



St Margaret's CE Primary School

Special Educational Needs Policy

Our Vision

Live to Love, Love to Learn, Strive to Serve

Our School Values



Responsibility



Forgiveness



Truthfulness



Thankfulness



Perseverance



Respect

Introduction

This Special Educational Needs and Disabilities (SEND) Policy outlines our commitment to ensuring that all pupils at St Margaret's CE Primary school, including those with SEND, receive an inclusive and high-quality education in accordance with the 2014 National Curriculum and the expectations set out by Ofsted. It will serve as a framework for identifying, assessing, and supporting the educational needs of all pupils, fostering an environment where every child can thrive and succeed.

Legal Framework

This policy is informed by:

- The Children and Families Act 2014
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- The Equality Act 2010

Definition of SEND

According to the SEND Code of Practice, a child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made. This includes children who:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities provided for others of the same age.

The main categories of Special Educational Need are as follows:

- Cognition and learning
- Social, emotional and mental health
- Communication and interaction
- Physical and sensory

Intent

At St Margaret's CE Primary school, we aim to:

- Ensure that every pupil in school has their needs met and can access a curriculum that is adapted to their developmental ability.
- Identify and assess pupils who may have Special Educational Needs as early as possible.
- Create a learning environment that is inclusive, supportive, and responsive to the diverse needs of our pupils.
- Promote high expectations and achievements for all pupils, regardless of their abilities or needs.
- Support children to overcome barriers so that they can fulfil their full potential.
- Foster strong partnerships with parents, caregivers, and specialists to support pupil learning.
- Involve children in decisions and ensure that pupil voice is heard and considered when thinking about future learning and targets.
- Provide appropriate training and resources for staff to effectively support pupils with SEND.
- Liaise effectively with outside agencies, including Sandwell Inclusion support, to provide the best support that we can for the pupils in our care.

Implementation

Identification and Assessment of SEND

- Initial concerns regarding a pupil's progress will be addressed promptly by the class teacher through observation and assessment. Parents and support staff may also raise concerns that a child may have Special Educational Needs.
- The class teacher will discuss concerns with parents and come up with an initial plan of how school and home can work together to address these.
- The class teacher will implement strategies to support the child and monitor the impact of these strategies over a period of time (usually half a term to a full term).
- If there is insufficient progress, the class teacher will consult with the school SENCO with consideration to placing the child on the school SEN register. External agencies may become involved, including Educational psychologists, Speech and language therapists, and other specialists.

When a child has been added to the SEN register, we then follow a graduated approach to provide support for them. This approach has four elements:

1. **Assess:** Regular assessments are conducted to identify the specific needs of pupils. We maintain a SEND Register to monitor these needs actively.
2. **Plan:** Individual Education Plans (IEPs) are developed in collaboration with teachers, parents, and pupils. These plans outline specific targets, strategies, and resources.
3. **Do:** Support strategies and interventions are implemented effectively, and staff are provided with necessary training.
4. **Review:** Progress is reviewed regularly by class teachers, at least termly, to ensure that IEPs are effective and updated as needed.

We use a variety of different approaches to support pupil with their development, including:

- Adaptive teaching strategies within the classroom
- Tailored interventions to support learning areas, e.g. Beat dyslexia, Toe by toe, Welcomm Primary, The talking train, Sandwell Early Numeracy intervention.
- Nurture/ SEMH interventions
- Supporting pupils to achieve their targets set by other specialist services, e.g. Educational psychologists, Occupational therapists, Speech and Language therapists.
- Access to additional support staff if/when appropriate.
- Use of assistive technology where beneficial.

Education and Health Care Plans

For a very small minority of pupils, progress through SEND Support interventions may not provide adequate or even appropriate support.

In these cases our School will;

- Consult parents/carers, Class Teacher and involved outside agencies and will make a request for an Education and Health Care Plan through the Community Assessment Meeting (CAM).
- In this period, while the LA is considering the request, the pupil will remain supported by the school.

When a pupil in school has an Education and Health Care plan, our school will:

- Follow the procedure for school-based provision (Section F)
- Continue with the IEP cycle as mentioned above.

