St Teresa of Calcutta
MULTI ACADEMY COMPANY

St. Vincent's Catholic Primary School

Special Educational Needs and Disabilities (SEND) Policy

Version 1.0 2025-2026

Version	Changes from Previous Version	Date Adopted	Next Review and Update
Version 1.0		September 2025	August 2026

‘Every child is a gift from God. They are created in His image and likeness.’

St Teresa of Calcutta

1. Mission Statement

At St Vincent’s Catholic Primary School, we are committed to fostering an inclusive, nurturing and supportive environment rooted in our Catholic ethos and Gospel values. Every child is created in the image of God and has unique gifts and potential. Our mission is to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), receive a high-quality education that enables them to grow academically, socially, emotionally, and spiritually.

We believe in a holistic, child-centred approach that promotes well-being, independence, and dignity. Through collaboration, co-production, and partnership with pupils, parents, staff, and external professionals, we aim to remove barriers to learning and create an inclusive school community.

‘We must not exclude anyone. Everyone is important in the eyes of God.’

Pope Francis

2. Purpose of the Policy

This policy outlines how the school meets its statutory requirements for SEND and reflects actual practice of the school on a day-to-day level. It is based on a shared understanding of the school’s mission, vision, values, and aims for meeting the needs of learners with SEND.

3. Legislation and Guidance

This policy complies with the following legislation and guidance:

- SEN Code of Practice 0-25 (2015)
- Equality Act 2010
- Part 3 of the Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations (2014)
- The Education Act 1996
- The Mental Capacity Act 2005
- Statutory Guidance on Supporting Pupils with Medical Conditions (2014)
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2025)

4. Linked Policies

This policy should be read alongside the following school policies:

- Accessibility Plan
- Equalities and Diversity Policy
- Supporting Children with Medical Needs Policy
- Safeguarding Policy
- Behaviour Policy
- Positive Handling Policy
- Complaints Policy

The SEND Information Report provides further details about the support available to pupils with SEND at this school. It is published annually on the school website, in line with statutory requirements, and links directly with Birmingham Local Authority's Local Offer.

5. Definition of SEND

A pupil has SEND if they have a learning difficulty or disability requiring special educational provision that is different from, or additional to, that made generally for others of the same age. This may include difficulties in:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health (SEMH)
- Sensory and/or physical needs

We recognise that well-being is fundamental to a child's ability to learn. Therefore, we provide pastoral care, emotional support, and mental health interventions alongside academic support.

6. Roles and Responsibilities

6.1 The St Teresa of Calcutta MAC Board and SEND Director

There is a MAC director with responsibility for SEND. The SEND Director:

- Raises SEND issues at MAC Board meetings.
- Monitors the quality and effectiveness of SEND provision across the MAC.
- Works with designated SEND leaders to develop the SEND policy and provision.
- Ensures that the voice of pupils and parents is considered in strategic SEND decisions.

6.2 The MAC Inclusion Strategic Lead

The MAC Inclusion Strategic Lead works across the MAC to:

- Collaborate with Headteachers and SENCos to develop and implement inclusive SEND policy and provision.
- Monitor SEND practice and outcomes across schools.
- Provide strategic oversight and support for SEND development.
- Report to the MAC Board on SEND matters, ensuring alignment with the MAC's inclusion priorities.

6.3 The Headteacher

The Headteacher:

- Works with the SENCo, the school's SEND Governor and the MAC Board's SEND Director to develop the school's SEND policy and provision.
- Has overall responsibility for the provision and progress of learners with SEND.
- Ensures that SEND is embedded in the school's strategic planning and quality assurance processes.

6.4 The Special Educational Needs Coordinator (SENCo)

The SENCo at St Vincent's Catholic Primary School is Maria Tabone, who can be contacted via email: m.tabone@stvincnt.bham.sch.uk or phone number: 0121 675 2359. Responsibilities include:

- Overseeing the SEND policy and provision.
- Coordinating support and interventions.
- Liaising with parents, staff, and external agencies.
- Ensuring staff training in SEND best practice.

- Monitoring progress and evaluating impact.

6.5 The SEND Governor

The SEND Governor at St Vincent's Catholic Primary School Bsrat Tesfay, who can be contacted via email: t.bsrat@stvincnt.bham.sch.uk and phone number 0121 675 2359 The SEND Governor ensures that:

- The school fulfils its legal obligations.
- SEND provision is effectively resourced.
- The voice of pupils and parents is considered in SEND decisions.

