



Caton Primary School
Special Educational Needs and Disabilities (SEND) Policy
Last updated: February 2026

Headteacher: Mrs Gail Bowskill

SEND Governor: Mr Jonathan Hewitt

SEND Co-ordinator: Mrs Michelle McCulloch

Please note: It is advisable that the SEND Policy, Information Report and Local Offer are read together as they both complement and overlap each other in content.

This policy explains the SEN Code of Practice and SEND practice at Caton Primary School. It outlines the framework for Caton Primary School to meet its duties and obligations to provide a high-quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Legal Framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 2015, 0-25 years.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

Roles and Responsibilities

The Headteacher is the school's "responsible person" and manages the school's SEND work. However, the Governing Body ensures that the school has a designated Special Educational Needs and Disabilities Coordinator (SENDCo). The SENDCo must hold qualified teacher status and if new to the SENCo role must achieve the National Award in Special Educational Needs Coordination (NASENCO) within three years of appointment. The SENDCo, along with the Head Teacher, has responsibility for the development of the SEND Policy and provision within the school, in order to promote the achievement of children with SEND. They are also responsible for guiding the professional development of colleagues so that all teaching staff are knowledgeable and equipped within the area of SEND.

The Governing Body have identified a SEND Governor who will be expected to have an oversight of SEND provision in the school and to keep the Governing body informed of how the school is meeting the statutory requirements. The SEND Governor will meet with the SENDCo on a termly basis to remain up-to-date on SEND provision across the school, and to discuss any issues that may need raising/exploring with the governing body. The governing body is responsible for the staffing and funding arrangements with regards to SEND.

Definitions

According to the SEN Code of Practice, a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Categories of Need

Caton Primary School will make provision for pupils with the following 4 categories of need:

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

Our Aims

At Caton we believe that every child is entitled to a quality educational experience. We endeavour to provide a curriculum that enables him/her to achieve their full potential, and which develops the child as a whole by catering for his/her unique social, emotional, intellectual and moral development. We aim to ensure that curriculum planning and assessment take into consideration the type and extent of the difficulties experienced by the pupils, and that it is done in a way that recognises that all children are individual and unique. We aim to identify and overcome any barriers to learning whilst providing an encouraging, caring, inclusive and safe environment for our children. We strive to ensure that all our pupils are happy and safe in school and feel included and valued. We will make reasonable adjustments so that any disabled pupils are not disadvantaged. The children at Caton Primary School, whether they have SEND or not, will be involved in the full life of the school. Children that do have SEND will be supported in any way that is reasonably possible to access school trips, assemblies, productions, clubs and events. We believe that ALL our children are entitled to access and contribute to school life, and we aim to support them in doing so. We firmly believe that parents/carers of children with SEND play an active role in their education, and we work hard to establish and maintain strong, healthy relationships with parents, carers and families.

Objectives

At Caton we use a quality first-teach approach and differentiation (including personalised support and/or scaffolding) to meet the needs of pupils in the first instance. Tracking helps us to identify if a child is not making progress, as do observations and teacher-pupil relationships. We aim to provide high quality provision to meet the needs of children with SEND, and we believe that early identification is vital. We utilise advice and support from external agencies where appropriate. We strive to provide an environment that accepts and values the needs of each pupil on an individual basis, recognising their uniqueness and respecting their identity.

Admissions

Pupils with special educational needs will be admitted to Caton Primary school in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements with regards to accessibility of the environment and curriculum.

SEND Identification

Tracking is used throughout the school to ensure the children meet the age-related expectations set out by the government. The school definition of SEND is outlined above. In addition, a child may be considered to have SEND if there is an identified barrier to learning or if we are taking action that is additional to or different from that which goes on as part of our differentiated approach.

We aim to provide high quality provision to meet the needs of children with SEND and believe that early identification is vital and outside agencies can help advise on the provision of intervention strategies. The class teacher informs the parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher, often in collaboration with the SENDCo, assesses and monitors a child's progress in line with existing school practices. Teacher observations, note-keeping and gathering of evidence (from a variety of sources) are all essential in fully assessing pupils.

Lessons can be adjusted to support the educational needs of individual children through avenues such as extra support, scaffolded work or the provision of additional resources. If your child has SEND and has a care plan or provision map, their teacher will plan lessons with this in mind and will provide what your child needs to enable them to learn within the lesson. This looks different for each child and will be regularly reviewed with the child, teaching staff, SENDCo and parents/carers.

Some or all of the following are also considered;

- Transitional information from schools/nurseries, including family history and any medical needs
- School based assessments, tracking, standardised tests and learning styles
- Additional support: Provision mapping is planned each half term and staff are deployed accordingly depending on the needs of the children
- Intervention groups are decided upon after half termly target meetings. It may be necessary to give children short-term interventions to boost a specific area that they are struggling with or to provide some targeted input. These children are not necessarily placed on the SEND register but may be identified on the school's provision map. Children can, if appropriate, be allocated an intervention at other times, not only half termly.
- Precision teaching is used to target small gaps in learning and to provide rapid and responsive learning.

