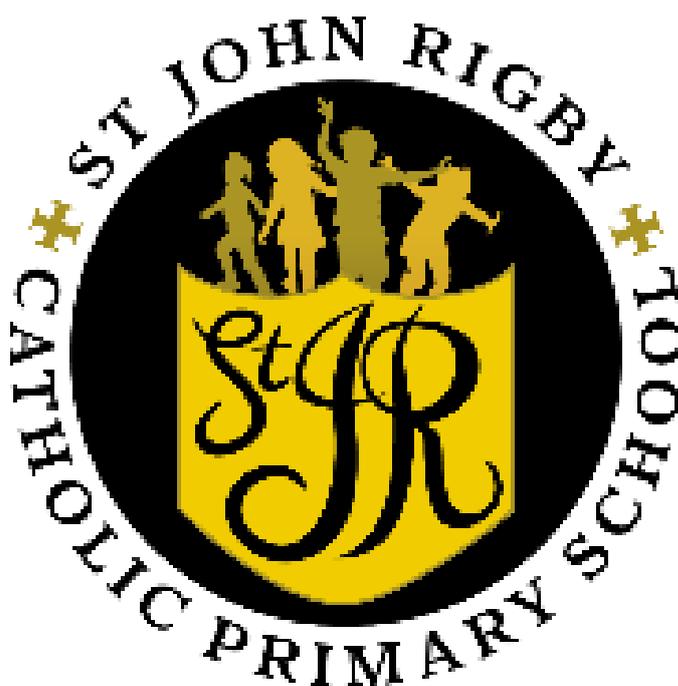


OUR LADY IMMACULATE CATHOLIC ACADEMIES TRUST

ST JOHN RIGBY PRIMARY SCHOOL

*God's will be done through work and play, as we follow Jesus day by day*



## SEND Policy

<b>Status:</b> e.g Statutory/Good Practice
<b>Date of Review:</b> Autumn 2026
<b>Approved by:</b> LAC (Governing Body) <b>Date:</b> November 2025
<b>Date of Next Review:</b> Autumn 2026



<b>Table of Contents</b>	
<i>God's will be done through work and play, as we follow Jesus day by day</i>	
<b>RATIONALE</b>	
What are our key principles and aims?	3
Compliance	3
Mission Statement and Ethos	4
Legal Framework	4
<b>POLICY INTO PRACTICE</b>	
Aims	4
Objectives	5
Roles and Responsibilities	5-6
Identifying Special Educational Needs	6
A Graduated Approach to SEND Support	6-7
Education, Health and Care Plans (EHCPs)	7
Supporting Pupils and Families	7
Admissions and Transition	7
Accessibility	7
Supporting Pupils with Medical Needs	7-8
Staff Training and Development	8
Inclusion, Behaviour and Anti-Bullying	8
External Agencies	8
<b>MONITORING &amp; EVALUATION</b>	
Monitoring and Evaluation	8
Complaints	8
Review of the policy	8
<b>APPENDIX:</b>	
Appendix 1: SEND Referral Form	9
Appendix 2: SEND Referral Process	10
Appendix 3: Assess, Plan, Do, Review Form	11
Appendix 4: My Class Passport	12

## What are our key principles and aims?

John Rigby is a community based upon the strong Catholic values of Faith, Hope, Forgiveness, Love and Trust. The ethos of our school is that it promotes inclusion and the valuing of each individual, encouraging self-esteem, self-discipline, and mutual respect.

Our mission statement lies at the heart of all we do and underpins our overarching core aims:



- To ensure **God's will** is achieved by empowering our children to develop as happy, safe, confident and successful learners who are able to make informed choices that are in their own and others best interests.
- To enable children to **work** with a joy and love for learning, acquiring the knowledge, skills and behaviours needed to make a positive contribution to society.
- To enable children to **play** with an inquisitive and exploratory mind as they imagine, collaborate and create. They will take ownership of their learning journey and know that limitations are also opportunities for growth, showing courage to sometimes be wrong.
- To inspire children to grow, **day by day**, in their knowledge and understanding of the virtues to live by, reflecting our Gospel values of Faith, Hope, Forgiveness, Love, and Trust, whilst continuing to flourish and discover their unique God given potential.

