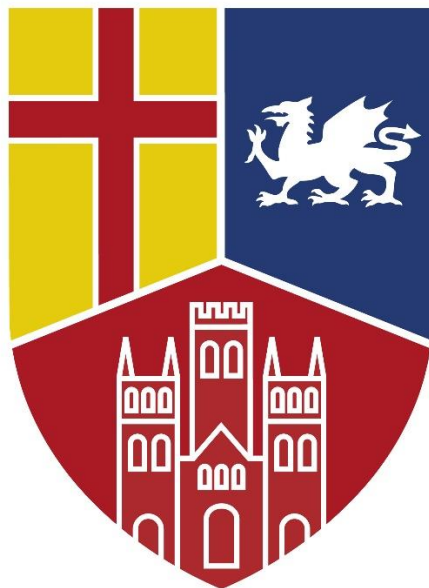


# St Margaret's CE Primary School



## Special Educational Needs and Disability (SEND) Policy

'Let your light shine before others, that they may see your good deeds and glorify your Father in  
heaven.'  
Matthew ch. 5, v.16

### Policy Review

Policy updated by A.Hague March 2025

Policy passed by Governors March 2025

Review Date March 2026

## **Vision Statement and Aims**

St. Margaret's CE Primary School is a special place full of learning, laughter and friendship and where all children are happy, feel safe and are valued. This is in line with our School vision which states: 'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

Matthew ch. 5, v.16

At St. Margaret's CE Primary School, we provide the best possible inclusive primary education in a stimulating and creative environment. The school develops a love of learning inspired by high-quality teaching, developing and building upon individual strengths and talents. The school takes pride in the relationships it develops, and the partnership work it undertakes to provide the best outcomes for all children.

. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities through the identification and removal of barriers to learning. All children are valued, respected and equal members of the school and encouraged to let their light shine!

## **Definition of Special Educational Needs**

The SEN Code of Practice (2015) states:

*A child or young person has SEN 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*

*For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.*

## **Equality of Opportunity**

St. Margaret's is committed to an inclusive ethos and always aims to develop policies and practices within an inclusive framework and to remove barriers to learning.

Irrespective of definitions of inclusion, inclusive principles are well understood and are applicable to every aspect of school life for every person.

Inclusion at St. Margaret's means that:

- Every member of the school community is considered of equal importance and value and treated accordingly
- Every member of the school community should expect to be treated with courtesy and respect irrespective of differences and should expect to behave this way to all other members of the community

- Every member of the school community should be fully included in every aspect of school life unless, exceptionally, this is contrary to their best interests
- Where full or meaningful inclusion is hard to achieve, creative solutions should be sought to overcome obstacles
- Everyone is actively encouraged to reflect on issues of inclusion so that inclusive practice becomes automatic and embedded.

### **Aims**

The community at St. Margaret's CE Primary School follows the guidelines of the SEND code of Practice and aims to provide:

- an exciting and stimulating environment which promotes positive learning experiences for all;
- an environment where pupils feel safe and secure in their belief to take risks and to challenge their own learning;
- an environment where all children are valued;
- early identification of the needs of pupils with SEND that are catered for, assessed and regularly reviewed;
- an inclusive curriculum where achievement is maximized and barriers to learning removed;
- a positive learning culture where achievements in all areas are recognised and celebrated with pupils feeling proud of their own success;
- to provide opportunities for parental involvement of SEND support and to ensure the involvement of SEND pupils, where possible, in decisions affecting their provision

### **Objectives**

At St Margaret's CE Primary School we will ensure:

- that the culture, practice, management and deployment of resources (including reasonable adjustments) are designed to meet the needs of all pupils with SEND;
- that the identification of pupils with Special Educational Needs and Disabilities is made as early as possible and ensures that their needs are met;
- parents are informed when SEND provision is being provided for their child
- careful monitoring and tracking of all pupils;
- that Staff work within the guidance provided in the SEND Code of practice, 2014 (last updated 2024);
- the appointment of a qualified Special Educational Needs Co-ordinator (SENCO);
- that support, advice and training is provided to all staff working within school;
- that staff have high expectations of all pupils regardless of ability so as to maximise their achievements;
- that appropriate adaptations are made to activities so that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including classroom learning, enrichment and extra-curricular activities;
  - a positive working partnership with parents and children to enable them to make an active contribution to the education of their child.

