# St. Martin de Porres Catholic Primary School

*"Through Jesus we achieve our very best"*

# Special Educational Needs and Disability Policy

**September 2025**

# Special Educational Needs and Disability Policy

**Introduction**

**What are special educational needs? (SEN)**

'*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.*'

(**Code of Practice, 2014)**

**What is a disability? (D)**

*'A person has a disability if-*
*(a) they have a physical or mental impairment, and*
*(b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'*

**(Equality Act, 2010 s6)**

At St Martin de Porres Catholic Primary School the Special Educational Needs policy works within the guidelines and inclusion policies of the Special Educational Needs and Disability Code of Practice: 0-25yrs (2014), the Local Education Authority and other policies current within the school.

We believe that all children have an equal right to a full and inclusive education to enable them to achieve their full potential. We endeavour to secure special educational provision for pupils who need it, taking into consideration the four areas of need identified in the Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

**Aims and Objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child so that they can achieve their learning potential and engage in activities alongside other pupils
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions, so they enjoy full inclusion in all school activities by consulting with the relevant health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's SEN through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all SEN and vulnerable learners.

**Inclusion**

*'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'*
**(Index for Inclusion – Booth and Ainscow, 2000)**

At St Martin de Porres effective inclusion

- results in every pupil feeling safe, confident and happy at school
- sees every pupil making the best progress of which they are able and enjoying their time at school
- promotes every pupil's belief in themselves as a learner and valued member of our school community
- is seen as the responsibility of the whole school community

**Meeting Diverse Needs**

At St. Martin de Porres we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities that they are offered.
- Tracking each pupil's academic progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Needs or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

**Potentially vulnerable groups**

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils with physical or sensory needs or/and impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm

- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school.

**Promoting and Supporting Inclusion**

The Governing body has a responsibility in making St. Martin de Porres a truly inclusive school through all of our policies, systems and practices. School Leaders ensure that the principles of Inclusion are applied to all activities which pupils engage in and the whole school community are responsible for ensuring that the curriculum is personalised to match the needs of the pupils. The SENCO takes the leading role in co-ordinating support and provision. In partnership with other senior leaders and the Head Teacher, the SENCO monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

Through all subjects the school ensures the needs of all, taking account of gender, ethnicity, culture, religion, language, age, ability, disability and social circumstances to ensure inclusion for all and in preparation for full participation in a multi-ethnic society.

**SEN Provision at St. Martin de Porres**

St Martin de Porres has a named SENCO and a named SEN Governor.

