



St Nicholas Catholic Primary School

Special Educational Needs & Disabilities (SEND) Policy

"Love one another as I have loved you."

Policy	Special Educational Needs and Disabilities (SEND) Policy
School	St Nicholas Catholic Primary School
Headteacher	Mrs J Burns
SENCO	Miss F McAndrew
SEND Lead Practitioner	Mrs G McGrath
SEND Governor	Mrs J Stuart-Collins
Approved by	Governing Body
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This policy should be read alongside the school's SEND Information Report, Accessibility Plan and related policies listed at the end of this document.

Contents

1. Our Commitment to Inclusion
2. Purpose of this Policy and Statutory Framework
3. SEND Leadership
4. What Do We Mean by SEND?
5. The Four Broad Areas of Need
6. Identifying Need
7. Our Graduated Approach
8. The SEND Register and SEND Pathways
9. Our Approach to Provision
10. Working in Partnership with Families and Children
11. External Agencies and Specialist Support
12. Education, Health and Care Plans (EHCPs)
13. Supporting Pupils with Medical Conditions
14. Monitoring and Evaluating SEND Provision
15. Staff Training, Expertise and Development
16. Roles and Responsibilities
17. SEND Records, Confidentiality and Information Sharing
18. Admissions, Accessibility and Inclusion
19. Supporting Transition
20. Safeguarding and SEND
21. Raising a Concern or Complaint
22. SEND Resources and Funding
23. Monitoring and Review of this Policy
24. Related Policies and Information

1. Our Commitment to Inclusion

At St Nicholas Catholic Primary School, our approach to SEND is rooted in our mission to “love one another as I have loved you.” We recognise every child as a unique and precious gift from God and are committed to creating an inclusive, nurturing and ambitious school community in which every child is valued, supported and able to flourish.

We believe that inclusion is a shared responsibility. All staff have a role in identifying and removing barriers to learning, participation and wellbeing, and in ensuring that children with SEND are fully included in the life of our school.

Every teacher is a teacher of SEND. While the SENCO coordinates SEND provision, responsibility for high-quality teaching, inclusion, progress and participation belongs to all staff who work with the child.

We maintain high expectations for all children. Where a child experiences barriers, our focus is on understanding their individual strengths and needs and providing appropriate support and adaptations to enable them to access learning, make progress and develop increasing independence.

Strong relationships with families are central to our approach. We recognise parents and carers as experts in their children and are committed to working collaboratively with children, families, staff and external professionals throughout a child's SEND journey.

2. Purpose of this Policy and Statutory Framework

This policy sets out how St Nicholas Catholic Primary School identifies, assesses and makes provision for children with special educational needs and disabilities, and how we work with children and families to ensure that needs are understood, provision is appropriate and its impact is regularly reviewed.

Our approach is guided by the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years. St Nicholas will use its best endeavours to ensure that the special educational provision called for by a child's SEND is made.

We are committed to identifying needs early, removing barriers to learning and participation, and ensuring that children with SEND are supported to access an ambitious and inclusive education alongside their peers wherever appropriate.

This policy should be read alongside our SEND Information Report, Accessibility Plan, Medicines and Supporting Pupils with Medical Conditions Policy and the other related policies and information listed at the end of this document.

3. SEND Leadership

Headteacher	Mrs J Burns
Special Educational Needs Coordinator (SENCO)	Miss F McAndrew
SEND Lead Practitioner	Mrs G McGrath
SEND Governor	Mrs J Stuart-Collins

The SENCO has overall responsibility for coordinating SEND provision across the school, working closely with the Headteacher, SEND Lead Practitioner, Senior Leadership Team, class teachers, families, external professionals and the Governing Body.

4. What Do We Mean by SEND?

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to or different from that made generally for other children of the same age.

At St Nicholas, we recognise that SEND can present in many different ways and that every child's profile of strengths and needs is individual. A child may experience needs within one area or across more than one area, and these needs may change over time.

A diagnosis is not required for a child to receive support. Our focus is on identifying a child's strengths, understanding the barriers they may be experiencing and putting appropriate support in place.

5. The Four Broad Areas of Need

Communication and Interaction

This includes children who experience difficulties with speech, language and communication, including understanding and using language, communicating their needs and social interaction. This area also includes children with autism.

Cognition and Learning

This includes children who may learn at a different pace or experience difficulties with particular aspects of learning. It can include moderate learning difficulties and specific learning difficulties (SpLD), such as dyslexia and dyscalculia.

Social, Emotional and Mental Health (SEMH)

This includes needs which may affect a child's emotional wellbeing, regulation, relationships, engagement or participation in learning. Children may communicate these needs in many different ways.

Sensory and/or Physical Needs

This includes children with physical disabilities or sensory needs, including visual impairment, hearing impairment and multi-sensory impairment, who may require adaptations, specialist equipment or additional support to access school successfully.

Understanding the Whole Child

The four broad areas help us to understand and plan for need, but children do not always fit neatly into one category. Some children have needs across more than one area, and we consider the whole child rather than focusing solely on a label or diagnosis.

We also recognise that factors such as English as an Additional Language (EAL), attendance, health and wellbeing or changes in a child's circumstances can affect learning and progress without necessarily meaning that a child has SEND. Where there is uncertainty, we take time to understand what may be creating a barrier and respond appropriately.