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (1<sup>st</sup> September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (1<sup>st</sup> September 2014)
- Schools SEN Information Report, 2025

***“I have come that they may have life, and have it to the full.”  
John 10:10***

## 1. Mission Statement and Ethos

At St John Rigby Catholic Primary School, we believe every child is a unique and valued creation of God. Our mission is to nurture the spiritual, emotional, and academic potential of all pupils so they may live life to the fullest, as guided by our Catholic values.

We are committed to inclusion and equality of opportunity for all learners, regardless of ability, background, or need. We work in partnership with families and external agencies to ensure that every child receives the support required to thrive.

- We are committed to providing an appropriate and high-quality education to all children in our school communities.
- All are entitled to an academic and social curriculum, which is accessible.
- Inclusion does not mean that all learners will have the same provision but that we will respond to learners in ways that take account of their varied life experiences and needs.
- Pupils learn at different rates and there are many factors that may affect achievement, including ability, emotional state, age and maturity.
- We believe that **all** teachers are teachers of SEN.
- All staff value pupils of all abilities.
- We believe in partnerships with parents and carers to develop secure foundations in which to support children and young people in our care.

## 2. Legal Framework

This policy complies with the following legislation and guidance:

- [Children and Families Act 2014](#)
- [SEND Code of Practice: 0–25 Years \(2015\)](#)
- [Equality Act 2010](#)
- [Statutory Guidance on Supporting Pupils at School with Medical Conditions \(2014\)](#)
- [Teachers' Standards \(2011\)](#)
- [Keeping Children Safe in Education \(KCSIE\)](#)
- [The Special Educational Needs and Disability Regulations 2014](#)

## 3. Aims

Our aim is to ensure that every pupil:

- Feels valued, respected, and safe.
- Has access to a broad, balanced, and inclusive curriculum.
- Is supported to achieve their full potential and develop self-confidence and independence.
- Develops spiritually, emotionally, socially, and academically.

#### 4. Objectives

1. Identify and provide for pupils with SEND at the earliest opportunity.
2. Follow the guidance of the SEND Code of Practice (2015).
3. Operate a whole-school, whole-pupil approach to SEND.
4. Ensure the SENDCo leads effective coordination of provision.
5. Support and advise staff working with children with additional needs.
6. Work in partnership with parents, carers, and pupils.
7. Recognise and nurture the spiritual well-being of every child.

#### 5. Roles and Responsibilities

Headteacher and SLT: Ensure inclusion, manage resources, and report to governors.

Governors: Oversee policy implementation and appoint a SEND Governor to monitor provision.

SENDCo: Coordinates all SEND provision, maintains the SEND register, liaises with staff, parents, and external agencies, and oversees transitions and training.

Class Teachers: Class teachers fulfil a pivotal role in the identification, planning, delivery and review of support for pupils with SEND. In line with the SEND Code of Practice (2015), Sections 6.36–6.44, class teachers are responsible for:

##### *a. High-Quality, Inclusive Teaching*

- Delivering high-quality, differentiated teaching as the first response to identified needs.
- Setting high expectations for all pupils, including those with SEND.
- Ensuring that the curriculum is accessible and responsive to individual learning profiles.

##### *b. Identifying Emerging Needs*

- Monitoring the progress of all pupils regularly.
- Using formative and summative assessments to identify pupils who may have SEND.
- Raising concerns promptly with the SENDCo if progress is significantly below expectations despite high-quality teaching.

##### *c. Planning and Implementing Support*

- Working collaboratively with the SENDCo to plan effective, evidence-based support.
- Developing and contributing to Learning Plans or support plans with clear outcomes.
- Ensuring that teaching assistants and support staff understand their roles in delivering planned interventions.

##### *d. Engaging with Pupils and Parents*

- Maintaining regular communication with parents regarding progress, strengths, and areas of need.
- Ensuring pupils are involved in setting personal targets and reviewing their support.

##### *e. Assess–Plan–Do–Review Cycle*

Class teachers retain responsibility for meeting the needs of pupils on their register throughout the cycle:

- **Assess**: Gather information from assessments, observations, parents, and the pupil.
- **Plan**: Agree outcomes and provisions with parents, pupils, and the SENDCo.

- **Do:** Implement strategies and interventions with consistency and fidelity.
- **Review:** Evaluate impact regularly and adjust support accordingly.

#### *f. Safeguarding and Wellbeing*

- Being vigilant to safeguarding concerns in line with **KCSIE 2015**, especially as pupils with SEND may be more vulnerable.
- Ensuring appropriate support for pupils with medical needs, disabilities, and emotional/mental health needs.

