

St. Bernadette's Catholic Primary School

Special Educational Needs and Disabilities Policy 2026-2027



At St. Bernadette's Catholic School, you will find us caring, hardworking and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.

Policy owner	Mrs Taylor (SENCo)
Named senior leader	Mrs Taylor (SENCo)
Signed by Headteacher	
Approved by	Governing Body
Approval date	October 2026
Signed by Chair of Governors	
SEND Link Governor	Mr Carroll
Review date	September 2027, or sooner following change in guidance
Policy status	Statutory school policy
Publication	Website and available in hard copy on request

At St. Bernadette's School, in line with our Catholic ethos, we believe that all our children are individuals and special. We always endeavour to meet the needs of every child in our care.

1. Statement of Intent

St Bernadette's Catholic Primary School values every child as a unique individual and celebrates diversity of experience, interest and achievement. All children are entitled to praise, recognition and success, and those with special educational needs and disabilities (SEND) have equal rights to high-quality provision and inclusion.

This policy sets out the framework for meeting our duty, obligation and commitment to equality by ensuring a high-quality education for all children, including those with SEND.

Through successful implementation of this policy, St Bernadette's Catholic Primary School aims to:

- Eliminate discrimination and promote equal opportunities for all children.
- Identify needs early and provide timely intervention to improve long-term outcomes.
- Provide children with SEND access to every aspect of school life so they can learn, play and thrive alongside their peers.
- Support children with SEND to develop their strengths, fulfil their aspirations and achieve their very best.
- Help children with SEND become confident individuals living fulfilling lives, with early preparation for independence and adulthood.
- Ensure children and parents are fully involved in decision-making about provision and outcomes.
- Promote collaboration across education, health and social care services to meet needs effectively.
- Provide staff with the guidance, resources and training required to deliver high-quality, inclusive provision.
- Recognise that SEND may intersect with other vulnerabilities, such as English as an additional language (EAL), mental health needs or caring responsibilities, and ensure that all children are supported holistically.

In the Early Years Foundation Stage (EYFS), each child will be supported by a key person who builds a secure relationship, works with parents and ensures that children with SEND engage fully in all activities alongside their peers.

St Bernadette's Catholic Primary School will fully implement all national legislation and guidance regarding children with SEND, and will make sure this policy is understood and applied consistently by all staff.

2. Impact

At St Bernadette's Catholic Primary School, we are committed to enabling every child to thrive, achieve and feel valued. We measure the impact of our SEND provision not only through academic progress, but also through the personal, social and emotional development of our children.

Children with SEND at St Bernadette's:

- Make strong progress from their individual starting points through access to high-quality teaching, carefully targeted support and evidence-based interventions.
- Participate fully in the life of the school, enjoying the same opportunities as their peers in lessons, enrichment activities and wider school events.
- Feel safe, respected and included, knowing that their voice is heard in decisions about their learning and support.
- Develop confidence, resilience, positive relationships and independence, preparing them for future learning and adulthood.
- Demonstrate high levels of engagement, showing growth in communication, social interaction and self-regulation skills.
- Are supported at the earliest stage possible, so that barriers to learning are removed swiftly and effectively.

The impact of our SEND provision is also seen in our whole school culture: behaviour is positive and respectful, diversity is celebrated, and staff have high expectations for every child.

3. Legislation and guidance

This policy has due regard to all relevant legislation and statutory guidance, including but not limited to:

- Children and Families Act 2014 (Part 3 – duties relating to children with SEND)
- Children Act 1989 and Local Government Act 1974
- Education Act 1996 and Education Act 2002
- Equality Act 2010 and the Equality Act 2010 (Disability) Regulations 2010
- Public Sector Equality Duty (s.149 Equality Act 2010)
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Governance Handbook (duties of governors in relation to SEND)
- School Admissions Code 2021 (duties not to disadvantage children with SEND)
- UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018
- Records Management Policy (school-specific)
- Health and Care Act 2022
- DfE (2015) Special educational needs and disability code of practice: 0 to 25 years
- DfE (2015) Supporting pupils at school with medical conditions
- DfE (2018) Mental health and wellbeing provision in schools
- DfE (2023) Working together to safeguard children
- DfE (2025) Keeping children safe in education
- Equality and Human Rights Commission (EHRC) guidance on reasonable adjustments for disabled pupils
- EYFS statutory framework (2025) (duties relating to early identification, assessment and SEND support in early years provision)

This policy should be read in conjunction with the following school policies and procedures:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Accessibility Policy and Plan
- Data Protection and Records Management Policies
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Complaints Procedure Policy

4. Inclusion and equal opportunities

At St Bernadette's Catholic Primary School, we are committed to creating an inclusive learning environment where every pupil is respected, valued and supported to achieve their potential. We believe that inclusion is not simply about where pupils are educated, but about the quality of their experiences and the removal of barriers to learning.

We will achieve this by:

- Making reasonable adjustments to teaching, the curriculum and the school environment so that pupils with SEND can participate fully alongside their peers.
- Ensuring that pupils with SEND have the same opportunities for enrichment, trips and extra-curricular activities as other pupils.
- Promoting equality of opportunity for all groups, including those with English as an additional language (EAL), pupils from minority ethnic backgrounds, young carers, pupils with medical needs and pupils experiencing social, emotional or mental health (SEMH) difficulties.
- Providing additional support in the Early Years Foundation Stage so that children with SEND engage in all activities alongside their peers, supported by their key person.
- Embedding dyslexia-friendly strategies, visual supports and accessible resources across all classrooms.
- Encouraging a culture of respect, understanding and celebration of diversity among pupils, staff and families.
- Working in partnership with parents, carers and external professionals to remove barriers and enable success.

Our aim is that every pupil – regardless of ability, background or need – will access a broad, balanced and challenging curriculum, develop positive relationships, and make a successful contribution to school and community life.

