SEND Policy and Inclusion Strategy 2026–2029

Mission Statement

'We are a community of love learning and growing in the image of Christ.'

As a Catholic school, we recognise the dignity and unique God-given gifts of every child. Guided by Gospel values, Catholic Social Teaching, and our commitment to human flourishing, we aim to provide an inclusive learning environment where all pupils, including those with Special Educational Needs and Disabilities (SEND), are welcomed, valued, and enabled to achieve their full potential.

We believe that every child has the right to belong, participate, achieve and flourish within our school community.

Aims

This policy aims to:

- Ensure all pupils have access to a broad, balanced and ambitious curriculum.
- Promote inclusion, equity and high expectations for all learners.
- Identify needs early and provide timely intervention; even involving outside agencies to support the identification of need/s.
- Work in partnership with parents, carers, parish and external agencies.
- Develop a skilled workforce capable of meeting diverse needs.
- Support successful transitions throughout a child's educational journey.
- Monitor outcomes and continuously improve provision.

Seven Strategic Priorities for Inclusion

Strategy 1: Inclusive Catholic Culture and High Expectations

We will:

- Promote a culture where diversity is celebrated and respected.
- Ensure all staff understand that every teacher is a teacher of pupils with SEND.
- Embed Catholic values of dignity, solidarity and the common good in all aspects of school life.
- Remove barriers to participation in learning, worship, enrichment activities and leadership opportunities.
- Foster pupil voice and participation in decision-making.

Success Measures:

- Positive pupil wellbeing and belonging indicators.
- Reduced exclusion and absence rates.
- Increased participation in extracurricular and leadership activities.

Strategy 2: Early Identification and Graduated Response

We will:

- Use robust assessment and screening procedures: This may include assessment by an outside agency to support adaptive teaching within the classroom
- Identify emerging needs at the earliest opportunity.
- Implement the Assess–Plan–Do–Review cycle.
- Maintain an accurate SEND register.
- Work closely with families to understand strengths, needs and aspirations.

Success Measures:

- Timely identification of need.
- Clear provision maps and support plans.
- Improved progress from identified starting points.

Strategy 3: High-Quality Teaching and Ordinarily Available Provision

We will:

- Ensure adaptive teaching is the first response to need.
- Use evidence-informed approaches.
- Provide accessible classrooms and learning environments.
- Implement reasonable adjustments for disabled pupils.
- Promote Universal Design for Learning principles where appropriate.

Success Measures:

- Strong progress for pupils with SEND.
- Consistently high-quality classroom practice.
- Reduced reliance on withdrawal interventions.

Strategy 4: Skilled Workforce and Professional Development

We will:

- Provide ongoing SEND training for all staff.

- Ensure the SENDCo has appropriate qualifications and leadership responsibilities.
- Develop expertise in areas such as autism, speech and language, SEMH and cognition and learning, supported when and where necessary by external agencies
- Support staff wellbeing and professional reflection.

Success Measures:

- Annual SEND training programme completed.
- Improved staff confidence and competence.
- Effective deployment of teaching assistants.

Strategy 5: Partnership with Families, Parish and External Agencies

We will:

- Engage parents as equal partners.
- Ensure communication is clear, accessible and regular.
- Work collaboratively with health, social care and specialist services: Any involvement of an external agency that assesses for a diagnosis of need i.e., NHS Speech and Language, CAMHs then parents will always be consulted and their permission, verbally or written will be sought.
- Involve the parish and wider Catholic community in supporting inclusion.

Success Measures:

- Positive parental feedback.
- Effective multi-agency working.
- Improved attendance at review meetings and family events.

Strategy 6: Successful Transitions and Preparation for Life

We will:

- Support transitions into Reception, between year groups and to secondary school.
- Provide enhanced transition arrangements where required.
- Develop independence, resilience and self-advocacy.
- Prepare pupils for lifelong learning and active citizenship.

Success Measures:

- Smooth transition outcomes.
- Positive pupil and parent feedback.
- Strong destination and attendance data.

Strategy 7: Accountability, Evaluation and Continuous Improvement

We will:

- Monitor outcomes for pupils with SEND through regular data reviews and termly meetings with parents.
- Evaluate the impact of interventions.
- Report annually to governors on SEND provision.
- Seek feedback from pupils, parents and staff via regular termly meetings.
- Use self-evaluation to drive continuous improvement.

Success Measures:

- Closing attainment and progress gaps.
- Positive inspection and review outcomes.
- Annual SEND development plan targets achieved.