#### *g. Liaising with the SENDCo and External Agencies*

- Providing relevant information and observations to the SENDCo.
- Implementing recommendations from external professionals such as Educational Psychologists or Speech and Language Therapists.
- Ensuring adjustments and strategies recommended by specialists are embedded in daily practice.

### **6. Identifying Special Educational Needs**

In line with the SEND Code of Practice (2015, Section 6.25–6.32), St John Rigby identifies needs across the four areas of SEND: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical Needs.

SENDCos also use the “Bedford Borough Council SEND Guidance on Special Educational Needs – a graduated response 2019” & “Guidance on Meeting Special Educational Needs in the Early Years Foundation Stage: a graduated response 2019” in order to assist in ascertaining the needs of pupils. Bedford Catholic schools use the Bedford Psychology Buy Back, to provide training, support and assessment.

### **7. A Graduated Approach to SEND Support**

All children within our care will have access to quality first teaching provided by each and every member of staff. All teachers are responsible and accountable for the progress and development of the pupils in their class/classes, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual and groups of pupils, is the first step in responding to pupils who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching.

High quality teaching is promoted in our schools through performance management procedures, these may include:

- Learning walks
- Lesson observations
- Work scrutiny
- Structured conversations with staff
- Pupil voice
- Training
- Pupil progress meetings

We follow the Assess–Plan–Do–Review model:

- Assess: Gather information from teachers, parents, pupils, and assessments.

- Plan: Identify barriers, set outcomes, and outline support in a Learning Plan.
- Do: Deliver targeted support and teaching strategies.
- Review: Evaluate impact and adjust provision as needed.

This system includes reference to information provided by:

- Regular and frequent data analysis
- Baseline assessment results
- Progress measured against agreed expectations
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Education Health and Care Plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Assessments by medical services, such as Paediatrician, Occupational Therapist
- Another school or LA which has identified or has provided for additional needs
- Information provided by parents, carers and the pupil
- Information provided by teachers and departments

## **8. Education, Health and Care Plans (EHCPs)**

Pupils with complex, long-term needs may have an EHCP outlining expected outcomes, strategies, and resources. Plans are reviewed annually with input from the child, parents, staff, and external agencies.

## **9. Supporting Pupils and Families**

We work closely with families and signpost support via the Bedford Borough Local Offer, Parent Carer Forum, and SENDIASS. The school's SEND Information Report is available on the school's website, which offers further guidance.

The local authority's local offer can be found on the Bedford Borough website:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

Bedford Parent Carer Forum - A Parent Carer Forum is a group of parents and carers of children with special educational needs or disabilities who work with local authorities, education settings, health providers and other providers to make sure that the services they commission, plan and deliver meet the needs of disabled children and families. <https://www.bbpcf.co.uk/>

## **10. Admissions and Transition**

We plan transitions carefully, liaising with parents, previous settings, and receiving schools. Support may include visits, phased entry, and tailored transition plans.

## **11. Accessibility**

The school is fully accessible with ramps, lifts, wide doorways, accessible toilets, calm spaces, and adaptive technology.

## **12. Supporting Pupils with Medical Needs**

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children

with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

We will respond to the medical individual needs of each child/young person appropriately.

### **13. Staff Training and Development**

Staff receive ongoing training including Team Teach, Communication and Language, and Mental Health. The Inclusion Team meets regularly to review provision.

The Trust Schools Arrangements for SEND and Inclusion In-Service Training:

- All SENDCOs from the Trust attend network meetings
- Meeting additional needs and Inclusion issues are targeted each year through each respective school's long-term goals and School Development Plan. In-Service training and individual professional development is arranged and matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENDCOs.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and each school's own SLT will ensure tailor-made training where this is appropriate.

### **14. Inclusion, Behaviour and Anti-Bullying**

We prioritise well-being and safety, promoting respect through clear policies and open communication. CPOMS is used for early identification of concerns.

### **15. External Agencies**

We work with Educational Psychologists, Speech and Language Therapists, CAMHS, Health and Social Care, and specialist teachers.

### **16. Monitoring and Evaluation**

Provision effectiveness is reviewed via pupil progress meetings, learning plan reviews, observations, and data analysis.

### **17. Complaints**

Concerns can be raised with class teachers, the school office (01234 401900 / Office@sjr.beds.olicatschools.org), or the SENDCo. If unresolved, the Complaints Policy applies.

