

Catton Grove Primary School



Special Educational Needs and Disability Policy

Approved by:	Full Governing Body	Date: 01.09.26
Last reviewed on:	September 2026	
Next review due by:	September 2027	

At Catton Grove Primary School, we are committed to working together with all members of our school community. Our local offer has been produced with pupils, parents and carers, governors, and members of staff. We welcome comments from parents and stakeholders on our policy, so please do contact us. The best people to contact are:

Headteacher: Catherine Lorne head@cattongrove.norfolk.sch.uk

SENCO: Cathy Bryan senco@cattongrove.norfolk.sch.uk

Governor with SEND responsibility: Agnes Pattison

At Catton Grove Primary School, we provide a broad, balanced and creative curriculum for all children in a safe, stimulating and caring environment. Although we work as one, we understand our school is a community of individuals with particular and diverse needs, who will learn, develop and grow in very different ways.

In planning and teaching, our staff set suitable learning challenges for, and respond to this diversity of need, which includes, but is not limited to, Special Educational Needs.

Additional information about the implementation of this policy can be found in our SEN Information Report. This is part of the Local Offer for learners with SEND.
(www.norfolk.gov.uk/children-and-families/send-local-offer)

Aims of this Policy

- Enable all pupils to have full access to all elements of the school curriculum
- Ensure every pupil realises their full potential and optimises their self-esteem
- Identify, assess and provide for a pupil's needs as early as possible
- Ensure that curriculum planning and assessment takes account of the type and extent of individual's difficulties
- Create an environment that meets the SEND of each child
- Attain high levels of participation from pupils, parents and carers.
- Work in partnership with other agencies and schools
- Involve parents in supporting their child's education
- Ensure that our pupils have a voice in this process
- Identify the roles and responsibilities of staff in providing for pupils SEND

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

This policy is based on documents published by the Department for Education (DfE):

- The Special Educational Needs and Disability (SEND) code of practice (2015)
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- The Equality Act 2010 'Mental health and wellbeing provision in schools'
- Supporting pupils with medical conditions at school Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their SEND Information Report and policy online
- The UK General Data Protection Regulation (GDPR)

Definitions

The 2015 SEND Code of Practice states that:

"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if he/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/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"

Not all vulnerable learners will have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Pupils have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of pupils the same age;
- have a disability that prevents or hinders them from making use of educational facilities generally provided for pupils of the same age;
- fall within the definitions above or would do so if special educational provision was not made for them.

The role of the SENCO

- oversees the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special needs
- advises on the graduated approach to providing SEND support

- supports and advises colleagues
- oversees the records of all children with special educational needs
- liaises with parents of children with SEND, in conjunction with class teachers
- acts as link with external agencies and other support agencies
- monitors and evaluates the special educational needs provision and reports to the governing body
- contributes to the professional development of all staff

The Role of the School Governors

School Governors have a duty imposed by law to ensure that:

- Teaching staff are aware of the importance of identifying and providing for pupils who have SEND.
- All those likely to come into contact with pupils with SEND are aware of their individual needs.
- All relevant documents are published onto the school website.
- A governor is assigned to monitor SEND,
- This policy is implemented fairly and consistently across the school.
- The school meets its duties in relation to supporting pupils with SEND.

The Role of the Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Ensure the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.
- Ensure the school holds ambitious expectations for all pupils with SEND.
- Make sure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Make sure the school fulfils its statutory duties with regard to the SEND code of practice.
- Ensure the SENCO holds or is working to the [National Professional Qualification \(NPQ\) for SENCOs](#)

The Role of the Class Teachers

Each class teacher is responsible for:

- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Planning and reviewing support for pupils with SEND, using a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- High expectations for every pupil and aiming to teach every child the full curriculum, whatever their prior attainment.
- They follow this SEN policy.

Identification and Assessment

Early identification is vital either from the school assessment process or parental concerns. The class teacher will discuss any concerns with the parents/carers at the earliest opportunity and seek their opinions and enlist their help. The class teacher will also liaise with the SENCO.

Assessment data, observations and discussions in Pupil Progress Meetings will be considered. Termly targets, shared with parents, carers and the individual pupils, will be set and their progress monitored. The SENCO works with the senior leadership team, using whole school tracking data as an early identification indicator.

