



SEND and Inclusion Policy

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Review frequency:	Annual
Next review date:	Autumn 2026
Reviewed by:	Mrs Lorna Beckley SENDCO

This policy was agreed by the FGB on 23rd September 2025. It will be reviewed in Autumn 2026, or sooner if required.

Mission Statement

St Anselm's is a community of faith, serving local families and providing a Catholic education.

We strive to work in partnership with parents and carers to:

- Inspire children to be ambassadors of Jesus through meaningful prayer, thoughtful reflection, exploration of the Gospel and acts of service;
- Ignite a love for life-long learning by encouraging and challenging children through purposeful learning opportunities;
- Include and value everyone, recognise and celebrate uniqueness and promote self-appreciation and mutual respect;
- Empower children to be ambitious, confident and aspirational now and in their vision for the future;
- Provide an environment where positive wellbeing and mental health ensures everyone feels safe, happy and loved as children of God.

1. Aims

St Anselm's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.

- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by the Governing Body.

At St Anselm's all pupils irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. In response to individual need, the school will make reasonable adjustments to support pupils with SEND. The school set high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)
- Special Educational Needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#)
- Equality Act 2010: [Equality Act 2010](#)
- School Admission Code 2021 [School Admission Code 2021](#)
- The School Information Regulations: Updated 24/10/24
- <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>
- Governance in Maintained Schools Handbook 2024: [Governance in Maintained Schools](#)

Kent Local Authority:

The Local Authority's local offer

The Local Authority's Offer can be found in the SEND Information Report

What does inclusion mean in Kent?

'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

Special Educational Needs Mainstream Core Standards (ordinarily available provision) : [Special Educational Needs Mainstream Core Standards](#)

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The school is working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at St Anselm's works towards achieving the Kent Children and Young People Outcomes Framework



Our SEND policy should be read in conjunction with our school's policies published on our website :

- SEN Information Report
- Child Protection policy
- Behaviour Policy
- Inclusion and Attendance policy

3. Definitions

Definition of SEN

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

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

(DFE/DOH 2015: 15-16)

Definition of Disability:

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ‘..a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a low threshold and includes more children than many realise: ‘Long term’ is defined as a ‘year or more’ and substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision they will also be covered by the SEN definition’ (DfE/DOH 2015: 16)

Special Educational Needs Register:

At St Anselm’s, the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carer and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

‘SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.’

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Pupils with an EHCP receive individualised support tailored to their specific needs, as outlined in their plan. At St Anselm's, we ensure the following measures are in place to monitor and support these pupils effectively:

- Each pupil with an EHCP has a Personalised Learning Plan, which breaks down their EHCP outcomes into achievable, short-term targets.
- The Personalised Learning Plans are reviewed termly to track progress, adjust support, and ensure provisions remain effective.
- Annual Reviews are conducted in collaboration with parents, teachers, external professionals, and the local authority to evaluate progress and make necessary updates.
- Pupils may be assigned a key adult to provide targeted intervention and ensure access to the curriculum.
- Teachers implement adaptive teaching methods, such as differentiated instruction, assistive technology, and alternative learning approaches to support pupils' needs within the mainstream classroom.
- If required and accessible, pupils may receive additional input from external agencies, such as Speech and Language Therapy (SaLT), Occupational Therapy (OT), or Educational Psychology services.
- We prioritise pupil participation in decision-making where appropriate, and maintain open communication with parents/carers, ensuring a collaborative approach to meeting their child's needs.

Monitoring Register

At St Anselm's, we maintain a SEND Register to track and support pupils who do not yet meet the threshold for SEN support but require additional monitoring. This includes:

- Identifying pupils who may need additional intervention based on observations, assessments, or concerns raised by staff or parents.
- Regularly reviewing progress to determine if additional support is required.
- Providing targeted classroom adaptations and strategies to support learning and well-being.
- Facilitating early intervention to prevent difficulties from escalating, ensuring timely referrals for further support where necessary.

Pupils on the Monitoring Register are reviewed termly, with input from teachers, SENCO, and where necessary, parents, to assess whether they require escalation to SEN support or if strategies in place are effectively meeting their needs.

