



**St. Mary's Catholic Primary School,
Wednesbury**

Special Educational Needs and Disabilities (SEND) Policy

Approved by:	Local Governing Body
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"We are the body of Christ, and each one of us is a part of it."
1 Corinthians 12:27



St Gabriel
the Archangel
Catholic Multi-Academy Trust

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Policy note: This policy should be read alongside the school's SEN Information Report, Accessibility Plan, Inclusion Strategy, Behaviour Policy, Safeguarding/Child Protection Policy and other linked policies listed in section 21.

1. Aims and objectives

This policy sets out how St. Mary's Catholic Primary School identifies and meets special educational needs and disabilities (SEND) and how it fulfils its duties under current legislation and statutory guidance.

Our aims are to:

- ensure every pupil with SEND is welcomed, safe, valued and able to participate meaningfully in school life;
- provide a broad, balanced and ambitious curriculum, with high expectations for achievement, independence, wellbeing and participation;
- identify barriers to learning and participation early and respond through high-quality inclusive teaching, reasonable adjustments and timely, evidence-informed support;
- use our best endeavours to secure the special educational provision called for by a pupil's SEN;
- work in genuine partnership with pupils, parents and carers, recognising their knowledge, aspirations and views;
- ensure teachers remain responsible and accountable for the progress and development of pupils in their classes, including when pupils receive additional adult or specialist support;
- apply the graduated approach consistently and evaluate whether provision is making a meaningful difference;
- work effectively with the Local Authority, health, social care and other partners; and
- promote a whole-school culture in which inclusion is everyone's responsibility.



2. Vision and values

Mission Statement: **'Our Community, Growing and Learning Together with Christ.'**

At St. Mary's, inclusion is rooted in the dignity and worth of every child. We believe that belonging comes before intervention: every pupil should experience high expectations, positive relationships, meaningful participation and the support they need to flourish.

Provision for pupils with SEND is a whole-school responsibility. The Principal, SENCO, teachers, support staff, governors, trustees and other staff all contribute to creating an inclusive school. Parents and carers are partners in decision-making, and pupils' views are sought in ways that are accessible and meaningful to them.

We will not lower ambition because a pupil has SEND. We will adapt how pupils access learning, remove avoidable barriers and provide additional or different provision when it is required. Support will aim to increase access, confidence and independence rather than create unnecessary dependence on adults.



3. Legislation and guidance

This policy is based on, and should be read in the context of, the following legislation and statutory guidance, as amended from time to time:

- **Part 3 of the Children and Families Act 2014** – [Children and Families Act 2014 – Part 3](#)
- **The Special Educational Needs and Disability Regulations 2014** – [SEND Regulations 2014](#)
- **The Equality Act 2010**, including the duty to make reasonable adjustments and the Public Sector Equality Duty – [Equality Act 2010](#)
- **Special educational needs and disability code of practice: 0 to 25 years** – [SEND Code of Practice: 0 to 25 years](#)
- **School Admissions Code**, including statutory requirements relating to pupils whose Education, Health and Care (EHC) plan names the school – [School Admissions Code](#)
- **Keeping Children Safe in Education 2026** – [Keeping Children Safe in Education](#)
- **Working Together to Safeguard Children 2026** – [Working Together to Safeguard Children](#)
- **Working Together to Improve School Attendance** – [Working Together to Improve School Attendance](#). This was most recently updated in July 2026 and remains statutory guidance.
- **Education and Inspections Act 2006** – [Education and Inspections Act 2006](#)
- **Restrictive interventions, including the use of reasonable force, in schools** – [DfE restrictive interventions and reasonable force guidance](#). The new guidance has applied since **1 April 2026**.

The school also has regard to current non-statutory guidance and evidence, including:

- **DfE guidance on SEN and disability duties for school governing boards** – [SEN and disability duties: guidance for school governing boards](#)
- **Academy trusts: governance guide** – [Academy Trusts: Governance Guide](#). This was updated in July 2026.
- **St Gabriel the Archangel Catholic Multi-Academy Trust Scheme of Delegation** – [St Gabriel the Archangel CMAAT – Statutory Documents](#). The Trust currently publishes its Scheme of Delegation on this page.
- **Inclusive Mainstream Fund: support for school leaders** – [Inclusive Mainstream Fund guidance and best practice](#)
- **Inclusive Mainstream Fund 2026 to 2027: conditions of grant** – [Inclusive Mainstream Fund 2026–27](#)
- **Inclusion bases in schools** – [DfE Inclusion Bases in Schools guidance](#). This was published in June 2026 and is particularly relevant to the section on **The Nest**.
- **Education Endowment Foundation Guide to Inclusive Teaching** – [EEF Guide to Inclusive Teaching](#). This was published in July 2026.
- **Standards and Testing Agency: KS2 access arrangements** – [KS2 Tests: Access Arrangements](#). I recommend linking to this **main collection page**, rather than the 2026-specific page, because DfE updates it for each assessment cycle.
- **Ofsted school inspection toolkit, operating guides and information** – [Ofsted School Inspection Toolkit and Guidance](#). The September 2026 materials are now published here.

Important: The SEND Code of Practice remains the current statutory Code. National SEND reform proposals published in 2026 are not treated in this policy as enacted statutory requirements unless and until the law or statutory Code changes.

4. Inclusion, equality and reasonable adjustments

St. Mary's will provide pupils with SEND access to a broad and balanced curriculum and to the wider life of the school. We will make reasonable adjustments to policies, teaching, assessment, communication, the physical environment and school activities where a disabled pupil would otherwise be placed at a substantial disadvantage.

The duty to make reasonable adjustments for disabled pupils is anticipatory. We therefore consider likely barriers in advance rather than waiting for an individual pupil to experience disadvantage. Where appropriate, this includes auxiliary aids and services, accessible information, environmental adaptations and adjustments to routines, behaviour or attendance approaches.

A pupil does not need a formal diagnosis before reasonable adjustments or appropriate support can be put in place. Equally, a diagnosis does not automatically mean that a pupil has SEN: the statutory test is whether the child has a learning difficulty or disability which calls for special educational provision.

Reasonable adjustments do not remove the school's responsibility to maintain safe, respectful expectations for all pupils. They ensure that those expectations and the ways pupils are supported to meet them are fair and accessible.



5. Definitions and the four broad areas of need

5.1 Special educational needs (SEN)

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age 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 a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age in mainstream schools.

5.2 Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Some disabled pupils also have SEN; others may require reasonable adjustments without requiring special educational provision.

5.3 The four broad areas of need

The SEND Code of Practice describes four broad areas of need. They help schools consider barriers and appropriate provision, but they are not labels or fixed categories. A pupil's needs may span several areas and may change over time. Provision will be determined by the individual pupil's strengths, needs and barriers to learning and participation rather than by diagnosis alone.

Broad area	What this may include
Communication and interaction	This may include difficulties with understanding or using language, social communication, interaction or pragmatic communication. Autistic pupils may have needs within this area, although autism can affect access and participation in many different ways.
Cognition and learning	This may include moderate, severe or profound learning difficulties and specific learning difficulties affecting areas such as literacy, numeracy, memory, processing, coordination or organisation. Pupils may require different approaches, additional teaching, assistive technology or carefully structured practice.
Social, emotional and mental health	Pupils may experience emotional or mental health needs that create barriers to learning, relationships, participation or wellbeing. A pupil may present as anxious, withdrawn, distressed, dysregulated or show persistent changes in behaviour. We seek to understand the underlying need rather than viewing behaviour in isolation. Experiences such as bereavement, trauma, bullying or changes in family circumstances may affect a pupil without necessarily indicating SEN.
Sensory and/or physical	This may include vision impairment, hearing impairment, multi-sensory impairment, physical disability, motor needs or medical/health-related barriers to access. Pupils may require specialist equipment, environmental adaptations, modified resources or specialist advice.

Neurodevelopmental needs: Conditions such as ADHD can affect communication, executive functioning, attention, emotional regulation, sensory processing and learning. The school will consider the pupil's actual profile of need and will not assume that a diagnosis belongs solely within one broad area.

6. Roles and responsibilities

6.1 The SENCO

The SENCO is Mr J. Southall. Parents and carers can contact the SENCO through the school office on 0121 505 3595 or through the office email: office@st-marys.sandwell.sch.uk.

The school will ensure that the designated SENCO meets the statutory qualification requirements. Since September 2024, the leadership-level National Professional Qualification (NPQ) for SENCOs is the mandatory qualification route for newly appointed SENCOs, subject to the applicable transitional arrangements.

