individualised programmes. Parents will be closely informed of the action & results. Placement of a pupil on the SEND Support list will be made by the SEND Lead after full consultation with parents at a PLP review. External support services may advise on targets for a new PLP & provide specialist inputs to the support process.

PLP interventions will usually be triggered when, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period· Continues to work at National Curriculum expectations considerably lower (one year lower) than expected
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting PLP may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

7.1 Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current & past PLPs Information on the pupil's health & relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as LA support & educational psychologists
- The views of parents
- The views of the pupil (where possible)
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, & whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

7.2 Education, Care & Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Matched to the shorter-term objectives set in the EHCP
- Established through parental/pupil consultation
- Set out in a PLP Implemented
- in the classroom
- Delivered by the class teacher with appropriate additional support where specified

7.3 Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SEND Lead will organise these reviews and when appropriate include:

- Pupil's parents
- Pupil,
- Relevant teacher & teaching assistant,
- Representative of the SEND Inclusion & Assessment Team Educational Psychologist
- MASH (Multi Agency Safeguarding Hub)
- Any other person the SEND Lead believes would contribute positively to the process.

At Key Stage 2 transition reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the SEND Code of Practice 2015, the SEND Lead

will complete the annual review forms and send them, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND. Transition planning occurs at key points including entry to EYFS, movement between classes, and transfer to secondary education. The SEND Lead liaises with parents, teachers, and receiving settings to ensure smooth transitions

8. PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with our parents & carers. If you have a SEND issue you are invited to speak to your child's class teacher in the first instance to discuss your child's challenges. The class teacher will then liaise with the school SEND Lead to discuss the challenges & how the school will address these challenges. To best support the child, it is important that the initial meeting always involves the class teacher. Next steps, if any, will be agreed at this meeting.

We address these challenges by:

- keeping parents & carers informed & giving support during assessment & any related decision-making process about SEND provision
- working effectively with all other agencies supporting children & their parents
- giving parents & carers opportunities to play an active & valued role in their child's education
- making parents & carers feel welcome
- ensuring all parents & carers have appropriate communication aids & access arrangements
- providing all information in an accessible way
- encouraging parents & carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen & act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents & carers opportunities to discuss ways in which they & the school can help their child
- agreeing targets for the child
- making parents & carers aware of the Information, Advice & Support Services Network.

11 INVOLVEMENT OF PUPILS

We recognise that all our pupils have the right to be involved in making decisions & exercising choice (SEND Code of Practice). Where appropriate all our pupils are involved in monitoring & reviewing their progress.

We endeavour to fully involve all our pupils by encouraging them to:

- state their views about their education & learning
- identify their own needs (self-assessment & self-evaluation)
- share in individual target setting across the curriculum
- self-review their progress & set new targets

In addition, our pupils who are identified as having SEND are invited to participate in:

- PLP reviews & setting of individual targets
- Annual Reviews

12. LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services in Children & Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved:

- Educational Psychologist
- School Nurse
- Specialist Provision from Bury LA.
- http://www.theburydirectory.co.uk/kb5/bury/directory/localoffer.page
- Bury SEND Toolkit

13. LINKS WITH OTHER SERVICES & SCHOOLS

- St. Monica's R.C. High School MASH
- (Multi Agency Safeguarding Hub)
- Speech & Language Therapy Service
- Child & Adult Mental Health (CAHM's) team
- Other Children & Young People's Services
- Community Health Service
- Family support & safeguarding
- Information, Advice & Support Services Network Service (IASS)

14. PROFESSIONAL DEVELOPMENT AND RESOURCES

In order to maintain & develop the quality of our provision, staff undertake appropriate training & further professional development. Recent courses & in-service training opportunities undertaken are detailed in the Headteacher's report to governors each term. The provision for SEND is funded through the main revenue budget for the school. Funds are allocated annually.

15. COMPLAINTS

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the class teacher & then the SEND Lead. The complaints procedure is on the school website.

16. REVIEW OF THE SEND AGREEMENT

This school considers the SEND agreement document to be important &, in conjunction with the Governing Body, undertakes a thorough review of both agreement & practice each year. The outcomes of this review are used to inform the School Development Plan.

Role	Name
Headteacher	Mr Collins
SEND Lead	Mr S Barker
SEND Governor	Mrs Gibb

All of the above can be contacted via the school office.

This Policy, the SEND Information Report, the Accessibility Plan and details of the Local Offer can be found on the school website

Reviewed by the Governing Body in 2026
Next review March 2027