5. Safeguarding and SEND

At St Bernadette's Catholic Primary School, safeguarding and promoting the welfare of children is everyone's responsibility. We recognise that pupils with SEND may face additional safeguarding challenges, and we are committed to ensuring they are kept safe and their voices are heard.

5.1 Increased Vulnerabilities

Pupils with SEND may:

- Be disproportionately impacted by bullying, including prejudice-based and online bullying.
- Experience difficulties in recognising, avoiding, or reporting abuse.
- Face higher risks of isolation, exploitation, grooming or radicalisation.
- Show changes in behaviour, mood or presentation that may be wrongly assumed to relate solely to their SEND rather than potential safeguarding concerns.

5.2 Tailored Safeguarding Approaches

To address these risks, we:

- Ensure the SENCO and DSL work closely together to share information and coordinate support.
- Train all staff to understand the additional safeguarding vulnerabilities of pupils with SEND.
- Adapt safeguarding teaching (including online safety) to meet the needs of pupils with communication, learning or sensory difficulties.
- Monitor attendance, behaviour, wellbeing and exclusions for pupils with SEND, recognising patterns that may indicate safeguarding issues.
- Provide accessible reporting systems so that pupils with SEND know how to share concerns.

5.3 Use of Reasonable Force and Positive Handling

If physical intervention is ever required, staff will:

- Follow the school's Physical Intervention Policy,
- Take account of individual SEND needs (e.g., sensory processing, attachment difficulties),
- Record and review any incident, and
- Involve parents/carers in debriefing and planning.

5.4 Early Help and Multi-Agency Working

Staff are alert to the potential need for early help for pupils with SEND. Where concerns are identified, we will work in partnership with external agencies including social care, health, and educational psychology to ensure pupils receive the right support.

5.5 EYFS

In the Early Years, the key person plays a vital safeguarding role, building secure relationships with children and families and ensuring that any concerns, including those linked to SEND, are identified and referred quickly.

6. Definitions

6.1 Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is provision that is additional to, or different from, that made generally for other pupils of the same age by mainstream schools.

6.2 Disability

A disability is defined under the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

- "Substantial" means more than minor or trivial.
- "Long-term" means lasting, or likely to last, 12 months or more.

Pupils with a disability do not necessarily have SEN, but there is significant overlap. Where a pupil requires special educational provision, they will also be covered by the SEN definition.

St Bernadette's Catholic Primary School will make reasonable adjustments for pupils with disabilities to ensure they are not placed at a substantial disadvantage compared with their peers.

6.3 The 4 Areas of Need

As set out in the SEND Code of Practice, pupils' needs are grouped into four broad areas. These categories help us plan provision, but we recognise that needs may overlap and change over time.

Communication and Interaction

Pupils may have difficulty communicating with others. This may include:

- Difficulty understanding what is being said to them.
 - Trouble expressing themselves.
 - Difficulty understanding or using the social rules of communication.
- Pupils on the autism spectrum often have needs in this area.

Cognition and Learning

Pupils with learning difficulties may learn at a slower pace than their peers. This can include:

- Specific learning difficulties (SpLD) such as dyslexia, dyscalculia or dyspraxia.
- Moderate learning difficulties (MLD).
- Severe learning difficulties (SLD).
- Profound and multiple learning difficulties (PMLD), often alongside physical disabilities or sensory impairments.

Social, Emotional and Mental Health (SEMH)

These needs may reflect a wide range of difficulties or disorders, including:

- Anxiety, depression, eating disorders.
- Attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), or attachment disorder.

- The impact of adverse childhood experiences (ACEs).
These may present as challenging or withdrawn behaviours, or difficulties in building relationships.

Sensory and/or Physical

Pupils may have a disability which hinders access to educational facilities. This may include:

- Vision impairment (VI).
- Hearing impairment (HI).
- Multi-sensory impairment (MSI).
- Physical impairment requiring additional equipment or adaptations.

6.4 Early Years Foundation Stage (EYFS)

In EYFS, staff must be alert to emerging difficulties and respond quickly. SEND in EYFS is identified when a child:

- Is making significantly slower progress than expected for their age,
- Has a disability that prevents or hinders them from accessing early years provision, or
- Requires provision different from or additional to that normally available to children of the same age.

Each EYFS child with SEND will be supported by their key person and the SENCO, ensuring full participation in early learning experiences.

7. Early Years SEND

At St Bernadette's Catholic Primary School, we recognise the importance of early identification and intervention in supporting children with SEND. The Early Years Foundation Stage (EYFS) Statutory Framework (2025) requires all early years providers to have arrangements in place to identify and support children with SEND and to promote equality of opportunity.

7.1 Identification and Assessment

- Teachers and support staff in EYFS observe and monitor each child's progress against the prime and specific areas of learning.
- Where a child's progress gives cause for concern, staff will discuss this with the SENCO and parents at the earliest opportunity.
- We use the graduated approach (assess, plan, do, review) to support children's development and learning.
- We work closely with health visitors, early help services, and portage workers to ensure early needs are identified and met.

7.2 Support in EYFS

- Strategies may include additional adult support, small group interventions, visual resources, and differentiated teaching approaches.
- SEND Support Plans are developed in partnership with parents and reviewed regularly.
- Children are encouraged to share their likes, strengths and difficulties through age-appropriate methods (e.g. drawings, photos, choosing activities).

7.3 Partnership with Parents

- Parents are invited to share information about their child's development before entry, and throughout the EYFS.
- We hold regular meetings to discuss progress, support strategies, and aspirations.
- Parents receive clear information about how the school supports SEND in the early years.

7.4 Transition into EYFS

- Where a child has identified SEND before starting school, the SENCO liaises with nurseries, health visitors and parents to plan provision in advance.
- Transition meetings may be held to ensure a smooth start, with input from external professionals where appropriate.