4. Inclusion and Equal Opportunity

At St. Anselm's Catholic Primary School, we are committed to fostering an inclusive environment that celebrates diversity and ensures equal opportunities for all pupils, in line with our strong Catholic ethos. We believe that every child is of equal worth and strive to provide high-quality inclusive opportunities that enable all pupils to flourish academically, socially, and spiritually.

Our commitment to inclusion and equal opportunity is further reflected in our Equality Statement and Objectives, which can be accessed on our school website. By embedding these principles into our daily practice, we ensure that all pupils at St. Anselm's receive the support and opportunities they need to succeed and grow in a nurturing and inclusive environment.

5. Roles and Responsibilities – in conjunction with SEN Information Report

St Anselm's works strategically in line with the Special Educational Needs Code of Practice 2015.

The school will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible

(Area SEND inspections: framework and handbook updated April 2024)

5.1 SENCO

At St Anselm's our SENCO is Mrs Lorna Beckley who has had 3 years' experience in this role and is the Deputy Headteacher. They have achieved the Award in Special Educational Needs and Co-ordination in 2025.

Mrs Lorna Beckley is contactable on 01322 225173 or through the school office at secretary@st-anselms.kent.sch.uk.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of St Anselm's SEN policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.

- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEN.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with SEN.
- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools.

5.2 Headteacher

The headteacher will:

- Work closely with the SENCO and SEN link governors to determine the strategic development of the SEN policy and provision across the school.
- Work with the SENCO and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENCO has sufficient time and resources to effectively carry out their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.3 SEND Governors

Our Governing Body have a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

The SEN governors will:

- Help to raise awareness of SEN issues at governor board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body following monitoring visits.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

Maintained School

Governing bodies have legal duties in relation to pupils with SEND that are set out in the [Children and Families Act 2014](#) and the [SEND code of practice](#).

Governing bodies should have an individual responsible for specific oversight of the school's arrangements for children with SEND.

The [SEND code of practice](#) assists the governing body and the link or lead governor in supporting and promoting discussions with regards to outcomes for learners with SEND.

DfE: Maintained schools guidance guide: updated 2 October 2024 [Maintained Schools Handbook](#)

The named Governors are responsible for the strategic oversight of the arrangements and provision for pupils with SEN.

The SEND Governors will:

- carryout monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.

- Report to and raise awareness of SEN issues raised during monitoring visits and meetings at Governing Body meetings.
- Work closely with the SENCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school.

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO provides a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

‘High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.’(DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- 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.

Adaptations typically used to support pupils with SEND

At St. Anselm’s, we aim to employ adaptive teaching strategies that effectively meet the diverse needs of SEND learners, fostering their full engagement and active participation in the curriculum. We endeavour to ensure that:

Dialogue is clear, concise, and intentionally minimised where appropriate, ensuring lessons follow a consistent structure supported by visual cues and established routines to reduce cognitive load. Key learning is prioritised and reinforced through regular repetition.

Resources are thoughtfully selected and tailored to address the unique needs of each child, integrating visual aids, interactive manipulatives, and assistive technology. Teachers explore and adapt a combination of physical and digital tools, continuously refining strategies to align with each child’s individual learning style.

Flexible **grouping** is thoughtfully implemented to ensure children with SEND are supported by peers while also having opportunities to take leadership roles, fostering collaboration and participation. Groups are

formed using assessments and a deep understanding of each child's needs to challenge and encourage their full potential.

We consider varied **outcomes** to ensure all children, including those with SEND, can work toward meaningful, achievable goals. To meet diverse needs, we use alternative methods like videos and photos on Seesaw to capture learning, ensuring outcomes go beyond written tasks and highlight each child's knowledge and ideas.

We carefully adjust the **pace** of lessons to ensure SEND learners have enough time to process and apply new information, breaking lessons into manageable parts to maintain focus and engagement. Tasks are streamlined with technology, and teacher talk is minimised to allow students time to explore concepts at their own pace.

Tasks are planned by breaking them into manageable steps and providing scaffolding, such as clear instructions, visual aids, and examples, to ensure accessibility for all learners. By offering clear, focused guidance, learners understand what is expected and how to achieve it, reducing ambiguity and building confidence.