- Plan an Annual Review to include the parents and any other professional views as necessary.

Training and Professional Development

- Staff will receive ongoing continuous professional development (CPD) to ensure they are equipped to meet the diverse and ever-broadening needs of SEND pupils.
- We will share best practices and current SEND research to keep all staff informed and engaged.

Monitoring and Evaluation

- The SEND policies and practices will be reviewed regularly to ensure they meet the needs of pupils and align with current legislation and guidelines.
- Regular audits will be conducted to monitor the effectiveness of provision and outcomes for SEND pupils. This will be through book looks, learning walks and pupil discussions.

Partnerships with Parents and Caregivers

- We actively involve parents and caregivers in the SEND process through regular communication and participation in meetings to discuss their child's progress.
- Parents will receive updated reports on their child's progress at least twice a year, along with opportunities to discuss their child's IEP.
- We encourage parents to be involved in supporting their child's learning at home and will support with providing relevant resources and information.

The Role of the Class teacher:

- To record and identify any concerns about pupil's difficulties that are highlighted through whole school monitoring and assessment procedures.
- To differentiate the curriculum according to the pupil's needs and to deliver the personalised learning programme as set out on any IEPs for the child.
- To work closely with the SENCO to decide the action required to assist the pupil to progress.
- To inform parents of the intention to place the pupil on the Special Educational Needs Register, and invite them to discuss concerns and action to be taken with the support of the SENCO.

- To work closely with the SENCO and regularly update and review plans for SEN children, with the extent of the SENCO's involvement being dependent upon the needs of the child.
- To supervise and direct Learning Support Assistants to support children within the classroom.
- To regularly liaise with any Learning Support Assistants working with children outside of the classroom, to ensure that they are aware of how interventions are progressing.

Every teacher is a teacher of SEND.

The Role of the SENCO

- To monitor and co-ordinate the day-to-day implementation of the SEND Policy and provision.
- To maintain the school's SEND register and ensure that records and any support implemented to meet those needs are made and kept up-to-date.
- To co-ordinate reviews at SEND support and to call annual reviews for children with Education and Health Care Plans, ensuring that parents and all other appropriate professionals are invited.
- To work closely with staff to produce and plan interventions and ensure that they are appropriately distributed.
- To liaise with external support agencies.
- To collate evidence and organise paperwork for children being put forward for additional support through the Education and Health Care Plan process.
- To advise the Senior Leadership Team on resources and provision using the agreed budget.
- To liaise with and advise staff on issues regarding SEND.
- To liaise with parents regarding their children's SEND needs and to establish a good working relationship with them.
- To provide support to class teachers in the diagnosis of a special education need.
- To work with SEND pupils.
- To ensure that the SEND information report is updated on a yearly basis.

The Role of the Governors

- To make sure that the set Special Educational Needs Policy is in line with the requirements set out in the Code of Practice for children with Special Educational Needs and Disability.

- In conjunction with the Head Teacher, ensure appropriate resources are in place to support the Special Educational Needs and Disability Policy.
- To ensure that access to the policy is readily available to all staff including supply staff.
- To ensure that the policy is articulated and consistently applied.
- To ensure that the SEN records are maintained and kept up to date.
- To ensure that the success of the SEND policy and any changes made are detailed in its Annual Information Report to Parents.

Impact

By doing these things stated above, we hope that:

- Pupils with SEND will thrive at our school and be adequately prepared for the future.
- Pupils will be happy and enjoy attending our school.
- Pupils needs will be met and they will reach their full potential.
- Staff will have knowledge of a range of Special Educational Needs, and know strategies to put in place to support each pupil.

Conclusion

This SEND Policy aims to create an inclusive environment that meets the needs of all learners at St Margaret's CE Primary school. By fostering effective collaboration with stakeholders and adhering to the principles of the SEND Code of Practice, we seek to empower our pupils to achieve their full potential.

This policy will be distributed to all staff and be available to parents and stakeholders on the school's website. It will be reviewed regularly to ensure alignment with policy, practice, and legal requirements.