7.5 Statutory Duties

In line with the EYFS framework and the SEND Code of Practice, we ensure:

- A qualified teacher acts as SENCO for the EYFS.
- Reasonable adjustments are made so that children with SEND can access the full EYFS curriculum.
- Children with SEND are included in all aspects of EYFS life and provided with the foundations for future learning.

8. Roles and responsibilities

8.1 The SENCO

The SENCO at our school is Mrs Taylor. The SENCO will:

- Inform parents when their child may have SEN and liaise with them about provision.
- Work with the headteacher and SEND link governor to shape the strategic development of SEND policy and provision.
- Have day-to-day responsibility for the operation of this policy and coordination of provision for pupils with SEN, including those with Education, Health and Care (EHC) plans.
- Provide professional guidance to colleagues and work with staff, parents and external agencies to ensure high-quality teaching and support.
- Advise on the graduated approach to SEND support and on effective differentiation.
- Manage records of all pupils with SEND in line with the Data Protection Policy and UK GDPR.
- Be the key point of contact with the local authority (LA) and external professionals.
- Liaise with the designated teacher for looked-after children (LAC) with SEND.
- Support smooth transitions between year groups and to new schools, ensuring all SEND information is passed on.
- Monitor staff training needs and contribute to the school's CPD programme.
- Ensure information for the SEN Information Report is prepared and updated annually.
- Work closely with the DSL to ensure safeguarding concerns about children with SEND are identified and addressed.
- In EYFS, work with key persons to ensure early identification and effective support for young children with SEND.

8.2 The Governing Board

The governing board will:

- Do all it can to ensure that every pupil with SEND receives the support they need.
- Ensure the school uses its best endeavours to make sure a pupil with SEN gets the support they require.
- Ensure pupils with SEND engage in school life alongside peers.
- Inform parents when SEND provision is being made.
- Monitor arrangements to support pupils with medical conditions.
- Ensure a broad and balanced curriculum is accessible to all pupils.
- Publish a SEN Information Report and Accessibility Plan on the school website.
- Ensure a qualified teacher is designated as SENCO, and that they have sufficient time and resources.
- Work with the headteacher to monitor use of resources for SEND provision and evaluate impact.

8.3 The SEND Link Governor

The SEND link governor is Mr Carroll. The SEND governor will:

- Raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision and report back to governors.
- Work with the SENCO and headteacher on the strategic development of SEND provision.

8.4 The Headteacher

The headteacher will:

- Work with the SENCO and governors to ensure the school meets its statutory duties under the Equality Act 2010 and SEND Code of Practice.
- Ensure ambitious expectations for all pupils with SEND.
- Provide sufficient time, administrative support and resources for the SENCO to fulfil their responsibilities.
- Oversee the notional SEND budget and any additional high-needs funding.
- Ensure SEND is integrated into the school improvement cycle.
- Work with the SENCO to identify staff training needs and build these into CPD.

- Oversee early requests for EHC needs assessments where appropriate.
- Monitor outcomes for pupils with SEND and report to governors.

8.5 Class Teachers

Each class teacher is responsible for:

- Planning and delivering high-quality, differentiated teaching as the first step in meeting all pupils' needs.
- The progress and development of every pupil in their class, including those receiving additional support outside lessons.
- Working with teaching assistants and specialist staff to plan and evaluate interventions.
- Reviewing progress regularly with the SENCO, parents and, where appropriate, the pupil.
- Maintaining high expectations and ensuring pupils with SEND access the full curriculum.
- Communicating openly with parents about outcomes, strategies and responsibilities.
- In EYFS, working with the child's key person to identify needs early and plan provision.

8.6 Parents and Carers

Parents and carers will:

- Share concerns about their child's development with school staff.
- Contribute to discussions and decisions about their child's SEND support.
- Provide information about the child's needs and the impact of support at home.
- Attend meetings, workshops or SEND coffee mornings where possible.
- Receive regular information about their child's progress, SEND targets and provision, including SEND targets shared through Insight as part of the graduated approach, alongside the annual school report.
- Work in partnership with the school to support agreed strategies.
- Be offered opportunities for additional engagement and support, which may include SEND clinics, parent workshops and information sessions.

8.7 Pupils

Pupils will be given opportunities to:

- Share their views on what helps them to learn and what challenges they face.
- Contribute to setting their own targets and outcomes.
- Attend review meetings where appropriate.
- Give feedback on interventions and strategies used.

The school will ensure that the pupil's voice is valued and reflected in decisions about their support.

9. SEN information report

St Bernadette's Catholic Primary School publishes a SEN Information Report on its website each year. This report sets out in practical terms how this policy is implemented across the school, including the Early Years Foundation Stage.

The report includes:

- The kinds of SEND provided for at St Bernadette's.
- The school's arrangements for identifying and assessing pupils with SEND, including in EYFS.
- The school's arrangements for consulting and involving parents and pupils.
- The approach to teaching pupils with SEND and how adaptations are made to the curriculum and learning environment.
- The additional support for learning available and the expertise/training of staff.
- How external agencies are involved in SEND provision.
- How pupils with SEND are enabled to engage in school life and extra-curricular activities alongside peers.
- Arrangements for supporting pupils with medical conditions.
- The arrangements for transition between phases of education.
- How the effectiveness of SEND provision is evaluated.
- Arrangements for handling complaints about SEND provision.
- The contact details of the SENCO.
- A link to the Local Offer published by Birmingham City Council.

The SEN Information Report will be:

- Updated annually, and as soon as possible after any significant changes.
- Written in clear, accessible language for parents, carers and pupils.
- Available in alternative formats (e.g., large print, translated versions) on request.

10. Our approach to SEND support

10.1 Identifying Pupils with SEND and Assessing Needs

We recognise that early identification and effective provision improve long-term outcomes.

