

St Mary's C of E Primary School

SEND Policy Academic Year 2026-27

Our Vision

Be courageous; be strong. Do everything in love." 1 Corinthians 16 vs 13-14

Our Values

St Mary's C of E Primary School encourages and promotes Christian Values. Our pupils, governors and staff, members chose our six key values:

To serve others



To be respectful



To be thankful



To be kind



To be truthful



To Persevere



1. Introduction-Values and Vision

As a Church of England Primary School, it is our vision that every member of our school community feels valued and respected with a clear sense of belonging. Our school and Christian values underpin the work of the staff and governors to enable All children, including those with SEND, to reach their full potential, thrive and flourish. At St Mary's C of E Primary School, we believe each child is special and that all have unique talents, interests and strengths.

We recognise our responsibility to nurture our children whatever their individual needs and to encourage and help each child to achieve their full potential, not only intellectually, but physically, emotionally and socially. We believe in creating an inclusive environment where all children, parents and staff can feel a valued part of our school community. We recognise our responsibility to nurture our children whatever their individual needs. To encourage and support each child to achieve their full potential.

Inclusion Statement

St Mary's provides a broad and balanced curriculum for all children including those with special educational needs or disabilities. We are committed to inclusion for all children in all areas of the curriculum. Individual needs will be met through the highest quality of education for all pupils and the efficient and effective use of resources.

We will aim to secure special educational provision for pupils for whom it is required, that is 'additional to and different from' that provided within the differentiated curriculum, to respond to the four areas of need identified in the Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

The four categories can also be classified into core, additional and high needs, where some children only require minimal interventions and support while others need additional support to raise the level of their learning. A few children, generally those who have Education Health and Care Plans (EHCP) or SEND Support plans require high needs support.

Our Special Educational Needs Policy takes careful account of the Education Act 1996 and the new Code of Practice (September 2014)

2. Aims and Objectives

We aim to:

- Set high aspirations and reach high levels of achievement for all
- Be fully inclusive, providing curriculum access for all to meet individual needs of all pupils
- Attain high levels of satisfaction and participation from pupils, parents and carers to be involved in the graduated approach
- Identify, assess and regularly review individual needs including pupils with SEND
- Promote self-belief, confidence, independence and metacognition in all learners including those with SEND
- Establish effective partnerships with other agencies and schools to support individual needs
- Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development (CPD)
- Share a common vision and understanding with all stakeholders
- Provide transparent resourcing to SEND

We endeavor to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We not only wish to support our children with Special Educational Needs but also raise the aspirations and expectations of all pupils with SEND.

The objectives of this policy are:

- To identify, and provide for, pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice (2014)
- To provide a Special Educational Needs Co-Ordinator (SENCO)
- To provide support, training and advice for all staff working pupils with special educational needs
- To work collaboratively with parents, ensuring the appropriate provision for their child's needs and aspirations
- To work collaboratively with other schools in the RISE Trust, pooling resources and expertise
- To seek advice and support from external agencies including those who supply

Outreach work as highlighted in our school Accessibility Plan it is our ethos to ensure

the whole school is:

Working together to develop a community where everyone is valued and children become confident and successful learners.

We endeavor to make every effort and reasonable adjustment to achieve maximum inclusion of all pupils whilst

meeting pupils' individual needs.

3. Legislation and Definition of SEND

With reference to the SEND Code of Practice (2014): A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

This policy and information report complies with the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy was created and agreed by the school's SENCO, Head teacher and SENCOs within the RISE Trust, Governors in liaison with the SLT and all staff and parents of pupils with SEND.

Defining SEND

A pupil who presents with 'greater difficulty' or a 'disability that hinders' progress in line with age related expectations and is identified with SEND may require more specialist or specific educational provision to be made for them.

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.

The identification of SEND is built into the overall monitoring of all pupils. Indicators of possible additional needs

are:

- Progress not being similar or in line with peers starting from baseline
- Being below previous rate of progress
- Attainment gap remains the same or widens between them and their peers
- They do not make adequate progress despite appropriate interventions, adjustments and input from good quality teaching

We assess children in the four broad categories of need:

1. Communication and Interaction (CI)
2. Cognition and Learning (CL)
3. Social, Emotional and Mental Health (SEMH)
4. Sensory/and or Physical (SP)

The following categories may impact on progress but are not classed as Special Educational Needs.

- Disability (The Code of Practice outlines that “reasonable adjustment” is a duty for all settings and schools provided under current Disability Equality legislation. Standing alone, does not constitute Special Educational Needs)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PP)
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

There is no longer a category for behavioral difficulties. Any concerns relating to a child's behaviour should necessitate the need to investigate further the underlying cause of the behavioral difficulties. Behaviour as a need will no longer be an acceptable way of describing SEND.

The SENCO works closely with staff to look at assessment and with the Head teacher to look at whole school data as an early identification indicator:

- Early Years Foundation Stage data and tracking data
 - Tracking data or other standardised assessments where appropriate
- Whole school data is also used to monitor and evaluate the progress of pupils identified as having SEND.

Roles and Responsibilities

The Head teacher, the governing body are responsible for ensuring the implementation of the policy and have delegated the responsibility for the day to day implementation of the policy to the SENCO. The SENCO is: Mrs Laura Oakes. Mrs. Laura Oakes has completed the qualification of National Award for Special Educational Needs Co-ordination (Clause 64 Children and Families Bill (2014)).