For independent advice, contact: [Sendiass@bedford.gov.uk](mailto:Sendiass@bedford.gov.uk).

### **18. Review of the Policy**

This policy will be reviewed annually by the SENDCo, Headteacher, and Governing Body.

## Appendix A

St John Rigby  
Catholic Primary School  
Referral Form



Child's Name:  
Date of Birth:  
Class:  
Teacher Name:  
Date of Referral:

### Area of Need (please highlight):

Communication and Interaction

Physical and/or Sensory Need

Cognition and Learning

Behaviour

Social, Emotional and Mental Health Difficulties

Safeguarding

What are the pupil's strengths?

.

What difficulties does the pupil have accessing the curriculum?

.

What is the latest data for the child? What assessments have been used?

.



Have you?	Outcome	Notes
Checked attendance?		.
Spoken to the child to ask what they need support/help with?		
Read previous records/new school file/ Bromcom (including medical)?		.
Checked whether there are any safeguarding concerns?		
Spoken with parents/carers?		
Contacted the SENDCO with a summary of the assess, plan, do, review cycle?		

## Appendix B

### St John Rigby Catholic Primary School: Special Educational Needs Referral Process

#### Pathway 1

1. Teacher has an initial concern that the child may have a special educational need. Please mention to SENCO.

2. Teacher to meet with parents and share concerns. Share Assess, Plan, Do, Review process with parents.

3. Begin Assess, Plan, Do process and inform SENCO the date it has begun.

4. Review the APDR cycle 6 weeks later. This can be flexible and reviewed earlier if deemed necessary.

5. If a teacher is still concerned then the SEND referral form requires completion. (If the teacher is unsure then the APDR cycle can be repeated. For example, the child may have made some progress in the area being monitored and would benefit from more time before referring to the SENCO.)

6. Email the SEND referral form and ADPR process to SENCO.

7. SENCO to meet with the teacher to discuss a way forward and will complete any necessary in-school assessments/observations.

8. The proposal to be placed on the SEND register will be discussed with the School Inclusion Team in order to share any other additional information. In light of this, the team will decide if the child is to be put on the register.

9. If child is to be added to the SEND register, the teacher will be informed and a meeting will take place with the teacher, parents and SENCO.

(If a child is not accepted, a rationale will be given by the SENCO to the Class Teacher and parent.)

10. Class Teacher to write and share Learning Plan with parents. This will be reviewed termly.

11. SENCO to refer to external professionals if necessary.

#### Pathway 2

1. A data analysis is conducted by the SENCO. This in addition to meeting with school's assessment lead.

2. The process will then begin from point 7 in Pathway 1.

#### Pathway 3

1. A child may be added to the SEND register if they have a physical disability or a genetic condition that deems them to have a special educational need or disability.

#### SEND Code of Practice:

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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



**Appendix C**

<p><b>St John Rigby</b></p> <p><b>Catholic Primary School</b></p> <p><u>Assess, Plan, Do, Review:</u></p> <p><u>Monitoring Planning Frame</u></p>		
<p><u>Child's Name:</u></p> <p><u>Date of Birth:</u></p> <p><u>Class:</u></p> <p><u>Review Date:</u></p>		<p><b>Area of Need (please highlight):</b></p> <p><u>Communication and Interaction</u></p> <p><u>Cognition and Learning</u></p> <p><u>Social Emotional and Mental Health Difficulties</u></p> <p><u>Physical and/or Sensory Need</u></p>
<p><b>Start Here...Assess: What do you know about the child through observations and assessments?</b></p>		
<p><u>Review: How effective has the plan been?</u></p>		<p><u>Plan: SMART Targets you are going to work on? Think small steps.</u></p>
<p><b>Do: How will you action the SMART Targets?</b></p>		
<p><u>Interventions/Resources Needed:</u></p>		

Appendix D

My Class Passport: All About Me



<u>My photograph (from Bromcom)</u>	<u>Name:</u> <u>Class:</u> <u>Broad area of need:</u> <u>Medical need:</u> <u>Other:</u>
<u>These things help me learn...</u>	<u>I am happy when...</u>  <u>My favourite things are...</u>
<u>Things that make my learning difficult...</u>	<u>My annual outcomes are...</u>
<u>To help me I need (reasonable adjustments)</u>	<u>Important information about me...</u>

