St Mary's CEVA Primary School

SEND: policy and procedure

Adopted: Oct 2022

Reviewed date: July 26

Next review due: July 27

Our policy has been created in line with ‘Flourishing for all’, ‘Fruits of the Spirit Character Education’ and the ‘Church of England’s Vision for Education: Deeply Christian; Serving the common good’. Staff and governors have been made aware of these documents which form the foundation for the school’s ethos, decision-making process and policy design.

We have also carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships.

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Inclusion Statement

St Mary's is committed to delivering an inclusive mainstream education where all pupils are welcomed, valued and enabled to achieve and thrive. The school promotes a culture of belonging, participation and achievement for every child.

In line with emerging Department for Education inclusion priorities, we will:

- Identify need as early as possible.
- Ensure high-quality adaptive teaching is the first response to need.
- Work collaboratively with families and external agencies.
- Remove barriers to learning and participation.
- Continuously improve accessibility across the curriculum, environment and information provided to pupils and families.

2. Legislation and guidance

- This policy and information report is based on:
- Part 3 of the Children and Families Act 2014.
- The Special Educational Needs and Disability Regulations 2014.
- The SEND Code of Practice: 0–25 years (January 2015), last updated by the Department for Education in September 2024 and currently remaining the statutory framework for SEND provision in England.
- The Equality Act 2010 and associated guidance for schools on disability discrimination and reasonable adjustments.
- Keeping Children Safe in Education (KCSIE) 2026, which comes into force from 1 September 2026 and emphasises the increased vulnerability of children with SEND and the need for accessible safeguarding procedures.
- SEN and Disability Duties: Guidance for School Governing Boards (updated February 2025).
- The school will continue to monitor the outcomes of the Government's SEND Reform Programme and implement any future statutory requirements as they become law. Current reform proposals do not replace existing SEND legislation or the SEND Code of Practice.

This policy also complies with our funding agreement and articles of association.

3. Definitions

A child or young person aged from 0 to 25 years has special educational needs or disability (SEND) if they:

- have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age
- they require special educational provision to be made for them

SEN is a legal term. A detailed description can be found in the SEND Code of Practice (SEN on page 15 and disability on page 16). Or you can read the easy-read version of the SEND Code of Practice from Mencap. https://www.mencap.org.uk/sites/default/files/2016-08/FINAL%20DESIGNED%20Easy%20read%20SENDreforms%20parents%20v11.pdf

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

4. Roles and responsibilities

4.1 The SENCO

Inclusion lead - Hannah Starkey

SENCO - Diane Wright

SEND lead – Michelle Dix

Learning Mentor – Ben Collins

They will:

- Work as an inclusion team with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Work together to ensure all aspects of EHCp provision are compliant
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The governing board will:

- Monitor implementation of SEND provision and outcomes.
- Ensure compliance with the Equality Act 2010 and SEND legislation.
- Receive regular reports on SEND provision, attainment, attendance and inclusion.

- Champion a culture of inclusion across the school.
- Hold leaders accountable for strategic SEND development.

4.3 The headteacher is the SENCO

The headteacher has the responsibility of:

- Working with the Inclusion Team and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions
- Working with the Inclusion team to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently delivers provision for a range of needs under the 4 main categories of SEND:

- Communication and interaction: expressive, receptive and social communication
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages to detail a clear Learning Journey. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

This may include progress in areas other than academic attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core inclusive offer, or whether something 'different from or additional to' is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns and expertise about their child
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents by sharing their child's Individual Education Plan (IEP) when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

Support will be planned and reviewed through the graduated response of Assess, Plan, Do, Review.

The class teacher will carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed frequently.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will frequently review the effectiveness of the support and interventions and their impact on the pupil's progress.

Evidence of impact will be recorded to demonstrate how provision improves participation, progress, well-being and outcomes for individual pupils. The views of children and young people will be actively sought and incorporated during review processes in accordance with the person-centred principles of the SEND Code of Practice.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition to another setting for SEND children may include, additional visits, meetings with professionals and parents to ensure that the transition is a smooth and possible and therefore successfully supports the learning journey of the child.

5.6 Our approach to teaching pupils with SEN

High-quality teaching, adaptive teaching and inclusive classroom practice remain the foundation of SEND support.