### **The Code of Practice**

At St. Margaret's CE Primary School we follow the statutory guidance provided by the SEN Code of Practice: 0-25 years 2015. Children are identified by the class teacher as having an educational or medical need that is additional to or different from that ordinarily available in class. This is discussed

with parents. The SENCo would be informed. Further interventions or differentiation will be implemented. The child's progress will be monitored and reviewed. If needed, the SENCo will refer to an outside agency with parental agreement. If the nature of the SEND is significant, meaning additional support is required, then the school, in consultation with the relevant agencies, will refer the child for an Education, Health and Care needs assessment.

This policy takes account of: The Special Educational Needs and Disability Regulations 2014 amended in 2024.

## **Roles and Responsibilities**

### **The Headteacher**

The Headteacher has responsibility for the day to day management of all aspects of the school's work. The Headteacher manages the SEND budget, prioritising additional resources to benefit our pupils. The Headteacher keeps the Governing Body fully informed and works closely with the SENCo.

### **The SENCo**

The SENCo (Special Educational Needs Coordinator) for our school is Mrs. Alison Hague, who is completing the NASENCo award. The SENCo can be contacted at:

[stmargarets@durhamlearning.net](mailto:stmargarets@durhamlearning.net)

Within our school the SENCO has the following responsibilities:

- managing the day to day running of the SEND policy
- coordinating provision for pupils with SEND within our school
- managing and arranging staff deployment to meet the needs of pupils
- holding regular meetings with colleagues to discuss pupil progress
- regularly updating the school's SEND register and provision map
- liaising with the Head teacher to discuss provision, budget and issues
- supporting colleagues in writing and monitoring of Support Plans
- working closely with parents / carers
- liaising with external professionals and seeking additional support where necessary
- writing of reports and necessary documentation required by the LA
- ensuring a clear understanding of the needs of the pupils within our school
- identifying and contributing towards the training needs for teaching and non-teaching staff according to the needs of the pupils
- meetings with and feedback to the Special Interest Governor
- attending Community of Learning 14 meetings

### **The Teaching Staff**

All teachers are teachers of children with Special Educational Needs. Class Teachers plan and adapt the curriculum to meet an individual's needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND. Teachers are involved in the creation and reviewing of SEN Support Plans.

### **Learning Support Assistants**

All teaching assistants:

- provide additional adult support to pupils as directed by the SENCo or class teacher;

- liaise with class teachers to ensure they are fully aware of children's needs;
- deliver and evaluate small group intervention programmes;
- contribute to review meetings and written reports.

### Role of Parents/Carers

We believe that a positive relationship between staff and parents is vital for all pupils, but especially those with Special Educational Needs. We aim to keep parents fully informed of their child's learning through termly feedback regarding progress towards outcomes achieved through interventions. Parents are invited to regular parent's meetings, coffee mornings and reviews, but we also offer an open door policy where discussions can take place on a more informal level. Parents are given an information booklet about Special Educational Needs and are encouraged to complete the My Story booklet. Additional information and useful links to agencies, such as the Family Hub, and support are provided on the school website.

### Pupils with SEND

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to Support Plans. This will be achieved through a variety of different strategies as appropriate to the age of the child.

### The Governing Body

- The Governing Body should be fully aware of the provision in school for children with Special Educational Needs and Disabilities;
- The Governing Body are fully aware of the changes to the Code of Practice and how this impacts our school;
- The Governing Body will seek to ensure that the appropriate provision is provided for the school by the Local Authority;
- The Special Interest Governor will liaise with the SENCo.

### **Admissions Arrangements**

The admission arrangements for all students are in accordance with the DfE's 'School Admissions Code', including the Equality Act 2010. Arrangements for the fair admissions of pupils with SEND are outlined in the Durham LA website.

### **Allocation of Resources**

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support. For pupils with an Education, Health and Care Plan (EHC Plan) the school may also receive additional funding from the LA.