The SENCO will:

- work with the Principal, Trust/LGB and SEND link governor to support the strategic development of SEND and inclusion;
- have day-to-day responsibility for the operation of this policy and co-ordination of provision for pupils with SEN, including pupils with EHC plans;
- advise on identification, assessment, the graduated approach, reasonable adjustments and evidence-informed provision;
- provide professional guidance and support to teachers and support staff while reinforcing teachers' responsibility for pupils in their classes;
- liaise with parents, pupils, the Local Authority, health, social care and other professionals;
- advise on deployment of the school's SEND resources and support leaders to evaluate their impact;
- maintain accurate SEND records and ensure relevant information is accessible to staff who need it;
- support effective transitions and timely transfer of SEND information;
- contribute to staff training and identify professional-development priorities;
- prepare and review the SEN Information Report and contribute to the school's Inclusion Strategy; and
- monitor patterns in identification, attendance, participation, progress and outcomes to help leaders evaluate the inclusivity and quality of the school's provision.

6.2 Trust Board, Local Governing Body and SEND link governor

As an academy, overall accountability for statutory SEND and disability duties rests with the Academy Trust Board. The Trust may delegate specified monitoring or assurance functions to the Local Governing Body (LGB) in accordance with its Scheme of Delegation; such delegation does not remove the Trust Board's overall accountability.

The governing structure will provide strategic oversight, support and challenge by ensuring that:

- SEND and inclusion are embedded in school and trust strategy, culture and resource decisions;
- leaders use their best endeavours to secure the provision called for by pupils' SEN and meet Equality Act duties;
- pupils with SEND participate in the curriculum and wider school life alongside their peers wherever appropriate;
- the school has a suitably qualified SENCO with sufficient time, status, access to leadership and resources to fulfil the role effectively;
- statutory information is published and kept up to date, including the SEN Information Report and Accessibility Plan;
- the school's Inclusion Strategy and use of relevant inclusion funding are scrutinised; and
- SEND data, pupil/parent voice and evaluation of provision are used to hold leaders to account for outcomes and experiences.

The SEND link governor supports monitoring and challenge but does not take operational responsibility for SEND. The current SEND link governor is Mrs Kelly Heeley; contact is through the school office.

6.3 The Principal

- set ambitious expectations and ensure an inclusive school culture;
- work with the SENCO and governance to determine strategic development of SEND and inclusion;
- have overall responsibility for the provision and outcomes of pupils with SEND within the school;
- ensure Equality Act duties, reasonable adjustments and accessibility responsibilities are met;
- ensure the SENCO has sufficient time and resources to carry out the role effectively;
- monitor the use and impact of SEND and inclusion funding;

- ensure staff receive appropriate training and that SEND is integrated into curriculum, behaviour, attendance and safeguarding leadership; and
- work with the SENCO where an EHC needs assessment or early review may be required.

6.4 Class teachers

Teachers are responsible and accountable for the progress and development of every pupil in their class, including where pupils access support from teaching assistants or specialist staff. Each teacher will:

- plan and deliver high-quality, adaptive and inclusive teaching, anticipating common barriers and making reasonable adjustments;
- assess learning and wider development and respond promptly where a pupil is not accessing, participating or progressing as expected;
- know and implement the pupil's agreed adjustments, ILP outcomes, strategies and provision;
- work closely with teaching assistants and specialists, ensuring additional support connects directly to classroom learning;
- evaluate whether interventions and adaptations are improving access, independence and outcomes;
- contribute to Assess-Plan-Do-Review cycles and reviews of provision; and
- communicate regularly and respectfully with pupils, parents and carers.

6.5 Teaching assistants and other support staff

Teaching assistants and other support staff work under the direction of teachers and relevant leaders. They support access, participation, communication and independence; implement agreed strategies consistently; provide useful observations and feedback; and help pupils transfer learning back into whole-class contexts. Additional adult support must not replace teacher-pupil interaction or unnecessarily separate pupils from their peers.

6.6 Parents and carers

Parents and carers are encouraged to share concerns, strengths, aspirations, relevant professional information and changes in their child's circumstances. For pupils receiving SEN Support, parents will be involved in setting and reviewing outcomes and provision. Their views will be considered in decisions about their child.

6.7 Pupils

Pupils will be supported to express their views about what helps them learn, participate and feel safe. Their communication method, age and developmental level will be considered. This may include talking, drawing, visuals, symbols, communication aids, observation or support from a trusted adult. Pupils may contribute to outcomes, reviews and transition planning and will receive feedback about decisions that affect them.