- On entry to school, including in EYFS, we assess each pupil's skills and attainment and build on information from previous settings.
- Teachers regularly assess progress and identify pupils whose progress:
 - Is significantly slower than their peers from the same baseline,
 - Does not match or better previous rates of progress,
 - Fails to close attainment gaps, or
 - Widens attainment gaps.
- Slow progress and low attainment do not automatically mean a pupil has SEND. We also consider factors such as English as an additional language (EAL), bereavement, or bullying.
- In EYFS, key persons play a central role in spotting emerging difficulties and sharing these quickly with the SENCO.
- When necessary, we consult with parents and external specialists to build a full picture of the pupil's needs. Where staff have an emerging concern about a pupil, this will be discussed with parents/carers and raised with the SENCO through the school's referral process. Ordinarily, a period of targeted support, observation and monitoring will take place over approximately a half term (6–8 weeks), with the impact reviewed before determining whether the pupil requires SEN Support. This does not prevent the school from taking more immediate action where a pupil presents with significant or urgent needs. For identified pupils where more detailed small-step assessment is appropriate, the school may use the Birmingham SEND Toolkit Tracker to identify priorities, set appropriate targets and monitor progress across relevant areas of development.

10.2 Consulting and Involving Pupils and Parents

We place pupils and their parents at the heart of decisions. Discussions will:

- Develop a shared understanding of strengths and difficulties,
- Consider the aspirations of the pupil and family,
- Agree desired outcomes and next steps,
- Clarify roles and responsibilities.

Parents will always be informed formally if the school decides that special educational provision is required. Parents/carers will be involved throughout the graduated approach and will receive information about their child's SEND targets and progress. SEND targets are recorded on Insight and shared with parents/carers three times during the academic year. For pupils accessing the Hub, targets are shared six times during the academic year.

The school also provides opportunities for additional parent engagement, which may include SEND clinics, workshops and information sessions.

10.3 The Graduated Approach (Assess – Plan – Do – Review)

The graduated approach is an ongoing cycle of Assess, Plan, Do and Review (APDR), used to identify barriers, implement appropriate support and evaluate its impact. Where concerns arise, teachers work with parents/carers and the SENCO to assess need and implement appropriate strategies. Where a pupil is identified as requiring special educational provision that is additional to or different from that ordinarily available, they will be identified as receiving SEN Support.

APDR is a continuous process. Information gathered during each review informs the next assessment and planning stage, enabling provision to be adapted in response to the pupil's progress and changing needs.

I. Assess

- The teacher and SENCO carry out a clear analysis of the pupil's needs, drawing on evidence, views of the pupil and parents, and advice from specialists.

2. Plan

- Adjustments, interventions, support and intended outcomes are agreed in consultation with the pupil and parents/carers, with a clear date for review.
- SEND targets and agreed provision are recorded on Insight and made available to relevant staff working with the pupil.
- Where a targeted intervention is put in place, an appropriate baseline and intended outcome will be identified so that its impact can be evaluated.

3. Do

- The class teacher remains responsible for the pupil's progress, even when interventions are delivered by a teaching assistant or specialist.
- Staff work closely together to link interventions with classroom teaching.
- The SENCO supports problem-solving and advises on effective strategies.

4. Review

- Progress towards outcomes is reviewed by the teacher, SENCO, parents and pupil on the agreed date.
- Adjustments are made to provision in light of progress and feedback.

This cycle is repeated until the best possible provision and outcomes are secured.

10.4 Levels of Support

- School-based SEN provision (code K): Needs can be met through the school's graduated approach and notional SEND budget.
- Education, Health and Care (EHC) plan (code E): Where greater support is required, the school and parents may request an EHC needs assessment. EHC plans set out statutory provision and outcomes, funded by the LA with school contributions.

10.5 Statutory Assessments and Access Arrangements

For statutory assessments (e.g. KS1 phonics, KS2 SATs), the school may apply for access arrangements such as readers, scribes, rest breaks, or modified papers. These are based on normal classroom practice and evidence of need.

10.6 Evaluating Effectiveness of SEND Support

We evaluate SEND provision through:

- Pupil progress data and provision mapping,
- Regular reviews within the APDR cycle,
- Monitoring by the SENCO,
- Annual reviews of EHC plans,
- Feedback from pupils, parents and staff.
- All targeted SEND interventions will have an identified baseline and intended outcome, with appropriate endpoint or progress measures used to evaluate impact and inform subsequent provision.

II. Expertise and training of staff

At St Bernadette's Catholic Primary School, we are committed to ensuring that all staff have the knowledge, skills and confidence to meet the needs of pupils with SEND.

- The headteacher and SENCO identify staff training needs through monitoring, performance management, and feedback from staff.
- Training is provided through INSET days, staff meetings, external courses and specialist input from outside professionals.
- Staff receive training on specific areas of need relevant to the school's cohort, such as:
 - Speech, language and communication needs (SLCN),
 - Autism spectrum condition (ASC),
 - Dyslexia and other specific learning difficulties,
 - ADHD and SEMH needs,
 - Sensory impairments,
 - Supporting pupils with physical disabilities and medical needs.
- Training in safeguarding pupils with SEND, including understanding additional vulnerabilities, is refreshed annually.
- In the EYFS, all staff are trained to identify emerging difficulties early, use the graduated approach, and work closely with parents and the child's key person.
- At least one member of staff in EYFS holds a Paediatric First Aid (PFA) certificate, in line with statutory requirements.
- The SENCO is a qualified teacher and holds, or is working towards completion of, the mandatory National Professional Qualification (NPQ) for SENCOs within the statutory timeframe.
- New staff, including Early Career Teachers (ECTs), receive induction on the school's SEND policy and procedures.
- The SENCO provides ongoing guidance and coaching for teachers and teaching assistants to support inclusive classroom practice.