When required, we access specialist support. Specialists work alongside relevant staff, such as the SENDCo, class teacher and teaching assistants, to set appropriate targets, provide strategies and encourage independence. They may also spend time with your child. An example of this would be the involvement of Educational Psychologists, Specialist Teachers, or other external agencies. The

SENDCo provides relevant SEND training and updates as required for all staff. The training is planned to ensure current needs are met. Staff can also access further training if required.

SEND Support

At Caton, we aim to identify a child's needs as soon as possible, and should it be necessary, intervene with additional provision. It is important to us that this is done collaboratively with the child and their family.

Once a child has been identified as having a SEND teaching staff employ the **graduated approach** to meeting the pupil's needs. This includes the assess-plan-do-review cycle:

1. **Assess**- Establishing a clear assessment of the pupil's needs.
2. **Plan**- teaching staff, along with the support and input of the pupil's parents, will plan the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour. A clear date for review is also agreed.
3. **Do**- Implementation of the interventions, with support of the SENDCo.
4. **Review**- consideration of the effectiveness of the interventions, tracking and progress, and the planning of any necessary revisions.

We adhere to the recommendations of the Code of Practice and apply a 3 wave approach to meet children's needs.

Wave 1- Quality first teach and differentiation

*At all times, teachers are responsible for the progress and development of the children in their class.

*Teachers should provide high quality teaching that is differentiated in order to meet pupils' needs. They are to demonstrate a responsive approach and be able to adapt the teaching to meet more specific needs, such as those of a child with SEND.

*The Senior Leadership Team (SLT) are responsible for the monitoring and quality of teaching that takes place across the whole school.

Wave 2- Interventions/additional support (can be targeted at groups of children)

*The class teacher will closely monitor the progress of ALL pupils on an ongoing basis. Cyclical reviews should occur and be fed back to SLT. Those for which they have concerns will be more closely monitored and appropriate interventions/strategies will be implemented to support the child in the classroom.

*The effectiveness of such interventions will be monitored and evaluated on a regular basis. Any reasonable adjustments will be made. There will be records of interventions/precision teaches/additional provision for monitoring purposes. The school SENDCo will monitor these and will keep an overview of the child to ensure their needs are being met.

Wave 3- Personalised interventions (more intensive support)

*This involves individual interventions.

*They are for children who require provision that is additional to and different from the other children in the class (as stated in the Code of Practice).

*A personalised provision plan will be designed for these children and will be done so in collaboration with the child and their parent(s).

SEND Register

Children identified as having SEND will be placed on to the school SEND register for close monitoring. The school SENDCo has overall responsibility for the register, though it remains the responsibility of ALL teachers to monitor progress and interventions for children with SEND in their class, as well as to supply individualised provision where appropriate. Children on the SEND register will have one or more needs as outlined in the 'categories of need' section above and should have a personal SEND support plan (see next section). If a child makes adequate progress and is able to sustain this, they may be taken off the SEND register. Parents/carers are informed by letter when their child is added to and/or removed from the register.

SEND Support Plans

Children identified as having SEND will have an individual SEND Support Plan that has been designed to specifically meet their individual needs. This is created collaboratively with the child and parent(s)/carer(s), wherever possible. The SEND Support Plan will include appropriate strategies and resources as well as appropriate (specific and personalised) targets for the child. These targets and interventions will be in addition to/significantly different from the differentiated curriculum. SEND Support Plans will be reviewed at least termly and usually involve the class teacher and parents/carers of the child meeting up and discussing progress over the previous term; the child's voice is also central to the process. The school SENDCo and the child can also be present at such meetings or their thoughts may be shared and presented at the meeting. If it is agreed that a target has been met, it will be signed off. If it has not, it may be broken into smaller steps or the provision may be altered. All children with an EHCP (see below) will have a personalised SEND Support Plan.

Education and Health Care Plan (EHCP)

An EHCP is a legal document for children and young people (0-25) with complex special educational needs (SEN). It is used when a child's needs cannot be met through the standard, high-quality teaching and extra help normally provided by schools (SEN support). It specifies assessed needs, tailored provision, and desired outcomes across education, health, and social care. An EHCP can be applied for by educational settings, parents, health professionals and other professionals (e.g. social workers). The decision to assess for an EHCP sits with the Local Authority once a request has been

made. If a child is granted an EHCP by the local authority, additional support can be provided as stated within the EHCP. This may include Specialist Teacher input, additional resources, time allowances and staff training- this is not an exhaustive list. Children with an EHCP will have an annual review, in which the parents, the school SENDCo, teachers and other professionals will meet to discuss the progress and provision, and will agree upon recommendations for the next year. The child may be invited to the review or their thoughts may be shared in their absence; this is often decided upon an individual basis and with the consideration of factors such as a child's age and/or understanding. Following an annual review, the Local Authority will review outcomes and consider if a plan requires amending, should cease to be required or should be maintained. Parents are provided with a summary of the review. In some cases, an emergency review can be conducted before the 12 month period.

Next review due: February 2027