

Cottesmore St Mary Catholic Primary School

SEND Policy



'Mane nobiscum Domine'
(Abide with us O Lord)

Date of Policy: September 2026
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Policy written by: Anna Mullans

Policy reviewed & passed by: Curriculum Committee

Key person responsible for SEND: Anna Mullans
Key Governor responsible for SEND: Peter Gwilliam

Other documents linked to this policy: SEN information report 2025-2026;
Accessibility plan; Local Offer; Teaching and Learning Policy; Equalities policy;
Assessment policy;

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Our Mission

God made each one of us, we are all His disciples.

We believe in ourselves and help each other to do our best, respecting each other's differences and including everyone. We show care for others, especially by helping those in need and acting as God wants us to whilst living the Gospel daily.

We pray and worship together and so grow closer to God and each other, celebrating when others do well. We are part of God's family, supporting other people in school, at home, at church and in the world around us.

Mane nobiscum Domine - Abide with us Lord.



We want the children who leave our school to make the most of every learning opportunity so that they can grow into the best people they can be, fulfilling their dreams and God's special plan for them, being happy and confident and joyfully showing to others their faith in God.

1. Strategic Framework

a. This policy is adopted to ensure the Cottesmore St Mary approach to SEND:

- Is in line with our vision and ethos and compatible with our other key policies
- Meets statutory requirements and pays due regard to legislation under the Children and Families Act (2014)
- Supports 'Outstanding' teaching for pupils with Special Educational needs and / or a disability

b. The Governing Body affirms the following principles:

- The education of all pupils is of equal value, irrespective of learning challenges and/or physical disabilities.
- All staff are expected to include and engage pupils with special educational needs and/or disabilities.
- All pupils with special educational needs and disabilities join in mainstream activities, so long as those are appropriate for the child concerned, remain compatible with the education of other class members and comply with the need for efficient deployment of school / college resources.
- Staff are committed to a partnership with parents / carers and relevant external agencies, with the intention of addressing the needs of pupils who have been clearly identified and assessed.

2. Professional responsibilities for SEND provision across the school

Whilst the Headteacher ensures the effective implementation of the SEND Policy, the SENCO is responsible for co-ordinating, monitoring and evaluating the provision for pupils with special educational needs and / or with disabilities (SEND) across the school.

This is achieved in collaboration with staff by:

- Monitoring, evaluating and reporting on provision for pupils with SEND.
- Identification and delivery of enhanced learning provision for pupils.
- Ongoing training for teachers and support staff.

- Oversight and maintenance of resources for SEND.
- Effective partnerships with parents/carers and external agencies, including regular meetings with parents and consistent communication.

3. Operational Guidelines

The school follows the guidance contained in the SEND Code of Practice (2014) and recognises that (SEND Code of Practice, 7.4, p113):

“A young person has SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is support which is additional or different to support usually available to young people of the same age.”

Pupils with SEND may have needs that fall within one or across more than one of these four areas:

1. Communication and Interaction (C&I)
2. Cognition and Learning (C&L)
3. Social, emotional and mental health difficulties (SEMH)
4. Sensory and / or Physical needs (S&P)

Whenever possible, special educational needs and disabilities are met within the mainstream classroom and based on use of appropriate Quality First teaching strategies, sometimes with additional in-class support. It may be necessary for some pupils to be withdrawn from some mainstream classes, for the purpose of attending individual or small group work or for the safety and wellbeing of the pupil or for the safety of other pupils in the school. Such support may be provided by school staff or external agencies working closely with the school staff.

Pupils with defined special educational needs and disabilities are supported and monitored under guidance from the Code of Practice (2014) through School SEND Support as follows:

We follow waves of provision which, dependant on the pupils need and response to provision, will outline the targeted support they will receive. (Refer to Waves of provision at Cottesmore St Mary)

Wave 1: Quality First Teaching: Effective inclusion of all pupils in high-quality everyday personalised teaching in the class room

Wave 2: Specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations alongside class room Wave 1 support.

Wave 3: Targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. A personalised curriculum to meet all individual needs. This wave of provision will include children who meet the criteria for EHCP assessment.

Children are placed on the SEND register after the follow steps have been taken in line with Code of Practice (2014)

Our school will follow SEN early identification approaches which include Quality First teaching, assessments (including standardised and non-standardised tests) as well as observations and liaisons with parents and carers.

We will follow the 'Assess Plan, Do, and Review' Cycle which will highlight teachers (and parents) concerns about Children with SEND.

Class teachers will complete a 'Cause for concern' form and raise these concerns with the INCo (Inclusion Coordinator).

The INCo will evaluate provision which has taken place and will suggest further aspects to the 'Assess Plan, Do, Review' Cycle.

Parents will be consulted at this stage, if not previously to highlight their concerns/ they will meet with CT (Class teacher) and at times, the INCo.

The INCO and CT will liaise and analyse data (including the monitoring of books, assessments and teacher assessments) throughout this process to evaluate progress. This data may include data in relation to Age Related Expectations, but also progress made against specific targets.

If INCo and CT still have concerns that the child is not making progress expected they may decide to place the child on the SEND register.

INCO will update Scholar Pack and identify key area of need.

An Individual Provision Map (IPM) is created if the pupil is on the SEND Register.

Following intervention, these targets will be reviewed and new targets set. The IPM will be shared with the child (wherever appropriate). This document will be shared with parents.

Referrals to external support and diagnostic agencies can be made at any point in the Assess, Plan, Do, Review process. These include Brighton and Hove Inclusion

Support Service (BHISS), CAMHs (NHS) and Seaside View Child Development Centre (NHS).

