

Sacred Heart
Catholic Primary School



Learning in Love

Special Educational Needs and Disability Policy

2025 - 2026

Mission Statement

Guided by truth, respect and compassion; we share in building upon every individual's foundation, nurturing a love of learning in preparation for tomorrow's society, with Jesus at the heart of all we do.

Governing Body with Responsibility	Achievement, Standards and Curriculum
Agreed by Governors on	
Chair's Signature	
Staff Member Responsible for Review	SENDCo
Date of Review	September 2025

SCHOOL ETHOS AND PHILOSOPHY

As a Catholic school, Sacred Heart Catholic School aims to create a community in which each pupil can develop their potential as fully as possible and with a view to a personal commitment to Christ.

Ultimately, the school aims to develop and deliver a curriculum that is broad, balanced, coherent, flexible and relevant to all the pupils. One that is also responsive to their needs and to the demands of their educational journey through primary and secondary school and on into further education.

This policy has links with the Teaching and learning Policy, The Curriculum policy, The Mental Health Policy, The Behaviour Policy and The Equality Policy.

Glossary of terms used in the document:

Code Of Practice: SEND Code of Practice (DfES 2014)

IEP: Individual Education/Support Plan

FLO: Family Liaison Officer

SEN: Special Educational Needs

SEND: Special Educational Needs and Disability

SENDCo: Special Educational Needs and Disabilities Coordinator

EHCP: Educational Health Care Plan

PP: Pupil Profile

SMART: Specific, Measurable, Achievable, Realistic and Time-bonded targets

TA: Teaching Assistant

Whole School Approach

Responsibility for meeting the Special Educational Needs and Disabilities (SEND) of our pupils is shared by all staff, in accordance with our SEND policy The Equality Act 2010, SEN Code of Practice 2014 and the Children and Families Act 2014. This policy supports Sacred Heart Catholic's School Offer which is available on the school website and links into the Local Authority's SEND local offer.

The SEND Register

The SEND register is a school record of pupils who need additional support with their:

- Communication and Interaction – difficulties with speech, language, and communication, including conditions such as autism spectrum disorder (ASD).
- Cognition and Learning – difficulties in learning at the expected rate, ranging from moderate learning difficulties (MLD) to severe (SLD), profound and multiple learning difficulties (PMLD), or specific learning difficulties (SpLD) like dyslexia or dyscalculia.
- Social, Emotional and Mental Health (SEMH) – difficulties with emotional regulation, social interaction, or mental health challenges that impact learning and wellbeing.
- Sensory and/or Physical Needs – needs relating to vision, hearing, physical disabilities, or medical conditions that affect access to education.

Not all children who need extra help with their learning will be placed on the SEND register — some support can be provided through what is ordinarily available in the classroom, such as high-quality adaptive teaching.

SEND Local Offer:

At Sacred Heart Catholic Primary School (Sacred Heart), we are committed to ensuring that all pupils and young people with Special Educational Needs and Disabilities (SEND) receive the support they need to thrive. A valuable resource for families is the SEND Local Offer, which provides comprehensive information about the support and services available for children and young people with SEND, as well as their families.

Created by the Local Authority, the Local Offer aims to consolidate all available information into one accessible location. It details the range of support and services that families in Merton can expect from various agencies, specifically for children and young people with SEND from birth up to 25 years of age.

This includes provisions for those with or without an Education, Health and Care Plan (EHCP), outlining both local options within Merton and alternative provisions available outside the Borough. Importantly, the Local Offer is developed in partnership with families and professionals in the Merton area to ensure it meets the needs of the community effectively.

If you live in a different local authority, we encourage you to visit their website to explore their specific SEND Local Offer and the support available to you and your family. For more information about Merton's Local Offer, please visit: [Merton SEND Local Offer](#).

Ordinarily Available Provision

Ordinarily Available Provision means the support that schools provide for all children, using their existing staff and resources. This includes things like high-quality adaptive teaching, small group work, extra check-ins from teachers, targeted interventions such as Typing Club or phonics groups, and resources like visual aids or word banks. While this kind of support is especially important for children with Special Educational Needs and Disabilities (SEND), it also benefits many other pupils in the classroom. The SEND Code of Practice (2015) highlights that strong, high-quality adaptive teaching usually reduces the need for extra interventions, showing how important it is to have this solid foundation in place for every pupil.

In Merton, the Local Authority's Ordinarily Available Guidance (OAG) outlines expectations for all schools to ensure their support is consistent. This guidance addresses the four broad areas of need. Which are:

- communication and interaction,
- cognition and learning,
- social, emotional and mental health, and
- sensory or physical needs.