6. Identifying Need

At St Nicholas, we believe that early identification, strong relationships and working in partnership with families are key to providing the right support at the right time. Identification is an ongoing process and may begin before a child joins our school or at any point during their time with us.

Starting School and Early Identification

- complete a home visit for every child before they start school;
- invite children and families to Stay and Play sessions, allowing children to become familiar with the environment and giving staff opportunities to begin building relationships and observing children;
- liaise with parents, nursery settings and professionals already involved with a child;
- where additional needs are known or emerging, visit the child's nursery or previous setting where appropriate to gather information and support a carefully planned transition;
- ensure relevant information, reports, strategies and existing provision are shared with staff before the child begins school.

Once children enter Reception, all children are screened for speech, language and communication needs. This sits alongside ongoing observation and assessment and helps us to identify children who may benefit from additional support at an early stage.

Identifying Needs Throughout School

Needs can emerge or become more apparent at any point. Class teachers are responsible for monitoring the progress, development, participation and wellbeing of the children they teach and for noticing where a child may be experiencing a barrier.

- teacher observation and assessment;
- attainment and progress information;
- response to high-quality adaptive teaching and our Universal Offer;
- screening and assessment tools where appropriate;
- pupil voice;
- parent/carers views and information;
- information from previous settings;
- advice, reports or assessments from external professionals.

A concern may be raised internally by a member of staff or by a parent/carers. Where school identifies an emerging concern, we will contact the family to share what we have noticed, listen to their views and discuss appropriate next steps. Likewise, parents and carers are encouraged to speak to their child's class teacher at any time if they have concerns about their child's learning, development or wellbeing.

Responding to an Emerging Need

Identification of a concern does not automatically mean that a child has SEND or **will be placed on the SEND register.**

Our first response is to consider the barrier the child may be experiencing and ensure appropriate adaptive teaching, classroom strategies and Universal Offer provision are in place. Where further support is required, children may enter our Early Identification process, where appropriate strategies and/or targeted provision are implemented and monitored through an Assess, Plan, Do, Review (APDR) cycle.

The child's response to support, alongside information from the child, family, staff and any professionals involved, helps us determine the most appropriate next steps.

Our aim is not simply to identify a label, but to understand the individual child, identify and remove barriers, and ensure that appropriate support is in place to help them participate, progress and flourish.

SEND and English as an Additional Language

We recognise that English as an Additional Language (EAL) is not, in itself, a special educational need, but that a child can have both EAL and SEND.

In EYFS, we recognise that children require appropriate time and opportunity for English language acquisition, alongside careful observation of their communication and development.

From Year 1 onwards, where there are concerns about language development or learning, we may use FlashAcademy assessment and screening information, alongside teacher assessment, family information and other evidence, to help us consider whether a child's presentation is primarily related to EAL, an underlying speech, language and communication need, another area of SEND, or a combination of factors.

Where appropriate, children will then be supported through the relevant EAL and/or SEND pathway, with their progress and response to support carefully monitored.

7. Our Graduated Approach

At St Nicholas, we use a graduated approach to identifying and responding to additional needs. This means that support is not static; it is carefully planned, implemented, reviewed and adapted in response to the individual child.

Assess

We build a clear picture of the child's strengths, needs and any barriers they may be experiencing. This may draw on teacher assessment and observation, progress information, parent and pupil voice, screening information and advice from professionals where appropriate.

Plan

Staff, alongside the SEND Team where appropriate, identify the strategies, adaptations, provision or intervention that will be put in place. We consider the intended outcome and how we will know whether the support is having a positive impact.

Do

The agreed support is implemented. The class teacher remains responsible for the child's progress and provision, including where interventions or additional support are delivered by another member of staff.

Review

We consider the impact of the support, the progress the child has made and the views of the child, family and staff. We then decide whether support should continue, be adapted, increased or reduced, or whether further assessment or advice may be helpful.

APDR is a continuous cycle rather than a one-off process. As our understanding of a child develops, provision is adapted so that it remains purposeful, responsive and focused on removing barriers and increasing independence.

Early Identification

Where a concern emerges, our first response is to ensure that appropriate adaptive teaching and Universal Offer strategies are securely in place.

Where a child continues to experience a barrier or requires further support, they may move through our Early Identification pathway. This allows us to identify the specific area of concern and the child's strengths, put appropriate strategies or targeted support in place, work with the child and their family, monitor the child's response through APDR, and seek advice from the SEND Team where needed.

Typically, this period of support and monitoring takes place over approximately 4–6 weeks, although this will always be responsive to the individual child and the nature of the concern.

Following review, the next step may be to continue with Universal Offer strategies, adjust or continue targeted support, seek further assessment or professional advice, or consider whether the child meets the criteria for SEND Support.

Where a child joins St Nicholas with an already identified SEND need, or where there is clear evidence of a significant need requiring special educational provision, it may not be appropriate or necessary for them to complete an Early Identification period before joining the SEND register.

Working with Families Throughout

Families are an important part of the graduated approach. Where concerns are identified internally, parents and carers will be informed and involved, and their knowledge of their child will contribute to our assessment, planning and review. Families can also raise concerns with school at any point.