7. SEN information report and inclusion strategy

The school publishes a SEN Information Report on its website explaining how this policy is implemented in practice. It will be updated at least annually and as soon as practicable after material changes to the information it contains.

For the 2026/27 academic year, the school will also publish an Inclusion Strategy Statement in line with the conditions of the Inclusive Mainstream Fund. This will set out the school's approach to barriers to learning and participation, planned activities and relevant budgeted costs. The Inclusion Strategy complements, but does not replace, this SEND Policy or the SEN Information Report.

Governors and trustees will scrutinise the Inclusion Strategy and the outcomes achieved through the school's inclusive provision and funding.

Link to visit SEND Website: [Click Here](#)

8. Our approach to inclusive SEND provision

St. Mary's uses a graduated, inclusive model. Universal inclusive practice, reasonable adjustments and targeted support can be put in place before a pupil is identified as having SEN. A pupil is placed on the SEND register when the statutory definition of SEN is met and special educational provision that is additional to, or different from, that made generally for pupils of the same age is required.

1. Universal inclusive provision	High-quality adaptive teaching; clear routines; explicit instruction; scaffolding; supportive relationships; accessible environments and resources; flexible grouping; formative assessment; and whole-school practices designed to reduce predictable barriers.
2. Adaptations and targeted support	Timely, evidence-informed adjustments or additional teaching/support for identified barriers. This may be short-term and does not automatically mean the pupil has SEN.
3. SEN Support	Where the pupil requires special educational provision that is additional to or different from the school's general offer, the pupil will receive SEN Support through repeated Assess-Plan-Do-Review cycles and will be recorded on the SEND register (census code K).
4. EHC plan / specialist provision	Where needs are more complex, persistent or cannot be met appropriately through SEN Support alone, the school may work with parents and the Local Authority regarding an EHC needs assessment or provision specified in an existing EHC plan (census code E).

High-quality teaching first: Additional intervention and support cannot compensate for weak classroom teaching. Likewise, inclusive classroom teaching and targeted support should work together: targeted provision should connect back to the curriculum and help pupils participate more successfully in everyday learning.



9. Identifying pupils with SEND and assessing needs

When pupils join St. Mary's, we use information from parents, previous settings, assessments and relevant professionals to understand strengths, needs and any reasonable adjustments required. This begins in EYFS and applies equally to pupils joining at other points.

Teachers regularly assess attainment, progress, participation and wider development. Concerns may arise where a pupil:

- is making significantly less progress than expected from their starting point;
- is not closing, or is widening, important gaps despite appropriate teaching;
- has difficulty accessing the curriculum, communicating, regulating, participating, attending or developing independence;
- requires adaptations or support that are increasingly individualised, intensive or sustained; or
- shows a persistent pattern of need that is not explained by temporary or contextual factors alone.

Slow progress or low attainment does not automatically mean that a pupil has SEN. Nor does attainment at or above age-related expectations rule SEN out. Before deciding that special educational provision is required, staff will consider the quality and accessibility of teaching and other factors that may be affecting the pupil, such as attendance, health, bullying, bereavement, trauma, family circumstances, interrupted education or language acquisition.

Difficulties related solely to English as an additional language are not SEN. Persistent distressed, withdrawn or disruptive behaviour is not itself a category of SEN; staff will seek to identify and respond to underlying causes, which may include SEND, disability, mental health, safeguarding, environmental or contextual factors.

Where concerns persist, the teacher will discuss them with the SENCO and with the pupil's parents/carers. The school may use further assessment, observation, screening or specialist advice. Where it is decided that a pupil requires SEN Support, parents will be formally informed.

1. Notice & Understand (*Teacher • Parent • Pupil • Previous setting • Assessment*)

 *A concern, strength or barrier is identified*



2. Respond & Remove Barriers (*Reasonable adjustments • Targeted support*)

 *High-quality inclusive teaching*



3. Review the Difference: Is the pupil accessing, participating and making appropriate progress?

YES → Continue, adapt and monitor

NO / concerns persist → Teacher + SENCO + pupil + family review needs



4. Identify SEN Support where appropriate:

 *Does the pupil require provision that is additional to or different from that normally available?*

YES → **SEND Register – SEN Support (K)**

 **Assess → Plan → Do → Review**



5. Increasing or Complex Need

 Specialist advice / multi-agency working

Where appropriate → consider **EHC needs assessment**

10. Consulting and involving pupils and parents – Co-production

The school will put pupils and families at the heart of decisions about SEND provision. Early conversations will establish strengths, difficulties, aspirations, what is already working, the outcomes sought and the next steps.