The OAG sets out practical strategies and interventions are recommended for all school staff and families. This helps to promote an inclusive environment where every learner can thrive.

- [Early years foundation stage - ordinarily available guidance](#)
- [Primary - ordinarily available guidance](#)

The Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It places a responsibility on the school in the following areas:

- Improving physical access to school facilities.
- Preparation for entry to school.
- Improving access to the curriculum.
- Teaching and learning.
- Classroom organisation.
- Timetabling.
- Developing information in a range of formats e.g. large print, audiotape.
- Opportunities for all pupils to access extra-curricular activities.
- School sports.
- Assessment and exam arrangements.

It is unlawful for a school or other education provider to treat a disabled pupil unfavourably.

Definitions of special educational needs (SEN)

According to the SEND Code of Practice (C.O.P) (2015, Chapter 6, para 6.15), a child or young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

This means they may need extra or different help to access learning and achieve their potential.

At Sacred Heart, we acknowledge that every pupil develops at their own pace, both academically and socially. Some pupils may experience needs in areas such as communication, cognition, social-emotional health, or sensory and physical challenges. We are committed to providing high-quality adaptive teaching, tailored to meet the differences of all our pupils, and we regularly review the progress of those at risk of underachievement.

Inclusion:

At Sacred Heart, we believe every pupil deserves the chance to succeed in learning. By recognising their unique experiences and differences, we provide a broad curriculum and uphold high expectations. Each pupil's achievement and wellbeing is vital, and fostering inclusion is a shared responsibility within our school community.

Special Educational Needs and Disability Provision

At Sacred Heart, we are committed to ensuring that all pupils, including those with SEND are prepared for a rich and fulfilling transition to their next educational phase whether that is high school, phase or year group. We aim is to foster an environment where every pupil can achieve their full potential, regardless of their learning differences.

We actively listen to our pupils, encouraging them to be involved in decision-making regarding their learning in a manner appropriate to their age. It is vital that every pupil

understands their learning journey, with high ambitions and clear goals in place, monitored and reviewed regularly.

We work collaboratively with families to raise and hold high aspirations and ensure that each pupil experiences a broad and balanced curriculum. Our staff recognise their role in meeting pupils' SEND needs and differences and continue to develop practices in line with the SEND Code of Practice and current educational thinking. We also facilitate smooth transitions at key stages, providing guidance and support tailored to individual needs.

Ultimately, our mission is to support every pupil become a confident individual, ready for new challenges and engaged in both school and the wider community.

Arrangements for co-ordinating educational provision for pupils with learning needs:

All teachers have a responsibility to identify and meet the educational needs of all pupils, whatever their learning difference. The SENDCo liaises with the Senior Leadership team and works with the teaching and support staff to co-ordinate provision of education for pupils with specific learning needs by:

- Assessing, Planning, Doing and Reviewing pupils' needs.
- Maintaining the SEN register.
- Identifying and managing the needs and differences of pupils.
- Ensuring SEN pupil profiles and IEPs are kept up to date.
- Liaising with parents/carers/staff/governors in line with recommendations in the Code of Practice.
- Liaising with external agencies and specialists.
- Arranging and attending annual reviews of pupils with an EHCP.
- Assessing and co-ordinating special arrangements for internal and external assessments for SEND pupils.
- Ensuring the needs of pupils and any recommendations are communicated to key staff through SEN profiles; IEPs and support plans and reports from external agencies such as Educational Psychologists (EP), Speech and Language Therapists (SALT).
- Updating staff and Senior Leadership Team on developments in SEN.
- Organising and/or delivering INSET for school staff.

Arrangements for the management of provision and communication:

We believe in clear and ongoing communication regarding your pupil's status on the SEN register. All parents will be informed in writing if their child is added to or removed from the register.

Pupils with an EHCP are automatically placed on the SEN register, ensuring tailored support is provided to meet their specific needs. Pupils' EHCP outcomes are broken down into achievable targets and included in an Individual Education Plan (IEP), which is written by the class teacher with support from the SENDCo. This ensures that your child receives clear, focused support tailored to their needs.

For those without an EHCP, we create a Pupil Profile, crafted by the class teacher in collaboration with the SENDCo, to address individual learning requirements. The Pupil Profile includes parental and pupil voice and OAP that supports the pupil's learning style and differences.

Both IEPs and Pupil Profiles will include clear SMART targets, with the class teacher responsible for implementing the necessary interventions and support strategies. The class teacher will regularly review targets and evaluate the effectiveness of the strategies employed, ensuring that the needs of each pupil are consistently met.