8. The SEND Register and SEND Pathways

The SEND register enables us to identify, monitor and coordinate support for children who have an identified special educational need and require provision that is additional to or different from that ordinarily available through our Universal Offer.

Being placed on the SEND register is not about applying a label to a child. It helps us to ensure that needs are clearly understood, appropriate provision is in place and progress and support are regularly reviewed. The register is flexible and responsive; children may join or leave it as their needs develop and change over time.

Joining the SEND Register

A decision to place a child on the SEND register will be based on a range of evidence rather than one assessment, score or diagnosis, including:

- the child's strengths, needs and identified barriers;
- their progress and development over time;
- their response to adaptive teaching, Universal Offer strategies and targeted support;
- information gathered through APDR cycles;
- parent and pupil views;
- assessment or screening information;
- advice from external professionals where appropriate.

Where it is determined that a child has SEND and special educational provision is required, parents/carers will be formally informed and involved in planning the provision to be made. A member of the SEND Team will contact the family and arrange an initial meeting to discuss strengths and needs, share views, explain proposed support and agree next steps together.

For children on SEND Support or with an EHCP, an Individual Provision Map (IPM) is used to record key strengths and needs, successful strategies and the provision required to support the child.

SEND Support

Children on SEND Support require special educational provision that is additional to or different from our Universal Offer. Support may include targeted provision, interventions, classroom adaptations and personalised strategies. Children on SEND Support will typically have an IPM, SEND Reviews, opportunities for parent and pupil voice and provision planned and reviewed through APDR cycles.

Education, Health and Care Plan (EHCP)

Some children with more significant or complex needs may have an Education, Health and Care Plan issued by the Local Authority. Children with an EHCP receive the support and review processes provided through SEND Support alongside the specific provision identified within their EHCP and a statutory Annual Review.

Speech and Language Therapy (SALT) Only Pathway

Some children whose identified need relates specifically to speech, language and communication may follow our SALT Only pathway. These children are monitored through our Speech and Language pathway and receive support in line with their individual Speech and Language targets. They may not require the wider provision, IPM or SEND Review arrangements used for children on SEND Support.

Children can be referred or re-referred for Speech and Language support at any point where a need is identified.

Moving Off the SEND Register

Where review evidence shows that a child no longer requires special educational provision that is additional to or different from our Universal Offer, we may consider removing them from the SEND register. This decision will be discussed with the child's family and informed by the child's progress, current needs and response to support.

Support does not simply stop when a child leaves the register; appropriate Universal Offer strategies can continue, and their progress will continue to be monitored. If new concerns emerge in the future, their needs can be explored again through our identification and graduated approach.

9. Our Approach to Provision

At St Nicholas, we are committed to providing ambitious, inclusive teaching for all children. We recognise that children may require different approaches, adaptations or levels of support at different points in their school journey.

Our focus is on identifying and removing barriers, while maintaining high expectations and promoting increasing independence. Where appropriate, we do not change the intended learning goal; instead, we adapt and scaffold the journey to help children access and achieve it.

Provision is organised across three broad levels: Universal, Targeted and Personalised. These levels are flexible and may overlap according to a child's individual needs.

Universal Provision

Our Universal Offer is the foundation of our inclusive practice and is embedded within everyday teaching and school life.

- modelling and our I Do, We Do, You Do approach;
- breaking learning and instructions into manageable steps;
- scaffolds such as sentence stems, prompts, worked examples and task boards;
- visual timetables, visual prompts and dual coding;
- explicit vocabulary teaching and language-rich classrooms;
- pre-teaching of key vocabulary and concepts for children who require it, alongside opportunities for overlearning, retrieval and consolidation;
- assistive technology and alternative ways of recording where these help a child to access learning and demonstrate their understanding;
- concrete and practical resources, including mathematical manipulatives;
- opportunities for paired talk and oral rehearsal;
- appropriate processing and thinking time;
- organisational prompts and strategies to develop independence;
- support for regulation, communication, sensory needs and concentration;
- regular checking of understanding and responsive adaptation of teaching.

Our Universal Offer is designed to anticipate and remove barriers from the outset. Children do not need to have SEND or a diagnosis to benefit from these approaches.

Targeted Provision

Some children may benefit from additional targeted support alongside our Universal Offer. This is usually focused on an identified area of need and may include a structured intervention, small-group provision, additional practice or individual support.

Targeted provision is selected to address the underlying identified need or barrier, rather than simply providing more of the same learning a child has already found difficult.

- selected in response to an identified need or barrier;
- delivered by appropriately trained staff;
- planned with a clear purpose or intended outcome;
- monitored to consider its impact;
- reviewed and adapted where necessary.

The aim of targeted intervention is not simply for a child to succeed within the intervention itself. We want children to transfer and generalise the skills, strategies and confidence developed through intervention into their classroom learning and wider school life.

Accessing targeted provision does not automatically mean that a child has SEND or needs to join the SEND register.

Personalised Provision

Some children require provision that is more individualised and consistently tailored to their particular strengths and needs.

- an individual visual timetable or Now/Next support;
- planned movement or sensory breaks;
- an individual sensory diet;
- personalised communication approaches;
- individual organisational prompts or task boards;
- a consistent workstation or low-distraction environment;
- structured support for transitions;
- planned regulation and wellbeing check-ins;
- specialist strategies or resources recommended by external professionals.

