

ST. MARY'S C OF E PRIMARY ACADEMY AND NURSERY

“For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah –29:11



Special Educational Needs and Disability Policy

Policy to be approved by	Full Governing Body
Policy last reviewed and amended	September 2025
Policy due for review	Summer 2026

St Mary's C of E Primary Academy SEN Policy

Vision

At the heart of our community, we serve to embrace lifelong learning through our Christian foundations. We step forward with love in our hearts, peace in our actions, and hope in our aspirations. We enable all to flourish in our diversity of faith and belief, be aspirational and be our unique selves.

Contents

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEN Information report
6. Monitoring arrangements
7. Links with other policies and documents

1. Aims

At St Mary's C of E Primary and Nursery Academy inclusion is at the heart of what we do as a School. We are a fully inclusive mainstream primary school whose aim is to meet the learning and developmental needs of all children, including our SEND learners. We make every effort to make sure our school community live in harmony and take pride in helping our children to be the best that they can be through our Christian values of love, hope and peace.

We are determined to make sure that our SEND children feel fully included in school life, regardless of their specific needs, so that they make the best possible progress in school. Our curriculum model ensures that learning is accessible for those with disabilities or special educational needs. Lessons are made accessible to all through teacher's understanding of individual need and skilful delivery to ensure children's learning needs are met, in line with our duties under the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

The arrangements for the admission of disabled pupils is considered under section 69 of the Children and Families act 2014

All the children at St Mary's C of E Primary Academy have the right to access a broad and balanced curriculum which will: -

- Give progression
- Have coherence
- Be suitable to their needs

At St Mary's we are committed to ensuring that all children become independent learners. We aim to identify children's individual and specific areas of need early and to make provision to meet their needs.

Our SEN policy and information report aims to:

- a. Set out how our school will support and make provision for pupils with special educational needs (SEN)
- b. Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- c. Live out our Christian vision as an inclusive school which values that which is unique in every human being
- d. Make sure the pupils with SEN or disabilities are supported to learn in the best conditions to reach their best outcomes

Principles

St Mary's bases its SEND policy and practice on the following principles:

- *Open and honest communication (promoting successful liaison/communication between parents/carers, children, teachers and support agencies).*
- *A partnership approach between children, their parents/carers and school*
- *Appropriate and effective teaching and learning through quality first teaching strategies (knowing each child's individual development and learning needs and providing for them accordingly to ensure access to all areas of the curriculum).*
- *The school and staff will effectively use the Graduated Approach to support and monitor pupils throughout their school time.*

St Mary's CE Primary Academy will fulfil local and national responsibilities as laid out in the following documents/statutory guidance;

- *Special Educational Needs and Disability Code of Practice 0–25 years, Part 3 of the Children and Families Act, 2014*
- *The Equality Act, 2010*
- *Supporting Pupils with Medical Conditions, April 2014*

2. Legislation and guidance

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

- a. Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- b. 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

3. Definitions

a. A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

b. They have a learning difficulty or disability if they have:

i. A significantly greater difficulty in learning than the majority of others of the same age, or

ii. A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

iii. 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.

Definition of Special Educational Needs

What are Special Educational Needs?

Special Educational Needs or SEN means that a child has needs that are different from or additional to the majority of children of their age and that they may need extra help at school to achieve their full potential. This could be for a number of reasons and we will support these needs in a variety of ways.

What is a Disability?

Under the 'Equality Act 2010' a disability is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. At St. Mary's we aim to consider the individual needs of each child and work together to provide the correct support.

The Four Main Areas of SEND

If your child has been identified as SEND, it will be determined which of the four areas, will be their main area of need. We promote the ethos of **Quality First Teaching** within school, to adapt and meet learning needs. We will then follow the process of **Assess-plan-do-review** alongside parents/carers, to determine the next steps for your child.

Communication & Interaction

- ASC (Autism Spectrum Condition)
- Speech, learning and communication (SLCN)

Cognition & Learning

- Specific learning difficulty (SpLD)
- Mild to moderate learning difficulty (MLD)
- Severe learning difficulty (SLD)
- Profound multiple learning difficulty (PMLD)

Social, Emotional & Mental Health

- Children and young people with SEMH may have the following mental health difficulties: anxiety, withdrawn or feeling isolated, having challenging and disturbing behaviour, self-harming, depression, eating disorder, and substance misuse.