6.6 Teaching and Support Staff

All teachers are teachers of SEND and must:

- Provide high-quality, inclusive teaching.
- Identify and support pupils with SEND early.
- Implement agreed strategies.
- Promote pupil well-being and social inclusion.

7. Admissions and Inclusion

The school complies with the SEND Regulations 2014 and Equality Act 2010 to ensure fair admissions and full inclusion of pupils with SEND in all school activities.

8. Identification and Assessment of SEND

We follow the graduated approach outlined in the SEND Code of Practice:
Assess – Plan – Do – Review

Initial Identification and Transition

Information about pupils' special educational needs is usually transferred from previous schools or settings. This includes:

- SEND records and school files.
- Transition meetings with feeder schools or settings in the summer term.
- Additional transition visits and strategies where needed.

On entry, pupils are assessed using baseline assessments. The SENCo analyses this data to identify any potential areas of need. Pupils may be added to the SEND register in line with the Code of Practice if their needs require provision that is additional to or different from that made generally for others.

Ongoing Identification and Monitoring

Concerns about a pupil's progress may be raised by teachers, support staff, or parents/carers. Identification is an ongoing process and includes:

- Monitoring pupil progress through whole-school data and subject-specific assessments.
- Use of both generic and fine-tuned assessments to identify specific areas of need.
- Observations and feedback from staff and families.

If a pupil is not making expected progress, the class teacher will:

- Adapt teaching and set clear, measurable targets.
- Monitor progress and, if concerns persist, refer to the SENCo.

Assess – Plan – Do – Review Cycle

Once referred, the SENCo will:

- **Assess** the pupil's needs using a range of data and input from staff, parents/carers, and the pupil.
- **Plan** appropriate support and interventions, co-produced with families and staff, with clear outcomes and targets.
- **Do** – Implement the agreed support, ensuring all relevant staff are informed and equipped.
- **Review** progress at least termly with the pupil and parents/carers, adjusting provision as needed.

All pupils with SEND have their progress monitored regularly. Where appropriate, SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound) are set along with suitable support and interventions to achieve them.

Parental Requests and External Support

If a parent/carer believes their child may have SEND, they should contact the SENCo. The SENCo will:

- Investigate concerns and conduct assessments.
- Determine whether the pupil is making expected progress.
- Implement internal support or refer to external agencies if needed.

For pupils with physical or sensory needs, appropriate external agencies will be consulted to ensure specialist support is in place.

All staff are made aware of pupils with SEND and the provision they require. The SENCo supports staff with adaptations and ensures appropriate resources are available.

9. Provision for Pupils with SEND

Support is individualised and may include:

- Adapted teaching and learning
- Small group or 1:1 interventions
- Emotional well-being and mental health support
- Use of assistive technology and adaptive resources
- Collaboration with external professionals (e.g., educational psychologists, speech therapists)
- Reasonable adjustments under the Equality Act 2010

10. Education, Health, and Care (EHC) Plans

Where a pupil's needs are significant and cannot be met by the school's usual SEND provision, an Education, Health and Care (EHC) needs assessment may be requested in collaboration with the local authority.

11. Pupil and Parent Voice

We place pupils and parents/carers at the heart of decision-making about SEND provision. Their views are actively sought when planning, reviewing, and shaping support.

12. Curriculum Access

Pupils with SEND are provided with a broad and balanced curriculum and have access to enrichment activities, trips, and wider school life.

13. Staff Training and Development

Staff receive training relevant to the needs of current and prospective pupils with SEND. Training impact is monitored and recorded, ensuring responsiveness to emerging needs.

14. Transition Planning

We work closely with pupils, parents, and relevant settings to ensure smooth transitions:

- Early years → primary
- Primary → secondary
- Secondary → post-16

This includes sharing relevant information, transition visits, and multi-agency planning.

15. Safeguarding

We recognise that pupils with SEND may face additional safeguarding risks. All staff remain vigilant and follow the school's safeguarding procedures without delay.

16. Raising Concerns and Complaints

If parents have concerns regarding their child's special educational needs, they should:

1. Speak with their child's class teacher in the first instance.
2. Arrange a meeting with the SENCo if further support is required.
3. If unresolved, contact the Headteacher.
4. If further action is required, raise concerns with the SEND Governor or the governing body.

We aim to resolve concerns collaboratively and constructively, working in partnership with families. Please refer to the school's Complaints Policy for further details.

17. Monitoring and Review

This policy is reviewed annually by the SENCo and governing body to ensure compliance with statutory requirements and best practice.

- **Policy Review Date:** August 2026