Assessment is thoughtfully designed to prioritise accessibility, being meaningful, manageable, and motivating, with adaptations to meet individual needs. Teachers ensure a calm, non-threatening environment, considering each child's mood and using approaches that help them confidently demonstrate their knowledge.

By thoughtfully integrating these elements, we create a classroom environment where all learners, but especially those with SEND, are supported, engaged, and empowered to succeed.

Teaching Assistants play a crucial role in ensuring these adaptations are effectively implemented throughout the school day. They are expected to proactively support SEND pupils by reinforcing key learning, facilitating independence, and providing targeted scaffolding within lessons. Support staff work collaboratively with teachers to deliver interventions, adapt resources, and monitor progress, ensuring each child's individual needs are met. Beyond the classroom, they play a vital role in promoting inclusion, emotional well-being, and social development, fostering a nurturing and structured environment for all pupils.

5.5 Parents and carers

Parents and carers should inform the school if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents/ carers are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEN provision.

5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

6. SEND Information Report

Our SEN policy works in conjunction with our SEN Information report which sets out how this policy is implemented in the school.

The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

7. Admissions and Accessibility

St Anselm's is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

The school's [admissions policy](#) can be viewed via this link.

The admission arrangements for a pupil without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

8. Our school approach to SEN provision

Identifying Pupils with SEND and Assessing Their Needs

At St Anselm's, we are committed to early identification and assessment of pupils with Special Educational Needs and Disabilities to ensure they receive the appropriate support to reach their full potential.

Initial and Ongoing Assessment

Each pupil's skills, attainment levels, and developmental needs are assessed on entry to the school and at regular intervals throughout the academic year.

Class teachers continually monitor progress, identifying pupils who demonstrate:

- Significantly slower progress than their peers from the same starting point.
- A failure to sustain or improve upon their previous rate of progress.
- A persistent attainment gap between them and their peers.
- Widening gaps in attainment over time.

In addition to academic progress, we assess, where appropriate, wider areas of development, such as social, emotional, and behavioural needs.

Intervention and Support

When a pupil is identified as making slow progress, teachers implement high-quality, differentiated teaching alongside adaptive learning strategies to address their specific needs. If progress remains limited despite targeted classroom support, the pupil will be considered for additional SEN support, following the graduated approach.

The Graduated Approach to SEN Support

For pupils identified as requiring additional support, we follow a structured four-step cycle to assess, plan, implement, and review provision.

1. Assess

The class teacher and SENCO conduct a detailed analysis of the pupil's needs, considering:

- Observations and assessment data.
- The views of parents/carers and the pupil where necessary
- Input from external support services, if needed.

The area of need is identified using the school's personalised checklists.

2. Plan

A time-bound, personalised support plan is created to target the pupil's specific area of need, ensuring tailored support and measurable progress. This plan includes:

- Targeted adjustments, interventions, and evidence-based teaching strategies to address the pupil's challenges.
- Clearly defined outcomes and a structured timeline for review to monitor progress effectively.

All relevant staff members are informed of the pupil's needs, support strategies, and intervention plans, which are systematically recorded using a graduated response tracking system to ensure consistency and accountability.

At St Anselm's, the Mainstream Core Standards (MCS) are embedded throughout the Graduated Approach to ensure high-quality, inclusive teaching for all pupils, including those with SEND. These standards guide teachers in adapting classroom practice, ensuring that pupils with additional needs have equal access to the curriculum through differentiated instruction, flexible grouping, and appropriate scaffolding. The MCS principles underpin every stage of SEN support, ensuring that teachers make reasonable adjustments and implement effective strategies before considering specialist interventions.

3. Do

The class teacher remains responsible for overseeing the implementation and monitoring of the planned support and ensuring it is effectively integrated into the pupil's learning journey.

- Interventions are typically delivered over a 6–8 week period, though this may be adjusted based on the pupil’s individual needs and response to support.
- The teacher works collaboratively with teaching assistants, ensuring interventions are closely aligned with classroom learning for consistency and maximum impact.
- The SENCO provides ongoing support, helping teachers assess pupil strengths, address challenges, and refine intervention strategies to enhance progress.