Progress of pupils with SEND is monitored on a regular basis; parents / carers are fully involved in the support measures being used by the school through the sharing of Provision Maps, liaison with teachers and opportunities to meet with the INCo.

If there is continuing concern about progress the school will, as often as necessary:

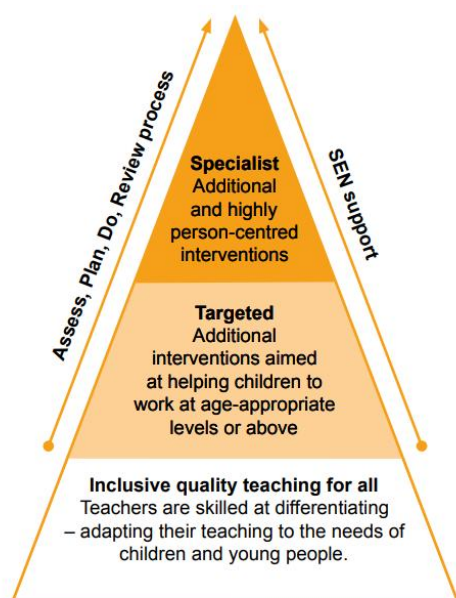
- Review and revise targets in partnership with parents / carers, staff, external agencies and pupils where appropriate.
- Amend provision to address ways of achieving revised targets.

An Education, Health, Care Plan (EHCP) may be appropriate where there is evidence of complex needs. Requests for statutory assessment are made via the Local Authority and may be requested by the school or parents / carers. This may or may not result in the issuing of an EHCP.

Cottesmore St Mary School works with a wide range of professionals and voluntary organisations, to inform decisions and monitor provision for individual students.

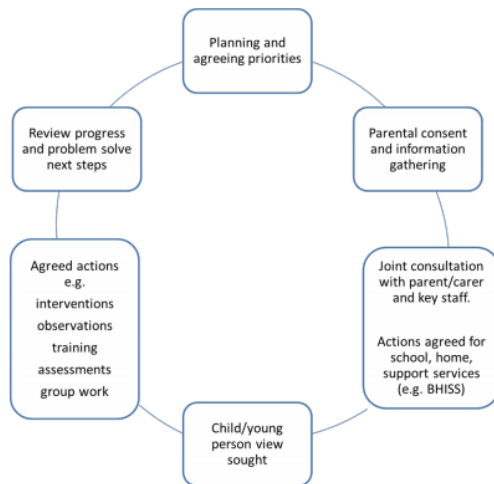
4. SEND support in school

The needs of pupils in school with a Special Education Need are met using, 'Quality First Teaching' for all. Some children will require specific targeted support such as external interventions and small group work. Some children will also require specialist additional and highly differentiated and personalised intervention.



5. The Assess Plan, Do Review Process

SEND support consists of a four part process called the Assess, Plan, Do, Review, also known as a graduated approach. Decisions made about provision are revisited and refined, leading to a good understanding of the child's needs and what they need to achieve in order to make further progress.



A visual representation of the Assess, Plan, Do, Review cycle

Assess - clear analysis is made of needs based on:

- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

Plan - following assessment, the teacher, INCo, parent / carers and pupil, agree on a plan of action to include:

- the adjustments, support and interventions to be put in place (Individual Provision Map)
- a date for review (termly)
- All planning must be pupil centred and outcomes focussed and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and put in place the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEND
- planning, support and impact measurement of all group and one-to-one interventions. This is delivered by support staff
- linking interventions to classroom teaching
- The INCo supports teachers in the effective implementation of provision.

Review - the quality, effectiveness and impact of provision is evaluated by the review date.

- This includes sharing information with pupil and parent/carers

The cycle then starts again at assess. The updated needs of the pupil are considered before planning a continuation of or change to provision.

6. When a child is removed from the SEND Register.

If a child has made more than expected progress and no longer presents with difficulties related to a Special Education Need then they will be removed from the SEND register.

If other professionals for example: Speech and Language Therapist discharges a child from their service and no further APDR is required, they then may be removed from the SEND register, if that is their primary area of need.

Children with a fixed diagnosis will not be removed from the SEND register.

The SEND register is monitored regularly and updated as needed. It is shared with staff termly even if no changes have been made.

Parent and Carers are consulted with any changes to registrations or removals.

7. Education and Health Care Plan (EHCP)

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the school may consider requesting an Education, Health and Care needs assessment. This ties in with the graduated approach outlined.

An EHCP may be considered if the child:

- has SEND that are long term (lasting over a year) severe and complex and has possible SEN related social care and/or health needs
- has SEND that have not responded to sustained, relevant and purposeful measures taken by the educational setting and external agencies
- needs SEND provision which cannot reasonably be provided within the delegated resources available to mainstream educational settings
- requires an EHC plan to ensure that their needs are met

These documents, if agreed with the Local Authority are reviewed yearly in full consultation with parents, professionals and the child, if appropriate.

8. Further information regarding SEND provision at Cottesmore St Mary School

A Send Information report is completed, annually, ratified by Governors and placed on the school website.

The school's Local Offer, detailing the provision on offer at our school is updates annually, and shared with the Local Authority who will update the Council website.

Click here (<http://www.brighton-hove.gov.uk/content/children-and-education/local-offer/cottesmore-st-mary-catholic-primary-school>) for further details of SEND provision at Cottesmore St Mary School, as summarised in our Local Offer.

Details of the Accessibility plan can be found on the school website