



St Mary's C of E (VA) Primary School

Working together
in an inclusive Christian environment
to allow every pupil to shine brighter and brighter.

St Mary's is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect differences.

Special Educational Needs & Disability (SEND) Policy

This policy is GDPR compliant.

Date of issue: October 2021

Last reviewed/adopted: February 2026 (Full Governing Board)

Next review date: Spring 2027

Signed: _____

Date: _____

Special Educational Needs and Disabilities (SEND) Policy

St Mary's Church of England Primary School

Date of policy: May 2024

Review date: May 2025

Reviewed annually by: SENDCo and SEND Governor

1. Policy Context and Compliance

This SEND Policy should be read alongside the school's **SEN Information Report (School Offer)** and **Accessibility Plan**, both of which are published on the school website and updated annually.

This policy has been written and reviewed in line with statutory guidance and legislation, including:

- SEND Code of Practice: 0–25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014 (Part 3)
- Special Educational Needs and Disability Regulations 2014

The policy sets out the school's **over-arching principles, procedures and responsibilities** for supporting children and young people with Special Educational Needs and Disabilities (SEND).

2. Aims of the SEND Policy

At St Mary's C of E Primary School, we aim to:

- Provide **every child** with access to a **broad and balanced curriculum**, including the National Curriculum
 - Raise **aspirations, expectations and outcomes** for all pupils with SEND
 - Ensure that **every teacher is a teacher of every child**, including those with SEND
 - Promote inclusion and participation in all aspects of school life
 - Work in close partnership with parents, pupils and external agencies
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3. Objectives

Our school:

- Works within the guidance of the SEND Code of Practice (2015)

- Identifies and provides for pupils with special educational needs and disabilities
 - Operates a **whole-school, whole-pupil approach** to SEND provision
 - Makes reasonable adjustments to overcome barriers to learning
 - Focuses on **individual outcomes** and pupil progress
 - Provides advice, training and support for all staff
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4. Responsibility for SEND Provision

SENDCo

The Special Educational Needs Co-ordinator (SENDCo) is **Mrs Sarah Stewart**, who holds the **National SENCo Award** and is a member of the **Senior Leadership Team (SLT)**.

The SENDCo can be contacted via the School Office.

Governing Board

The Governing Board has a named **SEND Governor** and holds strategic responsibility for ensuring:

- Statutory duties are met
 - Provision is effective
 - Outcomes for pupils with SEND are monitored and improved
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5. Identifying Special Educational Needs

We use the definitions of **Special Educational Needs** and **Disability** from the SEND Code of Practice (2015).

A pupil has SEND if they have a learning difficulty or disability which requires **special educational provision** that is additional to or different from that made generally for others of the same age.

Broad Areas of Need

The four broad areas of need are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Identification may include:

- Liaison with previous settings
 - Pupil progress data and assessments
 - Teacher observations
 - Parental concerns
 - External agency involvement
 - Children with an EHCP
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6. Graduated Approach to SEN Support

The school follows the **Assess – Plan – Do – Review** cycle.

Levels of Support

- **Quality First Teaching:** High-quality, differentiated teaching for all pupils
 - **Additional Need:** Targeted interventions for specific areas
 - **Higher Need (SEN Support):** Pupil Support Plan created collaboratively
 - **Complex Need:** Request for Education, Health and Care (EHC) assessment
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7. Managing Pupils' Needs

Provision is monitored through:

- Teacher planning and adaptations
- Class Provision Maps
- Pupil Progress Meetings
- Pupil Support Plans

Support is reviewed termly with parents and pupils, and provision is adjusted accordingly.

8. Education, Health and Care Plans (EHCPs)

EHCPs are for children and young people aged **0–25** whose needs cannot be met through SEN Support alone.

Requests for assessment are made in consultation with parents, pupils, school and external professionals. EHCPs are reviewed **annually** in line with local authority guidance.

9. Access to the Curriculum and Inclusion

The school ensures pupils with SEND:

- Have access to a **broad and balanced curriculum**
- Are included in trips, enrichment activities and collective worship
- Receive appropriate adaptations and reasonable adjustments

Details of physical access, curriculum access and information accessibility are set out in the **Accessibility Plan**.

10. Supporting Pupils and Families

We believe strong partnerships with parents are essential.

- Parents are involved in all decision-making
 - Termly review meetings are held for pupils with Pupil Support Plans
 - Parents receive regular communication and updates
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11. External Agencies and Partnerships

The school works with a range of external services, including:

- Educational Psychology
 - Early Years SEND Team
 - Speech, Language, Communication and Autism Team
 - Hearing and Visual Impairment Teams
 - Health professionals
 - Pupil Support and Family Services
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12. Transition Arrangements

The school supports transitions:

- Between year groups
- From early years settings
- To secondary education

This includes liaison with receiving schools and agencies, and additional transition support where required.

13. Allocation of Resources

- The **Notional SEN Budget** supports pupils at SEN Support level
- SEND resources and staff training are funded appropriately
- Additional funding (High Needs Funding) is requested where applicable

14. Staffing, Training and Professional Development

- All staff receive SEND-related CPD
- Training aligns with school priorities and identified needs
- The SENDCo attends local cluster meetings and professional updates

15. Monitoring and Evaluation

- Progress of pupils with SEND is monitored regularly
- Impact of interventions is evaluated
- SENDCo reports to SLT and Governing Board
- SEND Governor meets regularly with the SENDCo

16. Complaints Procedure

Concerns should be raised initially with:

1. Class Teacher
2. SENDCo
3. Headteacher

If unresolved, parents should refer to the school's **Complaints Policy**.

17. Reviewing the Policy

This policy is reviewed **annually** by the SENDCo and SEND Governor. Findings are reported to the Governing Board.