### **Identifying Special Educational Needs**

We recognise the four broad categories of need in the Code of Practice, 2015: Communication and interaction, Cognition and learning, Social, mental and emotional health, Sensory and/or physical. The purpose of identification is to work out what action the school needs to take. Teachers plan carefully using the EYFS and National Curriculum as a starting point. Activities are carefully differentiated to ensure access and challenge for all our pupils. Progress is monitored and children who are not meeting expected levels of attainment are identified. The SENCO will be consulted to decide whether additional and/or different provision or further assessment is necessary.

Other factors which may impact on progress and attainment are disability, attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium grant, being a looked after child, being the child of a serviceman/woman but do not necessarily have SEND.

### **Provision Mapping and Management of Pupils with SEND**

The school employs an intervention plan to track interventions used for all children. This details programs used, time frames for sessions as well as course length. Class teachers will carry out an assessment and determine targets and success criteria for the course. Teaching Assistants (TAs) and SEN Support Assistants (SAs) will then deliver the interventions as prescribed. Teachers will then liaise with TAs/SAs in order to monitor sessions, adapt or set new outcomes then ultimately carry out a post assessment to evaluate the progress and impact of the intervention.

Where progress does not improve, despite planned interventions a child may be placed on the school's SEND register. The school, pupil and parents work together setting appropriate targets and provision for the child. It may be decided to record these on a Short Note, Pupil Profile or support plan. Referrals may be made to outside agencies for further guidance. This will be reviewed with the SENCo as part of an assess-plan-do-review cycle. Support and training may be offered to the class teacher to improve their understanding of strategies to support specific pupils.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

### **Access to the Curriculum**

All pupils have the entitlement to a broad, balanced and relevant curriculum. Pupils with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff are aware of the National Curriculum Inclusion Statement, and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENCo, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills including the use of ICT. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

The school ensures that its practices make a difference, and that information relating to SEND is shared with the school's Leadership Team. The school and teachers regularly review issues related to pupils with SEN to include classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved. Children are supported in a variety of different ways as appropriate to their needs, which include individual support, in small groups and in class.

This support is monitored regularly and reviewed as necessary. Withdrawal sessions are used judiciously to support pupils carefully with specific academic, behavioural and/or emotional difficulties. Withdrawal sessions are timetabled in consultation with the class teacher to minimise the impact of withdrawal on delivery of the curriculum, actively seeking to ensure curriculum needs are met.

### **Access to the Wider Curriculum**

In addition to the statutory curriculum the school provides a wide range of additional activities. These include a range of musical, creative and sporting activities/ clubs etc. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

### **Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND**

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Headteacher will report termly to Governors upon the quality of education provided for and the achievements of pupils with SEND.

The school employs a series of methods to gather data for analysis including:

- Regular observations/learning walks by the Headteacher and other senior teachers and subject leaders.
- Analysis of the attainment and achievement of different groups of pupils with SEND.
- Success rates in respect of EHCP targets.
- Scrutiny of teacher's planning and pupil's work.
- The views of parents and pupils.
- Regular monitoring by the Governing Body.
- Maintenance of assessment records that illustrate progress over time.
- Regular meetings between the SEND Coordinator and class teachers, subject leaders, Leadership Team and Teaching Assistants

As a result of the above, the SENCo annually reports on SEND provision to the Headteacher and this feeds into the School Development Plan.

### **Arrangements for In-Service Training**

The school makes an audit of training needs for all staff taking into account school priorities as well as personal professional development. Special Needs is included within all school training. In addition staff attend training organised by the LA and other agencies.

### **Links with other schools**

The SENCo or class teachers will liaise with teachers at key transition times. The aim will be to inform the receiving school of the pupils needs and to develop a transition plan to support the pupil and family. All records, support plans and Education, Health Care Plans will be provided.

The school is part of Community of Learning 14 which involves the HEAD Teacher and SENCo meeting and working with other local schools. The SENCo regularly attends SENCo network meetings.

## **Links with outside agencies**

The school strives to maintain good working relationships with our support services. Support is applied for and arranged as necessary. These services aid the inclusion of pupils with SEND.

## **SEND Information Report**

St. Margaret's CE Primary School's SEND Information Report is available through the school website. This provides parents and carers with clear, comprehensive and accessible information about the provision available to meet the needs of pupils with SEND.

## **Complaints**

If a parent/carer has a concern regarding the provision in place for their child, an appointment can be made to speak to the SENCo or Headteacher. The school's complaints policy is also published on the school website.