How SEND Provision Reflects Catholic Social Teaching

Our Lady of Mount Carmel Catholic Primary School

Reviewed September 2026 | Review September 2028

Our Commitment

At Our Lady of Mount Carmel Catholic Primary School, Catholic Social Teaching is not only part of our curriculum; it shapes our inclusive ethos and our daily decisions. Our mission affirms that we are a community centred in Christ, where every person is valued as an individual with unique talents. This belief underpins our approach to pupils with special educational needs and disabilities (SEND).

We recognise that equality of dignity does not always mean identical provision. Through early identification, the graduated approach and ambitious adaptive teaching, we seek to remove barriers so that every pupil can belong, participate, learn, pray, serve and flourish.

The following explains how our SEND provision reflects ten principles of Catholic Social Teaching. It should be read alongside the school's SEND Policy, Accessibility Plan, Catholic Life and Mission Policy, Religious Education Policy, Prayer and Liturgy Policy and Behaviour Policy.

1. Human Dignity

Every person is made in the image and likeness of God and deserves respect.

How we meet this principle:

- Every pupil with SEND is recognised as a unique individual with strengths, gifts, interests and potential.
- Staff use compassionate relationships, respectful language and unconditional positive regard as the foundation for support.
- St Patrick's Class provides nurturing, dignified and ambitious provision for pupils with high needs, shaped around individual strengths and developmental needs.
- Support plans and provision are developed with the child and family wherever possible, preserving the pupil's voice, privacy and dignity.
- Pupils with SEND are fully included in the spiritual life of the school, with thoughtful adaptations that enable meaningful participation.

2. Community and Participation

We are called to belong to and participate actively in our communities.

How we meet this principle:

- Pupils with SEND, when appropriate, take active roles in Celebration of the Word, Mass, assemblies, classroom liturgies, school events and parish life.
- When appropriate, pupils with SEND participate in the Catholic Life Team, Praise and Worship Team, Rosary Club and Green Team.
- Teachers provide accessible pathways for pupils with communication, sensory, physical or emotional needs to participate alongside their peers.
- Visual timetables, Now and Next boards, Widgit symbols, Makaton, modelling and clear routines support equitable access to learning and school life.
- Preferred seating, sensory breaks, accessible scripts and opportunities to carry artefacts support participation in prayer and worship.
- The school's Assess, Plan, Do, Review cycle supports early identification and timely action so that children can participate fully.

3. The Common Good

We seek to create the conditions in which every person and the whole community can thrive.

How we meet this principle:

- High-quality teaching and ambitious adaptive practice support every pupil, including those whose needs are emerging or not yet formally identified.
- Teachers use approaches such as chunked texts, visual scripture, picture prompts, practical and sensory experiences, drama, role-play, pre-teaching and alternative ways of recording.
- Individual outcomes and additional adult support are used where appropriate without unnecessarily separating pupils from the shared curriculum or class community.
- Staff training in autism, communication, sensory processing, adaptive teaching, positive handling, trauma-informed practice, Makaton and Intensive Interaction strengthens inclusive practice across the school.
- Senior leaders, the SENCO and subject leaders ensure that SEND considerations inform curriculum development, resourcing, staffing and school improvement.

4. Solidarity

We are one human family and stand together, especially with those who experience barriers or vulnerability.

How we meet this principle:

- Staff advocate for pupils through referrals, appropriate funding requests, specialist advice and multi-agency working.
- The school works with Educational Psychology, Speech and Language Therapy, ASCETS, With Me in Mind, school nursing, the local authority SEND team, BOSS, PINS and ELKLAN, according to individual and whole-school need.
- Peer support, paired work, cooperative learning and inclusive grouping promote belonging without creating dependence.
- Pupils with SEND are not excluded from worship, educational visits or special events because of disability or need; reasonable adjustments and risk planning support their safe participation.
- SEND reviews, support-plan meetings and parent feedback recognise families as partners and build a shared understanding of each child.

5. Preferential Option for the Poor and Vulnerable

The needs of those who face the greatest barriers require particular attention and purposeful action.

How we meet this principle:

- St Patrick's Class provides specialist, nurturing support for pupils with high needs while maintaining meaningful links with the wider school community.
- Mrs Storey, the SENCO and Year 1 teacher, leads early identification, the graduated approach and the coordination of appropriate provision.
- Monitoring plans, SEND Support Plans, individual provision maps and the Assess, Plan, Do, Review process help leaders act promptly and evaluate impact.
- The school seeks appropriate resources, professional advice and statutory assessment where required so that pupils receive their entitlement.
- Pastoral, social, emotional, mental-health, sensory, communication and interaction needs are considered in curriculum and provision planning.