The SENCO

The SENCO will:

- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Collaborate with the Head teacher 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 governing body 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 SEND up to date
- Devising and following the SEND Action Plan in line with the school improvement Plan

- Overseeing and maintaining accurate records on all children with SEND
- Diagnostic testing of children (where appropriate)
- Generating risk assessments
- Liaising with parents of children with SEND, in conjunction with class teachers
- Identifying, leading and contributing to the CPD of staff and supporting their everyday practice
- Keep up to date with new initiatives and training through regular CPD, network meetings within the partnership trust and LA updates through SENCO net meetings
- Carrying out learning walks, analysing data, trackers, diagnostic testing to ensure high quality provision for children with special educational needs

The SEND governor and role of the Governing Body

The Governing Body ensures a fair and transparent system for children to be admitted to the school in line with the Local Authority's agreed admissions policy.

The SEND governor is Mrs Kirsty Gasson

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Head teacher will

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

The Class teachers

Class teachers, supported by the SENCO, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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
- widens the attainment gap

Each class teacher is responsible for:

- Providing every pupil with quality first teaching
- 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 and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Staff Overview

All staff in school have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education Health and Care Plan.

Teaching Assistants play an important role in the support of pupils with SEND. The rationale for the deployment of TAs is based on individual needs. The TAs are shared according to needs of children and the teachers are responsible for the management of interventions and provision and meeting the targets of each child.

Storing Information

The SENCO will keep records of all SEND matters including:

- Records sent from external agencies
- SEND/Inclusion Register
- Pupil progress meetings
- Provision maps
- Minutes/notes for individual pupils where appropriate

Hard copies of documents are stored in the individual pupil files in a lockable cabinet in the school office. SEM Pupil Profiles and support plans are used as ongoing working documents and are kept as hard copies within the class SEND folder.

SEN Pupil Profiles and support plans are shared with parents.

Teachers can get access to documents where appropriate in order to ensure carefully planned provision meets individual needs. Every staff member has a duty to ensure pupils are tracked and information about all pupils with SEND is updated in regard to their requirements to ensure the individual needs of all pupils are met.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Educational Health and Care Plans.

Planned expenditure is overseen by the Finance Department. The Headteacher informs the governing body of how funding allocated to support SEND has been used.

Monitoring children's progress and identification of SEND

Early identification is vital. The class teacher informs parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND provision.

The class teacher and the SENCO assess and monitor children's progress in line with existing school practices. This includes talking to the child about their progress and what they feel their strengths and areas for development might be.

The class teacher and SENCO work closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The school will always encourage children's needs to be met through quality first teaching, targeted at the areas of weakness. Where appropriate, the child's needs will be met through targeted intervention with a designated adult or focus group. This will be outlined on the school's provision mapping or part of each classes intervention plans.

SEND support

If after various interventions a child's progress is still a concern, the child will be given a SEN Pupil profile in consultation with parents. Children will be involved in discussing intended outcomes and their role with achieving these targets. The process of setting up a Pupil Profile will follow the graduated approach to SEND support (see SEND Code of Practice 2014 6.44). This four-part cycle of Assess, Plan, Do, Review will include intended outcomes, details of provision, clear success criteria and a clear date for review. These SEN Pupil Profiles will be reviewed termly by teachers, SENCO, parents and pupils.

It may be necessary for the school to involve other agencies within the support of individual children. If pupils continue to make less than expected progress or the school needs advice on early identification and support or intervention, specialist involvement will be sought with the parents' permission.

Children who require specialist involvement or have a range of interventions that need to be coordinated are placed on a SEND support plan. The purpose of this plan is to bring together targeted interventions from Health,

Education and Social Services, outline SEND needs and seek views of parents/carers and the child.

Requesting an Education, Health and Care Plan

Where despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Education, Health and Care Plan

The local authority (LA) seeks a range of advice before an Education, Health and Care plan is developed. This plan incorporates support from a number of different services. The needs of the child are considered to be paramount in this.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

SEN Pupil Profiles which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an SEN Pupil Profile.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation

outside the classroom.

Partnership with Parents and Families

The school aims to work in effective partnership with parents and carers. We do so by:

- Working effectively with all other agencies to support children and their parents
- Enabling parents and carers to play an active and valued role in their child's education
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Providing parents and carers with opportunities to discuss ways in which they and the school can help their child
- Agreeing and setting individual targets for their child
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Making parents and carers aware of the Parent Partnership services. This information will be included in Structured Conversations with Parents, in our School Information Report and on the school website

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions, exercising choice and having aspirations for their future. All pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and metacognition
- Share in individual target setting
- Have aspirations of their long-term future

In addition, pupils who are identified as having SEND are invited to participate in:

- completing a one-page profile
- their own Learning Plans and termly reviews (where appropriate)
- Annual Reviews (if applicable)

Evaluation and Review

This policy was created by the school's SENCO and agreed by the Head teacher, Governors in liaison with the SLT, SENCOs within the RISE Trust and all staff as well as parents of pupils with SEND. It is the responsibility of the SENCO in collaboration with the SLT and Governing Body to evaluate and review this policy. The Policy was reviewed and updated in July 2024 and will be reviewed annually.

School Information Report

The School Information Report supports this SEND policy and outlines further details regarding the school and local offer. Please refer to the School Information Report for further details of provision for SEND at St Mary's C of E Primary School. Please follow the link to find the School Information Report on the school website:

Follow this link to the Leicestershire Local Offer:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

