



Special Educational Needs and Disabilities Policy

December 2023

Updated annually

St Mary's is a fully inclusive school and we pride ourselves on knowing our children very well. We focus on the growth of the whole child – academically, culturally and spiritually – supporting them to develop as well-rounded individuals who are independent in their thinking, confident and excited by learning. Together we dream big and aim high.

Contents

1. Aims.....	3
2. Our vision for SEN	3
3. Legislation and guidance	3
4. SEND definition	3
5. Roles and responsibilities.....	4
6. Identification of SEND and assessing their needs.....	5
7. Approach to supporting children with SEND.....	6
8. Expertise and training of staff	6
9. Accessibility.....	7
10. Complaints	7
11. Evaluating the effectiveness of the policy.....	7
12. Monitoring arrangement.....	8
13. Links with other policies and documents	8

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

2. Our vision for SEN

At St Mary's we aim to provide an inclusive learning environment for all children and give them every opportunity to achieve the best they possibly can. We strive to have every child accessing the national curriculum by addressing barriers to learning early on, and putting the support in place so they can overcome them.

3. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- Part 3 of the [Children and Families Act 2014](#) Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#) The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- [School Admissions Code](#) which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. SEND Definition

The SEND Code of Practice (2015, p. 15-16) defines special educational needs and disabilities as:

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.

5. Roles and Responsibilities

5.1 The SENCO

The SENCO is Amy Elsdon and she can be contacted as follows: Email: senco@stmarysclymping.org.uk School Office telephone number: 01903 714325

They will:

- Work with governors to determine the strategic development of this 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
- 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 governors 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

5.2 The Ethos Committee of the Board of Governors

Ethos Committee will:

- Help to raise awareness of SEN 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 SENCO to determine the strategic development of the SEN policy and provision in the school

5.3 The headteacher

The headteacher will:

- Work with the ethos committee 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

5.4 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 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 SEN policy

6. Identification of SEND and assessing their needs

At St Mary's we fully understand the importance of early identification of special educational needs in order to support every child to reach their full potential. Early identification and adjusting provision accordingly, improves long-term outcomes for the children.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Other ways we identify needs are: through termly pupil progress meetings, meetings with and talking to parents and talking to previous settings.

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. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

7. Approach to supporting children with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. However, the SENCo is there to advise teachers on how to support the children who need it.

High quality teaching is our first step in responding to pupils who have SEND. Individuals who need extra support will have this in place, this is known as scaffolding.

Some of the many interventions we provide include:

- Speech and language programmes
- Social skills groups
- Sensory work
- Additional reading
- Jump Ahead
- Any other interventions/adaptations implemented to meet individual needs, supporting pupils to access the curriculum and make progress

7.1 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Allowing pupils to record in a variety of ways.

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and SENCo will continuously monitor the training needed for staff. The quality of teaching and learning is regularly reviewed and if required, training will be implemented based on this.

Recent staff training includes:

Communication Friendly Classrooms

Dyslexia

Dyscalculia
Zones of Regulation
Practical Classroom Strategies to Support Autism
Speech and Language sounds training
RWI Phonics
PACE
Executive Functioning
Team Teach
White Rose Maths
Safeguarding
First Aid

9. Accessibility

St Mary's CofE Primary School is, in part, a two-storey building. However, all rooms used for learning and by the pupils are on the ground floor. Please see our Accessibility plan.

10. Complaints

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability 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

11. Evaluating the effectiveness of the policy

We are continuously monitoring the effectiveness of this policy by reviewing:

- All staffs' awareness of pupils with SEND
- How early pupils with SEND are identified
- Pupils' progress and attainment, once identified as having SEND
- Pupils' and parent/carers' views
- Monitoring of teaching and learning
- Records of behaviour incidents
- Number of exclusions
- Pupils awareness of their progress made and next steps

12. Monitoring arrangement

This policy and the information report will be reviewed by the SENCo every year. It will also be updated if any changes to the information are made during the year, such as if new government legislations and guidance are released. It will be approved by the governing board.

13. Links with other policies and documents

- The Local Offer
- SEND information report
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical condition
- Attendance
- Safeguarding/child protection
- Complaints