Funding for SEND Provision

St Osburg's receives funding to support pupils with Special Educational Needs and Disabilities through its delegated school budget. This funding is used to provide high-quality inclusive teaching, interventions, resources, staff training and additional support where appropriate.

For pupils with more complex needs, the school may seek additional funding through the Local Authority, including funding linked to an Education, Health and Care Plan (EHCP). The school works closely with parents, carers and external agencies to ensure resources are targeted effectively to meet individual needs.

The deployment of SEND funding is monitored by the Headteacher, SENDCo and Governing Body to ensure that provision has a positive impact on pupil outcomes.

Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure compliance with the SEND Code of Practice.
- Monitor the effectiveness of SEND provision.
- Promote inclusion throughout the school.

Headteacher

The Headteacher will:

- Lead an inclusive ethos.
- Ensure resources are appropriately deployed.
- Monitor implementation of this strategy.

SENDCo

The SENDCo will:

- Coordinate SEND provision.
- Advise and support staff.
- Liaise with families and external agencies.
- Monitor pupil progress and provision.

Teachers

Teachers will:

- Remain responsible for the progress of all pupils in their class.
- Deliver high-quality inclusive teaching.
- Work closely with the SENDCo and families.

Monitoring and Review

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

The school will evaluate:

- Pupil outcomes.
- Attendance and behaviour.
- Inclusion indicators.
- Parent and pupil voice.

- Staff confidence and professional development needs.

Appendix A: Statutory SEND Information

Legislative Framework

This policy should be read in conjunction with:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years
- Equality Act 2010
- Keeping Children Safe in Education
- The Special Educational Needs and Disability Regulations 2014
- The School Admissions Code
- The School Accessibility Plan
- St Osburg's SEND Information Report

Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Including speech, language and communication needs and Autism Spectrum Condition.

Cognition and Learning

Including moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties and specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.

Social, Emotional and Mental Health

Including difficulties with emotional regulation, anxiety, attachment, trauma-related needs and behavioural difficulties.

Sensory and/or Physical Needs

Including hearing impairment, visual impairment, multi-sensory impairment and physical disabilities.

Education, Health and Care Plans (EHCPs)

Some pupils with more complex needs may have an Education, Health and Care Plan (EHCP).

The school will:

- Work closely with parents, carers and the Local Authority to implement EHCP provision.
- Ensure provision specified within EHCPs is delivered.
- Contribute to annual reviews and person-centred planning processes.
- Monitor progress towards agreed outcomes.
- Support pupils and families throughout assessment and review processes.

Graduated Approach

St Osburg's follows the graduated approach described within the SEND Code of Practice through the cycle of:

Assess → Plan → Do → Review

This process enables needs to be identified early, support to be tailored appropriately and provision to be reviewed regularly to ensure impact.

Accessibility and Equality

The school is committed to fulfilling its duties under the Equality Act 2010.

We will:

- Make reasonable adjustments to reduce barriers to learning and participation.
- Ensure pupils with disabilities are not treated less favourably.

- Promote equality of opportunity and inclusion.
- Implement and review the school's Accessibility Plan.

The school aims to ensure all pupils can access learning, enrichment opportunities, worship and wider school life.

Partnership with Parents and Carers

Parents and carers are valued as equal partners in their child's education.

The school will:

- Involve families in decision-making.
- Seek parental views when assessing needs and reviewing provision.
- Provide clear and regular communication.
- Signpost families to support services where appropriate.

SEND Information Report

The school's SEND Information Report is published annually on the school website and should be read alongside this policy.

The Information Report provides detailed information regarding:

- Identification and assessment procedures.
- Available provision and interventions.
- Support for pupils with SEND.
- Partnership working.
- Transition arrangements.
- Accessibility and inclusion.

Resolving Concerns and Complaints

The school aims to work collaboratively with parents and carers to resolve concerns at the earliest opportunity.

Parents who have concerns regarding SEND provision should initially contact:

1. The class teacher.
2. The SENDCo.

3. The Headteacher.

If concerns remain unresolved, parents may use the school's Complaints Procedure, which is available on the school website.

Key Contacts

Headteacher: Mrs Nicola Rynott

SENDCo: Mrs Ann Burton

Governor with Responsibility for SEND: Mrs Cath Wilson

School Telephone: 024 7622 7165

School Website: www.stosburgs.coventry.sch.uk

Review Arrangements

This policy and inclusion strategy will be reviewed annually by the Headteacher, SENDCo and Governing Body, or sooner in response to legislative or organisational changes.