ST WILLIAM OF YORK

Catholic Primary School

Brockley Park, Forest Hill, SE23 1PS

SEND Policy

OUR MISSION

The purpose of St William of York Catholic Primary School is to educate children in an atmosphere of Christian love.

We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community.

Policy Review			
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St. William of York Catholic Primary School

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Headteacher: Mrs Hayley Mayers **Admin Officer:** Mrs Joanne Roper

Deputy Head: Ms Zoe Thorn

Special Educational Needs and Disabilities (SEND) Policy

Approved by:	**Governing Body**
Last reviewed on:	December 2025
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1. Our Mission and Vision

Our Mission Statement: *The purpose of St William of York Primary School is to educate children in an atmosphere of Christian love. We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community.*

At St William of York, our Catholic faith is central to everything we do, including our approach to supporting children with special educational needs and disabilities. We believe that every child is created in the image of God and has unique gifts and talents to offer our school community.

Our SEND provision is rooted in the Gospel values of love, compassion, and justice. Just as Christ showed particular care for those who were vulnerable or marginalised, we are committed to ensuring that every child with SEND is valued, included, and supported to reach their potential.

2. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- **Honour the uniqueness of each child** as expressed in our mission statement, recognising that God has created each child with individual gifts, talents and needs
- **Create an inclusive community** where all children can grow in faith, knowledge and love, participating fully in the life of our Catholic school
- **Ensure high-quality provision** that enables pupils with SEND to:
  - Access all aspects of school life alongside their peers
  - Make progress towards achieving their full potential
  - Develop confidence and independence
  - Prepare effectively for their next stage of education and beyond
- **Work in partnership** with pupils, parents, carers and external agencies, recognising that families are the first educators of their children
- **Maintain the highest expectations** for all pupils with SEND, believing that every child can flourish
- **Implement current legislation** effectively, ensuring our school fully complies with national requirements regarding pupils with SEND

3. Legislation and Guidance

This policy is based on the statutory guidance:

- Special Educational Needs and Disability (SEND) Code of Practice
- Keeping Children Safe in Education

- Working together to improve school attendance

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (section 20)
- The Public Sector Equality Duty (section 149 of the Equality Act 2010)
- The governance guide for maintained schools
- The School Admissions Code

4. Inclusion and Equal Opportunities

At St William of York, we are committed to:

- Creating an inclusive environment where every child is valued and their dignity respected
- Ensuring that all pupils, regardless of their needs and abilities, have access to a broad, balanced and challenging curriculum
- Making reasonable adjustments to teaching, the curriculum and the school environment so that pupils with SEND can participate fully in all aspects of school life
- Celebrating diversity as part of God's wonderful creation
- Working to eliminate discrimination and promote equality of opportunity
- Fostering good relationships between all members of our school community

We recognise that true inclusion goes beyond simply placing children with SEND in mainstream classes; it requires us to adapt our provision to meet their individual needs while maintaining high expectations for all.

5. Definitions

5.1 Special Educational Needs

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

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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 educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and Responsibilities

6.1 The SENCO

The SENCO at our school is **Ms Zoe Thorn.**

Contact: senco@swoy.lewisham.sch.uk | 020 8690 2842

The SENCO will:

- **Work collaboratively** with the headteacher and SEND link governor to develop strategic SEND provision
- **Coordinate daily operations** of SEND support, ensuring high-quality provision for all pupils with SEN
- **Provide professional guidance** to colleagues, maintaining our commitment to excellent Catholic education for all
- **Liaise with families** as partners in education, recognising parents as the first educators of their children
- **Work with external agencies** to ensure comprehensive support for pupils and families
- **Maintain accurate records** and prepare reports for the school's SEND information report
- **Monitor and evaluate** the effectiveness of provision, ensuring continuous improvement
- **Support smooth transitions** between educational settings
- **Ensure compliance** with equality duties and accessibility requirements
- **Identify training needs** and support professional development of all staff

6.2 The Governing Board

The governing board is responsible for:

- **Strategic oversight** of SEND provision, ensuring it reflects our Catholic mission
- **Ensuring adequate resources** are allocated to support pupils with SEND
- **Promoting inclusion** across all aspects of school life
- **Monitoring effectiveness** of SEND provision and outcomes for pupils
- **Supporting partnerships** with the local authority and other agencies
- **Ensuring transparency** through publication of required information and reports
- **Maintaining high expectations** for all pupils, including those with SEND

6.3 The SEND Link Governor

The SEND link governor will:

- **Monitor provision** through regular meetings with the SENCO and school visits
- **Report to the governing board** on the effectiveness of SEND provision
- **Support strategic development** of SEND policies and practices
- **Ensure compliance** with statutory duties and Catholic education principles

6.4 The Headteacher

Mrs Hayley Mayers leads the school community in its mission to provide excellent Catholic education for all. The headteacher will:

- **Provide strategic leadership** for SEND provision across the school
- **Ensure sufficient resources** and time for the SENCO to fulfil their duties effectively
- **Monitor progress** of pupils with SEND and the impact of provision
- **Promote inclusive practices** that reflect our values
- **Maintain overview** of the SEND register and individual pupil needs
- **Support professional development** to enhance staff expertise in SEND
- **Collaborate with external partners** to benefit pupils and families

6.5 Class Teachers

Each class teacher is responsible for:

- **Providing Quality First Teaching** that is adapted to meet all pupils' needs
- **Monitoring progress** of every pupil in their class through regular assessment
- **Implementing SEND support** as outlined in individual support plans
- **Collaborating closely** with teaching assistants and specialist staff
- **Communicating regularly** with parents and carers about their child's progress
- **Working with the SENCO** to review and adapt provision as needed
- **Following school policies** including this SEND policy and our Catholic ethos

- **Creating inclusive classrooms** where every child feels valued and can succeed

6.6 Parents and Carers

We recognise parents and carers as the primary educators of their children and essential partners in our mission. Parents and carers are encouraged to:

- **Share information** about their child's needs, progress and wellbeing
- **Participate actively** in discussions and decisions about their child's support
- **Attend regular meetings** to review provision and celebrate progress
- **Support learning at home** in ways suggested by school staff
- **Communicate concerns** early so that support can be adjusted as needed
- **Work in partnership** with school staff to achieve the best outcomes for their child

6.7 The Pupil

We believe in honoring the voice of every child, recognising their inherent dignity and worth. Pupils are encouraged to:

- **Share their views** about their learning and the support they receive
- **Contribute to target setting** and review meetings as appropriate for their age and understanding
- **Take increasing responsibility** for their own learning and development
- **Celebrate their achievements** and learn from challenges
- **Support their peers** in creating an inclusive school community

7. Our Approach to SEND Support

7.1 Creating an Inclusive Catholic Learning Environment

At St William of York, we have developed learning environments that reflect both our Catholic values and commitment to inclusion:

- **Every classroom is inclusive** and adapted to meet a range of needs
- **Visual timetables and supports** are used throughout the school to aid communication
- **Soundfield systems** in Years 1-6 classrooms ensure all children can access learning
- **Flexible teaching approaches** including group work, paired work and individual support
- **Specialist resources** such as task boards, writing frames, pencil grips and assistive technology
- **Strategic seating arrangements** to optimise learning for all pupils
- **Makaton-trained staff** to support communication needs
- **Prayer and reflection spaces** that are accessible to all pupils

7.2 Identifying Pupils with SEND

Early identification of SEND is crucial for ensuring timely and effective support. We identify pupils who may need additional support through:

On entry assessment that builds on information from previous settings and considers:

- Current skills and attainment levels
- Any evidence of disability requiring reasonable adjustments
- Previous SEND provision and outcomes

Ongoing monitoring by class teachers who track progress and identify pupils whose progress:

- Is significantly slower than peers from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap with peers
- Widens the attainment gap

Holistic assessment that considers:

- Academic progress across all subjects
- Social, emotional and behavioural development
- Communication and interaction skills
- Physical and sensory needs

Careful consideration of potential barriers to learning such as:

- Limited English proficiency
- Temporary factors (bereavement, family changes)
- Attendance or punctuality issues

We are particularly mindful that slow progress or low attainment does not automatically indicate SEN, and we always consider the whole child within the context of our caring community.

7.3 Consulting and Involving Pupils and Families

Our Catholic tradition emphasises the importance of walking alongside families in their journey of education. When we identify potential SEND, we:

Hold early discussions with pupils and their families that:

- Develop shared understanding of the child's strengths and areas for development
- Listen to and address any concerns parents may have
- Establish clear, agreed outcomes for the child
- Clarify next steps in the process

Maintain detailed records of all discussions and decisions, ensuring families receive copies if requested.

Formally notify parents when their child will receive special educational provision.

Provide regular opportunities for families to contribute their insights and concerns.

