

SEN Policy and Information Report

Saint Hugh's Catholic Primary School



Approved by: Gregory Hughes & Nicola Shaw

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
 - Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- 1 To fulfil our Mission Statement as a Catholic School, committed to Christ’s ministry by ensuring that all children are valued equally for the individual contribution they make to the school, the whole curriculum, and that they are respected for their individual gifts and needs.
 - 2 To provide for the development of the whole child; spiritual, intellectual, moral and physical, meeting the needs of the individual through a flexible and sensitive approach.

School will have regard to:

- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Sensory and /or physical needs

as defined by the revised code of practice (2014).

Most children with special educational needs will not be disabled under the terms of the Disability Discrimination Act 1995 which defines a disabled person as “one who has a physical or mental impairment which has a substantial and long term effect on a person’s ability to carry out normal day-to-day activity.” A significant proportion of those who are disabled will have special educational needs. We see it as our duty not to treat disabled pupils less favourably and to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.

- 3 To ensure the earliest identification of any special needs, which may arise during the school life of the child, taking account of the child’s views, in the recognition that any pupil may have special educational needs at some time in their school career.

- 4 To recognise the need for differentiation and the employment of a range of teaching styles, to ensure all teachers are actively involved in meeting the requirements of children with special educational needs and respond to policy and practice developments.
- 5 To foster a close partnership between school, child, parents and other agencies and voluntary bodies, encouraging involvement in the assessment and decision making process pursuing a multi-disciplinary approach.
- 6 To provide a well resourced environment, which meets the needs of all children and is inclusive of special educational needs.

Support is provided to ensure access includes:

- Small group work with support teacher
- Small group work focusing on specific needs
- One to one support where appropriate
- Liaison with outreach services will take place as and when appropriate

Support is provided in class and/or in the library and other work spaces, as deemed appropriate by the Class Teacher, SENCO and Head Teacher.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [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 co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Parveen Noor**

Email: parveen.noor@st-hughs-pri.lincs.sch.uk

The SENCO Support Assistant is **Sharon Francis**

Email: sharon.francis@st-hughs-pri.lincs.sch.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Organise training for support staff appropriate for their role
- Attend relevant meetings and courses for the role of SENCO and disseminate information where appropriate

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class by providing **Quality First Teaching**
- 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
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Meeting with outside agencies when deemed appropriate by the SENCO
- Keeping parents up to date with progress/further support required
- Enablement/management of teaching assistants within their classroom and ensuring all SEN pupils needs are made known to them
- Keeping SEN classroom folder up to date

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate, severe and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Every child is unique and there is a wide spectrum of SEN that are frequently interrelated. Early identification of children with Special Educational Needs is a priority and a variety of methods of assessment will be considered. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will **not automatically** mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something **different or additional** is needed.

If there are concerns about a child's progress, the class teacher initially records this as a "Classroom Concern". The child is then monitored for approximately 12 weeks or at shorter/longer intervals if required. Where progress is not adequate in spite of receiving differentiated learning opportunities, the class teacher provides interventions, which are additional to or different from the usual differentiated curriculum.

Together with ongoing observations of the child, we will monitor the attainment and progress of all pupils throughout the year. A child may be placed on the SEN register for the categories outlined in section 5.1 at any time during the year if it is assessed that they are requiring provision which is **additional to and different from that normally available to pupils of the same age**.

Pupils may be removed from the SEN register at other times of the year when it is clear that the child is working at age related expectations and are not requiring provision that is different from or additional to that normally available to pupils of the same age.

EHC NEEDS ASSESSMENT – MULTI DISCIPLINARY APPROACH

Request for Assessment of Education, Health and Care (EHC) Needs Relevant legislation: Section 36 of the Children and Families Act 2014

Following the process of Plan, do and review, if it is judged that a child is not making progress at the SEN Support stage or has significant barriers to learning, it may be necessary for school to request an assessment of need with submission of an Education, Health and Care needs assessment request to the Local Authority. This is where despite the implementation of recommendations from other agencies and a provision plan detailing targeted intervention, classroom assessments still show that there has been a slow rate of progress over time in the child's learning. A decision is made that the child's needs are unable to be met through the schools delegated funding.

The paperwork that is submitted will be considered by a panel of professionals from Education, Health and Social Care at an Allocation Meeting convened by the Local Authority (LA). Section 9.8 of the Special Educational Needs Code of Practice (2014) states that an EHC needs assessment can be requested by the parent of the child or any professional who works with the child.

Should the Local Authority decide that an EHC needs assessment is not thought appropriate for the child at that time then a meeting will be held in school with the child's parents to discuss future provision. Where a child transfers to our school having previously been identified as having a Special Educational Need from a previous school, we will ensure that the previous Support Plan/targets are continued and then reviewed the following term having allowed a settling in period. Progress will then be monitored in accordance with this policy.

