All Souls' Catholic
PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

October 2026

Review Programme	
Approved by Governors at:	**15th October 2026**
Date for next review:	**October 2027**
Signed – Chair of Governors *Mrs Shirley Langford*	
Signed – Headteacher *Andy Cooke*	

Special Educational Needs & Disability Policy

“Christ is our Light”

Our SEND Promise

At All Souls’, children are at the heart of every thought, decision and action. Our SEND provision begins with the child: who they are, what they can do, what they enjoy, what helps them to learn, what is getting in the way and what they want to achieve.

We believe that every child is a unique and precious person, created in the image and likeness of God. Inclusion is therefore not an additional provision for a small group of pupils; it is a fundamental part of our Catholic mission and our responsibility to every child.

Children first - inclusion for all

Our ambition is not simply for children with SEND to access school. It is for them to belong, participate, flourish, achieve and develop the confidence and independence to embrace their future.

1. Vision and Principles

All Souls’ is committed to an inclusive, child-centred approach to special educational needs and disability. Our starting point is always the individual child rather than a label, diagnosis or category of need.

We recognise that children develop and learn in different ways and that additional needs may emerge at different points in a child’s journey. A child does not need a diagnosis before we respond to a concern or put appropriate support in place.

Our approach is underpinned by the principles that children should be listened to, parents and carers should be valued as partners, barriers to learning should be identified and reduced, provision should be proportionate and evidence-informed, and every child should be enabled to participate and achieve their best possible outcomes.

The school’s curriculum vision states that children are at the heart of every thought, decision and action and that quality first teaching, timely intervention and reflective self-evaluation are central to improving outcomes for all. This policy applies that vision specifically to SEND provision.

2. Purpose of the Policy

This policy sets out how All Souls’ identifies, assesses, supports and reviews children and young people with special educational needs and disabilities. It explains our graduated approach and, importantly, how families can raise concerns and access support.

It should be read alongside the school’s SEND Information Report, which provides parent-facing information about the provision available at All Souls’. The school’s older SEND Information Report remains useful as evidence of our longstanding inclusive principles, but staffing details and references to legislation or terminology within that historical document are not relied upon as current policy.

3. What We Mean by SEND

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. SEND may affect cognition and learning, communication and interaction, social, emotional and mental health, or sensory and/or physical development.

SEND is not synonymous with low attainment. A child may have SEND alongside age-related attainment, high attainment or particular strengths and talents. Equally, not every child who is struggling with an aspect of learning or wellbeing will have SEND. Our role is to understand the underlying need and respond appropriately.

We take a needs-led approach. We do not wait for a diagnosis before considering what reasonable adjustments, classroom strategies, targeted interventions or pastoral support may help a child.

4. Our Inclusive Approach

Inclusion means more than being physically present in school. We seek to ensure that pupils with SEND are able to access learning, participate in school life, develop friendships, contribute to the community and experience success.

Our provision is therefore designed around the barriers a child is experiencing. We consider strengths as well as difficulties and seek to understand the whole child, including learning, communication, relationships, emotional wellbeing, physical and sensory needs, family context, attendance, health and the child's own views.

We avoid a deficit model. The question is not simply "What is wrong?" but "What is happening for this child, what is getting in the way, and what can we change or provide to help them flourish?"

5. Identifying Needs Early

Identification is a shared responsibility. Class teachers have the closest day-to-day knowledge of children's learning, development, communication, behaviour and wellbeing and are usually the first professionals to identify a concern.

Concerns may be identified through observation, assessment, progress information, classroom experience, pastoral information, attendance patterns, safeguarding information, parental concerns, pupil voice or information from previous settings and professionals.

We recognise that needs may be emerging, complex or not yet formally diagnosed. In these circumstances, support is based on the needs presented rather than waiting for a diagnostic label.

Parents and carers may raise a concern at any point. We value their knowledge of their child and will listen carefully to their experiences, priorities and aspirations.