7.4 The Graduated Approach to SEN Support

Our approach to SEN support follows the four-part graduated approach cycle:

Once a pupil has been identified as having SEN, we will take action to remove as many barriers to learning as we can, 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/carers will be taken into account. 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/carers 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, [name of MIS], and will be made accessible to staff in a [pupil passport / individual education plan / school-based support plan].
Parents/carers 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/carers 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/carers.

7.5 Levels of Support

SEN Support Pupils placed on our SEND register receive provision that is additional to or different from our universal offer. This support is funded through our notional SEND budget and may include:

- Targeted interventions delivered by trained staff
- Specialist equipment or resources
- Adjusted curriculum or teaching approaches
- Additional adult support in specific situations
- Access to external specialist advice

Education, Health and Care Plans (EHC Plans) Some pupils may require provision beyond what we can offer through SEN support. These pupils may be entitled to an EHC plan - a legal document that:

- Describes the pupil's needs in detail
- Specifies the provision required to meet those needs
- Sets out clear outcomes to be achieved
- Is reviewed annually with all stakeholders

8. Assessment and Monitoring

8.1 Tracking Progress and Outcomes

Our commitment to excellent education means we maintain high expectations for all pupils while providing the support needed to achieve success. We monitor progress through:

Whole school tracking systems that:

- Record progress across all curriculum areas
- Identify pupils not making expected progress
- Highlight successful interventions for sharing

- Inform termly progress review meetings

Individual tracking for pupils with SEND that:

- Measures progress towards specific SEND outcomes
- Monitors the effectiveness of interventions
- Records small steps of progress that may not show in broader data
- Celebrates achievements across all areas of development

Regular review meetings where:

- Families contribute their observations and concerns
- Pupils share their views on their learning and support
- Staff evaluate the impact of current provision
- Next steps are agreed collaboratively

8.2 Provision Mapping

We use provision mapping to:

- **Record all additional provision** clearly and accessibly
- **Track the cost and impact** of different interventions
- **Ensure equity** in the distribution of support
- **Identify gaps** in current provision
- **Plan strategic improvements** to our SEND offer

Class provision maps are updated termly and reviewed by the SENCO to ensure provision remains responsive to pupils' changing needs.

9. Expertise and Training of Staff

As a Catholic school committed to serving the most vulnerable, we invest significantly in developing our staff's expertise in SEND. Our approach includes:

9.1 Professional Development

- **Regular SEND training** for all staff, ensuring understanding of different needs and effective strategies
- **Specialist training** for staff supporting pupils with specific conditions (e.g., autism, dyslexia, ADHD)
- **Training in approaches** to inclusion and supporting vulnerable children
- **External courses and conferences** to keep abreast of current research and practice
- **In-house INSET** delivered by the SENCO and external specialists
- **Peer learning opportunities** where staff share effective strategies

9.2 Building Expertise

- **The SENCO** maintains up-to-date knowledge through ongoing professional development and networks
- **Teaching assistants** receive targeted training for their specific roles and pupils they support
- **Class teachers** develop expertise in differentiation and adaptive teaching
- **Senior leaders** understand their responsibilities and the strategic development of SEND provision

9.3 Supporting Staff

- **Regular supervision and support** for staff working with challenging or complex needs
- **Access to specialist advice** from external professionals
- **Time for planning and reflection** to ensure high-quality provision
- **Recognition and celebration** of staff expertise and commitment to SEND pupils

10. Links with External Professional Agencies

We recognise that we cannot meet all needs independently and work collaboratively with external agencies to provide comprehensive support. Our partnerships include:

10.1 Educational Support Services

- **Educational Psychology Service** - for assessment, consultation and training
- **Special Educational Needs Support Service** - for specialist teaching and advice
- **Specific Learning Difficulties Team** - for pupils with dyslexia, dyscalculia, etc.
- **Autism and Sensory Outreach** (Drumbeat) - for pupils on the autism spectrum
- **Sensory Impairment Team** - for pupils with hearing or visual impairments

10.2 Health Services

- **Speech and Language Therapy Service** - for communication and language needs
- **Occupational Therapy Service** - for physical and sensory integration needs
- **Paediatric Services** - for medical assessment and support
- **School Nursing Service** - for health care plans and medical needs
- **Child and Adolescent Mental Health Services (CAMHS)** - for mental health support

10.3 Social Care and Support Services

- **Social Services** - for child protection and family support
- **Educational Welfare Service** - for attendance and family support issues
- **Targeted Family Support** - for additional family support
- **Children's Centres** - for early years support and family services

10.4 Specialist Schools and Settings

- **New Woodlands School** - for specialist expertise and potential placements
- **Drumbeat School** - for specialist expertise and potential placements
- **Other special schools** - for consultation and transition planning
- **Resource bases** - for additional assessment and support

All referrals to external agencies are made with parental consent and in partnership with families. We maintain regular contact with involved professionals and ensure recommendations are implemented effectively within our school environment.