At Catton Grove Primary School, we make provision for pupils with the following four areas of need as outlined in the 2015 SEND Code of Practice:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Sensory and / or Physical.

We use a number of additional indicators of special educational needs:

- The analysis of data, including entry baseline and end of EYFS data, SATs, annual and termly pupil assessments
- The following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENCO maintains a list of pupils identified through the procedures listed; this is called the Special Educational Needs Register. This list is reviewed each term when a detailed analysis of the list takes place. Where concerns continue and parents/carers agree, external specialist advisory services will be sought, such as: Educational Psychologist (EP); Speech & Language Therapists (SALT); Child &

Adolescent Mental Health Services (CAMHs), Inclusion Advisory Team (IAT), Occupational Therapists (OT), The Virtual School and the Autism Advisory Team (AAT).

Where specialist advice has been given, Individual Learning Plan will be drawn up and reviewed at the end of each term.

Individual Learning Plans will offer additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.

If the school has a concern they will discuss this with the parent/carer and the class teacher will in the first instance record this on our initial concern and monitoring record. On rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. If the child does have Special Educational Needs or Disability or we suspect this may be the case then the class teacher with the SENCO will meet with the parent/carer to discuss this and plan next steps and identify outcomes and provision. For more detailed information on Catton Grove Primary School’s provision and procedures for pupils with Special Educational Needs or Disability please see the schools SEND Information Report on the school website.

Individual Learning Plans, One Page Profiles and EHCPs

When a child is added to the Special Educational Needs and Disability register, their class teacher will consult with parents to produce an Individual Learning Plan. This will detail any provision which is additional to or different from usual classroom practice which is deemed necessary for the child to reach desired outcomes.

The Individual Learning Plan will include:

- Strengths and Successes.
- Realistic, time limited, measurable targets.
- The nature of the provision made.
- Pupil, parent and teacher views.

The Individual Learning Plan is a working document which is reviewed termly as part of our graduated response to Special Educational Needs– Assess, Plan, Do, Review.

For pupils with an EHCP, provision will meet the recommendations on the plan. Strategies for pupils’ progress will be recorded on an individual Learning Plan (ILP) which will contain information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Scaled score to indicate achievement

- The outcomes recorded at review

The Individual Learning Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on two or three individual targets that closely match the pupil's needs. The Individual Learning Plan will be created through discussion with both the pupil and the parent or carer. The plan will be reviewed each term with the inclusion of parents, carers and pupils' views.

Additional needs may be recorded within a One Page Profile, produced by a member of staff in consultation with the child so that the pupil voice is elicited.

The One Page Profile will include:

- What others like and admire about the child
- What the child is good at
- How the child wants to be supported

The One Page Profile is reviewed at least termly as part of our graduated response.

Education Health and Care Plan

Request for Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

An Education Health Care Plans (EHCP) will normally be provided where, after a Statutory Assessment, the Local Authority considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

Reviews of an EHCP

Pupils with an Education Health and Care Plan will have an Annual Review of their statement/plan. (Biannually if under 5)

Our school will comply with all local arrangements and procedures when applying for

- An Education Health and Care Plan
- Referrals to external agencies

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice (2015) and with Norfolk's guidance - particularly with regard to the timescales set out within the process. We invite parents to the reviews and will

always try to involve the child in the review and will do this by discussion prior to the meeting.

Record Keeping

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are kept updated by the SENCO. These records are stored securely, in line with our Confidentiality Policy and Data Protection Policy, and with the UK GDPR and Data Protection Act 2018.

Pertinent information is shared with teaching staff, and other professionals involved in the child's care and support and with parents in an accessible format. The School uses CPOMS (Child Protection Online Monitoring System) to facilitate good communication between staff, ensuring that all issues relating to children with SEND are shared and actioned appropriately

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with SEN and Disability legislation, we will make all reasonable adjustments to provide effective educational provision. We welcome applications for admission from parents of children with mobility difficulties. Since September 2008 our school building has complete wheelchair access. The Governors would make every effort to accommodate a child's particular needs, working with the LA to improve facilities where necessary.

Review of SEND Policy

This policy has been written and agreed in conjunction with the Governing Body. The provision for SEND is extremely important to the community of Catton Grove Primary School and the policy will be regularly updated to reflect current legislation and practices.