For pupils receiving SEN Support, the school will meet with parents/carers at least three times each year to review progress, outcomes and provision. These discussions may be integrated with ILP reviews, parent meetings or other planned reviews, provided they are meaningful and focused on the pupil's SEND provision. Communication will continue between formal review points where needed.

Parents will receive accessible information and sufficient opportunity to contribute. The school will seek pupils' views in an age- and communication-appropriate way and will explain how their views have influenced decisions wherever possible.



11. The graduated approach: Assess, Plan, Do, Review

Once a pupil is identified as having SEN, the school will take purposeful action to remove barriers and put effective special educational provision in place through successive cycles of Assess, Plan, Do and Review.

1. Assess

The class teacher and SENCO analyse the pupil's strengths and needs using assessment information, observation, pupil and parent views, attendance/participation information and, where relevant, specialist advice. Assessment seeks to understand the barrier, not simply attach a label.

2. Plan

The teacher, SENCO, pupil and parents agree the outcomes sought, reasonable adjustments, teaching approaches, additional provision, who will deliver it, how frequently it will take place, how progress/impact will be measured and a review date. All relevant staff are informed.

3. Do

The class teacher retains overall responsibility for the pupil's learning and progress. Additional adult or specialist support is implemented as agreed and linked to classroom teaching. The SENCO supports problem-solving, coordination and further assessment where required.

4. Review

The school reviews whether provision has been delivered as intended and, more importantly, whether it has improved the pupil's access, participation, independence and progress towards agreed outcomes. Pupil, parent and staff views inform the decision to maintain, adapt, intensify, reduce or cease support.

ASSESS	PLAN	DO	REVIEW
Understand strengths, needs and barriers	Agree outcomes, provision and review date	Teach, support and connect provision to class learning	Evaluate impact and decide next steps

Intervention quality: Interventions will have a clear rationale, baseline or starting point, intended outcome and review point. The school will consider whether support is implemented with sufficient fidelity and intensity before concluding that it has not worked.



12. SEND records, Individual Learning Plans and provision mapping

The school maintains accurate records of SEND identification, provision and review using its management information and provision-management systems, including Arbor/Provision Map as applicable.

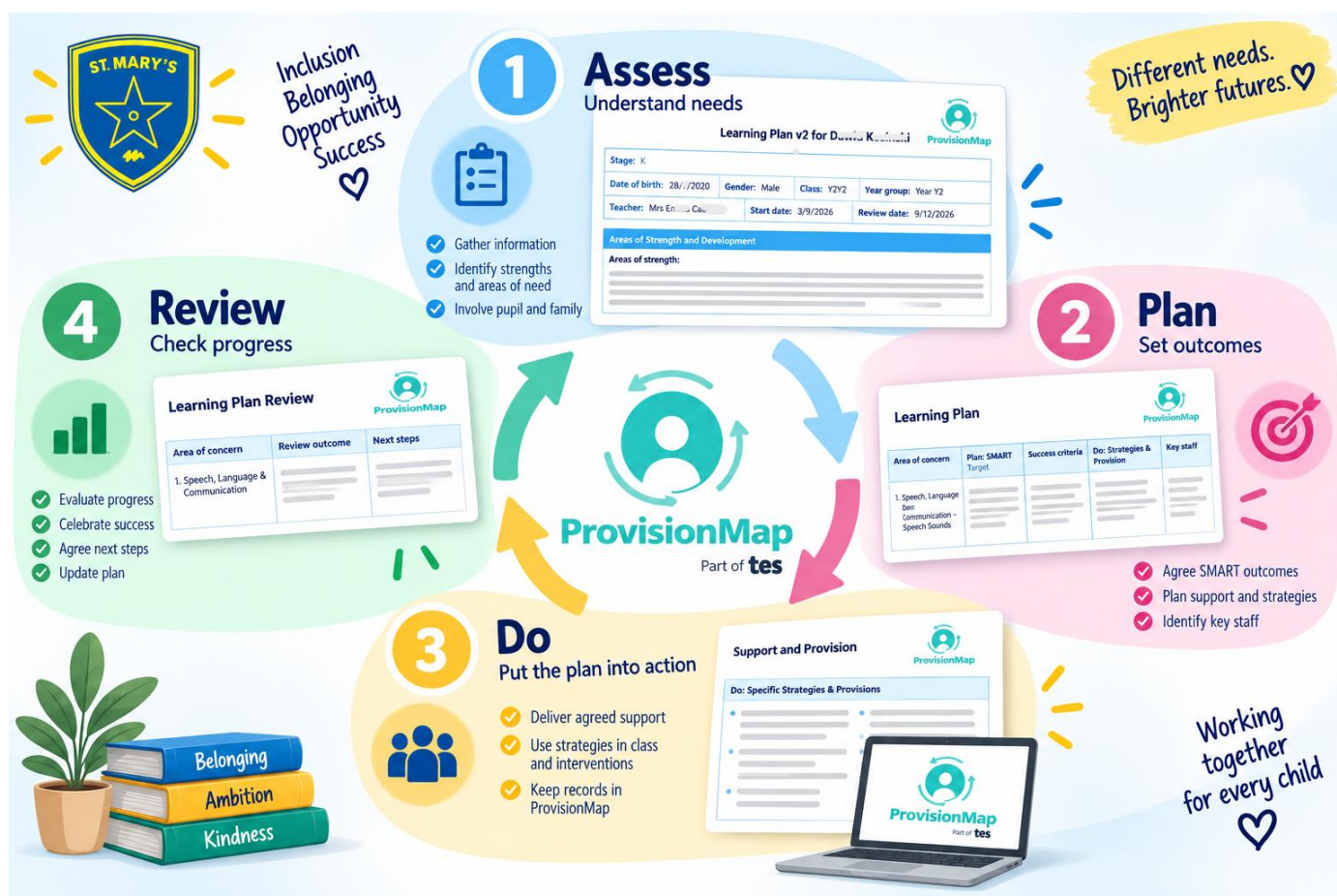
For pupils receiving SEN Support, an Individual Learning Plan (ILP) will normally record:

- key strengths, needs and pupil/parent views;
- priority outcomes that are specific and meaningful;
- reasonable adjustments and teaching strategies;
- additional or different provision and responsible adults;
- how impact will be assessed and the agreed review date; and
- the outcome of the review and agreed next steps.

ILPs are working documents and will be reviewed as part of the graduated approach, normally at least termly. They will be shared with parents/carers and accessible to staff who work with the pupil. A Pupil Passport or other one-page profile may also be used where this improves consistency, communication or pupil voice.

Provision mapping is used to help leaders understand patterns of need, deploy resources and evaluate impact.

Recording an intervention is not evidence of impact in itself; evaluation will focus on what has changed for the pupil.



13. Additionally resourced/inclusion provision

The Nest is St. Mary's additionally resourced/inclusion provision. It is part of the school's wider commitment to inclusion and provides a more specialist or targeted environment for pupils whose needs require this level of provision.

The Nest will operate in line with the school's agreed commissioning and Local Authority arrangements. Placement decisions and the provision delivered will reflect individual needs and, where applicable, the pupil's EHC plan and advice from relevant professionals.

Our principles for The Nest are that:

- pupils remain valued members of the wider St. Mary's community;
- provision is purposeful, needs-led and linked to clear outcomes;
- pupils have meaningful opportunities to learn, socialise, worship, play and participate with their peers, with the balance determined by individual need rather than a fixed model;
- movement between The Nest and mainstream classes is carefully planned, prepared and reviewed;
- specialist or additional adult support promotes communication, access and independence;
- parents, pupils, teachers and relevant professionals contribute to review and transition planning; and
- The Nest is not used as an informal sanction, exclusion space or substitute for appropriate classroom reasonable adjustments.

The school will evaluate The Nest using pupils' progress towards individual outcomes, participation and belonging, attendance, wellbeing, independence, family views and successful access to the wider curriculum and school community.

14. Expertise, training and external professional agencies

The Principal and SENCO will identify staff development needs and plan ongoing professional learning so that teachers and support staff can meet the needs of the school's current cohort. Training may include inclusive/adaptive teaching, communication, literacy and numeracy difficulties, autism/neurodiversity, sensory and physical needs, SEMH, assistive technology, safeguarding, de-escalation and specific individual needs.

