



Our Lady Immaculate Catholic Primary School

**"With God in our hearts, we follow Jesus' footsteps,
as we love and learn together".**

SEND Policy

Date: Autumn 2025

Approval: Full governing body

Renewal Date: Autumn 2026

Schedule of review: Annually

Table of Policy Amendments

Review Date	Section	Notes
Aut 25	Aims (Intro Paragraph)	The overall aims have been slightly adapted to reflect the greater emphasis on SEND in the new Ofsted Framework.
	Aims (Points 3, 4 and 8)	Updated based on training for the Ofsted Framework.

Our Lady Immaculate Catholic Primary School

SEND Policy

Introduction

Our Guiding Light: Learning Principles Rooted in Our Mission

Our school works in partnership with our two local parish churches, St. Catherine's and Our Lady Immaculate. We aim to reflect the values, traditions, and beliefs of the Catholic faith, with our spiritual values underpinning all that we do. Our curriculum is built upon the core values enshrined in our School Mission Statement, our RESPECT Code, and our Learning Principles.

We believe in fostering a love of learning that lasts a lifetime, and through a progressive and engaging curriculum, we provide our children with opportunities to:

- Thrive academically
- Develop critical thinking skills
- Become compassionate and responsible individuals

Our goal is to prepare each child to confidently embrace their future as active, considerate, and loving members of society.

At Our Lady Immaculate, we are dedicated to creating an inclusive environment where provision is personalised to the diverse needs and abilities of our pupils, ensuring that each child is supported in reaching their full potential.

Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

[The Special Educational Needs and Disability Regulations 2014](#), which sets out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND

The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

The document should also be read in conjunction with:

Admissions Policy, Accessibility, Equality and Disability Policy, Relationship Approach to Behaviour Policy, PSHE and RSE Policy, Supporting Children with Medical Conditions Policy, Assessment Policy, Safeguarding Policy, and Complaints Policy.

The policy is monitored by the SEN Governor and reviewed and ratified annually by the Full Governing Board. It is available for parents to view on the school website.

Definition of SEND

The Special Educational Needs and Disability Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have significantly greater difficulty in learning than the majority of others of the same age, or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people require educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by Quality-First teaching and is compromised by anything less.

Aims

The aim of this policy is to ensure that our school fully implements national legislation and guidance regarding pupils with SEND. Furthermore, we aim to deliver an ambitious, equitable, and highly inclusive educational experience for every pupil.

We believe that getting it right for our most vulnerable learners—including those with SEND and those who are also disadvantaged (Pupil Premium, Looked-After, etc.)—is the best measure of our success.

The key objectives of our SEND policy are as follows:

- To ensure that all children with special educational needs and disabilities are identified at an early stage and that their needs are met.
- To ensure that Quality First Teaching, differentiated for individual children, is embedded in every class, and that teachers are held accountable for the progress and attainment of all children, whether or not they have additional needs.
- To ensure that all children have equity of access and opportunity to the core of the school's ambitious curriculum
- To ensure that all learners make the best possible progress with high expectations and aspirations for all pupils with SEND.
- To encourage and support learners to participate in decision-making that affects their education, seeking their views and taking them into account.
- To encourage an effective partnership with parents to ensure that they are informed of their child's SEND and that communication between parents and the school is effective.
- To enable all staff to have a role in identifying children with SEND and to take responsibility for recognising and addressing their individual needs.
- To prioritise the removal of barriers so that all children with SEND can participate in all activities of the school, benefiting the educational standards for the whole school community.
- To promote effective partnerships and involve external agencies when appropriate.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.

Key Roles and Responsibilities

- **SENDCo:** The SENDCo is responsible for coordinating SEND provision and for the strategic development of the SEND policy. They manage the day-to-day operation of the SEND policy, including the support for children with EHC Plans, working closely with staff, parents, and other agencies.
- **Headteacher:** The Headteacher has overall responsibility for the strategic development of the SEND policy and for the provision and management of staff and resources. The Headteacher keeps the Governing Body informed and works closely with the SENDCo.
- **SEND Governor:** The SEND Governor liaises regularly with the SENDCo about developments in SEND, undertakes monitoring to ensure statutory requirements are met, and reports to the Governing Body regularly.
- **The Governing Body:** The Governing Body is responsible for ensuring that the school fulfills its statutory duties regarding SEND and will review this policy in line with the SEND Code of Practice. It ensures that governors receive appropriate training to fulfill their roles and holds the Headteacher accountable for the provision and outcomes of children with SEND.

Identification and Assessment of Children with SEND

At **Our Lady Immaculate**, teachers regularly monitor the progress of all children, as outlined in our Assessment Policy. When assessments suggest a child may have special educational needs, we use a variety of tools and methods to pinpoint their specific area of need. Our approach is grounded in early identification and intervention to ensure that children who need additional support are identified as soon as possible.