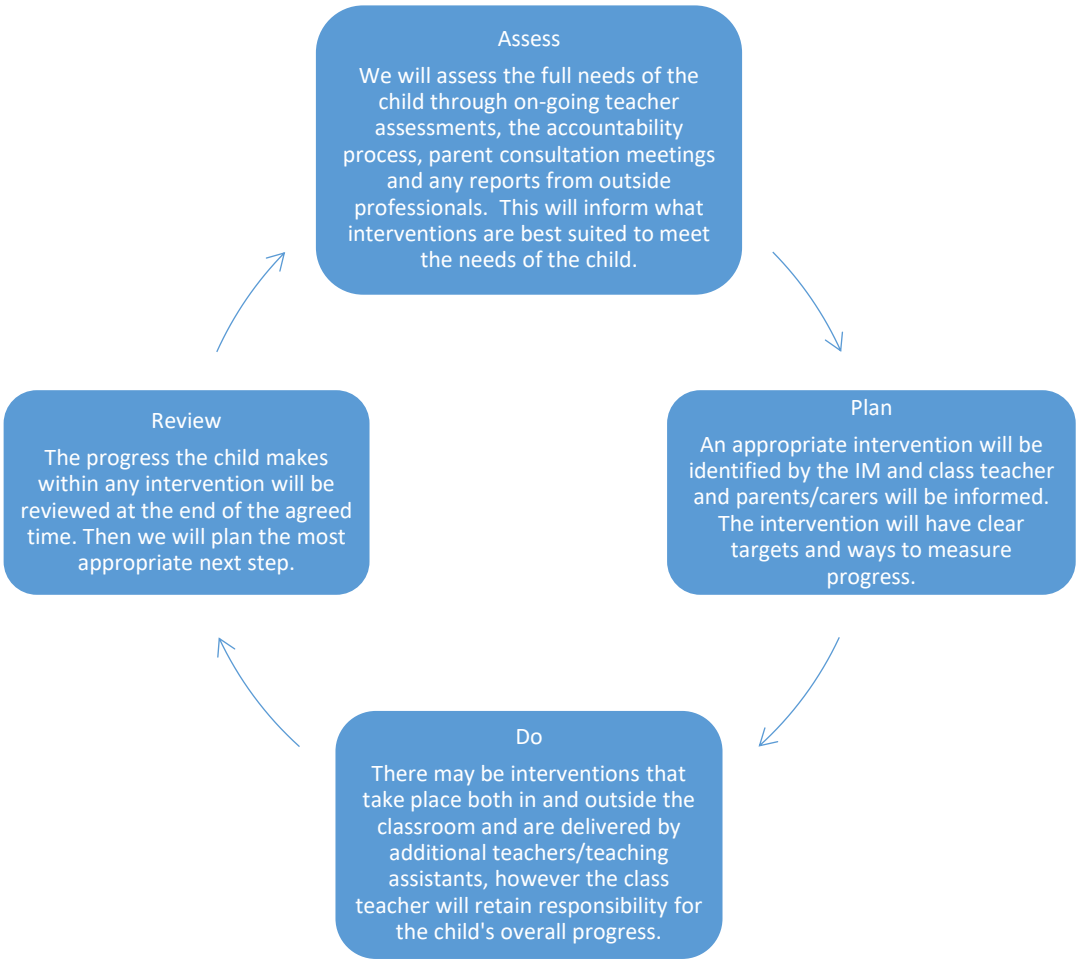
**The Special Educational Needs Co-ordinator's responsibilities include:**

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN, including overseeing the provision of SEN children who may learn for some of their timetable in the school's 'Nest' classroom.
- Liaising with and advising fellow teachers and teaching assistants on writing IEP's (individual education plans) and sharing termly targets with parents.
- Providing some children on the school's SEN register with annually updated one page profiles.
- Liaising with outside agencies to ensure that children on the SEN register, and sometimes their families, are getting the most effective support.
- Overseeing the records of all children with SEN, keeping them in a central location and updating records and sharing relevant information with staff.
- Liaising with parents of children with SEN and communicating information.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transition to year 7.
- Liaising with nurseries, sometimes making visits to ensure that children with SEN are well planned for and arrangements put into place for a smooth transition into Reception class.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Monitoring the progress of children on the SEN register.
- Providing staff and governors with summaries of the impact of interventions and provision.
- Keeping the Head teacher and the SEN governor well informed.
- Updating and reviewing School Support Provision plans (SSPP's) and collecting evidence to write new Support plans, which may provide funding so that provision is enhanced.

- Reviewing EHCP's annually, with involvement from children, families and agencies. Holding Team Around the Child (TAC) meetings, when EHCP's may need to be requested. Submitting requests to SENAR for EHCP's once agreed by all involved that this is the best route forward for the child.
- Working directly with the Speech and language therapists (SALT) each week to ensure that children are assessed and receive therapy on a need basis. Communicating SALT targets to parents and adults supporting children in school.

## Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school community. The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place (see below).




The kinds of interventions within this 'graduated response' are as follows:

**Universal – All pupils will benefit from:**

- Formal and informal, high quality teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- On-going and timely assessments which inform any further provision needed.

**Targeted Support – Some pupils benefit from:**

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
- Interventions where progress is monitored through the Pupil Progress monitoring.