Sensory and/or Physical

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

4. Roles and responsibilities

SENCo's Responsibilities:

Our Special Educational Needs Co-Ordinator (SENCo) is responsible for ensuring that children at St Mary's, with special educational needs, get the support they need. The SENCo is responsible for making sure that all children with special educational needs and disabilities are included in the daily life of the school. We believe that children should be treated equally and wherever possible, reasonable adjustments are made so that that they have access to the curriculum and extracurricular activities, such as educational visits, performances, and after-school clubs.

“Many pupils, including pupils with SEND, attend a range of clubs and wider opportunities. These include a range of sports clubs, ballet scholarships, instrumental tuition and chorister opportunities through their links with the local church. Pupils develop as well-rounded citizens who contribute to society.” – Ofsted, 2023 Other roles and responsibilities of the SENCo include:

- Co-ordinating provision for children with SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs.

- Liaising with outside agencies to support pupils with SEND.
- Monitoring and evaluating the graduated approach and provision across the school
- Communicating and working with parents and carers in regard to the needs of their child.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements – Link Governor

Ensuring that the school keeps the records of all pupils with SEND up to date.

The SEN governor The SEN governor will:

- i. Help to raise awareness of SEN issues at governing board meetings
- ii. Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board
- iii. Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Head Teacher's Responsibilities:

- The Head Teacher will monitor the SENCO's role
- The Head Teacher is responsible for being aware of all the children on the SEND register
- For monitoring the correct level of provision is being provided for all SEND children
- For liaising with the SENCO as and when necessary
- The Head Teacher ensures that the school complies with the Admissions Policy regarding the admission of SEN pupils
- Ensure that there is an SEN policy and that it is implemented

Responsibility of Teaching Staff

To ensure that this policy is effective staff need to:

- Identify children's individual needs, as early as possible in their school life.

- Ensure that all children are included within the whole school curriculum and have equality of opportunity.
- Provide an ITP which records targets, strategies and provision for that child which is additional to and different from any work planned.
- Consult and work with the SENCO
- Consult and work with children and parents;
- Review ITPs (Individual Target Plans) regularly – Once a term
- Consult with external agencies to provide an ITP, which records further achievable targets, strategies and provision of that child
- Ensure that children take an active part in learning and assessment, in reviewing their targets and celebrating success.
- Ensure that parents are fully informed and encouraged to be involved at all stages of the process.
- Support and monitor provision for children in their class with SEND.

5. SEN information report

The kinds of SEN that are provided for a. Our school currently provides additional and/or different provision for a range of needs, including:

- i. Speech, language, communication and interaction, for example, Autistic Spectrum Condition (ASC), and Speech and language difficulties such as developmental language delay and select mutism
- ii. Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia i
- ii. Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Developmental Trauma and/or attachment difficulties
- iv. Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- v. Moderate/severe/profound and multiple learning difficulties including Down's Syndrome

Identification

“Pupils with SEND are swiftly identified, including in the early years.” – Ofsted, 2023

Some children enter St Mary's with additional needs that have already been identified, for example a hearing impairment or mobility need.

In their daily work with children, teachers at St Mary's are responsible for assessing the children's learning and progress. Teachers are expected to use a variety of methods of assessment, including observation, children's work, questioning as well as tests. We have high expectations that all children will make progress through quality first teaching. If progress in an aspect of the child's work starts to slow or stop, teachers will explore why this may be happening. Teachers will also raise concerns about a child's progress, where disaffected learning behaviours might indicate an additional need and progress previously has been good.

At this point the teacher will talk to and involve parents and the child in discussing the concerns. The SENCo may be involved at this point, but not always. Further assessments may need to be made. This plan is referred to as an Individual Target Plan (ITP) This will be discussed with parents/carers and the child. Targets will be given, and suggestions will be made about how parents/carers can support the child at home. The main focus initially will be on specific targets to be met through quality first teaching (QFT). Timescales will be set, the plan will be implemented and provision will be made. If upon reviewing the provision it is deemed that a child requires further targeted (advanced) provision this will depend on the need but could involve any of the following:

- Small group work
- Paired work
- Pre-tutoring
- Extra guided sessions
- Different teaching approaches
- Specific interventions
- Specific resources that support adaptations in class

Teachers will continue to observe and assess the impact of the additional support and include the child in this process. There will then be a review meeting with the teacher and SENCO each term and then a review meeting between teachers, parent/carer and child, to find out how the plan has supported the child to make progress. Review meetings take place each term, usually during parent's evenings. At this meeting, a decision will be made either to discontinue the additional support and provision because the child has made sufficient progress to close the gap, or to continue/adapt the support and prepare another plan. If the child continues to

make no or very little progress, a decision will be made about involving outside agencies. This is referred to as a 'graduated' response.