6. Our Request for Support Process

Our process is intentionally clear, accessible and child-centred. Raising a concern is not a sign that a child has failed or that a family must navigate a complex referral system. It is the beginning of a conversation about how we can understand and support the child better.

STEP 1 – RAISE THE CONCERN

The process begins with a concern being raised with the child's class teacher, or through a discussion between the class teacher and parent/carer. Where appropriate, the child's own views will also form part of this initial conversation.

STEP 2 – UNDERSTAND THE CONCERN
The class teacher considers what they know about the child, the learning or wellbeing concern, what has already been tried and the impact of existing strategies. Quality first teaching and ordinarily available adjustments remain the starting point.

STEP 3 – REQUEST FOR SUPPORT FORM
Where additional support, further assessment or wider advice may be required, a Request for Support Form is completed. This may be completed with the parent/carer so that their knowledge and concerns are accurately represented. The current form invites information across communication and interaction; cognition and learning; social, emotional and mental health; sensory and physical needs; and other concerns.

STEP 4 – TRIAGE
The completed Request for Support Form is triaged by the SENDCo alongside relevant members of the school's safeguarding and wellbeing team. This ensures that decisions consider the whole child rather than SEND in isolation and that learning, pastoral, safeguarding, attendance, health and wellbeing factors can be considered together where appropriate.

STEP 5 – AGREE NEXT STEPS
Following triage, the school will determine the most appropriate next step. This may include enhanced classroom strategies, targeted intervention, pastoral or wellbeing support, observation, further assessment, consultation with the SENDCo, advice from a specialist service, or a combination of approaches.

STEP 6 – REVIEW AND REFINE
Support is reviewed for impact. If a strategy is effective, it may be embedded or gradually reduced when appropriate. If it is not effective, we consider what needs to change and whether further assessment or specialist involvement is required.

Completing a Request for Support Form does not automatically result in a diagnosis, placement on the SEND register or specialist provision. Its purpose is to help the school understand the concern and identify the most appropriate support and next steps.

The current Request for Support Form states that the school aims to respond to submitted forms within five working days and that, where necessary, a face-to-face meeting may be arranged to fully understand concerns and identify appropriate support.

7. Assess – Plan – Do – Review

We follow the graduated approach set out in the SEND Code of Practice: Assess, Plan, Do, Review. This is not a one-off process but a cycle of increasingly informed support.

ASSESS – We gather information from the child, family, class teacher, assessment information and relevant professionals. We consider strengths, needs, barriers and the impact of previous strategies.

PLAN – We agree intended outcomes, provision, reasonable adjustments, responsibilities and a review point. Parents/carers and, where appropriate, the child are involved.

DO – The class teacher remains responsible for day-to-day provision, supported by the SENDCo and other staff or professionals as appropriate. Interventions are delivered as planned and adapted responsively.

REVIEW – We evaluate progress and impact against the agreed outcomes. We consider the child's experience as well as measurable progress and decide whether to continue, adapt, intensify or reduce support.

8. Quality First Teaching and Ordinarily Available Provision

High-quality, inclusive teaching is the foundation of SEND provision at All Souls'. Teachers have high expectations for all pupils and adapt teaching to build on what children know, understand and can do.

Ordinarily available provision may include differentiated explanations, modelling, scaffolding, visual supports, explicit vocabulary teaching, chunking instructions, retrieval and repetition, adapted resources, flexible grouping, additional processing time, movement or sensory breaks, pre-teaching, overlearning, assistive technology and alternative ways of recording or demonstrating learning.

Teachers use assessment and observation to identify barriers and adapt provision. Additional adult support is deployed to promote independence and access rather than creating unnecessary dependency.

Intervention is targeted, purposeful and reviewed for impact. It does not replace access to a broad and ambitious curriculum.

9. Areas of SEND

We recognise the four broad areas of need identified in the SEND Code of Practice:

Communication and interaction – including speech, language and communication needs and social communication difficulties.