Sometimes a strategy used as personalised provision may look similar to something within our Universal Offer. The difference is that, for an individual child, it has been identified as necessary provision and may be required more consistently, frequently or in a specifically adapted way.

For children on SEND Support or with an EHCP, key personalised provision is recorded within the child's Individual Provision Map (IPM) and shared with relevant staff.

Reviewing the Impact of Provision

Provision is not put in place indefinitely without review. Staff consider whether it is removing the identified barrier, supporting progress and participation, and helping the child become increasingly independent. Where provision is not having the intended impact, we consider what needs to change rather than simply continuing or adding further interventions.

10. Working in Partnership with Families and Children

At St Nicholas, we recognise parents and carers as key partners in understanding and supporting their child. We want communication to be regular, open and two-way, with families feeling informed, listened to and involved throughout their child's SEND journey.

The class teacher remains the first point of contact for day-to-day communication about a child's learning, progress and support. Families can also contact the SEND Team directly at any point through our dedicated SEND email address.

If school identifies a new or emerging concern, we will contact parents rather than waiting for a formal review point. Equally, parents and carers are encouraged to speak to us at any time if they have concerns, updates, new reports or information that may help us to understand and support their child.

Regular Communication and Review

All families continue to receive the school's usual communication about their child's progress, including two Parents' Evenings each year, a mid-year school report and an end-of-year school report.

For children on SEND Support or with an EHCP, this is supplemented by a SEND Review three times each year. At each review point, families receive their child's latest:

- Individual Provision Map (IPM), outlining current strengths, needs, successful strategies and provision;
- SEND Review, including progress and assessment information, targeted interventions, relevant targets and progress towards these;
- opportunities to contribute parent voice;
- pupil voice, where appropriate;
- any relevant additional targets or provision, such as Speech and Language or SEMH targets.

Following each SEND Review cycle, parents and carers are offered a SEND drop-in opportunity to discuss their child's progress, provision or support further with the SEND Team.

These formal review points do not replace ongoing communication. Families do not need to wait for a SEND Review, Parents' Evening or drop-in to contact us.

Pupil Voice

Children should be active participants in decisions about their support wherever possible. We want children to understand their own strengths, recognise strategies that help them and have meaningful opportunities to tell us about their experiences of school.

- what the child feels they are good at;
- what they enjoy;
- what they find difficult or creates a barrier;
- what helps them learn, communicate or regulate;
- how they feel about the support they receive;
- what they would like adults in school to understand about them.

For children with an EHCP, their views also contribute to the statutory Annual Review process, with participation adapted appropriately to the child's age, communication and individual needs.

Accessible Communication

We recognise that families have different communication needs. We will take reasonable steps to make SEND information and communication clear and accessible, including providing appropriate support for families who may experience language or literacy barriers.

11. External Agencies and Specialist Support

At St Nicholas, we recognise that there may be times when a child would benefit from additional advice, assessment or specialist support beyond that available within school. Where appropriate, we work in partnership with external agencies and professionals to help us further understand a child's strengths and needs and ensure the right support is in place.

A referral to an external service will usually be considered where this will add to our understanding of a child's needs or help us to identify appropriate next steps. Where we are considering a referral, this will usually be discussed with parents and carers beforehand.

- observe or assess a child;
- meet with or gather information from staff and families;
- provide specialist advice and recommendations;
- identify strategies, adaptations or resources;

- provide or recommend targeted intervention programmes;
- support or train staff;
- contribute to APDR cycles, SEND Reviews, IPMs or statutory processes where appropriate.

Services We Work With

- Speech and Language Therapy (SALT) and Communication and Language Specialists (CALS), including our commissioned Chatterbugs provision;
- SENIT;
- East Area Inclusion Partnership
- Educational Psychology;
- STARS;
- MindMate and other SEMH services;
- Catholic Care;
- NHS services and paediatric teams;
- other Leeds Local Authority, cluster or specialist services as appropriate.

Our Commissioned Speech and Language Support

St Nicholas commissions specialist Speech and Language support through Chatterbugs, providing regular access to both Communication and Language Specialist (CALS) and Speech and Language Therapist (SALT) expertise within school. This supports screening and assessment, direct intervention, review of Speech and Language programmes and targets, staff training and advice, and regular liaison with the SEND Team to support management of the Speech and Language caseload.

Children with EHCPs or more complex communication needs may also receive regular specialist review and input according to their individual provision. Where further or different specialist advice is required that cannot be provided through our commissioned service, school may also seek support from other appropriate services.

External agency involvement forms part of a wider picture. Responsibility for supporting the child remains with school, and specialist advice is used to strengthen the provision children experience as part of their everyday education.

12. Education, Health and Care Plans (EHCPs)

Most children with SEND at St Nicholas have their needs successfully met through our graduated approach. For some children with significant or complex needs, an Education, Health and Care Needs Assessment (EHCNA) may be considered where evidence indicates that they may require a level of provision beyond that which can ordinarily be provided through school-based SEND Support.