At St Mary's, where a child's needs are being met within the class, by adapting teaching approaches, we call this quality first teaching or QFT advanced provision. This is because it is the class teacher's responsibility, with the support of the SENCo, to provide the additional needs by careful resourcing. When an outside agency begins to be involved in assessing and providing

support for the additional needs, we call this Enhanced provision.

If, after reviewing progress, there is still a concern about the additional needs of a child, longer term objectives may need to be considered, such as a School support plan and these will be broken down into smaller targets. Education Health and Care Plans (EHCPs) are the outcome of a request for statutory assessment, submitted to the Local Authority (LA). This assessment is requested by the Headteacher and a referral is made. The LA considers the need for a statutory assessment, and, if appropriate makes a multi-disciplinary assessment.

Individual Behaviour Plans (IBPs) are put in place when a child's additional needs manifest themselves in disaffected/disruptive behaviours. An IBP is the outcome of the same process of Assess, Plan, Do, Review cycle, where targets and provision are aimed at reducing the emotional/behavioural barriers to learning. Parents and children are involved in exactly the same way as for Individual Education Plans.

These plans are reviewed on a regular termly basis and may lead to outside agencies being involved. The same graduated response applies.

Physical Disability ITP's

In some instances a child will not have a learning difficulty but will need a programme to support them to cope with a physical disability. An ITP will then be written with the assistance of all the relevant outside agencies. This will be implemented, monitored and reviewed in the same way as learning ITP's

Links with External Agencies

Children's progress in regard to their barriers to learning may sometimes need additional support. In these circumstances pupils and school can benefit from the support of appropriate agencies. Children can be referred to a variety of support services by the SENCo. **Parental consent is always required before any referral is made.**

- Educational Psychology Services
- Language, Learning and Strategic Support (LLSS)
- Communication and Autism Team (CAT services)
- Speech and Language Therapy Services
- Occupational Therapy Services
- Hearing and Vision Impairment Services
- Habitation Services
- City of Birmingham Academy (behaviour support services) - COBS

- CAMHS
- School Nurse

Admission Arrangements

Children with Special Educational Needs are admitted following section 69 of the Children and Families act 2014. Reasonable adjustments are made and where adjustment is not possible advise is sought.

St Mary's believes that working co-operatively with other professionals and settings is in the best interests of children. At key transition points (nursery to Primary or Primary to Secondary) the SENCo will be involved in information sharing about children.

We endeavour to support parents/carers of children with complex needs, in choosing the most appropriate educational setting for their child.

If a child moves from or to a new school within the academic year information will be shared between schools to ensure a smooth transition.

Record Keeping

We keep records to help the teachers and the SENCO to track the progress of each child. These records may include; ITPs, language and literacy/maths continuums, EHCPs, SSPP, information from outside agencies and parent consultation records.

St Mary's SEND Offer

The Code of Practice 2014 states that schools must set out their SEND Information on the school's website. St Mary's SEND information is available to read in conjunction with this policy on the school website.

Funding

Each child on the SEND register receives funding through the Notional budget. The Notional budget is a pool of money which is used to support pupils across the school, to ensure the best possible outcomes for all pupils. The Notional budget is used for:

- Training for staff
- The employment of support staff
- Facilities/Access arrangements
- Purchasing of resources and equipment to support provision and specific barriers to learning

Some children will need support that goes beyond what is available in a mainstream school setting and therefore the school may seek additional funding through either an SSPP (SEND Support

Provision Plans) or an EHCP (Educational Health Care Plan). This additional funding specifically supports that pupils can be used for specific resources, staffing or whatever the needs of the pupil.

Policy agreed: September 2025