Where appropriate, pupils may be placed on the monitoring register if they are identified as making below expected progress. This allows for further monitoring by the class teacher, Assessment Lead and the SENDCo and potential intervention before considering SEN assessment. Parents are invited to discuss their child's progress and provision at a range of meetings. The class teachers encourage regular communication and are available for inquiries and further discussion in accordance with Sacred Heart's policy outlining parental communication. School and Parent partnership aims to provide the best support for each pupil's success.

Identification of SEND

Sacred Heart uses two or more of the following criteria to add children to the SEND register.

- ✓ Pupils whose overall attainments or attainment in core subjects fall significantly outside the expected range in one or more areas.
- ✓ Pupils who require a specific intervention; bespoke resource or a higher level of adult to pupil ratio.
- ✓ Pupils who are receiving additional to, or different from, high-quality adaptive teaching.
- ✓ Pupils with a specific diagnosis in the areas of cognition and learning, communication and interaction or sensory and physical needs.
- ✓ Pupils with social and emotional mental health difficulties. This can include children who have severe behavioural differences, anxieties, depression, are self-harming, misusing substances, have an eating disorder or physical symptoms which are medically unexplained.
- ✓ Pupils where an external approved specialist is involved in their education.

In some cases, outside professionals from health or social services may already be involved with the pupil. Where these professionals have not already been working with the school staff, the SENDCo may contact them if the parents agree.

Pupils, who are offered some OAP or adaptations in class, will not automatically be placed on the SEND register.

Having a diagnosis does not automatically lead for a pupil to be placed on the SEND register. For example, pupils with the following diagnosis may or may not be on the register depending on the level of additional need and support required:

- some physical disabilities
- slow processing and weak working memory
- ASD
- ADHD
- spelling difficulties

Pupils identified with a need for specific long-term targeted support, through withdrawal, will be placed on the register with a view that the pupil will be moved to monitoring once progress leading to independent learning is seen. This includes pupils with:

- phonic difficulties
- reading difficulties
- coordination difficulties
- emotional difficulties
- literacy and/or numeracy difficulties

Pupils identified with a high level of need and requiring long term intervention, but without an Educational Health Care Plan (EHCP), are likely to remain on the SEND register with intervention and provision that is reviewed and amended by professionals. This includes pupils with:

- moderate speech and language difficulties
- moderate mental health issues
- moderate cognition difficulties
- moderate social communication
- moderate behavioural difficulties

These pupils are likely to require further assessments by professionals such as:

- educational psychologist
- speech and language therapist
- CAMHS (emotional, mental health, ASD)
- Occupational therapist

How parents and carers will be supported when a SEND diagnosis is made:

We understand that finding out your child may have SEND can feel overwhelming. Some families may receive a specific diagnosis, while others may be told their child has additional needs or a developmental delay. Some families may receive a diagnosis for their child from a paediatrician or a specialist centre. In some cases, there may never be a clear diagnosis.

When a diagnosis is made by professionals such as paediatricians or CAMHS, families will be signposted to support through services like the Local Offer. Our SENDCo will also signpost parents and carers to guidance from the Education Wellbeing Service and organisations such as SOSSEN and MIASS (Merton Special Educational Needs Information, Advice and Support Service).

The SENDCo and Family Liaison Officer (work) closely together. The FLO can connect parents with additional services, including the school nursing team and parent support groups such as 123 Magic.

Throughout the process of assessment, diagnosis, and beyond, the SENDCo will be available to:

- Offer clear advice and guidance at every stage.
- Provide guidance and further signposting to complete paperwork.
- Facilitate meetings with professionals.

Sacred Heart's aim is to ensure parents and carers feel informed, supported, and confident as partners in their child's journey.

Admission for pupils with SEND:

Pupils with SEND have the same rights of admission as all other prospective pupils who meet Sacred Heart's admissions policy.

The allocation of resources to and amongst pupils with learning needs:

The school is committed to ensuring that any funding that comes into the school in order to support a pupil's EHCP is used for that purpose. The school also makes provision from its own resources to support pupils through early identification and intervention.

Identifying and assessing pupils' needs:

If a class teacher has concerns about a pupil's learning, development, or other areas of need during their time at Sacred Heart, the teacher will complete a referral to the SENDCo. The teacher will also discuss these concerns with parents. Together with the SENDCo, a plan of action will be agreed. This may include further screening or assessment, and, if appropriate, a referral to external agencies for additional support.