By investing in staff training, we ensure that provision for SEND is high quality, evidence-based and responsive to the needs of our pupils.

12. Links with external professional agencies

St Bernadette's Catholic Primary School recognises that it cannot meet every need alone. Where necessary, we work in partnership with a wide range of external professionals to provide the right support at the right time.

We engage external agencies to:

- Gain specialist assessment, advice and strategies to support pupils.
- Improve educational, social, emotional and health outcomes.
- Ensure provision is joined-up across education, health and social care.
- Support staff and build capacity within school.

Agencies we may work with include:

- Educational psychologists
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT) and Physiotherapists
- Hearing Impairment and Visual Impairment services
- The Communication and Autism Team (CAT)
- The Physical Disability Support Service
- Specialist teachers and outreach services
- School nurses, GPs and paediatricians
- Child and Adolescent Mental Health Services (CAMHS)
- Compass and other counselling services
- Pupil Support Services
- Education welfare officers
- Social services and safeguarding teams

In the Early Years Foundation Stage, we also work closely with:

- Health visitors,
 - Early help services,
 - Portage workers,
- to ensure early identification and support for emerging needs.

Local Offer

We support Birmingham City Council in reviewing and developing the Local Offer, ensuring it is:

- Collaborative – shaped with schools, parents, pupils and service providers.
- Accessible – written in clear language and well-publicised.
- Comprehensive – covering education, health and social care provision from 0–25.
- Up-to-date – regularly reviewed to reflect current services.

Our own SEND provision and support pathways are included in the Local Offer:

☞ [Birmingham Local Offer](#)

Safeguarding links

Where safeguarding concerns arise, the SENCO and Designated Safeguarding Lead (DSL) liaise closely with external agencies to ensure the pupil's safety and well-being are prioritised.

13. Admission and accessibility arrangements

13.1 Admission Arrangements

St Bernadette's Catholic Primary School is an inclusive school and welcomes applications for all children, including those with SEND. We will ensure compliance with the School Admissions Code (2021) by:

- Not refusing admission for a child whose EHC plan names the school; these pupils are admitted before other allocations are made.
- Considering applications from parents of children with SEND but without an EHC plan on the same basis as all other applicants.
- Not refusing admission on the grounds that the school does not feel able to cater for a child's SEND.
- Not refusing admission for a child thought to be potentially disruptive or challenging on the grounds that they should first be assessed for SEND.
- Ensuring our admissions policy and oversubscription criteria do not disadvantage pupils with SEND.
- Making reasonable adjustments during the admissions process (e.g., offering support for parents with SEND themselves, or providing accessible information).

In the EYFS, we will liaise with nurseries, health visitors and parents to ensure that pupils with identified needs are supported effectively from their first day.

Details of our admissions arrangements are published in our Admissions Policy on the school website.

13.2 Accessibility Arrangements

Under the Equality Act 2010, we are required to make reasonable adjustments to avoid putting pupils with disabilities at a substantial disadvantage. Our duty covers three areas:

- Access to the school environment (physical access).
- Access to the curriculum (teaching and learning).
- Access to information (written and digital communication).

To fulfil this duty, we will:

- Implement and regularly review our Accessibility Plan, published on the school website.
- Provide training for staff so that disability awareness and inclusive practice are embedded.
- Adapt classrooms and learning environments to meet the needs of pupils (e.g., workstations for autistic pupils, use of visual timetables, flexible seating for those with attention or sensory needs).
- Use a wide range of accessible resources, including ICT, visual supports, and alternative recording methods.
- Ensure that extra-curricular activities, trips and residential visits are accessible to all pupils.
- Provide specialist equipment or resources recommended by external professionals, seeking funding where necessary.
- Make written information available in accessible formats (e.g., large print, coloured overlays, translated documents) on request.

Every effort is made to anticipate and remove barriers so that all pupils can fully participate in school life.

14. Examination and Assessment Access Arrangements

St Bernadette's Catholic Primary School is committed to ensuring that all pupils can demonstrate their knowledge and skills fairly in statutory assessments, including the phonics screening check, multiplication tables check, and end of Key Stage 1 and Key Stage 2 assessments.

- Access arrangements are reasonable adjustments that may be applied to support pupils with SEND or a disability, where their needs would otherwise place them at a substantial disadvantage compared with their peers.
- Examples include:
 - Additional time,
 - Use of a scribe, reader or word processor,
 - Rest breaks,
 - Modified test papers (e.g. large print, braille, coloured paper),
 - Separate or smaller room arrangements.
- Access arrangements are based on a pupil's normal way of working in the classroom and must be supported by evidence of need.
- The SENCO, class teacher and headteacher will work together to identify pupils who may require access arrangements and apply for approval through the appropriate channels (e.g., the Standards and Testing Agency).
- Parents and carers will be informed of any agreed arrangements in advance of the assessments.
- The SENCO will ensure that arrangements are implemented correctly and recorded in line with statutory guidance.

By making appropriate access arrangements, the school ensures that statutory assessments measure pupils' attainment accurately, without unfairly disadvantaging those with SEND.

15. Funding for SEND Support

St Bernadette's Catholic Primary School is committed to using its resources effectively to meet the needs of pupils with SEND.

15.1 Notional SEND Budget

- Each year the school receives a notional SEND budget as part of its delegated funding.
- This is used to provide high-quality, differentiated teaching and additional support for pupils identified as requiring SEN provision (code K).
- Examples include teaching assistant support, small group interventions, resources to support specific learning needs, and staff training.

15.2 High Needs Funding

- Where a pupil's needs are more complex and cannot be met from the notional SEND budget, the school may apply to the local authority for High Needs top-up funding.
- This funding is used to secure additional specialist support, resources, or staffing.

15.3 Education, Health and Care (EHC) Plans

- For pupils with an EHC plan, funding is allocated through the local authority's high needs block.
- The SENCO and headteacher are responsible for ensuring this funding is used to deliver the provision and outcomes set out in the plan.