- a child continues to experience significant or complex barriers despite sustained and appropriate support;

- provision through repeated APDR cycles has been carefully implemented and reviewed;
- the child requires provision that is significantly additional to or different from that ordinarily available;
- a high level of personalised or specialist provision is required;
- advice or involvement from relevant external professionals has contributed to understanding the child's needs.

A request for an EHC needs assessment is not based on a diagnosis or attainment level alone.

Requesting an EHC Needs Assessment

Requests for an EHC needs assessment can be made to the Local Authority by school, parents/carers or other eligible parties. Where school considers that a request may be appropriate, we will work closely with the child and their family to discuss the evidence, explain the process and contribute the information required. The decision about whether to undertake an assessment, and subsequently whether to issue an EHCP, is made by the Local Authority.

Children with an EHCP

Where a child has an EHCP, St Nicholas will use its best endeavours to secure the special educational provision specified within the plan and ensure that staff working with the child understand the provision, strategies and outcomes relevant to them.

Children with EHCPs remain fully part of our school community and, wherever appropriate, learn and participate alongside their peers with the adaptations, provision and specialist support necessary to remove barriers to inclusion.

Annual Reviews

Every EHCP must be formally reviewed through the statutory Annual Review process. The review brings together information and views from the child, family, school and relevant professionals to consider progress, outcomes, provision, changing needs and aspirations.

Children are supported to contribute to their Annual Review in a way that is meaningful and appropriate to their age, communication and individual needs. The school submits the Annual Review documentation and recommendations to the Local Authority, which is responsible for decisions regarding any changes to the EHCP.

Transition and Specialist Provision

For children with an EHCP, transition is carefully planned in partnership with families, receiving settings, the Local Authority and relevant professionals. Where evidence indicates that a child's needs may require provision beyond that which can appropriately be provided within a mainstream setting, discussions about specialist provision may form part of the EHCP and Annual Review process.

13. Supporting Pupils with Medical Conditions

At St Nicholas, we are committed to ensuring that children with medical conditions are safe, fully supported and able to access education and participate in all aspects of school life.

Having a medical condition does not automatically mean that a child has SEND. However, some children may have both a medical condition and special educational needs or disabilities. Where this is the case, we ensure that support is coordinated and considered as a whole.

We do not rely on or wait for a formal diagnosis before putting appropriate support in place for a child's medical needs.

Individual Healthcare Plans

Where required, an Individual Healthcare Plan (IHP) will be developed to clearly set out how a child's medical condition will be supported in school, including relevant care requirements, responsibilities and arrangements in an emergency. IHPs are developed in partnership with families and relevant healthcare professionals and reviewed at least annually, or earlier where a child's needs change.

Where a child also has SEND, the SENCO will work closely with the child, family, relevant staff and professionals to ensure that their SEND provision and medical support complement one another. Where a child has an EHCP, their IHP should be considered alongside the provision and outcomes set out within their plan.

Allergy safety is managed in accordance with current statutory guidance and the school's Allergy Safety Policy, including appropriate planning, staff awareness and arrangements to ensure children with allergies are safe and fully included in school life.

Further information can be found in our Medicines and Supporting Pupils with Medical Conditions Policy and Allergy Safety Policy.

14. Monitoring and Evaluating SEND Provision

At St Nicholas, we regularly monitor and evaluate the quality and impact of our SEND provision to ensure that children are receiving appropriate, purposeful and effective support.

Monitoring is not simply about checking that provision is taking place. We consider whether support is removing identified barriers, contributing to progress and participation, and supporting children to become increasingly confident and independent.

- SEND Case Sampling, including review of IPMs, SEND Reviews, EHCP provision, pupil voice, observations, chronologies and other relevant records to consider the quality, consistency and impact of provision;
- observations of children and provision within classrooms and interventions;

- monitoring the quality and implementation of Individual Provision Maps (IPMs);
- review of intervention records, targets and impact;
- analysis of attainment, progress and wider information for children with SEND;
- discussion of SEND within Pupil Progress Meetings, where appropriate;
- review of parent and pupil voice;
- monitoring the implementation of advice and recommendations from external professionals;
- regular discussion within the SEND Team and Senior Leadership Team.

Evaluating Impact

When reviewing provision, we consider both quantitative and qualitative evidence. Progress for a child with SEND may be demonstrated through academic attainment, but it may also be seen through improvements in communication, independence, engagement, regulation, confidence, relationships or participation in school life.

Where provision is not having the intended impact, we consider why and what needs to change, rather than simply continuing or adding further support.

Strategic Oversight

The SENCO works with the Headteacher, Senior Leadership Team and SEND Governor to evaluate SEND provision across the school, identify strengths and areas for development and inform future priorities. Information gathered through monitoring and evaluation is used to inform staff development, deployment of resources, provision planning and wider school improvement. Whole-school provision mapping is also used strategically to consider whether provision reflects identified need, identify gaps or duplication, review impact and inform decisions about staffing, resources and professional development.

Attendance

Where a child with SEND experiences difficulties with attendance, we will seek to understand any underlying barriers and work collaboratively with the child, family and relevant professionals to support access to education.

15. Staff Training, Expertise and Development

At St Nicholas, we recognise that high-quality SEND provision depends on knowledgeable, confident and well-supported staff. Developing staff knowledge and expertise is therefore an important part of our whole-school approach to inclusion.