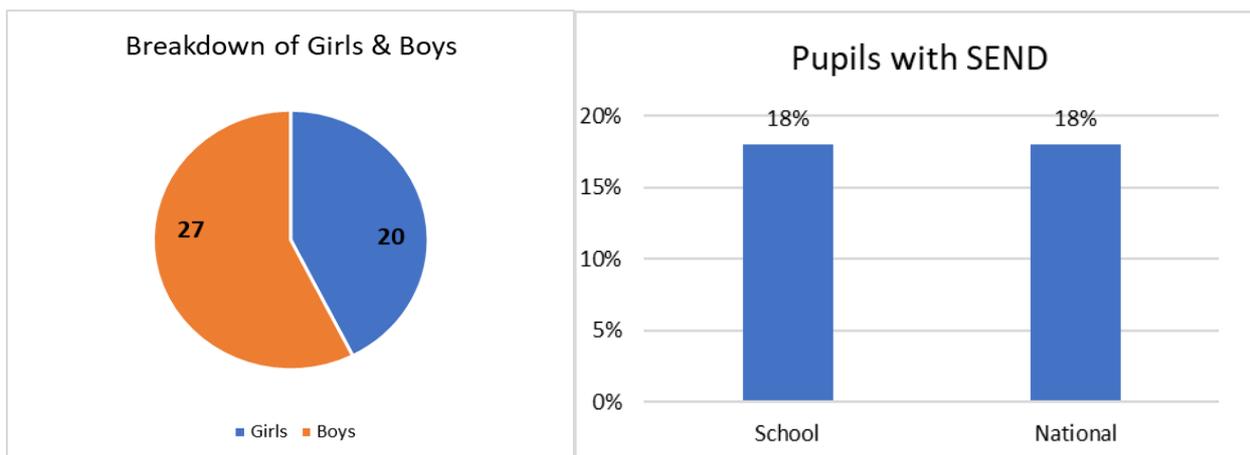
5.3 DEMOGRAPHICS – 2025-2026

Whole school pupil total: 266

School Total SEN: 47

Number of children with EHCP's: 4

Percentage SEN of whole school: 18%



Breakdown of SEN register by PRIMARY category of need

Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health needs	Sensory & Physical
22	21	12	0

Spread of needs across year groups

Reception		Y1		Y2		Y3		Y4		Y5		Y6	
35		40	10%	37	19%	38	26%	37	22%	39	26%	42	19%

Updated: 04/09/25

5.4 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Pupils identified as having a Special Educational Need, will have a formal SEN review 3 times a year. This SEN review may or may not also be attended by the SENCo.

5.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Pupil progress meetings involving the class teacher and a member of the Senior Leadership Team are held for all pupils on a termly basis. The progress and attainment of all SEN pupils is discussed and the necessary adjustments to provision are made.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Furthermore,

- Pupils have extra induction sessions at their new school
- Staff from secondary schools visit pupils and discuss any questions
- Class teachers deliver lessons focusing on transition from primary in the Summer term
- The secondary school SENCO and Year 7 Transition leader is invited to attend review meetings for Year 6 pupils who have an EHC Plan

5.7 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Below are some examples of interventions we provide to support our SEN pupils:

- Nessy Reading & Spelling programme
- Phonics groups – small group work to reinforce phonics using a variety of different teaching methods
- Word Hornet/Wasp – an individual programme of phonics and word structure teaching and learning, to develop both reading and spelling in those with moderate to severe difficulties
- Dyslexia spelling groups – small group focusing on teaching different multisensory approaches to learning and remembering spellings
- AcceleRead AcceleWrite - a computer programme of structured phonics exercises for individuals to improve reading, writing, spelling and listening skills
- Comprehension Boxes – individual or small group, reading and oral discussion to improve children's ability to answer questions about a text
- Paired Reading – using the approach of Paired Reading with individuals who need more support, encouragement and/or modelling when reading aloud
- Fine Motor Skills – all children in Reception follow the Nelson Handwriting programme to develop fine motor skills. Following this some children need additional support to develop good posture, hand/arm muscles for handwriting and good pencil control
- Dance Mat Typing – an online programme to teach children touch typing and key board skills
- ELSA - Emotional Literacy Support. Individual or small group sessions with a trained ELSA (Mrs Boyns) to provide emotional support, develop independence, teach friendship skills etc.
- Social Communication groups – to develop children's understanding of social interaction and/or play e.g. turn taking and conversation

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.9 Additional support for learning

Planning meetings take place at the beginning of each term with external agencies and the WTT to arrange involvement for the coming term. This includes consultation for advice, assessment or direct involvement with a pupil. We use specialist staff from outside agencies when it is deemed necessary. We work with the following agencies to support our SEN pupils.

- Pre-school Special Needs Service
- Educational Psychologist
- Specialist Teaching and Applied Psychology Service
- Emotional and Behaviour Support Service
- Sensory Impairment Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- School Nurse
- Educational Welfare Officer
- Ethnic Minority and Traveller Education Team
- Gifted and Talented Service
- (CAMHS) – Child and Adolescent Mental Health Services
- Social Communication Outreach Team
- Dyslexia Outreach
- ASTs
- Diocesan Education Service
- Grief and Loss Service
- Healthy Minds
- Lincoln City Foundation

All agencies involved assess, advise and help with target setting where appropriate. They work closely with children and liaise with parents and teachers and, when relevant, attend review meetings.