6. Dignity of Work and the Rights of Workers

Every person should have meaningful opportunities to develop and contribute their gifts.

How we meet this principle:

- Pupils with SEND experience ambitious learning that is adapted to their strengths, interests and next steps.

- Practical activities, outdoor learning, communication approaches and alternative forms of recording enable pupils to demonstrate knowledge and make progress.
- Pupils contribute to classroom responsibilities, pupil leadership, worship, service and the everyday life of the school in ways that are meaningful to them.
- Teaching promotes confidence, communication, independence and preparation for the next stage of education and life.
- Staff are supported through relevant training, coaching, specialist advice, shared planning and clear systems so that inclusive provision is sustainable and safe.

7. Rights and Responsibilities

Every child has rights and is supported to contribute responsibly to the community.

How we meet this principle:

- Pupils are given accessible ways to understand routines, expectations, boundaries and choices through visuals, symbols, Makaton, social stories and explicit teaching.
- Personalised strategies, regulation plans, safe spaces and sensory support help pupils understand emotions and take increasing responsibility for their actions.
- Restorative conversations and comic-strip conversations are adapted to the pupil's communication and developmental level.
- The views of pupils are sought directly or through an appropriate communication method and inform reviews and support planning.
- Parents' rights are upheld through clear communication, SEND reviews, support-plan meetings and opportunities to contribute to decisions.
- Staff maintain high expectations while making reasonable adjustments so that accountability is fair, proportionate and supportive.

8. Stewardship of Creation

We care for God's creation and use the gifts and resources entrusted to us responsibly.

How we meet this principle:

- Pupils with SEND participate, when appropriate, in the Green Team, school allotment, recycling, composting and pupil-led environmental campaigns.
- Outdoor learning supports regulation, wellbeing, curiosity and connection with God's creation.
- Creation-themed Religious Education, curriculum learning and Celebration of the Word are made accessible through sensory experiences, visual scripture and practical response.
- Staff consider accessibility, durability and environmental impact when selecting learning and sensory resources.
- Pupils are supported to understand that their contribution to caring for our common home is valued.

9. Promotion of Peace

We seek peace through justice, forgiveness, reconciliation and right relationships.

How we meet this principle:

- Trauma-informed practice, co-regulation and restorative conversations help pupils resolve difficulties safely and peacefully.
- Nurture and SEMH provision, including support informed by With Me in Mind and BOSS, develops emotional literacy and regulation.
- Visual timetables, predictable routines, safe spaces, sensory strategies and planned breaks reduce anxiety and support calm participation.
- Social stories, comic-strip conversations and explicit modelling help pupils understand social situations and repair relationships.

- Prayer, Celebration of the Word and Catholic Social Teaching reinforce peace, patience, compassion, forgiveness and the possibility of a fresh start.

10. Participation in the Life of the Church

Every child is called to worship, pray, serve and encounter Christ in community.

How we meet this principle:

- Pupils with SEND, when appropriate, participate in school Masses, parish Mass, Celebration of the Word, Rosary Club, services and liturgical celebrations with appropriate support.
- Adaptations may include preferred seating, sensory breaks, accessible language, visual scripture, Makaton, modelling, artefacts and alternative ways to respond.
- Pupils are offered meaningful ministries suited to their strengths, including carrying artefacts, helping to prepare focal points, choosing prayers or music and contributing to pupil teams.
- The school supports families with sacramental preparation and welcomes families to use the school hall for the annual First Holy Communion celebration.
- Participation is planned with the pupil and family where individual needs require particular adjustments, while preserving reverence, belonging and dignity.

Leadership and Evaluation

Mrs Martin, Headteacher, has overall responsibility for the inclusive Catholic mission of the school. Mrs Storey, SENCO and Year 1 teacher, leads SEND provision. Mrs Jane Hayes, Religious Education and Catholic Life and Mission Lead, supports the school in ensuring that Catholic Social Teaching, Religious Education, prayer and liturgy are accessible and meaningful for pupils with SEND.

Leaders evaluate this work through SEND reviews, support-plan meetings, parent feedback, pupil voice, provision monitoring, learning walks, scrutiny of work, observation of participation in prayer and liturgy and review of the impact of interventions. Findings contribute to SEND and Catholic self-evaluation, professional development and school improvement planning.

Conclusion

Catholic Social Teaching is not an addition to SEND practice at Our Lady of Mount Carmel; it provides the moral foundation for it. We uphold the dignity of every child, promote belonging and participation, remove barriers to learning and worship, and act with compassion, justice and hope.

We uphold the dignity of every child.
We promote belonging, participation and equitable access.
We act with compassion, justice and hope.
We help every child to flourish in the love of God.

This document will be reflected on and reviewed as part of SEND action planning, Catholic self-evaluation and the school improvement cycle.