15.4 Accountability

- The SENCO monitors the impact of all SEND funding on pupil outcomes.
- Spending and effectiveness are reported to the headteacher and governing board.
- Governors ensure that funding is deployed fairly, transparently, and in line with statutory duties.

By using SEND funding responsibly and strategically, the school ensures that pupils with additional needs receive the right support at the right time.

16. Education, Health and Care (EHC) Needs Assessments and Plans

Where, despite relevant and purposeful action by the school, a pupil is not making expected progress, St Bernadette's Catholic Primary School may, in consultation with parents and external professionals, request an Education, Health and Care (EHC) needs assessment from the local authority (LA).

16.1 EHC Needs Assessments

- A request can be made by the school, parent/carer, or (for older pupils) the young person.
- The school will provide evidence of:
 - The pupil's attainment and rate of progress,
 - Interventions and strategies already used,
 - The impact of support and provision,
 - The views of the pupil and their parents,
 - Reports from external professionals, where available.
- The LA must decide whether to carry out an assessment within 6 weeks of the request.

16.2 EHC Plans

- If an assessment is agreed, the LA gathers information from the school, parents and relevant professionals across education, health and social care.
- If the LA decides to issue an EHC plan, it must describe:
 - The pupil's needs,
 - The provision required to meet those needs,
 - Outcomes sought,
 - Educational placement.
- The school will work with parents, the pupil, and the LA to ensure the plan is accurate, ambitious and deliverable.

16.3 School Responsibilities

- The school will implement the provision set out in the EHC plan and monitor progress towards the agreed outcomes.
- All staff working with the pupil will be made aware of the EHC plan and their responsibilities.
- The SENCO will coordinate reviews, monitor impact, and liaise with the LA where changes are needed.

16.4 Reviews of EHC Plans

- EHC plans must be reviewed by the LA at least annually.
- The SENCO will organise and chair review meetings, gathering views from the pupil, parents, staff and professionals.
- For pupils moving between key stages, reviews will be held in time to ensure effective transition planning.
- A report of the review meeting will be sent to the LA, parents, and all professionals involved.

By working closely with parents, pupils, and the LA, St Bernadette's ensures that EHC plans are used as a practical tool to secure the best possible outcomes.

17. Reviewing Education, Health and Care (EHC) Plans

St Bernadette's Catholic Primary School recognises that EHC plans must remain dynamic, relevant and outcome-focused. Reviews ensure that provision continues to meet pupils' needs and prepares them effectively for the next stage of learning.

17.1 Annual Reviews

- The local authority (LA) has a duty to review an EHC plan at least once every 12 months.
- The SENCO coordinates the review process on behalf of the school, in partnership with the LA.
- Parents/carers and the pupil are central to the review, and their views must be recorded and considered.
- Relevant professionals (e.g., health, social care, educational psychology) will be invited to contribute advice and attend the meeting.

17.2 Timing of Reviews

- Reviews are scheduled to allow for effective planning, especially at key transition points (e.g., EYFS to KS1, KS2 to secondary).
- For pupils in Year 5, the annual review will include discussion about secondary school options.
- For pupils in Year 6, the review will be completed in time for arrangements to be in place for transfer to secondary school.

17.3 The Review Meeting

- The SENCO will gather advice and information from parents, teachers, and professionals at least two weeks before the meeting.
- During the meeting, progress towards outcomes, effectiveness of provision, and any emerging needs are discussed.
- The meeting will consider whether outcomes remain appropriate, whether changes to provision are required, and whether the plan remains necessary.

17.4 After the Meeting

- A written report of the meeting, including any recommendations, will be circulated to all participants within two weeks.
- The report will be submitted to the LA, which must decide whether to:
 - Maintain the plan as it is,
 - Amend the plan, or
 - Cease the plan.

17.5 Interim and Early Reviews

An early review of an EHC plan may be requested where there is a significant change in a pupil's needs or circumstances, where current provision may no longer be appropriate, or where progress or outcomes indicate that the plan may require review.

The school, parents/carers or relevant professionals may request that an early review is considered. The SENCO will liaise with the local authority as appropriate.

By reviewing EHC plans thoroughly and collaboratively, St Bernadette's ensures that provision remains effective and outcomes continue to be ambitious, realistic, and tailored to each child.

18. Preparation for Adulthood (PfA)

St Bernadette's Catholic Primary School recognises that preparing for adulthood starts in the early years and continues throughout primary education. Our aim is to help pupils with SEND develop the skills, confidence and aspirations they need to lead fulfilling, independent lives.

18.1 Early Preparation for Adulthood Outcomes

In line with the SEND Code of Practice, we support pupils with SEND to make progress towards the four PfA outcomes:

1. Employment – fostering curiosity, problem-solving and motivation to learn.
2. Independent living – encouraging independence in self-care, organisation and decision-making.
3. Community inclusion – building positive relationships and promoting participation in school and community life.
4. Health – supporting physical and emotional wellbeing, resilience and self-advocacy.

18.2 Practical Approaches in Primary

- Encouraging independence in the classroom (e.g. managing equipment, making choices, following routines).
- Promoting social skills and friendships through group work, peer support and playground activities.
- Teaching emotional literacy and resilience through PSHE, circle time and pastoral support.
- Involving pupils in setting their own learning targets and reviewing their progress.
- Supporting participation in clubs, trips and community activities.

18.3 Links to Transition

- For pupils with EHC plans, Year 5 and 6 reviews will include discussion of aspirations for secondary school and beyond.
- Parents and pupils are supported to think about long-term outcomes, not just immediate needs.

By embedding preparation for adulthood into everyday teaching and support, we help pupils develop the foundations for independence, confidence and lifelong learning.