All staff share responsibility for supporting children with SEND. The SENCO and SEND Lead Practitioner work alongside teachers and support staff to develop inclusive practice and ensure that staff understand the needs of the children they work with.

Continuing Professional Development

SEND training and professional development is planned in response to the needs of our children, emerging areas of need, school development priorities and findings from monitoring and SEND Case Sampling.

- whole-school SEND and inclusion training;
- training focused on particular areas of need, strategies or approaches;
- coaching, modelling and support from the SENCO and SEND Lead Practitioner;
- training and advice from external professionals and specialist services;
- specific training for staff delivering targeted interventions or personalised provision;
- opportunities for staff to attend relevant external training, networks and professional development;
- sharing of professional advice, recommendations and effective practice across staff teams.

Supporting Staff to Know the Child

Staff working with a child need to understand that individual child, including their strengths, needs, successful strategies and provision. Relevant information is shared through systems including IPMs, SEND Reviews, EHCPs, professional reports and transition information. Staff are expected to familiarise themselves with the information relevant to the children they teach and use it to inform their everyday practice.

16. Roles and Responsibilities

Supporting children with SEND is a shared responsibility across St Nicholas.

The Governing Body

- ensure that appropriate arrangements are in place for children with SEND;
- have regard to the SEND Code of Practice and relevant statutory guidance;
- ensure that SEND and inclusion are considered within the school's strategic development;
- provide appropriate support and challenge to school leaders regarding the quality and impact of SEND provision;
- ensure that required SEND information and policies are published and reviewed appropriately;
- ensure that the SENCO has sufficient time, appropriate administrative support and resources to fulfil the strategic and operational responsibilities of the role effectively.

SEND Governor — Mrs J Stuart-Collins

- meet with the SENCO to discuss SEND provision, developments and priorities;
- develop an understanding of how SEND is identified, supported and monitored across school;

- provide appropriate support and challenge;
- report relevant information to the Governing Body;
- contribute to the Governing Body's oversight of its statutory responsibilities for SEND.

Headteacher — Mrs J Burns

- provide strategic leadership and management of SEND and inclusion;
- ensure SEND remains integral to whole-school improvement;
- consider appropriate staffing, resources and professional development;
- ensure statutory responsibilities are fulfilled;
- promote inclusive practice and high expectations for children with SEND.

SENCO — Miss F McAndrew

The SENCO holds the school's statutory responsibility for coordinating SEND provision and provides strategic leadership and oversight of SEND across St Nicholas, working collaboratively with the SEND Lead Practitioner where appropriate.

The SENCO:

- oversees the identification of children with SEND and operation of the SEND register;
- leads the development of the school's internal SEND systems, pathways, strategies and protocols for identifying and responding to need;
- coordinates the school's graduated approach and SEND provision;
- provides professional guidance, advice and support to staff;
- works closely with children, parents and carers;
- oversees and quality assures IPMs, SEND Reviews and SEND Case Sampling;
- monitors the quality, consistency and impact of SEND provision across school;
- liaises with external professionals and specialist services;
- coordinates referrals for specialist advice, assessment and support where appropriate;
- coordinates statutory processes relating to EHCPs and Annual Reviews;
- supports transition between classes, phases and settings;
- liaises with the Designated Teacher where a child looked after also has SEND, ensuring that educational, care and SEND planning are appropriately coordinated;
- works with relevant leaders and staff to support appropriate reasonable adjustments and access arrangements for children with SEND;

- works with the Headteacher and Governing Body to ensure the school meets its statutory SEND responsibilities;
- leads and contributes to staff training and the development of inclusive practice;
- works with leaders to evaluate SEND provision, identify priorities and contribute to whole-school improvement.

SEND Lead Practitioner — Mrs G McGrath

The SEND Lead Practitioner provides operational leadership and specialist support for SEND across St Nicholas, working collaboratively with the SENCO to support the effective implementation and development of SEND provision.

The SEND Lead Practitioner:

- supports the identification of children with SEND and operation of the SEND register;
- supports the implementation of the school's graduated approach and SEND provision;
- provides professional guidance, advice, modelling and practical support to staff;
- works closely with children, parents and carers;
- contributes to the quality assurance of IPMs, SEND Reviews and SEND Case Sampling;
- monitors the quality, consistency and impact of SEND provision across school;
- supports the development, implementation and review of targeted and personalised provision;
- supports the development and monitoring of interventions and provision across school;
- liaises with external professionals and specialist services;
- coordinates and contributes to referrals for specialist advice, assessment and support where appropriate;
- contributes to statutory processes relating to EHCPs and Annual Reviews;
- supports transition between classes, phases and settings;
- provides coaching, modelling and practical support to strengthen adaptive teaching and inclusive classroom practice;
- contributes to staff training and professional development relating to SEND;
- works with staff to ensure agreed strategies, professional recommendations and provision are implemented effectively;
- contributes to the evaluation of SEND provision and the identification of priorities for development and whole-school improvement.

Class Teachers

The class teacher is responsible and accountable for the progress and development of every child in their class, including children with SEND. This remains the case where a child receives intervention, additional adult support or specialist input.