11. Admissions and Accessibility Arrangements

11.1 Admissions Policy

As a Catholic primary school, we welcome all pupils whose parents seek a Catholic education for their children. Our approach to admissions for pupils with SEND reflects our commitment to welcome all:

For pupils without EHC Plans:

- We apply the same admission arrangements to all applicants, including those with SEND
- We do not discriminate against pupils with disabilities or SEND
- We use our best endeavours to meet the needs of pupils with SEND within our mainstream provision
- We work with families before admission to understand needs and plan appropriate support

For pupils with EHC Plans:

- We will admit pupils whose EHC Plan names our school, provided we can meet their needs
- These pupils are admitted before any other places are allocated
- We work with the local authority during the EHC plan process to ensure our school can meet the pupil's needs
- We contribute professional advice about potential provision and outcomes

11.2 Accessibility Arrangements

Our commitment to inclusion means we continually improve accessibility across our school. Current provisions include:

Physical Environment:

- Ramped access to all school buildings
- Lift access to all teaching levels
- Accessible toilet facilities for visitors with disabilities
- Yellow-edged steps for pupils with visual impairments

- Clear signage throughout the school

Curriculum Access:

- Soundfield systems in all classrooms (Years 1-6)
- Visual supports and timetables in every classroom
- Flexible recording methods (computers, scribes, voice recognition software)
- Specialist equipment as needed (writing slopes, pencil grips, alternative scissors)
- Adapted books (coloured paper, large print, bold lines)

Information Access:

- School website meets accessibility standards
- Letters and information available in different formats on request
- Visual supports for key information
- Interpreting services accessed when needed

Our Accessibility Plan sets out how we will continue to improve access for pupils with disabilities across these three areas.

12. Supporting Pupils with Medical Conditions

Our Catholic commitment to caring for the whole child extends to supporting pupils with medical conditions. We ensure that:

Health Care Plans are developed for pupils with significant medical needs in partnership with:

- School nursing services and specialist nurses
- Parents and carers
- The pupils themselves (age-appropriate)
- Relevant medical professionals

Staff training is provided to ensure:

- Safe administration of medicines following LA and DfE guidance
- Recognition of medical emergencies and appropriate responses
- Understanding of how medical conditions may impact learning
- Confidence in supporting pupils with medical needs

Reasonable adjustments are made to ensure pupils with medical conditions can:

- Access the full curriculum
- Participate in school trips and activities
- Feel safe and supported in school
- Maintain their dignity and independence

Partnership working with health professionals ensures:

- Regular review of health care plans
- Swift response to changing needs
- Access to specialist equipment or resources
- Seamless transition between health and education support

13. Transition and School Transfers

Transition can be particularly challenging for pupils with SEND. Our values of care and compassion guide our approach to ensuring smooth transitions at all stages.

13.1 Starting at St William of York

Early Years Foundation Stage:

- Home visits for all children starting Nursery or Reception
- Additional meetings with the SENCO for pupils with known SEND
- Gradual transition opportunities, particularly from our Nursery to Reception
- Information sharing with previous settings
- Early implementation of successful strategies and interventions

Joining from other schools:

- SENCO liaison with previous schools to understand needs and provision
- Transfer of all relevant SEND records and assessments
- Transition books with photographs and information about our school
- Taster visits and opportunities to meet key staff
- Pre-entry meetings with families to plan support

13.2 Moving between classes

Annual transitions are supported through:

- Detailed handover meetings between current and new teachers
- Transfer of provision maps and support plans
- Visits to new classrooms and opportunities to meet new teachers
- Social stories and transition resources for pupils who need them
- Gradual increase in time with new teacher during summer term

13.3 Secondary Transfer

Year 6 pupils are supported through:

- Early discussions about secondary options (including Year 5 annual reviews for pupils with EHC plans)
- Visits to potential secondary schools with SENCO support if needed
- Information sharing between SENCOs during formal transition days
- Additional transition visits for pupils who need them
- Specific preparation programmes focusing on independence and resilience
- Secondary school staff visits to St William of York where possible

For pupils moving to other primary schools:

- Prompt sharing of all SEND records and current provision
- SENCO-to-SENCO handover discussions
- Information about successful strategies and interventions
- Recommendations for continued support

14. Attendance and Safeguarding

14.1 Attendance

We recognise that pupils with SEND may face additional barriers to attendance, but maintain the same high expectations for all pupils. Our approach includes:

Early identification of attendance concerns for pupils with SEND **Collaborative problem-solving** with families to address barriers **Flexible approaches** that support individual circumstances while maintaining learning opportunities **Partnership working** with educational welfare services and other agencies **Individual support plans** that address attendance alongside other SEND needs

Detailed information about our approach to supporting attendance for pupils with SEND is included in our Attendance Policy.