4. Review

At the end of the implementation period, the effectiveness of interventions and support is evaluated on the agreed review date.

Progress is measured based on:

- The pupil’s progress towards their set outcomes.
- Observations and input from teaching staff on engagement and improvements.

Next Steps:

Based on the review findings, one of the following actions will be taken:

- Withdraw additional support if the pupil has made sufficient progress and no longer requires interventions.
- Continue interventions for another cycle, if progress is evident but more time is needed to consolidate learning.
- Refer the pupil to the SENCO if no progress has been made. The class teacher and SENCO will meet with parents to discuss placing the child on the SEND register and developing a personalised plan for ongoing targeted support.

8.1 The kinds of special educational need for which provision is made

At St. Anselm’s, we are committed to providing inclusive education for all pupils with additional needs, regardless of whether they have an Education, Health, and Care Plan (EHCP). Our approach aligns with the Continuum of Provision and Need and follows the Graduated Approach to ensure that appropriate support is in place for every child.

Pupils’ needs may span multiple areas and evolve over time, requiring tailored interventions.

- Communication and Interaction – Pupils may struggle with understanding language, expressing themselves, or following social communication rules. Those on the autism spectrum often fall into this category.
- Cognition and Learning – Pupils learn at a slower pace than peers and may experience specific learning difficulties (e.g., dyslexia, dyscalculia, dyspraxia), moderate to profound learning difficulties, or complex disabilities.
- Social, Emotional, and Mental Health (SEMH) – Pupils may have mental health challenges (e.g., anxiety, depression, ADHD, attachment disorders) or have experienced adverse childhood experiences, which can impact their behaviour and engagement.
- Sensory and/or Physical Needs – Pupils may have vision, hearing, or multi-sensory impairments, or physical disabilities that require specialist support and equipment to access learning fully.

At St. Anselm's, we endeavour to ensure that targeted interventions are in place to address pupils' specific areas of need, providing the right support at the right time to help them reach their full potential.

8.2 The identification and assessment of pupils with special educational needs

In line with this SEND Code of Practice (DfE/DoH 2015) pupils at St Anselm's are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At St. Anselm's, pupil progress is carefully monitored throughout the year to ensure continuous academic development. Formal assessments take place in Terms 2, 4, and 6, with detailed progress reports provided to parents three times per year.

For pupils on the SEND register, parents meet with the SENCO three times annually to review their child's provision plan, discuss progress against previous targets, and outline new strategies and support for the upcoming term. This ensures a collaborative approach in meeting each child's individual needs.

Teachers carry out regular assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

To support pupils, the school uses a range of assessments to review and monitor broader developmental needs and track progress. These include reading assessments, maths assessments, and teacher-led observations to ensure a comprehensive understanding of each pupil's strengths and areas for development. These assessments enable the early identification of difficulties a pupil may experience, allowing for timely intervention and tailored support to enhance progress and outcomes.

For pupils who are able to access the learning objectives of their year group or key stage, progress is measured in line with scaled scores, alongside their peers, using standardised assessment tools. However, for pupils working significantly below age-related expectations, the school utilises PIVATS (Performance Indicators for Valued Assessment and Targeted Support) to identify their current stage of learning and to plan small, achievable next steps for progress.

In addition to English and Maths, PIVATS assessments are also used to track communication and talking, personal, social and emotional development (PSED), and behaviour. This holistic approach ensures that progress is measured beyond academic attainment, helping to inform appropriate interventions and provision to support each pupil's educational and developmental journey effectively.

The purpose of a more detailed assessment will identify what additional resources and/or different approach is required to enable the pupil to make better progress. These will be shared with parents/carers, written into SEN provision plans, which are regularly reviewed, refined, and revised. At this point the SENCO will have identified that the pupil has an additional need because the school is making provision for the pupil which is additional and different to what is normally available. Teachers will be informed throughout the process and training will be delivered to ensure the provision is of a high quality.

It is important to note as stated in the SEND Code of Practice (DfE/DoH,2015 6.23) that slower than expected progress and lower attainment does not automatically mean a pupil would be recorded as having SEN.