- know the strengths, needs and provision of children with SEND in their class;
- provide high-quality adaptive teaching and implement appropriate Universal Offer strategies;
- identify and respond to emerging barriers or concerns;
- implement strategies and recommendations recorded within IPMs, EHCPs and professional reports;
- plan for and oversee targeted or personalised provision delivered within their class;
- monitor children's progress and response to support;
- contribute to APDR cycles and SEND Reviews;
- gather and respond to pupil voice;
- maintain regular communication with families;
- work collaboratively with the SEND Team and relevant professionals;
- promote independence and ensure children with SEND are fully included in the curriculum and wider life of the school.

Teaching Assistants and Support Staff

Teaching assistants and other support staff play an important role in implementing provision but work under the direction of the class teacher and alongside the SEND Team where appropriate.

Additional adult support should be used thoughtfully. Our aim is to enable access and develop independence rather than create unnecessary adult dependency.

A Shared Responsibility

While the SENCO coordinates SEND provision, SEND is everyone's responsibility. Effective inclusion depends upon all staff knowing the children they work with, understanding potential barriers and consistently implementing the provision and strategies that enable children to participate, progress and flourish.

17. SEND Records, Confidentiality and Information Sharing

At St Nicholas, accurate and up-to-date SEND records help us to understand each child's journey, maintain continuity of provision and ensure that appropriate information is available to those supporting them.

SEND information is treated confidentially and managed in accordance with the school's data protection procedures. Information is shared with staff and professionals on a need-to-know basis, where this is necessary to understand and meet a child's needs.

Maintaining SEND Records

- Individual Provision Maps (IPMs) and SEND Reviews;
- EHCPs and Annual Review documentation;
- Speech and Language plans and targets;
- pupil and parent voice;
- reports, assessments and recommendations from external professionals;
- relevant screening and assessment information;
- records of referrals and professional involvement;
- relevant correspondence and meeting records;
- a chronology of significant SEND information, actions and involvement.

Staff Access to SEND Information

Staff working with a child are expected to be familiar with the information necessary to support them effectively. Information should not simply be recorded; it should inform what happens for the child in practice.

Transition and Transfer of Records

When children move between classes or phases within St Nicholas, relevant SEND information is shared with receiving staff. When a child transfers to another school or setting, relevant SEND records are transferred securely in accordance with school procedures and data protection requirements.

Confidentiality

SEND information may contain sensitive personal information and must be treated with appropriate confidentiality. At the same time, confidentiality should not become a barrier to effective support; relevant staff must have the information they need to understand and implement a child's provision safely and effectively.

18. Admissions, Accessibility and Inclusion

At St Nicholas, we are committed to ensuring that children with SEND are welcomed, valued and fully included in our school community.

Children with SEND are admitted in accordance with the school's Admissions Policy and relevant statutory requirements. Having SEND or a disability does not, in itself, prevent a child from accessing a place at St Nicholas. Where a child with an EHCP is being considered for admission, the appropriate statutory consultation process will be followed.

Planning for a Successful Start

- additional liaison with the child's nursery or previous school;
- visits to the child's current setting;
- sharing relevant plans, reports and professional advice;
- additional visits to St Nicholas;
- visual information or other preparation for transition;

- consideration of necessary resources, staffing, environmental adaptations or training.

Accessibility and Reasonable Adjustments

We are committed to identifying and removing barriers that may prevent children with disabilities or SEND from accessing learning, participating in school life or benefiting from the opportunities available to their peers. Where required, we will make reasonable adjustments to support access and participation.

Our approach is guided by the principle that equality does not always mean treating every child in exactly the same way. Some children may require different or additional arrangements in order to access the same opportunities successfully.

Further information about how we improve access to the curriculum, physical environment and information is set out within our school's Accessibility Plan.

Participation in the Wider Life of School

Children with SEND should have opportunities to participate in the full life of the school, including educational visits, residentials, clubs, performances, sporting opportunities, worship and wider school events. Where a child may experience a barrier to participation, our starting point is to consider what reasonable adjustments, planning or support could remove or reduce that barrier.

Promoting Independence

Inclusion is not simply about a child being physically present. We want children with SEND to be active participants in their learning and school community, developing relationships, confidence, skills and increasing independence.

We support children, at an appropriate level for their age and development, to understand their own strengths and needs, recognise the strategies that help them learn and communicate what support works for them. This helps to develop self-advocacy, confidence and increasing independence.

19. Supporting Transition

We recognise that change and transition can present additional barriers for some children with SEND. At St Nicholas, transition is therefore planned according to individual need, with the aim of helping children feel safe, prepared and confident about what comes next.

Starting at St Nicholas

Our transition into Reception begins before children start school. Every child receives a home visit and is invited to Stay and Play sessions. Where a child has identified or emerging additional needs, we may liaise with their nursery, visit the child within their nursery setting, speak with parents and professionals already involved, gather

relevant reports and plans, arrange enhanced transition opportunities, and consider any resources or training required before the child starts.

Transition Between Classes and Year Groups

Relevant information is shared between staff, including IPMs, SEND Reviews, EHCP provision, professional recommendations and successful strategies. Additional transition support may include opportunities to meet new staff, extra classroom visits, photographs or visual information, preparation for changes to routines, transition activities or social stories and early relationship-building with key adults.