19. Use of Data and Record Keeping

St Bernadette's Catholic Primary School maintains accurate, secure and up-to-date records for all pupils with SEND in line with the Data Protection Act 2018, UK GDPR, and the school's Data Protection Policy.

19.1 SEND Records

- Records include:
 - Identification of needs and areas of difficulty,
 - Provision maps and SEND Support Plans,
 - Reviews of progress and outcomes,
 - Reports from external professionals,
 - Evidence submitted for EHC needs assessments or reviews.
- All records are stored securely, with access restricted to staff working directly with the pupil.
- Information is shared with parents, pupils, and professionals on a need-to-know basis only.

19.2 Transition of Records

- When a pupil transfers to another school, the SENCO ensures that SEND records are transferred securely and promptly.
- For pupils with EHC plans, the plan and associated reports are shared with the receiving school and local authority to ensure continuity of provision.

19.3 Use of Data

- SEND data is used to:
 - Monitor the progress and attainment of pupils with SEND,
 - Evaluate the impact of interventions and provision,
 - Identify patterns and trends to inform school improvement,
 - Report anonymised data to governors, the local authority, and Ofsted as required.
- SEND information and progress data are maintained on the school's designated electronic systems, including Insight for SEND targets and support planning, ensuring accurate tracking and accountability.

19.4 Confidentiality

Personal information relating to SEND will be processed, stored and shared in accordance with UK GDPR, the Data Protection Act 2018, safeguarding requirements and the school's Data Protection and Records Management policies. Further information is set out in Section 20.

By maintaining accurate records and using data effectively, St Bernadette's ensures that SEND provision is responsive, evidence-based and accountable.

20. Confidentiality

St Bernadette's Catholic Primary School recognises that pupils with SEND and their families have a right to privacy. All information relating to a pupil's SEND will be treated as confidential and shared only in line with statutory requirements, safeguarding duties, and parental consent.

20.1 Principles

- SEND records are kept securely and only accessed by staff directly involved in supporting the pupil.
- Information will be shared with parents/carers openly and sensitively, using clear language.
- Pupil voice is respected, and pupils are supported to understand how their information is used.

20.2 When Information May Be Shared Without Consent

The school may be required to share SEND information without parental consent where it is:

- Necessary to protect a child from harm (safeguarding).
- Required for statutory duties, such as tribunal proceedings or Ofsted inspections.
- Ordered by a court.
- Required to support the transition to another school or setting, in the best interests of the pupil.

Information may also be shared where there is another lawful basis for doing so in accordance with the school's Data Protection and Records Management policies.

20.3 Staff Responsibilities

- All staff receive training on confidentiality, safeguarding and data protection.
- Staff must not discuss a pupil's SEND with anyone outside school, including other parents, unless authorised by the SENCO or headteacher.
- Professional discussions about SEND pupils take place in private and with due respect.

20.4 Working with External Professionals

When working with health, social care, or external education professionals, the school will:

- Seek parental consent before sharing reports or information wherever possible.
- Share only relevant information needed to secure appropriate support.
- Ensure that communication is professional, secure, and in the best interests of the pupil.

By handling SEND information responsibly, St Bernadette's ensures that pupils and families feel respected, protected, and confident in the school's safeguarding culture.

21. Transition

St Bernadette's Catholic Primary School recognises that changes of class, key stage, or school can be challenging for all pupils, particularly those with SEND. Careful planning and communication are essential to ensure smooth transitions and continuity of support.

21.1 Internal Transitions

- Class teachers meet in the summer term to pass on information about all pupils, including those with SEND.
- The SENCO ensures that SEND Support Plans, pupil passports, and relevant records are updated and shared with the next teacher.
- Pupils with SEND may have additional opportunities to visit their new classroom or meet their new teacher/teaching assistant.
- Visual resources, transition booklets or social stories may be used to prepare pupils for change.

21.2 Transition into EYFS

- The EYFS lead and SENCO liaise with nurseries, health visitors, and parents to identify any needs before the child starts school.
- Transition meetings may be held for children with identified SEND, involving parents and external agencies.
- A staggered start or additional settling-in sessions may be offered where appropriate.

21.3 Transition to Secondary School

- In Year 5, the SENCO may attend annual reviews of pupils with EHC plans to support planning for secondary transfer.
- In Year 6, the SENCO liaises with secondary SENCOs to share records, SEND Support Plans and strategies that have been effective.
- Additional visits or transition programmes may be arranged for pupils with SEND to familiarise them with the new setting.
- Parents are supported with information and guidance about secondary school options and processes.

21.4 Mid-Year Admissions/Leavers

- Where a pupil with SEND joins or leaves mid-year, the SENCO ensures prompt transfer of records and liaises with the previous or receiving school.
- For leavers, all relevant information is securely transferred to the next setting in line with GDPR and the Data Protection Policy.

By carefully managing transitions, we aim to reduce anxiety, build confidence, and ensure continuity of provision for all pupils with SEND.

22. Complaints about SEND provision

St Bernadette's Catholic Primary School is committed to working in partnership with parents and carers. Most concerns can be resolved quickly and informally through discussion with the class teacher or SENCO.

22.1 Informal Resolution

- Parents should first raise concerns with the class teacher.
- If concerns remain, they should contact the SENCO to discuss provision in more detail.
- The SENCO may involve the headteacher where appropriate to help resolve issues.

22.2 Formal Complaints

- If an issue cannot be resolved informally, parents may make a formal complaint in line with the school's Complaints Procedures Policy, published on the school website.
- Formal complaints should be addressed to the headteacher in the first instance.
- If parents remain dissatisfied, the complaint may be referred to the governing board.

