

Our vision - Good ground grows well.



ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL

Through our Christian ethos, we teach children to hear, understand and live the word of God, helping them to give back to the world as global citizens. As every child is uniquely created in God's image, we nurture their individual development through a holistic approach to all aspects of life.

SPECIAL EDUCATIONAL NEEDS POLICY

Date policy accepted by the Governing Body:	Autumn 2025
Date for review:	Autumn 2026

Expectations

It is a primary aim of St Mary's CE Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

This policy is based on the ethos that all children should have an equal opportunity to succeed in education. This is regardless of their background, academic ability and cognitive level. St Mary's aims to be an inclusive setting which embraces diversity and individual differences. We aim to promote inclusive practise in both our teaching methods and our educational activity. All staff are role models for the children and actively encourage children to reach their fullest potential.

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

In practice we aim to:

- Provide quality first teaching within the classroom that meets the needs of all children within the setting.
- Provide a precise structure and procedure to ensure early identification and monitoring of children who have a learning difficulty, which would prevent them taking advantage of education provision. These may include physical, sensory, emotional, behavioural, communication or language difficulties.
- Value each child as an individual to ensure their social integration in a peer group.
- Support children with an identified need by providing carefully differentiated tasks, within their own classroom or through short small group interventions
- To facilitate children in expressing their views, as far as possible, and make them active participants in their own learning.
- Build partnerships with parents and where appropriate other professionals

- To ensure that parents, teachers, teaching assistants and SENCO work together with other external professionals (where appropriate) to make the best possible provision for each child.
- To track the progress of all children with SEND and evaluate interventions.
- Audit and provision map the additional needs of the children to ensure resources and staff are planned for and used effectively
- Comply with the Local Authority's Admission Policy 3
- To assist the governing body in fulfilling their duties regarding the provision for pupils with special educational needs.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) 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 co-ordinators (SENCOs) and the SEN information report

Definitions

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

The Code of Practice states children have special educational needs 'if she or he has a learning difficulty which calls for special educational provision to be made for him or her'.

They have a learning difficulty or disability if they have:

- A ***significantly greater difficulty in learning than the majority of others of the same age***, or
- 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

Special educational provision means ***educational or training provision that is additional to, or different from***, that made generally for others of the same age in a mainstream setting.

The [Equality Act 2010](#) defines a disability as 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.'

There are four areas of SEND:

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

Roles and responsibilities

The SENCO is Mrs A Nettleship

They will:

- Work with the Executive Headteacher, SEN governor, class teacher and external agencies (if appropriate) 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 (Assess, Plan, Do, Review).

- 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.

A Graduated Approach to SEN Support

1. At St Mary's CEPS, we recognise the importance of High Quality Teaching. We are aware that SEND pupils are only identified as being such if they do not make adequate progress once they have received all possible levels of intervention and good quality personalised teaching.
2. Our Class teachers are responsible and wholly accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
3. High Quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEND. At St Mary's CEPS we recognize that additional intervention and support cannot compensate for a lack of high quality teaching.
4. For SEND pupils with higher levels of need, the school seeks external advice and support from a number of agencies such as; Educational Psychology Service, Speech and Language Service, Occupational Therapy, Hearing and Visual Impairment Service, CAMHS (Child and Adolescent Mental Health Services) etc. The SENCO, in conjunction with the relevant class teacher and parents, then completes the necessary referral process depending on the external support required. This may consist of a Referral Form to Stronger Families or another referral form to a particular agency.
5. Pupils are then placed on the SEND Register as a result of a 'graduated approach', this is called, the **ASSESS-PLAN-DO-Review cycle**.

Assess – School look at the attainment and progress of the child

Plan- Information is collated and an Individual Support Plan is written outlining the targets, intended outcomes and provision that will be implemented.

Do – Implementation of the agreed provision.

Review – Discuss and review the pupil's targets, and assess their needs again.