Cognition and learning – including specific learning difficulties, moderate learning difficulties and needs affecting acquisition, retention or application of knowledge and skills.

Social, emotional and mental health – including difficulties with emotional regulation, anxiety, low mood, self-esteem, relationships, behaviour or other mental health needs.

Sensory and/or physical needs – including hearing, vision, physical, medical, sensory or motor needs where these require special educational provision.

These categories support professional understanding but do not define the child. Many children have needs across more than one area, and needs can change over time.

10. Pupil Voice and Child-Centred Planning

Children are active participants in decisions about their education. Their views, wishes and feelings are sought in ways appropriate to their age, development and communication profile.

We use pupil voice, conversation, observation and child-friendly planning to understand what helps, what is difficult, what matters to the child and what they would like to achieve.

The school's Request for Support process includes consent for a trusted adult to speak with the child to better understand how they are feeling and collect their views.

We recognise that children communicate in different ways. Where a child has communication or language needs, we adapt how we gather their views so that their voice is not lost because of the method used.

11. Working with Parents and Carers

Parents and carers are the first educators of their children and know them best. We value their insight and experience and seek to work in partnership rather than requiring families to repeatedly explain their child's needs.

Parents may raise concerns with the class teacher at any point. They will be involved in decisions about additional support, targeted provision and referrals to external services where appropriate.

The Request for Support Form gives parents an opportunity to describe their concerns, identify what has already been tried, explain the impact of support and tell us what they feel the school could do to help.

We will communicate honestly about what the school can provide, what further assessment may be required and where external services may need to become involved.

12. SEND Support and Individual Provision

Where a child requires support beyond ordinarily available classroom provision, the school will consider targeted provision and, where appropriate, place the child on the SEND register in accordance with the SEND Code of Practice.

Individual provision may include targeted intervention, personalised strategies, additional adult support, communication approaches, sensory adjustments, pastoral support, structured social opportunities, assistive technology, adapted resources or specialist programmes.

Provision is not fixed. It is reviewed according to the child's response. The aim is always to increase access, participation, independence and progress.

Where a child's needs reduce sufficiently that special educational provision is no longer required, the school will discuss this with parents/carers and review whether continued SEND register status remains appropriate. A child may require additional support again in the future if circumstances or needs change.

13. Specialist Advice and External Agencies

Where school-based assessment and provision indicate that specialist advice may be beneficial, the school may work with appropriate external services. Depending on need and local pathways, this may include educational psychology, speech and language therapy, occupational therapy, physical and sensory services, school nursing, health professionals, specialist teaching services, mental health and wellbeing services or other relevant agencies.

External agency involvement is coordinated with the family and, where consent is required, obtained appropriately. Advice is used to strengthen provision rather than transfer responsibility away from the school.

The school is committed to working collaboratively with services where this enhances provision and improves outcomes for the child.

14. Education, Health and Care Plans

Where a child's needs cannot reasonably be met through ordinarily available provision and SEN Support, the school may work with parents/carers and the local authority to consider whether an Education, Health and Care needs assessment is appropriate.

Where a child has an EHC Plan, the school will use the plan to inform provision, outcomes, reasonable adjustments and review arrangements. The school will work with the child, family, local authority and relevant professionals to secure the provision specified.

15. Inclusion Beyond the Classroom

Inclusion applies across the whole life of the school. Pupils with SEND should have equitable access to trips, residential experiences, clubs, pupil leadership, sport, play, lunch and break times, collective worship, assemblies, celebrations and wider school opportunities.

We consider barriers in advance and make reasonable adjustments so that children can participate safely and meaningfully. We do not assume that a child cannot participate because they have SEND.

Where additional staffing, equipment, planning or risk assessment is required, this is considered on an individual basis.

