

Corpus Christi Catholic Primary School

Part of the Edith Stein Catholic Academy Trust



SEND POLICY

OUR MISSION STATEMENT

WE LIVE OUR LIVES LIKE JESUS

This means we will:

- ✓ ***Support everyone on their journey of faith as they deepen their personal relationship with Christ and by recognising the love of God in their lives.***
- ✓ ***Promote everyone's well-being and nurture children to be confident, resilient and articulate with a self-belief that they can make a difference to their local community and wider world.***
- ✓ ***Encourage everyone to achieve their personal best, enjoy school and celebrate all achievements.***
- ✓ ***Celebrate our school's unique cultural diversity.***
- ✓ ***Reach out to Parents, the Parish and the wider community***

Jesus is at the heart of all that we are and do together at Corpus Christi

Responsibility	Date
Approved by Trust	November 2025
Scrutinised and Inspected by Governors	November 2025
Member of Staff Responsible	Inclusion Leader
Statutory/Non- Statutory	Statutory
Date Last Reviewed	October 2025
Date of Next Review	November 2026

This policy complies with the statutory advice for schools laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE (February 2013)
- SEND Code of Practice 0-25 (September 2014)
- School's SEN Information Report Regulations (2014)

Introduction

This policy adheres to the Department for Education's Code of Practice (2014). The policy is in keeping with the school's aims, its teaching and learning policy and its policy on equality of opportunity. The school is committed to a policy of inclusion; one in which the teaching, learning, achievements, attitudes and wellbeing of all children matter - including those identified as having special educational needs or disabilities (SEND). The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met. We aim to offer a curriculum which ensures the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

What is SEND?

Special Educational Needs and Disability (SEND) is the term used for children who may require additional support from that needed by the majority of their peers. Therefore, this means that the provision goes beyond the differentiated approaches and learning strategies normally provided as part of high quality, personalised teaching. Children who have been identified as having SEND will have their needs assessed so that provision can be adapted to their specific requirements.

Children who have SEND are generally described in the following four broad areas of need:

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

The SEN Code of Practice (2014) clearly states that 'all teachers are teachers of SEN' and all our staff are totally committed to making all of our pupils' experiences at school as happy and successful as possible.

Principles and Objectives:

Our SEND policy aims to:

- Ensure full implementation of national legislation and guidance regarding SEND pupils.
- Provide effective support and provision for children with SEND, enabling access to all aspects of school life alongside peers.
- Empower pupils with SEND to achieve their best, fulfil their aspirations, and lead confident, happy and healthy lives.
- Promote successful transitions into adulthood.
- Foster meaningful communication with pupils, parents, and carers, ensuring active involvement in decision-making.
- Ensure consistent understanding and application of the policy by all staff.
- Promote effective partnership and to involve external agencies where appropriate.
- Encourage the whole school community to demonstrate a positive attitude toward SEN

SEND and Inclusion at Corpus Christi Catholic Primary School:

At Corpus Christi, we are committed to fostering an inclusive learning environment where all students, including those with Special Educational Needs and Disabilities (SEND), can thrive. Our approach ensures:

- A **child-centred ethos** that values individual needs and perspectives, involving families and carers in all decisions.
- A **broad, balanced curriculum** tailored to meet diverse learning requirements.
- High expectations for progress, supported by appropriate assessments and informed targets.
- Equal access to resources, provisions, and interventions to support every child's potential.

We emphasise the importance of **quality-first teaching** that accounts for the varied needs of all learners. Teachers and staff receive training and guidance to deliver differentiated instruction while promoting independence and confidence. At Corpus Christi, we celebrate diversity, ensuring no student is treated less favourably due to disabilities, with immediate action always taken to address any arising discrimination. Our inclusive culture prioritises dignity, equity, and opportunities for all.

Special Educational Needs and Disability Coordinator (SENDCo): The SENDCo in our school is Nikki Fripp. She is a qualified teacher who is currently completing the National Professional Qualification - SENCO, and has responsibility for co-ordinating SEND provision and strategic development of the SEND policy. She has responsibility for the day to day operation of the SEND policy, overseeing provision including for children with an EHC Plan, and working closely with staff, parents and other agencies.