14.2 Safeguarding

Our commitment to protecting children is especially important for pupils with SEND, who may be more vulnerable to abuse or exploitation. We ensure:

All staff understand additional safeguarding considerations for pupils with SEND
Communication barriers are identified and addressed to ensure pupils can report concerns
Behaviour changes are carefully monitored and investigated appropriately
Risk assessments consider SEND-related vulnerabilities
Multi-agency working includes safeguarding professionals where appropriate

Training and awareness is provided to help staff recognise abuse in pupils with SEND

Full details of our safeguarding procedures are contained in our Child Protection Policy.

15. Complaints about SEND Provision

We aim to work in partnership with families to resolve any concerns about SEND provision. Our values call us to listen carefully, respond with compassion, and seek just solutions to any difficulties.

15.1 Informal Resolution

Initial concerns should be raised with:

- The child's class teacher
- The SENCO (senco@swoy.lewisham.sch.uk / 020 8690 2842)
- The headteacher if parents prefer

We will always:

- Listen carefully to concerns
- Investigate thoroughly and promptly
- Seek collaborative solutions
- Keep families informed of progress
- Follow up to ensure concerns are resolved

15.2 Formal Complaints

If informal resolution is unsuccessful, families may submit formal complaints following our school Complaints Policy. This involves:

- Written complaint to the headteacher
- Full investigation within specified timescales
- Written response outlining findings and actions
- Right of appeal to the governing board if unsatisfied

15.3 External Routes

If families remain unsatisfied, they may access:

- **Local Authority disagreement resolution services**
- **Mediation services** for SEND-related disagreements
- **The Secretary of State** for complaints about statutory duties
- **The Local Government and Social Care Ombudsman** for maladministration complaints

Information about these services is available from Lewisham LA and from our school office.

16. Monitoring and Evaluation

16.1 Evaluating Effectiveness

We regularly evaluate our SEND provision through:

Quantitative measures:

- Progress data for pupils with SEND compared to peers
- Attainment outcomes at end of key stages
- Attendance data for pupils with SEND
- Numbers of pupils moving to/from SEN support
- Exclusion data (ensuring pupils with SEND are not disadvantaged)

Qualitative measures:

- Pupil voice surveys and discussions
- Parent and carer feedback through questionnaires and meetings
- Staff feedback on training needs and confidence
- External validation through Ofsted and other inspections
- Case studies showing individual pupil journeys

Catholic life measures:

- Participation of pupils with SEND in liturgical and prayer life
- Inclusion in school trips, clubs and enrichment activities
- Leadership opportunities for pupils with SEND
- Evidence of our Catholic values in SEND provision

16.2 Using Evaluation for Improvement

Evaluation findings inform:

- **Strategic planning** for SEND provision development
- **Training priorities** for staff development
- **Resource allocation** decisions
- **Policy review** and updates
- **Celebration of successes** and sharing of good practice

16.3 Annual Review Process

This policy will be reviewed annually by:

- The SENCO and senior leadership team
- The SEND link governor

- The full governing board
- Parent and pupil representatives where appropriate

The review will consider:

- Changes in legislation or guidance
- Evaluation data and outcomes
- Feedback from stakeholders
- Emerging needs in our school community
- Resources and training requirements

17. Links with Other Policies

This SEND policy connects closely with other school policies that together create our inclusive Catholic community:

Core Educational Policies:

- Teaching and Learning Policy
- Assessment Policy
- Curriculum Policies for all subjects
- Early Years Foundation Stage Policy

Wellbeing and Support Policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy

Equality and Inclusion Policies:

- Equality Information and Objectives
- Accessibility Plan
- Admissions Policy

Communication and Partnership Policies:

- Home-School Agreement
- Complaints Policy
- Data Protection Policy

Catholic Life Policies:

- Religious Education Policy
- Collective Worship Policy
- Catholic Life and Mission Policy

All policies are available on our school website or from the school office.

"We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community."