Reviewing Pupil Profiles and IEPs

Pupil Profiles and Individual Education Plans (IEPs) are reviewed each term by the class teacher, in consultation with the SENDCo. If a pupil's needs remain the same, the targets may continue for a longer period before being updated. These documents are practical tools designed to guide teachers, teaching assistants, senior leaders, and parents in understanding how best to support each pupil.

Access to the National Curriculum for Pupils with SEND

All pupils at Sacred Heart have appropriate access to a broad and balanced curriculum within the classroom setting. In line with providing high-quality adaptive teaching, teachers will adopt a range of teaching strategies; adapt teaching material and provide learning resources accordingly to meet individual pupil needs, in line with their differences.

Learning support and Inclusion:

At Sacred Heart, every pupil is encouraged to take a full and active part in school life, whatever their needs. All pupils have access to the National Curriculum as well as opportunities to join extra-curricular and out-of-school activities.

Positive relationships between staff and pupils are central to our Mission Statement and underpin our inclusive approach. The school is committed to identifying and removing barriers to learning so that all pupils can thrive.

Pupils with SEND are supported primarily within the mainstream classroom. Where needed, they may also receive one-to-one or small group support. This ensures that provision is personalised and that every pupil is given the opportunity to make sustained progress.

Arrangements for considering complaints about Learning Support provision within the school:

At Sacred Heart, parents and pupils are consulted and kept informed at every stage of a pupil's education, particularly when additional learning needs are identified.

If parents have concerns about their pupil's provision, they are encouraged to speak first with the class teacher. If further discussion is required, parents should contact the Phase Lead. **If this is not... Complaints policy**

Following this, families can consult with the SENDCo for further advice and support.

Parents can, at any point, seek independent advice and support from the Local Authority's Parent Partnership Service. miass@merton.gov.uk

Parents have the right to request a Statutory Assessment from the Local Authority. If they disagree with the outcome, they may enter mediation with the Local Authority. Should mediation fail to resolve their concerns, parents have the right to appeal to the Special Educational Needs and Disability Tribunal (SENDIST).

Assessment, Tracking and Support .

The progress of pupils on the SEND register is tracked regularly by the Assessment Lead and SENDCo (at least termly) to monitor progress. The SENDCo works closely together with class teachers to identify pupils who may be underachieving and to put strategies or additional provision in place to support their needs.

We use a range of formal and informal assessments to monitor progress, encouraging pupils to demonstrate their understanding in ways that reflect their individual strengths and needs.

For pupils whose needs may put them at a disadvantage in formal assessments such as Standardised Assessment Tests, Sacred Heart will apply for appropriate access arrangements or concessions.

Use of External Expertise and Support Services

The school makes full use of available support services and has contact with the following agencies and commissioned services:

- Educational Psychology Service (EP)
- Sensory Impairment Service (SI)
- Visual Impairment service (VI)
- Hearing Impairment service (HI)
- Speech and Language Therapy service (SALT)
- Occupational Therapy (OT)
- Pupil Adolescent Mental Health Service (CAMHS)
- Merton Autistic Outreach Service (MAOS)
- Early Education Intervention Team
- Merton Portage
- Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS).
- Social Services.
- Educational Welfare Officer
- Educational Wellbeing Practitioners

- School Nurse
- Bi-lingual support services

Sacred Heart, as a matter of course, will review the commissioned services provided for SEND pupils and consider how well they are working for pupils, staff, parents and families. This will include assessment of the quality of service, intervention work and communication between them, school and parents/carers. By default, Sacred Heart School will also seek joint meetings between commissioned services such as an educational psychologist, parents and school.

Communication with parents:

It is important for the school that parents and carers are consulted and kept informed at every stage of their pupil's education, particularly where special educational needs are identified. Ongoing communication is maintained through a variety of means including, parent consultations, SEND workshops review meetings, telephone calls, emails, letters, and, where appropriate, home-school contact books.

Teachers and parent/carers meet termly to review Pupil Profiles or IEPs, and parents are welcome to arrange a meeting with the class teacher in the usual way if they have questions or concerns.

Partnerships with Other Schools and Transition Arrangements:

Learning support documents are transferred to the next school/phase and the SENDCo makes contact, wherever possible to the school or learning environment a SEND pupil is transferring to. Sacred Heart works closely with secondary schools and Local Authorities to ensure a successful transition. The school also works informally with other schools and boroughs to maximise support, knowledge, skills and expertise. The school regularly liaises informally with other schools, boroughs and providers, to ensure appropriate support and provision is in place and to access training and guidance.

Partnerships with Health, Social Care, and Support Services:

Links with these organisations are made by the SENDCo who will also attend case meetings as appropriate.