Where school-based assessment and expertise are not sufficient, the school may seek advice from external services, with appropriate involvement of parents/carers. Depending on need, these may include:

- educational psychology;
- speech and language therapy;
- occupational therapy, physiotherapy and sensory/physical specialist services;
- specialist teachers and Local Authority SEND services;
- school nursing, GPs, paediatrics and other health professionals;
- children and young people's mental health services;
- early help, social care and family support services;
- attendance/welfare services; and
- other commissioned or voluntary-sector services where appropriate.

External advice informs, but does not replace, the school's responsibility to understand the pupil, make reasonable adjustments and implement agreed provision. Recommendations will be considered in the context of the pupil's needs, the school environment and statutory duties.

15. Admissions, accessibility and participation

15.1 Admissions

The school's admission arrangements are published separately. The school will not discriminate unlawfully against a child because of SEN or disability. A maintained school or academy named in a final EHC plan must admit the child in accordance with the statutory framework.

Admission to the mainstream school and access to additionally resourced provision are governed by the relevant admissions/commissioning arrangements; a mainstream place does not by itself determine the form or level of specialist provision required.

15.2 Accessibility and participation

The school's Accessibility Plan sets out how we increase access to the curriculum, physical environment and information for disabled pupils over time. We will make reasonable adjustments so that pupils with SEND can participate in trips, clubs, collective worship, PE, performances, residential and other aspects of school life wherever reasonably possible.

Any decision that a pupil cannot take part in an activity will be based on an individual assessment of risk and need, after reasonable adjustments and alternative ways of enabling participation have been considered. Decisions will not be based on diagnosis alone.

16. Attendance, behaviour and safeguarding

16.1 Attendance and behaviour

The school recognises that some pupils with SEND or disabilities experience additional barriers to attendance, engagement or behaviour. Attendance and behaviour expectations will be applied alongside timely, appropriate reasonable adjustments and support. Staff will work with pupils and families to understand barriers and will avoid assuming that absence or behaviour is simply a matter of choice or defiance.

Where sanctions, suspension or other behaviour responses are being considered, staff will consider the pupil's identified needs, disability, communication, regulation, relevant reasonable adjustments, any support plan and whether unmet need may have contributed. This does not prevent the school from acting to protect safety or maintain appropriate expectations.

16.2 Safeguarding pupils with SEND

St. Mary's recognises that pupils with SEND and certain medical conditions can face additional safeguarding vulnerabilities and barriers to recognising or reporting abuse. In line with Keeping Children Safe in Education 2026, staff will be alert to:

- assumptions that changes in behaviour, mood or injury relate to a child's condition without further exploration;
- greater risk of peer isolation, bullying and prejudice-based bullying;
- greater risk of abuse, neglect, child-on-child abuse, sexual violence and sexual harassment;
- communication barriers or difficulty recognising, understanding or reporting harm;
- additional online risks, including bullying, exploitation, grooming or exposure to harmful content; and
- the need for safeguarding education to be adapted so that pupils can understand and use it.

Staff will be particularly alert to the potential need for early help. Any safeguarding concern involving a pupil with SEND will be responded to under the school's Safeguarding/Child Protection Policy. The DSL and SENCO will liaise closely where appropriate, while ensuring safeguarding action is not delayed by SEND processes.

17. Restrictive interventions and reasonable force

The school follows the [DfE guidance Restrictive interventions](#), including the use of reasonable force, in schools, effective from 1 April 2026, together with its Behaviour and Physical Intervention/Restrictive Intervention procedures.

Our starting point is prevention. Staff will use knowledge of the pupil, reasonable adjustments, communication support, environmental changes, co-regulation and de-escalation to minimise the need for restrictive intervention. For pupils where an identified risk exists, person-centred planning and risk assessment will set out likely triggers, preventative strategies, safe responses and post-incident support.

Any use of reasonable force must be lawful, necessary, proportionate, for the least amount of time required, and take account of the pupil's welfare, dignity and SEND/disability. It must never be used as punishment.

The school will comply with statutory recording and reporting requirements for significant incidents involving force and for seclusion/restraint. Incidents will be recorded as soon as practicable, and parents/carers will be informed as soon as practicable in accordance with the current statutory requirements. Significant incidents will be reviewed to consider what can be learned and whether risk assessments, reasonable adjustments or support plans should change.

Key staff have received Crisis Prevention Intervention training which will be refreshed and renewed where appropriate.

18. KS2 national assessment access arrangements

Access arrangements for statutory KS2 national curriculum assessments will be considered in line with the current Standards and Testing Agency (STA) guidance. Access arrangements are intended to enable pupils with specific needs to access the tests without changing what is being assessed or providing an unfair advantage.

