

# Lady of Lourdes RC Primary School



**An Academy School Part of  
The Good Shepherd Catholic Trust**



## **SEND Policy**

*Our Mission Statement:*

*We are a catholic school. We strive to be a sign of Christ's presence in the world. We follow Jesus.*

|                                  |                                 |
|----------------------------------|---------------------------------|
| Date Approved by Governing Body: | 3 <sup>rd</sup> December 2025   |
| Date To be Reviewed by:          | Autumn 2028                     |
| Signed By:                       | Augusta Josph – School Governor |

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# Our Lady of Lourdes Primary School

## Special Educational Needs Policy

### Introduction

Our guiding principle is one of Inclusion; we aim to provide Quality First Teaching for all our pupils. This includes appropriate adaptation for individual pupils, high quality resources and effective use of adult support. We aim to identify and break down possible barriers to learning so that all our pupils, including children with a SEND need, experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

This policy details how we ensure that the needs of all our pupils with special educational needs are met.

When carrying out our duties towards our pupils with Special Educational Needs and Disability, we have regard to the SEND Code of Practice 2014.

Our aim is to ensure every child's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social and emotional, as well as physical, education.

We aim to create a happy and caring community where we all feel valued and secure. We value contributions made by children, professionals and parents to enhance and maintain our inclusive community. We provide a broad, balanced and stimulating curriculum.

We aim:

- To identify barriers to learning as quickly as possible and offer early intervention.
- To match curriculum tasks to each child through Quality First Teaching and attainable targets.
- To monitor, review and evaluate progress.
- To follow the DFE Code of Practice.

This policy will contribute to achieving these aims by ensuring that provision for pupils with Special Educational Needs and Disability (known as SEND hereafter) is a matter for the whole school and is a part of the continuous cycle of assessment and review.

### Identification and assessment of pupils with special educational needs

The identification of a SEND need is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which a pupil:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's area of weakness.
- Continues working at levels significantly below those expected for children of a similar age in certain areas.
- Presents persistent social, emotional or mental health issues which are not ameliorated 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 social interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- Has specific medical needs that effect learning.
- Has problems with cognition/learning.

The first response to insufficient progress is high quality teaching targeted at the child's areas of need. Most pupils will have their needs met through Quality First Teaching. This may include appropriate adapting or scaffolding of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources and time-limited and bespoke interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity which in turn creates the best outcomes for children.

Where progress continues to be less than expected, the teacher will work with the SENDCo to assess whether the child has a SEND need. The SENDCo will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

### **SEND Support**

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place known as SEND Support. Whilst Quality First Teaching remains our first response in relation to the identification of SEND, we also ensure that the child receives high quality additional classroom resources and/or support and, if needed, interventions carefully matched to their needs. This works best when there is a strong school/parent partnership in place.

We adopt the Graduated Approach and four-part cycle of 'assess-plan-do-review' as recommended in the SEND Code of Practice. In successive cycles, the SEND support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Targets and strategies to meet these targets may be recorded on an Individual Education Plan, which is shared with parents. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

Some pupils will make accelerated progress and cease to require support after a period of targeted intervention and these pupils will then be removed from the school's register of SEND pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

### **Education, Health and Care Plans**

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHCP) to enable them to achieve the best possible outcomes. If we believe that a child's needs require additional provision, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

### **How resources are allocated to pupils with SEND?**

Resources are allocated on a needs led basis and may consist of adapted work, specific programmes to address issues, aids to support curriculum access, small group or individual support. The amount of support offered will be linked to the pupil's type and level of need. Children on the SEND register do not receive individual support. Where a pupil has an EHCP, resources will be allocated in line with

the provision stated and the funding level provided. At Our Lady of Lourdes, we believe that children make greater progress when they work as part of small groups in order to engage with other children and adults and become more independent learners and individuals.

### **Support for pupils with social communication difficulties or social, emotional and mental health difficulties**

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have additional needs and a diagnosis such as: Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Autism (ASD) or Reactive Attachment Disorder (RAD). We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate. We may also recommend external support through the GP for an initial diagnosis.

### **Access to a balanced and broad curriculum**

All children regardless of ability or need have access to a full, broad and balanced curriculum. Access can be achieved by outcome or adapted input. On occasions, to facilitate targeted individual and group teaching, pupils may be withdrawn from the classroom for a short amount of time. At Our Lady of Lourdes all members of staff are focussed on the needs of all pupils; this underpins our values and all that we do. In some cases, they may be able to draw on the expertise of the SENDCo, outreach teachers and professionals from other external agencies for advice as needed. e.g. SENDATTS (Redbridge Outreach), Child Development Clinic (The Grove) and Educational Psychologists for children who live within Redbridge.

### **Highly able pupils with a SEND need**

We aim to identify and support pupils who show exceptional talent or abilities. All teachers adapt the curriculum to ensure that all children make good or better progress because regardless of ability, all learners need to be engaged and challenged in all lessons. Mastery within our curriculum is ensuring pupils develop skills to deepen and broaden their understanding.

### **How Our Lady of Lourdes School evaluates the effectiveness of its provision for pupils with SEND**

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support. At Our Lady of Lourdes, all staff consistently reflect and evaluate our provision offered.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy and monitored by the SENDCo and Head-teacher. The SEND policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy across the school.

### **How Our Lady of Lourdes School assesses and reviews the progress of pupils with SEND**

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND.

Our 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of pupils with SEND in relation to the objectives in their Educational Health and Care Plans are reviewed annually. In addition to this, the child's objectives or outcomes are broken down into smaller, achievable steps and recorded on the child's Individual Education Plan. These shorter-term targets are reviewed at least termly. We involve the child and family in the planning and review process.

SEND Governor

The school has a named governor for SEND who holds the SENDCo to account. The SENDCo and link Governor meet on a termly basis to discuss SEND and focus on different aspects of Inclusion.

### **Arrangements for partnership with parents**

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Parents are asked to co-operate closely with the school by following up aspects at home e.g. regular home reading programme, spelling, handwriting and spending time talking. Attendance is checked and reviewed regularly. A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets.

### **Storing and managing information**

See Our Lady of Lourdes School's Data Protection Policy.

### **Our Lady of Lourdes School's Local Offer**

Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge.

Legislation and guidance relevant to this policy

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Equality Act 2010

Education Act 2011

Related school policies

Equality Policy

Accessibility Plan

Health and Safety Policy