If a pupil has not made the required progress, then the appropriate referral will be made to outside professional support after gaining parental consent.

**Intervention**

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children needing to work with the SENCO; or, with TA support or other Wave 3 intervention such as Toe by Toe, Precision teaching or Power Maths.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.

After initial discussions with the SENCO, the child's class teacher will be responsible for the delivery of the individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

**Specialist Support – A few pupils have:**

Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil. Strategies employed to enable the child to progress will be recorded within an Individual Support Plan and the child will be added to the SEN register.

**Reasons for a child being added to the SEN register may include the fact that he/she:**

- Has been recorded as having SEN or was placed on the SEN register at a previous school or nursery.
- Has a received a diagnosis or is waiting assessment for a diagnosis, which lies within one of the four area of need.
- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
    - Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
    - Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
    - Has communication and / or interaction difficulties, and continues to make little or no progress.

**Outside Agencies who assist with inclusive practice/meeting specific needs**

In achieving provision which will meet the wide range of pupils' differing needs at St. Martin de Porres, we are supported by a number of specialised health or educational bodies.
These are:

- The Educational Psychology Service (EPS )

- Pupil Support Service (PSS)
- The Communication and Autism Team (CAT)
- The Speech and Language Therapy Service to Schools (SALTs)
- The School Nursing Service
- Sensory Support Service for the Hearing or Visually Impaired
- The Occupational Therapy (OT) service

The identification and assessment of the special educational needs of children whose first language is not English requires particular care to determine whether there is a special educational need or whether the problem is due to English being an additional language.

**School Requests for School Support provision plans (SSPP)**
A request will be made by the school SENCO to SSPP@birmingham.gov.uk if the child has demonstrated one or more area of need, and that they need additional support to meet this need/needs after the graduated approach has been adopted. A support plan will be created with outside agencies. It will formalise both long term and short term targets and the support plan will ensure that the provision enables the child to meet their targets. School support plans are reviewed annually.

**School Request for Education Health and Care Plans (EHC plan)**
A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.
The parents of any child who is referred for an EHC plan will be kept fully informed of the progress of the referral. Children with an EHC plan will be reviewed each term. In addition to the statutory annual assessment, where an ISP will be written. When this coincides with transfer to secondary school, the SENCO from the secondary school will be informed of the outcome of the review.

**Monitoring Children's Progress**
The children's progress will be monitored by the class teacher and the SENCO using the school assessment system and any other assessments pertinent to the child. Progress for children who have an Individual Education plan is tracked using the Birmingham Toolkits continuums and this is tracked termly.

**Partnership with parents**
Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. Parents will be invited to meet regularly with the class teacher and SENCO to discuss Individual Learning targets and progress.

We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

St Martin de Porres has a 'local offer' detailing SEN provision which is published on our website and includes a link to Birmingham Local Authority local offer. (Appendix 1)

**Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable all children to learn. Teachers use a range of strategies and styles to meet children's special educational needs.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible children are not withdrawn from the classroom situation. There are times though when, to maximise learning, children work in small groups or in a one-to-one situation outside the classroom.

**Supporting work at home**

Staff are aware that children with special educational needs may require homework that is adapted to meet their needs. Where appropriate, reasonable adjustments will be made to homework to ensure that each pupil can successfully engage with the tasks. This inclusive approach ensures the pupil is engaged with activities alongside their peers. All children are expected to read every day, and this includes those with special educational needs. Further to this, other homework will be at the discretion of the teacher with the understanding that where required SEN homework takes priority. As a school, we recognise that homework for some of our children with SEN can be challenging and we encourage parents to work with staff to identify good practice that produces a positive outcome for everyone.

**Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with School Support plans and Education Health and Care plans.

**The Role of the Governing Body**

The governing body challenges the school to secure necessary provision for any pupil identified as having special educational needs.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

**Review date: Summer Term 2026**