Arrangements should, wherever required by the guidance, reflect the pupil's normal classroom practice and evidenced need. Some arrangements require an advance application to STA, some require notification and others are delegated to the school. The school will identify needs early and meet all relevant deadlines.

A pupil does not need to be on the SEND register simply because an access arrangement is appropriate. Equally, an EHC plan or SEN Support may be relevant evidence for some arrangements, depending on the current STA rules.

19. Transition

Effective transition is part of the graduated approach and is planned according to individual need. This includes entry to Nursery/Reception, movement between year groups and teachers, movement into or out of Inclusion Bases or other specialist provision, transfer to another school and Year 6 to Year 7 transition.

Transition planning may include:

- early information sharing between current and receiving staff/settings;
- parent and pupil meetings and accessible transition information;
- additional visits, photographs, visual supports, social narratives or familiarisation;
- joint planning with the receiving SENCO, teachers and external professionals;
- transfer of relevant ILPs, assessments, specialist advice, safeguarding information and provision records; and
- planning for equipment, staffing, transport, medical needs or reasonable adjustments before the pupil starts.

For pupils with EHC plans, the school will contribute to annual reviews and transition planning so that the Local Authority can review and amend plans within statutory timescales before key phase transfers.

20. Complaints about SEND provision

We aim to resolve concerns early and constructively. Parents/carers should normally raise a concern first with the class teacher. If the concern remains, they should contact the SENCO and then the Principal. Where the matter cannot be resolved informally, the school's formal Complaints Policy should be followed.

Complaints about matters that are the responsibility of the Local Authority, including certain EHC plan decisions, follow separate statutory disagreement resolution, mediation and tribunal routes. Families may seek impartial information and support from Sandwell SENDIASS.

The school will not treat a pupil or family less favourably because they have raised a concern or complaint in good faith.

21. Monitoring, evaluation and linked documents

21.1 Evaluating effectiveness

The SENCO, Principal and governance will evaluate the effectiveness of SEND and inclusion through a combination of quantitative and qualitative information. This may include:

- early identification and timeliness of support;
- progress towards individual outcomes and curriculum learning;
- attainment and progress in context, without using attainment alone as the measure of success;
- attendance, punctuality, suspensions and participation in wider school life;
- pupil safety, belonging, wellbeing, independence and confidence;
- pupil and parent/carer voice;
- quality and consistency of adaptive teaching and reasonable adjustments;
- implementation and impact of interventions and The Nest provision;
- patterns in SEND identification across year groups and pupil groups; and
- the impact and value of SEND/inclusion resources and professional development.

This policy will be reviewed at least annually and sooner if legislation, statutory guidance, trust arrangements or school procedures change.

21.2 Linked school documents

- SEN Information Report
- Inclusion Strategy Statement
- Accessibility Plan
- Safeguarding / Child Protection Policy
- Behaviour Policy
- Restrictive Intervention / Physical Intervention procedures
- Attendance Policy
- Equality information and objectives
- Supporting Pupils with Medical Conditions Policy
- Admissions arrangements
- Complaints Policy
- Curriculum and assessment policies where relevant

21.3 Current guidance reviewed for the September 2026 update

The following sources were specifically considered when this policy was revised. The online versions should be checked for subsequent updates.

[SEND Code of Practice: 0 to 25 years](#)

[Keeping Children Safe in Education 2026](#)

[Working Together to Safeguard Children 2026](#)

[Mandatory qualification for SENCOs](#)

[SEN and disability duties: guidance for school governing boards](#)

[Academy trusts: governance guide \(2026\)](#)

[Inclusive mainstream fund: support for school leaders \(2026\)](#)

[Inclusive mainstream fund for schools: conditions of grant 2026 to 2027](#)

[Inclusion bases in schools \(DfE, 2026\)](#)

[EEF Guide to Inclusive Teaching \(2026\)](#)

[Restrictive interventions, including the use of reasonable force, in schools](#)

[Working together to improve school attendance](#)

[2026 KS2 access arrangements guidance](#)

[Ofsted school inspection toolkit, operating guides and information](#)

Local information: The school's current SEND information, policies and contact details are published on the St. Mary's Catholic Primary School website. Families can also access Sandwell's SEND Local Offer and Sandwell SENDIASS for local information and impartial advice.