

Our Lady of Peace Catholic Primary and Nursery School

'With Christ in our hearts, together we grow'



SEND Policy

Approved by the Governing Body of Our Lady of Peace Catholic Primary and Nursery School

Review Dates:	Date Reviewed: July 2025	To be reviewed: July 2026
Signatures:	Headteacher: Mr Nick Stopps	Chair of Governors: Mrs Debbie Main

Statutory

This school has a commitment to safeguarding and promoting the welfare of children.

INTRODUCTION

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 September 2014 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 (Sept 2014)
- School's SEND Information Report (Sept 25)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'

- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Complaints Procedures Policy

Through successful implementation of this policy, - the school aims to eliminate discrimination and promote equal opportunities.

Our Special Educational Needs Coordinator

Mrs Ravinder Sidhu
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OUR INCLUSIVE ETHOS, CULTURE

This policy is written in consultation with staff and Governors and in light of our mission statement, in that it values and respects pupils, staff and parents at Our Lady of Peace Catholic Primary and Nursery School. Our aim is to respond to all children in our care with sensitivity and imagination. All teachers are educators of every child or young person, including those with SEND.

"Every pupil is entitled to a curriculum that is broadly based, balanced and appropriate to his/her needs." (Education Reform Act 1988)

Children and Families Act 2014 Section 20

Children with any special educational needs, whether long or short term, require special provision to ensure that they have the greatest possible degree of access to the whole school curriculum which will include the National Curriculum and Foundation Stage. This will be achieved through the SEND Code of Practice. Our SEND Governor is TBC .

Whilst we are aware of the four categories of need for children and young people, we at Our Lady of Peace consider the needs of the whole child. We strive to raise the aspirations of and expectations for all pupils with SEND. Our school provides a focus on outcomes for children and young people and not just hours of provision/support. Our Governing Body understand and co-

operate with Slough Borough Council in fulfilling their duties in ensuring that Our Lady of Peace Primary and Nursery School use our “best endeavours” to ensure our children are well supported.

AIMS

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person’s ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

Objectives:

- To identify and provide for pupils who have SEND and Additional Needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To ensure that a whole school approach is developed for the management and provision of support for Special Educational Needs.
- To provide support and advice for all staff working with SEND pupils.
- To develop and maintain good partnership with parents.
- To enable all pupils to access the curriculum.
- To ensure that all SEND pupils have the resources they need to maximise their potential.
- To provide continuity of care for all pupils as they progress through the school.

Roles and responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.

- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND Code of Practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENDCO for the school.
- Ensure the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENDCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on the OAP document for provision, and a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Provide high quality first teaching including adapting lessons, and offering universal strategies to support all children within the classroom (see document SEND in the curriculum).
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with, and providing targeted support and/ specialist support (EHCP) as required
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

IDENTIFYING AND ASSESSING SPECIAL EDUCATIONAL NEEDS

The school recognises that early identification and effective provision improves long term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEND Information Report. The SEND Code of Practice 2014 identifies four broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

The SEND Code of Practice 2014 identifies Special Educational Needs as:- A pupil has Special Educational Needs, where their learning difficulty or disability calls for Special Educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Class and subject teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress, given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

In the first instance, the class teacher would fill out a Record of Concerns Form (Appendix 1) and then, in consultation with the SENDCO, consider all the information gathered from within the school which relate to the pupil's progress, against national data and expectations for age related progress. This includes high quality and accurate formative assessment.

Our school would then follow the Graduated Approach to SEND Support: Assess, Plan, Do Review.

Any concerns we have which relate to a child or young person's behaviour will be explored with parents/carers to ensure we work as a team to find the underlying cause. Fundamentally, behaviour is a response to a need and our school will endeavour to work with parents/carers to find and provide for that need.

Other factors which are not SEND may impact on a child's progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked after Child
- Being a child of a Serviceman/woman

These factors would be carefully looked at prior to our school identifying a child as having special educational needs. When a child is identified as underachieving or having difficulty in a particular area or areas of the curriculum, the school evaluates the provision in place for the child and follows the criteria below:

Safeguarding:

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

Step one: Quality First Teaching (QFT) – Universal provision

Effective teaching for children with SEND shares most of the characteristics of effective teaching for all pupils. QFT for all pupils makes up the daily repertoire of teaching strategies and techniques that ensures pupils' progression in learning. It includes guided work for small groups where work is pitched at appropriate levels for differing groups. This is called scaffolding and each child is challenged to reach their full potential. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants (LSAs) or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching. Resources and support will be offered at a universal level to any child requiring this. (see local offer/ OAP document)

Intervention groups

Effective provision for children ensures that once they have been identified as beginning to underachieve compared to their peers, intervention support/ groups is provided. The support is put in place for these children to meet National Expectations. These groups tend to be smaller clusters of children with similar needs.