22.3 Escalation Routes

If the school's complaints process has been followed and the parent/carers is still not satisfied, they may:

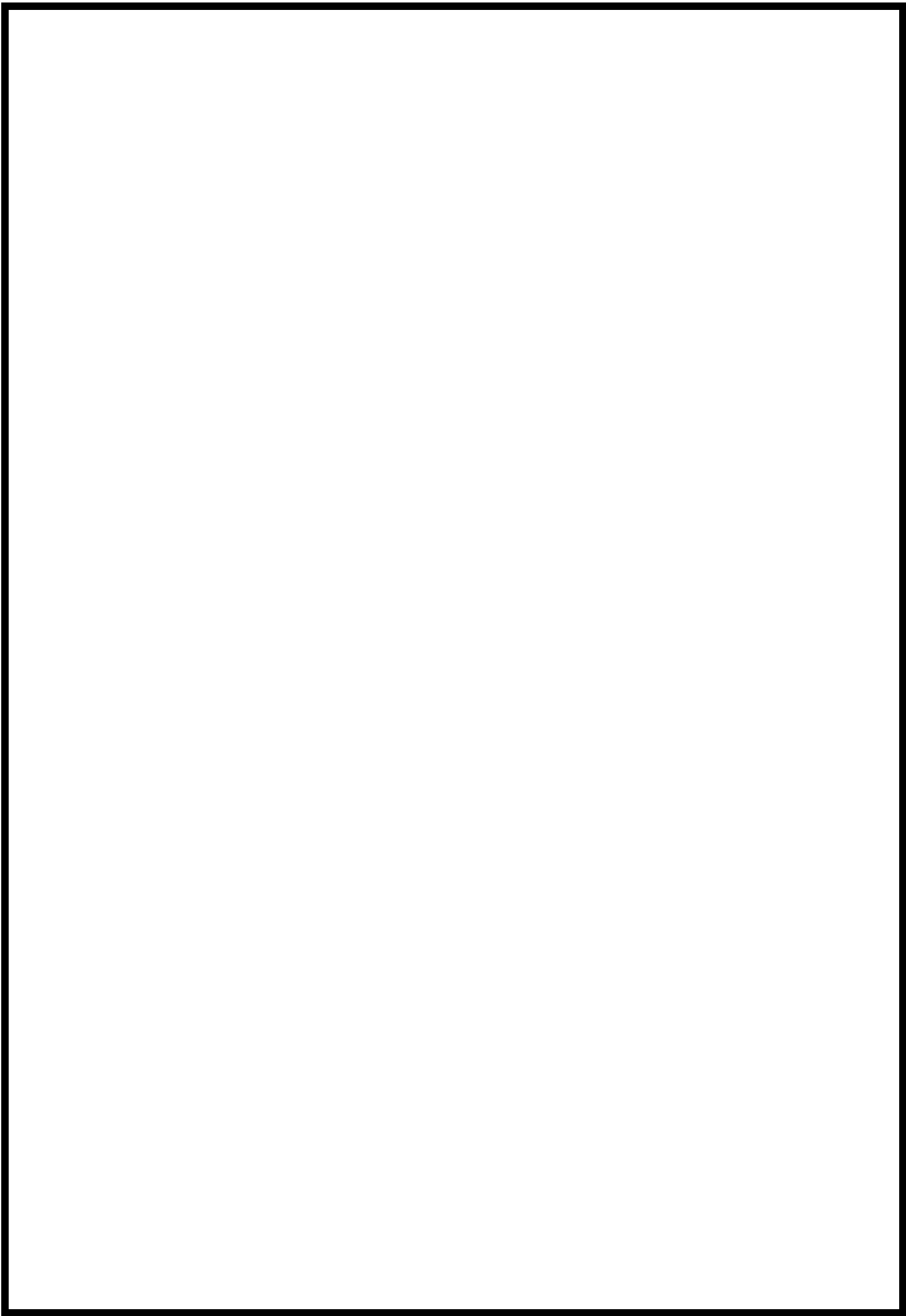
- Contact the local authority for disagreement resolution or mediation.
- Appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the complaint concerns:
 - Refusal to assess or reassess a child for an EHC plan,
 - Refusal to issue or amend an EHC plan,
 - The content of an EHC plan, or
 - Decision to cease an EHC plan.

In some cases, the pupil themselves also has a right to make an appeal.

22.4 Support for Parents

Parents and carers can access free, impartial advice, support and mediation through Birmingham SENDIASS:

↪ [Birmingham SENDIASS](#)



23. Monitoring and evaluation arrangements

23.1 Evaluating the Effectiveness of the Policy

We are committed to continually improving our SEND provision. The effectiveness of this policy will be evaluated against the objectives set out in Section 1. In particular, we will measure success by considering whether:

- Pupils with SEND are identified early, including in the EYFS, and receive timely support.
- Pupils with SEND make good progress from their starting points, academically, socially and emotionally.
- Pupils with SEND feel safe, included and valued within the school community.
- Parents and carers feel listened to, involved in decision-making, and confident in the support their child receives.
- Staff are confident and skilled in meeting the needs of pupils with SEND, as evidenced by CPD records and classroom practice.
- The school uses its notional SEND budget and any additional funding effectively to secure positive outcomes.
- Behaviour and attendance data for pupils with SEND is positive and in line with peers.

23.2 Monitoring the Policy

- The SENCO will monitor the day-to-day implementation of the policy, including provision mapping, pupil progress, and staff practice.
- The headteacher and SENCO will report regularly to the governing board on outcomes for pupils with SEND.
- The SEND link governor will meet termly with the SENCO to monitor provision and feedback to governors.
- Feedback from parents, carers and pupils will be gathered through meetings, reviews, surveys and SEND coffee mornings.
- External reviews and local authority monitoring will be used where appropriate to provide additional evaluation.

23.3 Review Cycle

- This policy will be reviewed annually by the SENCO in consultation with the headteacher, staff, pupils, parents and governors.
- It will also be updated immediately if there are changes in national legislation, local authority requirements or school procedures.
- The full governing board will approve the policy following each review.