Headteacher: The Headteacher has overall responsibility for the strategic development of the SEND policy and provision and management of staff and resources. The Headteacher will keep the Governing Body informed and works closely with the school's SENDCo.

SEND Governor: The Governor in school with responsibility for SEND is Neil Galbraith. He will liaise regularly with the SENDCo about developments in SEND, undertake monitoring to see that statutory requirements for meeting SENDCo within school are met and report to the Governing Body regularly.

The Governing Body: The Governing Body is responsible for ensuring that the school fulfils its statutory duties and will review this policy having regard to the SEND Code of Practice. It will ensure that governors receive appropriate training to fulfil their roles. It will review this policy having regard to the SEND Code of Practice. It will hold the Headteacher to account for the provision and outcomes of children with SEND.

Admissions Arrangements:

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against children with disabilities and we will take all reasonable steps to provide effective educational provision.

Our school is based in three buildings, all of which are accessible, however there are 2 classrooms only accessible by stairs; in this year group (Year 5 /6) there is also a ground floor classroom so that provision is available for all. In our Hall building there is a disabled toilet and also a lift to the upper floor.

Identification of SEN

At Corpus Christi, we are committed to the early identification of Special Educational Needs and Disabilities (SEND) and follow a **Graduated Approach** in line with the SEND Code of Practice (2014). We monitor progress through regular assessments, and if a pupil is not making expected progress, the class teacher will collaborate with the SENDCo to determine if additional support is needed. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action to that of a class teacher's differentiated lesson and normal support plan. If a student previously identified as having SEND has made progress and no longer has significant needs they will still be monitored each term to review whether any additional support is required. If a student has SEND, their Individual Learning Plan (ILP) will outline targeted interventions, strategies, and review periods. Parents/carers, pupils, and relevant professionals are all involved in contributing to and reviewing the ILP regularly alongside staff.

Provision may take many forms in order to meet individual needs and may include 1:1 provision (usually children with an EHC plan), general classroom support and small group work with Teaching Assistants or Teachers (under the class teacher's and / or SENDCo guidance). The Individual Learning Plan will set targets for the pupil and will detail:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed

The graduated approach to SEN support:

Once a pupil has been identified as having SEN, we will act to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMs, and will be made accessible to staff in a pupil 'One Page' profile.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

All staff and parents should understand that an EHCP:

- Is **not** the provision of 1:1 support all the time; the EHCP is designed to support pupils to make progress independently.
- Is **not** a tool to facilitate a change of school.
- Must be reviewed yearly at a pupil's Annual Review.

Provision and Funding:

Universal: High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Targeted: Additional programmes of support, in groups or individually, will be provided to pupils according to their needs.

Specialist: External advice and/or support from other professionals will be sought for pupils who need further intensive provision. The school will provide resources to support children with SEND as appropriate within the school's delegated budget. Children who have particularly complex needs may qualify for high tariff funding in order to provide specific support for their needs. The Headteacher manages the allocation of funding and resources. All teachers are teachers of children with SEND and staff will be deployed appropriately to ensure provision for pupils with SEND is available. Should a child with SEND have significant needs, a referral to the Local Authority for an Educational Health and Care needs assessment may be requested by the child's parents; the SENDCo or Headteacher. A referral from the school will be made when a child continues to give cause for concern with evidence that strategies and programmes implemented have been in place for a reasonable period of time without success. This should be done with the knowledge and agreement of the Parent / Carer. The referral will be as laid down in the SEND Code of Practice 2014 and will be subject to an Annual Review.

Complaints About SEND Provision:

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the headteacher and will be handled in line with the school's complaints policy. You can also contact the Independent Advice and Support Service (IASS) or the SEN team at Portsmouth City Council. Our school SEN offer will be reviewed annually to reflect the changing needs of the children who join our school and we welcome and appreciate the views of parents and carers.

Links to other policies

[Equality Policy](#)

[Positive Behaviour Policy](#)

[Teaching and Learning Policy](#)

[Feedback and Marking Policy](#)

[Positive Handling Policy](#)