Teachers will:

- Adapt teaching through scaffolding, modelling and explicit instruction.
- Use evidence-informed interventions where appropriate.
- Make reasonable adjustments for disabled pupils under the Equality Act 2010.
- Promote participation in all aspects of school life.
- Use assistive technology and accessible resources where beneficial.

Teachers remain responsible and accountable for the progress of all pupils in their class, including those accessing additional intervention programmes.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, work, teaching style, content of the lesson, peer support etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Considering our delivery, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Reasonable Adjustments

Under the Equality Act 2010, the school has an anticipatory duty to make reasonable adjustments for disabled pupils.

Adjustments may include:

- Adaptations to teaching methods.
- Alternative recording methods.
- Use of assistive technology.
- Modified timetables.
- Environmental adaptations.
- Accessibility arrangements.
- Adjustments to behaviour, attendance and uniform policies where appropriate.
- Decisions will be made on an individual basis and reviewed regularly in consultation with pupils and parents.

5.8 Additional adult support for learning

Teaching assistants may deliver short, measurable and scripted support for pupils in small groups or individually.

We work with the following agencies to provide support for pupils with SEN:

- School Nurse
- Maplefields and Rowangate Outreach support
- Educational Psychologist
- SALT
- Occupational Therapist
- Playtherapists
- Kidsaid
- Dyslexia Assessment team
- Specialist Support Services
- Continence team
- Community Paediatrician

5.9 Expertise and training of staff

Our SENCO is experienced in this role and has worked as a SENCO in two schools.

We work as an Inclusion Team to best meet the needs of children – we ensure we keep our knowledge current through ongoing professional development.

In the last academic year, staff have been trained in all aspects of SEND provision.

5.10 Securing equipment and facilities

Any equipment above the value of £100 is stored securely overnight.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each half term
- Using pupil questionnaires and observations to gain pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips and encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We ensure that pupils with SEND have equitable access to enrichment activities, clubs, educational visits, leadership opportunities and residential experiences. Risk assessments will focus on enabling participation rather than restricting access.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Through a comprehensive and compliant PSHE curriculum which is delivered weekly
- Worry boxes in every classroom and centrally
- Every child has a 'Helping Hand' of trusted adults to help them stay safe and well
- Weekly Praise Party shares messages around Mental Health – Wellbeing and Diversity
- A robust 'Child on Child' policy
- Our Relationships policy details our 'Curious never furious' approach

The school recognises that children with SEND may be at increased risk of bullying, exploitation, poor mental health and safeguarding concerns. Staff receive safeguarding training which includes awareness of the additional vulnerabilities experienced by some children with SEND. Accessible methods of communication will be used to help pupils express concerns and seek support.

5.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- School Nurse
- Educational Psychologist

- Dyslexia Assessment team
- Specialist Support Services
- Continence
- Community Paediatrician
- Youthworks

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance, if not successfully resolved, they will then be referred to the Inclusion Team, Senior Leadership and then follow our Complaints Policy.

The parents of pupils with disabilities have the right to make discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

https://www.ipsea.org.uk/

SEND Information Advice Support Service | North Northamptonshire Council

5.17 Contact details for raising concerns

Please discuss any concerns with the classteacher initially, then the Inclusion Lead Hannah Starkey or SEND Lead Michelle Dix

5.18 The local authority local offer

Our local authority's local offer is published here: SEN support in education

6. Monitoring arrangements

This policy will be reviewed annually by the Inclusion Lead, SEND Lead and Governing Board.

The policy may be reviewed sooner should there be:

Changes to SEND legislation.

Updates to statutory government guidance.

Local authority requirements.

School improvement priorities.

The governing board will monitor:

SEND outcomes.

Attendance and exclusion rates.

Parent and pupil voice.

Accessibility.

Compliance with statutory SEND duties.

7. References

This policy links to our policies on:

- Accessibility plan
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Relationships and Behaviour policy
- SEND Code of Practice 0–25 years: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 [gov.uk]
- Keeping Children Safe in Education: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 [gov.uk]
- SEN and Disability Duties for Governing Boards: https://www.gov.uk/government/publications/sen-and-disability-duties-guidance-for-school-governing-boards [gov.uk]
- Equality Act 2010: Advice for Schools: https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools [gov.uk]
- North Northamptonshire Local Offer
- SEND Information Advice and Support Service (SENDIASS)