16. Accessibility and Reasonable Adjustments

All Souls' is committed to removing barriers to participation. Reasonable adjustments are considered in relation to the individual child, their impairment or needs, the views of the child and family, and advice from teachers and professionals.

Adjustments may include physical arrangements, classroom organisation, sensory adaptations, communication supports, accessible resources, technology, additional preparation for unfamiliar environments and changes to how a child accesses or demonstrates learning.

The school's Equality approach explicitly recognises the duty to reduce barriers to learning and make the curriculum accessible to every pupil.

17. Social, Emotional and Mental Health

Social, emotional and mental health needs are considered as part of whole-child provision. We recognise that emotional wellbeing can affect learning, relationships, attendance, communication and behaviour.

Support may include trusted-adult relationships, pastoral intervention, structured check-ins, emotional regulation strategies, social support, transition planning, targeted interventions and work with external services where appropriate.

Behaviour is understood in context. Where behaviour may be communicating an unmet need, staff seek to understand the underlying need while maintaining clear, consistent and safe expectations.

18. Safeguarding and SEND

Children with SEND can be particularly vulnerable to safeguarding risks and may face additional barriers to communicating concerns. Safeguarding is therefore integral to SEND practice.

All staff remain alert to changes in presentation, communication, attendance, behaviour, relationships or wellbeing. Staff must follow the school's safeguarding and child protection procedures where a concern arises.

The school's safeguarding and wellbeing team contributes to the triage of Requests for Support where appropriate so that concerns are considered holistically and safeguarding is not separated from inclusion.

19. Staff Development and Expertise

All staff share responsibility for inclusive practice. The school provides professional development informed by the needs of its pupils and the school improvement priorities.

Training may include communication and language, autism and social communication, cognition and learning, sensory and physical needs, emotional regulation, mental health, assistive technology, adaptive teaching and safeguarding.

Staff expertise is shared so that effective strategies become part of whole-school practice rather than remaining with one individual. The SENDCo provides advice, coordination and professional leadership, while class teachers retain responsibility for the day-to-day education of pupils in their classes.

20. Transition

Transition is planned around the child's needs and is particularly important for pupils who find change, uncertainty or new environments difficult.

Information is shared with receiving staff and settings where appropriate and with consent. Children may benefit from enhanced visits, visual supports, social stories, photographs, meetings, additional familiarisation or carefully planned handover.

Transition arrangements may include entry to Nursery or Reception, movement between year groups, changes of teacher, transition to secondary school or changes following a significant change in need.

21. Equality and Non-Discrimination

All Souls' welcomes its responsibilities under the Equality Act 2010. We seek to eliminate discrimination, advance equality of opportunity and foster good relations.

Our Catholic ethos reinforces this commitment: every person has inherent dignity and must be treated with respect. We challenge prejudice, stereotyping, exclusion and discriminatory behaviour.

Inclusion means recognising individual need without defining a child by that need. We seek to remove barriers while maintaining high expectations and celebrating difference.

22. Monitoring, Evaluation and Governance

The SENDCo, senior leaders and governors monitor the effectiveness of SEND provision and its impact on pupils.

Monitoring may include SEND register analysis, provision mapping, pupil progress, work scrutiny, learning walks, pupil voice, parent feedback, intervention impact, attendance, safeguarding information, staff feedback and external professional advice.

Governors receive appropriate information to fulfil their strategic responsibility for inclusion, outcomes, resourcing and compliance. The school evaluates not only whether provision is in place but whether it is making a meaningful difference to children's lives.

23. Concerns and Complaints

We aim to be approachable and resolve concerns promptly and constructively.

For concerns about a child's SEND provision, parents/carers should normally begin by speaking with the class teacher. If the concern cannot be resolved, they may request a meeting with the SENDCo. Where concerns remain, the school's senior leadership and formal complaints procedures are available.

Where a concern relates to safeguarding, the school's safeguarding procedures should be followed immediately rather than waiting for the SEND process.