If the pupil is able to make good progress using this additional and different resource but would not be able to maintain this good progress without it, the school will continue to identify the pupils having special educational need. If the pupil is able to make good progress without the additional or different resources, they will not be identified as having special educational needs. When any change of identification of SEN is amended, parents/carers will be notified.

The school ensures that all teachers and support staff working with pupils with SEN or additional needs have full access to relevant information and support strategies. This is achieved through providing staff with up-to-date provision plans and tailored strategies via our online SEND platform, Provision Map. This system enables staff to effectively implement the necessary support, ensuring each pupil's needs are met consistently across all learning environments.

8.3 Consulting with Parents

The school puts the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil (where appropriate) and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- 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.

9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

At St Anselm's, we adopt a graduated approach to assessing, monitoring, reviewing, and evaluating progress for pupils with SEND, ensuring that each pupil receives the appropriate level of support to achieve their individual outcomes. This process is structured and ongoing throughout the school year.

Assessment and Monitoring

- Pupils who can access year-group learning objectives are assessed using scaled scores in line with their peers.
- For pupils working significantly below age-related expectations, we use PIVATS assessments to track their progress in English, Maths, communication and talking, personal, social and emotional development (PSED), and behaviour.
- Regular teacher observations, informal assessments, and targeted interventions help identify areas of need and inform next steps.

- Progress is recorded on our online SEND platform (Provision Map), ensuring all staff have access to up-to-date support plans and strategies.

Review and Evaluation

The school ensures best endeavours through:

- Class teacher assessments informed by their experience and professional judgement.
- Pupil progress tracking based on previous attainment, behaviour, and engagement.
- Collaboration between teachers and external professionals to ensure consistency and targeted interventions.
- Comparisons of individual development with peers and national benchmarks.
- Regular engagement with parents/carers to gather feedback, discuss progress, and agree on next steps.
- Pupil voice, ensuring their experiences and preferences shape their learning journey.
- Involvement of external support services (where necessary) to provide specialist insight and guidance.

Preparing for Next Steps

- Pupils with SEND are supported in their transition between key stages, ensuring they are prepared for future learning, employment, or independent living.
- EHCP reviews focus on long-term planning, considering pupils' aspirations, strengths, and areas for further support.

At all times teachers and support staff who work closely with the pupil will be made aware of their needs, provision plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision will be communicated in a timely manner through the school's SEN protocols and processes as set out in the SEN Information Report.

This policy and SEN Information Report will be reviewed by Mrs Beckley, the SENCO, every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the governing body and available to read and refer to on the school's website.

10. Complaints about SEND Provision

The school's [complaint's policy](#) can be viewed on the school website.

At St Anselm's, we are committed to working collaboratively with parents and carers to provide the best possible support for pupils with Special Educational Needs and Disabilities (SEND). However, if parents have concerns about SEND provision, they should raise them with the class teacher, SENCO, or headteacher in the first instance. If the concern remains unresolved, it will be referred to the school's formal complaints procedure in accordance with our Complaints Policy.

In line with the SEND Code of Practice (Chapter 11, Pages 244–273), parents/carers of pupils with disabilities have the right to escalate their concerns to the First-Tier SEND Tribunal if they believe the school has discriminated against their child. Claims can be made regarding:

- Exclusions
- The provision of education and associated services
- Failure to make reasonable adjustments, including the provision of auxiliary aids and services

Any complaints relating to a named member of staff must be directed to the Headteacher.

If a complaint is not resolved after it has been considered by the governing body, and the complainant remains dissatisfied with the school's response, they have the right to escalate the complaint to the Department for Education. In some cases, this right may also apply to the pupil themselves.

For a full explanation of suitable avenues for complaint, please refer to Pages 246–247 of the SEND Code of Practice.

10. Glossary and SEND Acronyms

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area

Outcome – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support pupils with SEND

SEND information report – a report that schools must publish on their website, that explains how the school supports pupils with SEND

SEND support – special educational provision which meets the needs of pupils with SEND

Transition – when a pupil moves between years, phases, schools or institutions or life stages