Graduated Approach to Support

Our approach to SEND follows a graduated model, starting with **Quality First Teaching** for all children. If this approach does not meet a child's needs, we provide additional support personalised to their requirements. The process follows several stages:

- **Initial Concern:** If a teacher or parent raises a concern about a child's progress, the SENDCo is informed. Teachers and parents collaborate to identify concerns early and complete initial concerns paperwork to document the stage at which children are being monitored. We follow the **Assess, Plan, Do, Review** model at every stage.
- **Early Adaptations:** Based on the concerns raised, the school may adapt the learning environment, curriculum, or resources to better support the child.
- **Intervention Support:** Despite high-quality teaching and adaptations, some children may continue to make insufficient progress. For these children, in consultation with parents, their strengths and areas of need are identified to create an appropriate individualised intervention programme (Pupil Passport). This

programme is carried out by teachers and support staff. In many cases, underlying needs may explain inadequate progress or challenging behaviour. If necessary, outside agencies may be consulted for further specialised expertise. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the child to make better progress. The information will be shared with parents and put into a support plan, which will be reviewed and revised regularly.

- **SEND Register:** If a pupil makes good progress with the additional intervention (but would not be able to maintain this progress without it), we will continue to identify the pupil as having special educational needs. If the pupil can maintain good progress without the extra resources, they will be removed from the SEND Register.
- **Needs Assessment:** If concerns persist about the severity or complexity of a child's needs, a **MAM (Multi-Agency Meeting)** will be called with parents and outside specialists (e.g., educational psychologists or speech therapists). This meeting will assess whether the child requires a needs assessment to apply for an EHCP. The application process may take up to 20 weeks or more and involves the collaboration of multiple professionals. Once the EHCP is received, we will meet with the family to discuss the implementation of the plan and invite them to an annual review meeting to assess its effectiveness.

More information can be viewed in the school's [SEND Information Report](#).

External Support and Referrals

Occasionally, families may require additional support from external agencies, such as family support workers, speech therapists, occupational therapists, or mental health services. The school will help connect families with these services and guide them on how to access them. Families will also be signposted to the [AfC SEND Local Offer](#) website, which provides a range of services for children with SEND.

The Expertise and Training of Staff in Relation to Children with SEND

We are committed to the training and development of staff to ensure they are equipped to support children with SEND. Our training programme is planned according to the needs of children currently in the school. If a training need is identified beyond this, we will find a suitable provider to deliver the necessary training. Training providers may include the school's educational psychologist, speech and language therapists, occupational therapists, or external organisations and charities.

Monitoring and Evaluation of the Policy

Regular monitoring and review will focus on whether planned outcomes have been achieved. The views of the child, parents, and class teachers will be taken into account. Teachers' assessment information will show whether adequate progress is being made.

The SEND Code of Practice (2014) defines adequate progress as:

"Progress that is similar to that of children of the same age who had the same starting point, progress that matches or improves upon the pupil's previous rate of progress, and progress that allows the attainment gap to close between the pupil and children of the same age."

For all pupils with or without an EHCP, there will be termly reviews of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. We will evaluate the impact and quality of the support and interventions based on:

- The views of parents and pupils.
- The level of progress the pupil has made towards their outcomes.
- The views of teaching staff who work with the pupil.

The teacher and the SENDCo will revise outcomes and support, in light of the pupil's progress and development, in consultation with the pupil and their parents.

SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Complaints

At Our Lady Immaculate School, we are dedicated to ensuring that every student receives the appropriate support for their needs and that any concerns regarding SEN provision are addressed promptly and effectively. We are committed to resolving issues fairly, with the goal of providing the best possible educational experience for all students.

Raising a Concern or Complaint

Concerns or complaints can be submitted in writing, by telephone, or in person. Once received, the Head Teacher will log the complaint and either investigate it directly or delegate it to the appropriate staff member for further action. Every concern is taken seriously, and our aim is to address issues in a timely and effective manner.

If an informal resolution cannot be reached, the matter may be escalated as a formal complaint. Further steps are outlined in our school's [complaints policy](#), which provides guidance for pursuing resolution through formal procedures.

Disagreement Resolution

In cases where the school's response to a concern does not meet expectations, further actions may be pursued in accordance with the procedures detailed in the Complaints Policy. For more comprehensive guidance on available avenues for resolution, please refer to pages 246 and 247 of the [SEN Code of Practice](#)

Our school remains committed to working collaboratively to address concerns and ensure the best outcomes for all students.

SEND Coordinator

The SENDCo at **Our Lady Immaculate School** is **Mrs. Lucy Stimson**, a qualified teacher who is working towards acquiring the **NPQ SEND qualification**. Mrs. Stimson can be contacted by telephone at: **0208 3999854** or via email at: **lstimson@oli.school**