24. Roles and Responsibilities

Governors – provide strategic oversight, ensure statutory duties are met and hold leaders to account for the quality and impact of SEND provision.

Headteacher – provides strategic leadership for inclusion, ensures appropriate resources and systems are in place and maintains oversight of safeguarding and whole-school provision.

SENDCo – coordinates SEND provision, advises staff, oversees the graduated approach, coordinates assessment and specialist involvement, works with families and monitors the effectiveness of SEND support.

Class teachers – have day-to-day responsibility for the education, progress, inclusion and wellbeing of pupils in their classes, including pupils with SEND. They identify concerns, implement adaptive teaching and targeted provision, monitor impact and work closely with families and the SENDCo.

Teaching assistants and other support staff – deliver planned support, promote independence, contribute observations and feedback, and work within agreed strategies.

Safeguarding and wellbeing team – contribute to holistic understanding and triage where appropriate, particularly where learning, attendance, emotional wellbeing, family circumstances or safeguarding may interact.

Parents/carers – share knowledge, contribute to planning and reviews, communicate concerns and work with school and professionals to support their child.

Pupils – contribute their views, participate in decisions appropriate to their age and ability, and develop increasing ownership of their learning and support.

25. Partnership with the Wider Community

All Souls' recognises that effective SEND provision is strengthened through partnership with families, the local authority, health services, specialist services, community organisations and other schools.

We work collaboratively where this improves understanding, provision or outcomes. We also recognise the importance of the Coventry SEND Local Offer and SEND Information, Advice and Support Service for families seeking independent information and advice.

26. Policy Links and Statutory Framework

This policy is informed by the Special Educational Needs and Disability Code of Practice: 0 to 25 years; the Children and Families Act 2014; the Equality Act 2010; the Special Educational Needs and Disability Regulations 2014; the Education Act 2011 where relevant; the Equality Act 2010 reasonable adjustment duties; the Early Years Foundation Stage statutory framework where applicable; and Keeping Children Safe in Education 2026.

It should be read alongside the school's Safeguarding and Child Protection Policy, Equality Policy, Accessibility Plan, Behaviour Policy, Attendance Policy, Medical Conditions Policy, Curriculum Policy, Mental Health and Wellbeing provision, SEND Information Report and Complaints Policy.

Statutory and national guidance will be reviewed when updated. This policy does not rely on the historical statutory references contained in the school's 2016 SEND Information Report.

27. Review

This policy will be reviewed annually, or sooner if statutory guidance, local authority arrangements, staffing structures or the needs of pupils change.

The review will consider pupil outcomes, pupil and parent voice, provision mapping, intervention impact, safeguarding and wellbeing information, staff feedback, external advice and relevant statutory developments.

Next review: September 2028.

Appendix 1: All Souls' Request for Support Pathway

Our process is designed to be simple, relational and child-centred. It is not a diagnostic pathway; it is a way of ensuring that concerns are understood and acted upon.

1. Raise	2. Understand	3. Request	4. Triage	5. Respond & Review
Concern raised with class teacher or discussed between class teacher and parent/carer.	Consider the child's strengths, needs, barriers, existing strategies and views.	Request for Support Form completed where additional support or wider advice may be needed.	SENDCo + relevant safeguarding/wellbeing team consider the whole child and agree next steps.	Support is put in place, monitored and reviewed; provision is adapted or escalated when required.

CHILD FIRST → NEEDS IDENTIFIED → SUPPORT PROVIDED → IMPACT REVIEWED

Appendix 2: What Parents and Carers Can Expect

- To be listened to and treated as partners.
- To have concerns taken seriously without needing a diagnosis first.
- To have the child's strengths and needs considered together.
- To be involved in decisions about support.
- To know what support is being provided and why.
- To have opportunities to review progress and impact.
- To receive honest communication about what the school can provide and when specialist advice may be needed.
- To have their child included in the life of the school as fully as possible.
- To have their child's voice valued and heard.