Step two: Targeted provision will be offered when a child is not making progress, despite support through high quality teaching and access to the Universal offer. These will be

specific to the four areas of need. The child will be placed on SEND support and receive a termly IPM, with short term targets. Provision will be more specific at the targeted level.

SEN Support (K) - Targeted

If Interventions and personalised teaching proves unsuccessful and the child does not make adequate progress, they may be identified as having a Special Educational Need. At this point, parents/carers would be invited to meet with the teacher and aid in the initial completion of their child's first Individual Provision Map (IPM)/ The provision is additional to or different from that given in Targeted Group Work a smaller group ratio and in some cases the interventions would be 1:1. As IPMs are written and reviewed, parents are asked to meet with the teacher and contribute to this document. Teachers will share with the parents/carers how best they can support their child at home.

The school will also seek advice from external agencies to support the child's area of need/ concern.

Step three- specialist support- Education Health Care plans (EHC plans)

For a very small minority of pupils, progress through SEND Support may not provide adequate or appropriate support. After consultation with parents/carers, all the relevant staff and involved outside agencies we may decide to make a request for a Statutory Assessment. Parents also have the right to make a request at this stage, as do Social Services or other agencies who have had close contact with the child. This application would involve requesting additional hours of support for the child.

The school will continue to liaise with external agencies, SEND case officers and parents to ensure the child is receiving the correct specialist support.

Reviewing, Assessing, Planning and Implementing - a continual cycle

Our school regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes, where necessary, improving teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND. There are various ways that the staff are able to track and assess the progress of a child with SEND according to the provision provided for them. There are termly feedback meetings held between the SENDCO and class teachers about provision and the child's tracking data. These identify all children's current levels of attainment and the amount of progress they are making. Data analysis after termly assessments is collated and reviewed to ensure that pupils are making progress and the correct interventions are in place.

- **Assess:** establishing a clear assessment of the pupil's needs

- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

The SENDCO works closely with the Senior Leadership Team (SLT), Safeguarding and Inclusion Manager and SEND Governor and feedback on any learning walks or observations held across the year. This feedback is crucial for continually moving our school forward and ensuring we provide good outcomes for our pupils with SEND.

EAL

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Early years pupils with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the SENDCO.
- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:

- Implementation of SEND policy and procedures.
- Arrangements for the admission of children with SEND.
- Steps being taken to prevent children with SEND from being treated less favourably than others.
- Facilities provided to enable access to the school for children with SEND.
- Accessibility plan showing how it plans to improve access over time.
- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the ‘assess, plan, do, review’ cycle.
- Children will have access to universal support and provision, as required.

ADMISSION ARRANGEMENTS

In line with our All-Inclusive Policy and in light of our mission statement all children with a particular need or disability will be considered following the guidelines of the Disabilities and Discrimination Act 2002.

OUTCOME FOR PUPILS WITH SEND

The additional SEND support the school offers will enable the child to:

- Reach their full potential
- Achieve their personal best
- Make progress towards their outcomes
- Feel valued and included
- Enjoy school

CRITERIA FOR EXITING OUR SEND REGISTER

After data analysis is collated and reviewed, the class teacher and SENDCO will look at the progress made. If the gap has been narrowed and the child with SEND is now performing just below or within national expectations and able to access the curriculum without the additional targeted provision they will be removed from the SEND register with the agreement of parents. Likewise, if a child meets their long-term outcomes and their teacher feels they have achieved what would be expected of an average child in their year group, they will be removed from the SEND register. This system is reviewed on a termly basis, 3 times a year by the SENDCO.

Involving pupils and parents in decision-making

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child’s progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress.

Local Offer

It is now a statutory requirement for our Local Authority to provide a local offer for parents/carers of children with SEND. Our LA offer can be found at:

Slough Local Offer - [Slough Information and Services Guide | Special Educational Needs and Disabilities - Slough SEND Local Offer](#)

Our SEND information Report can also be found on our website: www.oloopprimary.co.uk in the SEND section.