6. ILP (Individual Learning Plans) are written for pupils with SEND and parents are fully involved in this process at regular formal and informal meetings throughout the year. A review of an ILP takes place at least once per term, depending on the needs of the child.
7. After several cycles of Assess – Plan – Do – Review, if a child is not making adequate progress and is requiring support beyond that which can be provided through SEN Support, the SENCO, alongside the class teacher and in consultation with parents, will request an Education, Health and Care plan assessment from the LA.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at the **SEN Support** level, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to put an **EHC Plan (Education, Health and Care Plan)** in place for that pupil. To inform its decision the local authority will expect to see evidence of the action (cycles of **Assess, Plan, Do, Review**) taken by the school as part of SEN support.

The school is required to submit an EHCP request form, along with supporting evidence, to the LA whose Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current Criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request. If the request is successful the parents and school will be notified and an assessment will take place. This process can take up to 20 weeks from the date of EHCP request being submitted to the completion of a final plan.

Education, Health, and Care Plan

A child who has an **EHC Plan** will continue to have arrangements as for the previous level of **SEN Support** and additional support that is provided using the funds made available through the Statutory Assessment.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the **EHC Plan**, the educational setting, or to the funding arrangements for the child.

If a change of educational setting is requested by the parent, the LA will send a consultation to the preferred setting to ascertain whether or not they are able to meet the needs of the child. Once a change of setting is agreed the EHC plan will be amended to identify the new setting and transition arrangements will be made for the child to change setting.

The School's Arrangements for SEND and Inclusion In-Service Training

1. The SENCO attends regular cluster meetings/SENCO Forums to update and revise developments in Special Needs Education and Inclusion.
2. Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development are arranged matched to these targets.
3. In-house additional needs and inclusion training is provided through regular CPD by the SENCO.
4. All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
5. Support staff are encouraged to extend their own professional development and the Senior Leadership Team and the SENCO will ensure tailor-made training where this is appropriate.
6. The SENCO has completed and passed the National Award for Special Educational Needs Coordination.

Supporting pupils with additional needs moving between schools

When a child with SEND transfers to secondary school, all his/her internal records are handed over to the new form tutor. In addition to handing over the records, the previous class teacher also discusses any problems with the new form tutor. The primary and secondary SENCOs also liaise closely to ensure continuity of support. Similarly, when a child moves to any other school, full information about the child is sent to the new school with the parents' permission.

Children with disabilities

1. Some children in our school have/may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
2. The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair activities, or teaching materials may be modified. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.
3. Teachers ensure that the work undertaken by disabled children:
 - takes account of their pace of learning and the equipment they use;
 - takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
 - is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
 - allows opportunities for them to take part in educational visits and other activities linked to their studies;
 - includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
 - uses assessment techniques that reflect their individual needs and abilities.

Adaptations to the curriculum and learning environment

- We make the following adaptations to ensure all pupils' needs are met:
- Adapting 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
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance who will consult with the SENCO as necessary. They will then be referred to the school's complaints policy. Following that an appeal to The SEND and Disability Tribunal (LA decision)

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

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

1. Exclusions
2. Provision of education and associated services
3. Making reasonable adjustments, including the provision of auxiliary aids and services

A claim against the responsible body (Chair of Governors) for disability will be directed to:

- the SEND and Disability Tribunal for discrimination
- <https://www.gov.uk/complain-about-school/disability-discrimination>

Contact details of support services for parents of pupils with SEND

See the Local Offer found on the school website and
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/site.page?id=c-6cqDrwvcl>

Contact details for raising concerns

Mrs A Nettleship – Head of School & SENCO – 020 3693 0510 - SEND@stmarysschoolng.org

FAO: Mrs Nettleship

Summary

At St Mary's, we value each child as a unique individual. Our School Vision states that:

Good ground grows well.

Love. Faith. Respect. Perseverance. Service.

Through our Christian ethos, we teach children to hear, understand and live the word of God, helping them to give back to the world as global citizens. As every child is uniquely created in God's image, we nurture their individual development through a holistic approach to all aspects of life.

Monitoring and review

This policy is monitored by the trustees, and takes account for the changes to the SEND Code of Practice 2015.

Date of next review: Autumn 2026