



Vision for life and learning at Oratory Primary

Our aim is to nurture in our children a strong sense of self belief, to be loving and considerate with others, and keen to make the most of the years which stretch before them to do good.

Our motto is not an idle one, it is the essence of our school:

We work together, we play together, we laugh together, we pray together:

In Faith: We provide an environment where children are enabled to build on and deepen their relationship with God. Opportunities for prayer, reflection, and liturgy allow pupils to live and grow together as Catholics.

In Community: We appreciate the expert knowledge that parents have of their children's strengths and needs and invite families to share that knowledge with us. A strong partnership between home and school is vital in ensuring children achieve their personal best.

In Learning: We recognise that all children have particular abilities and aptitudes to be nurtured and celebrated. We encourage our pupils to become independent thinkers, and reflective learners, secure in the knowledge that with focus, endeavour and support, they can achieve their academic and creative potential.

In Life: We give our pupils a safe environment in which to build skills for their futures. We encourage them to adopt healthy lifestyles, respect the environment and be responsible citizens.

In Love: We teach our pupils to show kindness, respect and forgiveness. We celebrate our place in God's family by supporting one another and facing challenges together.

Special Educational Needs and Disabilities Policy Spring 2026-Spring 2027

1. Aims and Objectives

At Oratory Primary School, we are committed to the inclusion of all pupils. As a Catholic school, we recognise the dignity and unique worth of every child as created in the image of God. We strive to ensure that all children, including those with Special Educational Needs and Disabilities (SEND), are fully supported to achieve their potential - academically, socially, emotionally and spiritually.

Our aims are to:

- Provide a broad, balanced and accessible curriculum for all pupils
- Identify and provide for pupils with SEND as early as possible
- Ensure all pupils experience high-quality, adaptive teaching
- Ensure that the needs of pupils with SEND are met through a graduated approach
- Work in partnership with parents/carers and involve pupils in decision-making
- Provide a safe, inclusive and supportive learning environment
- Ensure all staff are trained and equipped to meet a range of SEND needs

This policy complies with the SEND Code of Practice.

2. Definition of SEND

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

"Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; or
- Are under compulsory school age and fall within the definitions above."

3. Roles and Responsibilities

Provision for children with SEND is a whole-school responsibility.

Governing Body

- Ensures the school meets its statutory duties
- Monitors the effectiveness of SEND provision
- Appoints a SEND Governor

Headteacher

- Has overall responsibility for SEND provision
- Ensures resources are allocated effectively
- Works closely with the SENCo and governing body

SENCo

- Coordinates SEND provision across the school
- Supports staff in identifying and supporting pupils needs
- Liaises with parents, external agencies and the local authority
- Maintains the SEND register and records
- Monitors and evaluates SEND provision

Class Teachers

- Are responsible for the progress and development of all pupils in their class
- Deliver high-quality, adaptive teaching
- Implement SEND support plans and interventions
- Work closely with support staff and the SENCo

Teaching Assistants

- Support pupils in accessing the curriculum
- Deliver targeted interventions
- Provide feedback to teachers on pupil progress

4. Admission Arrangements

The school admits pupils with SEND in line with the school's admissions policy. We are committed to being an inclusive school and will make reasonable adjustments to meet individual needs.

5. Identification of SEND

The school identifies SEND through:

- Ongoing teacher assessment and observation
- Pupil progress tracking (reviewed at least three times per year)

- Communication with parents/carers
- Information from previous settings
- External agency involvement where appropriate

The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

6. Graduated Approach to SEND Support

At Oratory Primary School, we follow a graduated approach to supporting pupils with SEND.

Step 1: Universal Provision (Quality First Teaching)

All pupils receive high-quality, adaptive teaching. This includes:

- Differentiated and scaffolded learning
- Use of modelling and visual supports
- Adaptation of resources and outcomes
- Adjustments to the learning environment

Teachers continuously assess, plan, teach and review learning. Most pupils will make progress within this level of provision.

Progress is monitored regularly and shared with parents.

Step 2: Targeted Provision

Some pupils may require additional support to address specific barriers to learning. This includes:

- Targeted interventions are planned and delivered
- Support may be provided in small groups or one-to-one
- Interventions are time-limited and regularly reviewed

Teachers, the SENCo and the Headteacher meet termly to review pupil progress and plan appropriate support.

Step 3: SEN Support

If a pupil continues to make less than expected progress:

- The pupil is placed on the SEND register
- A cycle of Assess, Plan, Do, Review is implemented
- Individual targets and support strategies are agreed
- Provision is additional to and different from that normally available

Parents are invited to termly meetings to review progress and agree next steps. Pupils are encouraged to contribute their views where appropriate.

External specialists may be involved to support assessment and planning where appropriate.

Step 4: Education, Health and Care Plan (EHCP)

Where a pupil has significant and complex needs:

- A request for an EHCP may be made to the local authority
- This is done in partnership with parents and external professionals
- Annual reviews are held to monitor progress and provision

7. Monitoring and Assessment

- Pupil progress is tracked three times per year using school systems
- SEND pupils are monitored through both attainment data and individual targets
- Interventions may include literacy, numeracy and social-emotional support programmes and are regularly evaluated for impact
- Teachers, the SENCo and Head teacher meet termly - provision is adapted in response to outcomes

The SENCo and Headteacher oversee and review provision regularly.

8. Working in Partnership with Parents and Pupils

We value strong partnerships with families.

- Parents are kept informed at all stages of support
- Termly review meetings are held for pupils receiving SEN support
- Parents are involved in planning and decision-making
- Pupils are encouraged to share their views and contribute to their targets

9. External Agencies

The school works with a range of external professionals, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Specialist Advisory Teachers

These professionals support assessment, planning and intervention.

10. Supporting Emotional Wellbeing

The school recognises the importance of emotional wellbeing.

- A nurturing and inclusive ethos underpins all provision
- ELSA-trained staff provide targeted support
- Whole-school wellbeing initiatives are embedded and promote positive mental health

11. Inclusion and Accessibility

We are committed to ensuring all pupils are fully included in school life.

- All pupils have access to trips, clubs and activities

- Reasonable adjustments are made where necessary

The school's Accessibility Plan outlines how we:

- Improve access to the curriculum
- Develop the physical environment
- Improve access to information

12. Transition Arrangements

We support pupils at all key transition points:

- Entry from early years settings
- Movement between classes
- Transfer to secondary school

Information is shared between staff and settings to ensure continuity of support. EHCP reviews are completed in good time for transition.

13. Complaints Procedure

If parents/carers have concerns:

1. Speak to the class teacher or SENCo
2. Contact the Headteacher
3. Follow the school's formal Complaints Policy if necessary

14. Evaluation of the Policy

This policy is reviewed annually by the governing body.

The effectiveness of SEND provision is evaluated through:

- Pupil progress and outcomes
- Feedback from parents and pupils
- Monitoring by the SENCo and senior leadership team

15. Links with Other Policies

This policy should be read alongside:

- Teaching and Learning Policy
- Behaviour Policy
- Accessibility Plan
- Safeguarding Policy
- Complaints Policy

16. Local Offer

This policy works alongside the Local Offer provided by the local authority. Further information is available from the school SENCo.