Transition to Secondary School

We work closely with families and receiving secondary schools to support children with SEND as they prepare to leave St Nicholas. Relevant SEND information and records are shared securely, and some children may benefit from enhanced transition arrangements. For children with an EHCP, preparation for secondary transition forms part of the statutory review process.

Moving to or from Another Setting

Where a child with SEND joins or leaves St Nicholas at another point in their school journey, we will liaise with the previous or receiving setting wherever possible to promote continuity of support.

Effective transition is about more than transferring paperwork. Our aim is to ensure that the people supporting a child understand who they are, their strengths, the barriers they may experience and the approaches that help them to succeed.

20. Safeguarding and SEND

At St Nicholas, safeguarding is everyone's responsibility. We recognise that children with SEND may experience additional vulnerabilities and that their needs can sometimes affect how they communicate concerns, understand situations or demonstrate that something is wrong.

Staff are expected to remain professionally curious and ensure that a child's SEND or known presentation does not prevent changes in behaviour, communication or wellbeing from being explored appropriately. SEND should never be used to explain away a safeguarding concern.

Communication and Pupil Voice

Where appropriate, reasonable adjustments will be made to enable children to participate meaningfully in safeguarding conversations. This may include visual or communication supports, adapted language and questions, additional processing time, consideration of preferred communication methods and appropriate involvement of adults who understand the child's communication needs.

SEND and Safeguarding Working Together

The SENCO and SEND Lead Practitioner are both members of the school's Safeguarding Team, supporting close communication between SEND and safeguarding practice. Where a child is known to both teams, relevant information is shared appropriately so that decisions about support are informed by a coordinated understanding of the child's needs and circumstances.

Bullying and SEND

We recognise that some children with SEND may be more vulnerable to bullying, peer-on-peer abuse or social isolation. Staff are expected to be alert to these risks and to ensure that children with communication or interaction needs are provided with appropriate ways to share concerns.

Bullying involving a child with SEND will be addressed in accordance with the school's Behaviour/Anti-Bullying and Safeguarding policies, with reasonable adjustments made to prevention and response where appropriate.

21. Raising a Concern or Complaint

At St Nicholas, we want families to feel able to raise questions or concerns about their child's SEND provision at any point. We aim to work openly and collaboratively with families and, wherever possible, resolve concerns through discussion and working together.

For day-to-day questions or concerns about a child's learning, progress or support, the class teacher is usually the first point of contact. Parents and carers can also contact the SENCO or SEND Team directly where their concern relates specifically to SEND provision or where they feel further discussion would be helpful.

Where a concern remains unresolved, parents and carers may raise this with the Headteacher. If a parent or carer wishes to make a formal complaint, this will be considered in accordance with the school's Complaints Policy.

Raising a concern or complaint will never affect the support provided to a child or the school's commitment to working positively with their family.

SEND Information, Advice and Support

Families may also access independent and impartial information, advice and support through Leeds SENDIASS. Information about SEND services and support available across Leeds can be found through the Leeds Local Offer.

22. SEND Resources and Funding

St Nicholas is committed to using its available resources effectively to identify and remove barriers and meet the needs of children with SEND.

Mainstream schools receive funding within their delegated budget to support children with SEND. This funding contributes towards the additional provision,

resources and support required to meet children's needs as part of the school's graduated approach.

The Headteacher and SENCO, alongside other school leaders, consider how SEND resources are deployed according to the needs of children across the school. This may include staffing, targeted interventions, specialist resources and equipment, staff training, commissioned services and access to specialist advice.

High Needs Funding and EHCPs

In Leeds, the previous Funding for Inclusion (FFI) model has ceased. Additional high needs funding is now accessed through the Education, Health and Care Plan (EHCP) pathway, subject to current Local Authority arrangements. Transitional arrangements may apply to children previously funded under earlier systems.

Decisions about provision are led by the child's identified needs and the support required to meet them, rather than by funding alone.

Responsible Use of Resources

SEND resources are reviewed as part of our wider monitoring and evaluation processes. We aim to ensure that resources are used purposefully, equitably and with a clear focus on impact, participation and increasing independence.

23. Monitoring and Review of this Policy

This policy will be reviewed regularly by the SENCO, in consultation with the Headteacher, SEND Lead Practitioner and SEND Governor, to ensure that it continues to reflect current legislation, statutory guidance and practice at St Nicholas.

The policy may be reviewed earlier where there are significant changes to legislation, statutory guidance, Local Authority arrangements or school practice.

The Governing Body is responsible for approving the policy and maintaining appropriate oversight of its implementation.

24. Related Policies and Information

- SEND Information Report
- SEND: A Guide for Parents and Families
- Accessibility Plan
- Equality Information and Objectives
- Child Protection and Safeguarding Policy
- Behaviour and Anti-Bullying Policy
- Attendance Policy
- Medicines and Supporting Pupils with Medical Conditions Policy
- Allergy Safety Policy
- Admissions Policy

- Complaints Policy

Families can also find information about SEND services and support available across Leeds through the Leeds Local Offer and can access independent information, advice and support through Leeds SENDIASS.

Statutory basis: Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years (Department for Education / Department of Health and Social Care).