

# St. Bernadette's Catholic Primary School

## Special Educational Needs and Disabilities Objectives Policy



At St. Bernadette's Catholic School, you will find us caring, hardworking and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.

At St. Bernadette's School, in line with our Catholic ethos, we believe that all our children are individuals and special. We always endeavour to meet the needs of every child in our care.

## 1. Statement of Intent

St Bernadette's Catholic Primary School values every child as a unique individual and celebrates diversity of experience, interest and achievement. All children are entitled to praise, recognition and success, and those with special educational needs and disabilities (SEND) have equal rights to high-quality provision and inclusion.

This policy sets out the school's strategic objectives for SEND provision. It should be read alongside the school's full SEND Policy but stands as an independent statement of intent and direction.

Through successful implementation of this policy, St Bernadette's Catholic Primary School aims to:

- Provide a clear framework for the school's priorities relating to SEND.
- Outline the standards and expectations that underpin the school's SEND practice.
- Support accountability to pupils, parents, governors and external agencies.
- Ensure compliance with all statutory duties, including those set out in the SEND Code of Practice (2015) and the Equality Act (2010).

St Bernadette's believes that:

- All children are entitled to high-quality teaching and inclusive practice.
- SEND is *everyone's* responsibility; inclusion is embedded throughout the school.
- Parents and pupils are partners in their educational journey.
- Early intervention and high-quality assessment lead to better long-term outcomes.
- Barriers to learning should be identified and removed wherever possible.

## 2. Strategic Objectives

To deliver this vision, the school will work towards the following strategic objectives:

### 2.1 Early Identification and Assessment

- Identify SEND needs promptly, including in the Early Years Foundation Stage, through high-quality assessment, ongoing observation, and collaboration with external professionals.
- Ensure that identification is based on a rounded understanding of the child's strengths and needs.

### 2.2 High-Quality, Inclusive Provision

- Use best endeavours to secure appropriate support for all pupils with SEND so they can access a broad, balanced and ambitious curriculum.
- Ensure inclusive classroom practice is consistent across the school, including effective differentiation, adaptive teaching, dyslexia-friendly approaches, and use of visual and sensory supports.
- Provide interventions that are evidence-based, time-limited and carefully monitored for impact.

### 2.3 Curriculum Access and Participation

- Ensure pupils with SEND engage fully in all aspects of school life, including enrichment activities, trips, extra-curricular clubs, celebrations, and leadership opportunities.
- Adapt curriculum planning, teaching strategies and learning environments so that pupils with SEND can succeed alongside their peers.

## 2.4 Equality and Reasonable Adjustments

- Fulfil the school's duties under the Equality Act (2010) by promoting disability equality and making reasonable adjustments to prevent disadvantage.
- Maintain and review the Accessibility Plan to ensure full access to premises, curriculum and information.

## 2.5 Working in Partnership with Parents and Pupils

- Involve parents in all decisions about their child's provision, ensuring communication is open, regular and accessible.
- Support pupils to share their views, participate in meetings and review their own progress in age-appropriate ways.
- Provide parents with information, guidance and support to help them understand SEND processes.

## 2.6 Leadership, Management and Accountability

- Ensure a qualified SENCO leads SEND provision with sufficient time and resources.
- Embed effective systems for tracking, monitoring and evaluating SEND outcomes.
- Ensure governors have a clear understanding of SEND responsibilities and monitor the effectiveness of provision annually.

## 2.7 Staff Training and Professional Development

- Provide ongoing training to build staff expertise in SEND identification, strategies and intervention.
- Ensure staff understand the four broad areas of need and the wider vulnerabilities pupils with SEND may face.

## 2.8 Multi-Agency Working

- Work collaboratively with educational psychologists, therapists, advisory teachers, social care and health services to secure high-quality specialist input.
- Engage fully in local authority processes for EHC needs assessments, reviews and statutory duties.

## 2.9 Safeguarding Children with SEND

- Ensure that safeguarding practices reflect the additional risks sometimes faced by pupils with SEND.
- Ensure staff can recognise when behaviour, communication changes or emotional needs may indicate safeguarding concerns.

## 2.10 Transitions and Preparation for Adulthood

- Provide well-planned, supportive transitions at key points, including entry to EYFS, movement between classes, and transfer to secondary school.
- Support the development of independence, resilience, communication skills and confidence from early years onwards.
- 

## 3. Monitoring and Review

- Progress towards these objectives will be monitored by the SENCO, Headteacher and SEND Governor.
- An annual SEND Objectives Review will be presented to the Governing Board.
- This policy will be reviewed every year or sooner if national guidance, legislation or local authority requirements change.