The SEN department makes contact when necessary to an individual service. Contact varies according to the needs of children with SEN within the school. The school also works with health, social services and pupil welfare.

Direct contact with Social Services is made by telephone personally by the Head teacher when necessary.

5.10 Expertise and training of staff

Our SENCO has completed the National SENCO Award and has 14 years' experience in this role and is allocated a day each a week to manage SEN provision.

We have a team of 13 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff are kept fully informed about issues concerning special needs and provision is made to enable attendance at courses to extend knowledge and develop skills. In the last academic year, staff have been trained in the ELSA programme.

TRAINING COMPLETED 2023-2024

Diabetes Training	Key support staff
Anaphylaxis Training	Whole school
IDL Support Package	Teachers & Teaching Assistants
Mental Health & Wellbeing	Whole school
Autism Progression Framework	Teachers
Working Together Team - Ladder of Intervention	Teachers
BOSS - Behaviour as Communication	Whole school
BOSS - Pathological Demand Avoidance	Whole school
BOSS - ADHD	Whole school

TRAINING COMPLETED THIS ACADEMIC YEAR

Understanding anxiety and creating a supportive learning environment	Key support staff
Outstanding SEND Provision	SENCO
EBSA Pathway Workshop	SENCO
Effective approach to managing heightened parents - SEMH	SENCO
Supporting Children with SEND in the Early Years	EYFS Lead
BOSS - Train the Trainer	Deputy Headteacher

5.11 Securing equipment and facilities

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for an EHC Plan.

Other children will also receive support linked to their needs as indicated on their SEN Support Plan. This support may take various forms.

Provision of specialist equipment will be researched by the SEN department and purchased accordingly by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

5.12 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Feedback from pupils and parents
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Pupil progress meetings involving the class teacher and a member of the Senior Leadership Team are held for all pupils on a termly basis. The progress and attainment of all SEN pupils is discussed and the necessary adjustments to provision are made.

5.13 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Catholic children within the parish with SEN are admitted providing that Governors are satisfied that their needs can be met by the school and relevant support agencies. Detailed criteria and further information is available in the Admissions Policy (Published in the school brochure and the Annual Report to Parents).

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip to Ampleforth in Yorkshire. All pupils are encouraged to take part in sports day/school plays/special workshops run by visitors.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Ramp access to all ground floor classrooms and the main and side entrances
- Toilet facilities with wheelchair access
- Access to i-pads and laptops in all classrooms

An Accessibility Plan is in place, reviewed regularly by the Governing body. We are constantly reviewing and updating needs regarding access for all children.

Our Accessibility Plan can be found on our school website.

5.14 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all extra-curricular clubs to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying
- Assigned key adults for pastoral care for specific pupils
- Nurture groups

5.15 Working with other agencies

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care. We will seek to respond quickly to emerging need and work closely with other agencies referenced in Section 5.8.

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school.

For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies. Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc).

The SEN department will coordinate the support from outside agencies for each pupil. In some cases it can be another member of staff who we have identified as a key worker.

5.16 Children in Care

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (section 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects of emergency orders for their protection (sections 44 and 46)
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's home or in a residential school. All these groups are said to be 'Looked After Children' - LAC. They may be looked after by our local authority or may be in the care of another authority but living in ours.

5.17 Complaints about SEN provision

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.18 Contact details of support services for parents of pupils with SEN

It may be suggested by school that help for you and your family be accessed by completing an Early Help Assessment (EHA). If you feel in need of help and support for your family in this way please contact the SEN department or the Headteacher Mr Hughes to discuss.

Further details of support services are below:

Organisation	Telephone	Website or Email address
Lincolnshire County Council (information about SEN provision)	01522 782030	http://www.lincolnshire.gov.uk/SENDlocaloffer
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
PAACT (Autism Support)	07935 222963	paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	Lincoln.adhd@btconnect.com
Birchwood Children's Centre	01522 689991	birchwoodCC@lincolnshire.gov.uk

5.19 Contact details for raising concerns

If you require any further help, advice or support please contact:

Name	Telephone	Email
Your child's class teacher in the first instance	01522 501137	Parents can be messaged privately through the Class Dojo App to organise an initial meeting.
Miss Parveen Noor (SENCo)	01522 501137	parveen.noor@st-hughs-pri.lincs.sch.uk
Mrs Sharon Francis SENCo Support Assistant)	01522 501137	sharon.francis@st-hughs-pri.lincs.sch.uk
Mr Hughes (Head Teacher)	01522 501137	Please call the school office to arrange an appointment.

5.20 The local authority local offer

Under the requirements of the Children's and Families Act, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

Our local authority's local offer is published here: <https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>

We utilize the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

Further details can be found on our website here:

https://www.st-hughs-catholic-primary.co.uk/provision/sen_disability_provision/the_local_offer.html

6. Monitoring arrangements

This policy and information report will be reviewed by Parveen Noor (SENCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Looked After Children Policy (Children in Care)