

Our Lady of Lourdes
Catholic Primary School

SEND Policy

Date
September
2025

Review
September
2026

Special Educational Needs and Disabilities Inclusion Policy

Our Lady of Lourdes Special Needs Coordinator (SENDCo) is Mrs Margaret Payne. She has the SENDCo accreditation and is a member of the senior leadership team.

If you have a SEND concern you are invited to email Mrs Payne SEND coordinator at send@ololschool.enfield.sch.uk

Introduction

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instils life -long learning aspirations for everyone through a range of activities which are fun and enjoyable.

Mission Statement For Our Lady Of Lourdes

*“Our Parish School of Our Lady of Lourdes
welcomes everyone in the community,
to share with us the joys of our Catholic Faith.
We worship, learn and play together in the love of Jesus,
helping one another to become the people
God has created us to be.”*

Inclusion Statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Teaching and Learning policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

Management of SEND Within School

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENDCo who has Qualified Teacher Status. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with adaptations and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil focused.

The SENCo is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- reporting to the governor with responsibility for SEN on the day-to-day management of SEND policy. Termly meetings will take place.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

The SENDCo works within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs

- The analysis of data, including entry baseline and end of FS data, SATs, reading ages, annual and termly pupil assessments
- The use of our local authority SEND criteria
- Following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENDCo maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

Curriculum Access and Provision

Teachers work to meet individual learning needs through adaptive planning, teaching and

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

- in class support for small groups with an additional teacher or Teaching Assistant (TA)
- small group withdrawal with TA, CT, or SENDCo.
- individual class support / individual withdrawal
- further adaptation of resources
- interventions
- provision of alternative learning materials/ special equipment
- group support
- provision of additional adult time in devising interventions and monitoring their effectiveness
- staff development/training to undertake more effective strategies
- access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social service
- Information from other agencies

Outcomes and Learning Plans

All pupils on our SEND Support list will have individual Learning Plans setting out outcomes and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

Strategies for pupils' progress will be recorded in an individual Learning Plan containing information on

- Short, medium and long-term outcomes as necessary
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The Learning Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual outcomes that closely match the pupil's needs. The Learning Plan will be created through discussion with both the pupil and the parent or carer.

Reviewing a Learning Plan

Individual Learning Plans will be reviewed each term (or sooner depending on the child's needs) with the inclusion of parents, carers and pupils' views. They will be reviewed online using our provision map software with outcomes numbered according to the progress that has been made.

Code of Practice Graduated Response

The school adopts the levels of intervention as described in the SEN Code of Practice.

The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Support list will be made by the SENCO after full consultation with parents at an Individual Learning Plan review. External support services may advise on outcomes for a new Action Plan and provide specialist inputs to the support process.

Learning Plan intervention will usually be triggered when, despite receiving adaptive teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum objectives that are considerably lower (two years lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting Learning Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Learning Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum objectives that have been met.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning outcomes for the child. We will then use this to inform the child's Learning Plan. The Learning Plan will be:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The SENDCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative from the LA SEN Panel (if required)
- The Educational Psychologist
- Any other person the SENDCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase Transition Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing outcomes for the child
- making parents and carers aware of the Parent Partnership services. This information will be included in with the new parent packs.
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

If you have an SEND concern you are invited to email **Margaret Payne** SEN coordinator send@ololschool.enfield.sch.uk

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning and what their areas of strength and development are through the use of Pupil Passports (a one-page document for pupil voice)
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual setting of outcomes across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Action Plan reviews and setting of individual outcomes
- Regular meetings with named adults
- Annual reviews

Special Provision

The school has the following special facilities:

- Disabled toilet with hand rails;
- All classrooms are: carpeted, rubber soled tables and chairs, high frequency lighting and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils.
- Blinds and curtains in classrooms to reduce glare. (Important for lip-reading)
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

Management of SEND within the School

The Headteacher and the Governing Body have delegated responsibility for the implementation of this Policy to the Special Educational Needs & Disabilities Coordinator (SENDCO). The SENDCO reports regularly to the Headteacher and the governor with responsibility for SEND.

All staff in school are responsible for maximising achievement and opportunity of all learners, including those with SEND. Staff take this responsibility very seriously and are expected to adopt a positive and sensitive attitude towards all pupils at all times.

All staffing appointments to support children with SEND will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

Headteacher

The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. This is done through:

- analysis of the whole-school tracking system for pupil progress;
- analysis of the whole-school provision map for all learners;
- pupil-progress meetings with individual teachers;
- regular meetings with the SENCo; and
- discussions with pupils and parents.

Special Educational Needs & Disabilities Coordinator (SENDCo)

In accordance with Section 6 of the SEND Code of Practice 2014, our Special Educational Needs Coordinator (SENCO) will be a qualified teacher working at the school and will have statutory accreditation; if newly appointed, he/she will gain statutory accreditation within three years of appointment. She/he will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map which will identify pupils with SEND, making clear whether they are receiving SEND support funded from the School's devolved budget, receiving High Needs funding, or have been given statements or EHCPs
- Co-ordinating provision for all children with SEND
- Liaising with and advising teachers
- Managing staff involved in supporting learners who have been identified as having SEND
- Overseeing the records for all children with SEND
- Liaison (in partnership with class teachers) with parents of children with SEND
- Contributing to the in-service training of staff
- Implementing a programme of annual reviews for all pupils with a statement or an EHCP

- Arranging applications to the Local Authority for High Needs funding and/or an Education Health and Care Plan when there is evidence that this is necessary to secure appropriate support
- Monitoring the School's use of IAPs and assessing their effectiveness
- Regular evaluation of the impact and effectiveness of interventions for all learners (including those with SEND)
- Meeting at least termly with each teacher to review and revise learning objectives for all learners in their class who are being tracked on the school's SEND provision map. (School managers will guarantee planning and preparation time for teachers and the SENDCO to ensure that these meetings occur.)
- Liaising sensitively with parents and families of pupils with SEND, keeping them informed of progress and listening to their views
- Attending area SENDCO network meetings and training as appropriate
- Liaising with the school's SENDCo Governor, keeping him/her informed of current national, local and School issues.
- Liaising closely with a range of outside agencies to support all learners.
- Regular attendance at local network meetings.

Class teachers

Class teachers will liaise with the SENDCo to agree:

- which pupils in their class are underachieving;
- which of these should be tracked on the whole-school provision map but do not have SEND; and
- which require additional support because of a special educational need. Some of these may require advice/support from an outside professional and, therefore, an ILP. (A small proportion of these may also require an EHCP.)

Class teachers will also work to secure good provision and good outcomes for all groups of all learners by:

- ensuring there is adequate opportunity for pupils with SEND to work on agreed targets which are genuinely additional to or different from those normally set as part of the differentiated curriculum offer; and
- ensuring effective deployment of resources

Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, Early Help, School Nurse, and other Local Authority Specialist Provision.

Links with Other Services and Schools

Effective working links are maintained with:

- Speech and Language Therapy Service
- Barnet & Enfield Early help
- Parent Partnership Service
- Educational Psychology Service
- Behaviour Support Service (SWERRL Team)
- CAMHS
- Hearing Impairment Team
- Russett House
- Enfield Advisory Service for Autism
- Houndsfield & Suffolk's Language Resource Base

INSET

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in-service training opportunities undertaken are detailed in the Head teacher's report to governors each term.

Resources

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy

Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher/SENCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

Review of the SEND Policy

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

This Policy was written September 2025 and will be reviewed in September 2026.

Signed by:

Headteacher	Gillian Hood
SENCo	Margaret Payne
SEN Governor	Mark Vargeson