Our school may involve other external agencies (including health, social care and Slough Council support services) to meet the needs of pupils with SEND and their families by using the following:

- Specialist Teaching Service to support pupils with Autism, Visual impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.
- Child Protection Services
- Educational Psychology
- CAMHs (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatrics
- Social Care
- Family Resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- Counsellors
- Pupil Referral Unit
- County SEN Team
- SEBDOS (Social, Emotional, Behavioural Difficulties Outreach Service)

The school communicates the contact details for the support listed above for children with SEND and their families via:

- Our school website
- 1:1 discussions
- Annual reviews

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Our school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case our school will comply with its duties under the Equality Act 2010.

Some pupils may also have Special Education Needs (SEND) and may have an Education Health Care plan (EHC plan) which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed.

If a pupil has an additional medical need, a detailed Health Care Plan will be compiled by the School Nurse, in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support and training is put in place.

The school's Medical Conditions and the Administration of Medicines policy can be found in the school office.

TRAINING AND RESOURCES

We provide rigorous continued professional development to ensure that our teachers and LSAs are trained in relation to the four broad areas of need set out in the SEND Code of Practice, 2014:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

We continually identify new provision and training we feel would benefit the needs of our children and strive to develop a wealth of timely and cost-effective interventions which are run with confidence by our staff.

ACCESSIBILITY

Our school's main buildings are Disability Act (DDA) compliant for children and the main buildings are accessible for wheelchair users. Ramps are in place to allow access to areas where there would have been a raised curb or steps. Our school has two toilets for disabled users.

We strive to make reasonable adjustments to our curriculum and learning environments to ensure disabled users have equal opportunities within our school. We work in partnership with parents/carers and external professionals to ensure a child with a disability has their needs met. We ensure the children feel safe and secure in our school at all times and promote inclusion with

extra-curricular activities such as after school clubs and trips. Please click the icon below to see our Accessibility Plan 2021-2024.

Our accessibility plan can be found here.

[Our Lady of Peace Catholic Primary and Nursery School - SEND Information](#)

DEALING WITH COMPLAINTS

The arrangement for the treatment of complaints from parents of pupils with SEND concerning the provision made at school aims to be resolved informally within the school setting. However, in extreme cases complaints may need to follow the procedure outlined below:

Stage 1: Initial discussion with the class teacher (pre-arranged formal discussion).

Stage 2: Formal discussion with SENDCO

Stage 3: Formal discussion with Headteacher or Deputy Headteacher.

Stage 4: A formal request to the Clerk of Governors.

BULLYING

Our school aims to create a safe environment where our pupils grow and flourish without fear. Each pupil has the right to be safe in and out of school and be protected when they are feeling vulnerable. We therefore take a strong stance in relation to bullying of any type. We promote positive friendships and utilise circle time to help children understand what makes a good friend and how to care for their peers.



BEHAVIOUR and
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REVIEWING THE POLICY

Our SEND policy is currently reviewed on an annual basis. The SENDCO, Headteacher, together with the SLT and SEND Governor will be responsible for monitoring the effectiveness of this policy.

List of External Agencies Supporting Special Needs

<u>Role</u>	<u>Contact</u>
Head of SEBDOS	Julia Heath
Private Speech and Language Therapist	Jade Lau
Autism Outreach Support Services	Daria Kowalska-Bleach and Emma Griffiths
Operational Lead for Inclusion at Slough Borough Council	Samantha Caley
Jane Peters- Head of Service Gail Ditchfield- Team Leader – Qualified teacher of the Deaf. Jean Weiss- Teacher of vision impairment	Slough Sensory Consortium



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Record of Concern Form

Copy to be given to SENDCO

Child's Name:

Class:

D.O.B:

Date concern raised: _____

Date of next meeting/review (if applicable) _____

Person who is raising concern & role _____

Those Present: _____

Broad Area of Concern (tick appropriate area/areas):

Cognition and Learning

Sensory and/or Physical needs.

Social, Mental and Emotional Health

Communication and Interaction

Reason for Concern

NC levels/ National average for subject / EYFS Assessments

Reading:

Writing:

Maths (Number):

EYFS Development Matters Scores:

Nursery Assessment data:

Strategies used so far:

-
-
-
-

Impact:

Evidence attached: from books/ class planning/observations - YES/NO

Has evidence been shared: YES/NO

Have parents been informed of concerns: yes/no

Parental Comments:

Actions decided by the SENCO in consultation with all stakeholders

Referral to be made yes/no

Action Plan to be put together after meeting with Class teacher/SEND/CO/Parents (circle as appropriate).

Actions Plan:

Action	Adult Responsible	Desired Outcome