



# St Margaret's Church of England Primary School

*“The roots to grow and the wings to fly”*

*They will soar high on wings like eagles.  
Isaiah 40:31*

**SEND Policy  
Autumn 2023**

Date Approved by LGB: Adoption Date:	Autumn 2023
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## 1. COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- School SEN Information Report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

Mrs Hellen Ibbitson, SENDCo, Qualified Teacher.

## 2. Aim

In accordance with our [mission statement](#), which seeks, through nurturing our Christian values, to give **all** children 'The roots to grow and the wings to fly', we are committed to using our best endeavours to provide an appropriate and high quality education for **all** children at St Margaret's which enables them to:

- Achieve their best, realising that there are no limits to their potential
- Become confident individuals living fulfilling lives in a diverse society
- Make successful transition to their next phase of education.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs. The 2015 SEND Code of Practice states that, "*Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*" (DfE and DoH, 2015, p99).

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with an ambitious, broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

Our Christian Values of Friendship, Respect, Truthfulness, Perseverance, Thankfulness, Forgiveness and Citizenship are key to all aspects of life at St Margaret's for all members of the school community, including our vision for children with SEN/D. We strive to promote understanding, respect and celebration of diversity, kindness and support for all needs and

perseverance when faced with challenges.

### **3. Objectives**

To achieve this aim, we will:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
2. We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child's SEN.
3. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision, as this is known to improve long term outcomes.
4. Seek to proactively involve parents in identifying the best ways to support their child with their learning. We will work in close partnership with parents to achieve aims and are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this.
5. Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective, targeted support.
7. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
8. Appoint a qualified Special Needs and Disabilities Coordinator who will have responsibility for the day- to-day operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. In accordance with the 2015 SEND Code of Practice, the SENDCo will be a qualified teacher working at the school and will have completed the NASENCO qualification within 3 years of starting in the post.

The Executive Principle, Head of School, SENDCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (January 2015).

### **4. Identification Of Special Educational Needs**

A pupil has SEN where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEN is built into the overall approach to monitoring the progress and development of **all** pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than academic attainment, for instance where a pupil needs to make additional progress with wider development or social needs. The child's teacher will discuss concerns with the SENDCo and complete an Initial Concerns checklist. Following further intervention and monitoring, as well as discussions with parents or carers, a decision will be made about them being placed on the SEN/D record.

## **5. Broad Areas Of Need As Outlined In The SEND Code Of Practice (2015)**

These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across several or all of these areas and their needs may change over time.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In our school, the needs of the whole child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not necessarily considered SEN:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents/carers and outside agencies if necessary, to identify.

## **6. The Graduated Approach To SEN/D Support**

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national

expectations. Class teachers will put in place, if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils' needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENDCo. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parents/Carers will be invited to share their perspective. Where possible, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEN/D record at 'SEN Support' level. The parents will be informed if the school is making special educational provision for a child. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils' who may have SEN/D. Working together the SENDCo, class teacher, parents/carers and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge. This SEN/D support will take the form of a four part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of a child.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at least once each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENDCo where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents/Carers will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child themselves. Specialist agencies will only be contacted where parents are in agreement. It is the SENDCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child.

Examples of specialist agencies used by and that are available to be used by our school:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)

- Education Inclusion Service
- Specialist Teaching Service
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Autism outreach
- Occupational therapists and physiotherapists
- Outreach support from Dorothy Goodman/local specialist schools
- Behaviour support specialists

In some cases, there is a charge for accessing specialist agency support; funding for which will come from the school's notional SEN budget and will be monitored by the SENCos and Executive Principle.

Where pupils are made subject to an SEN Support Plan or an EHC plan, the school will work in close partnership with any specialist agencies named on the Plan to provide support and specialist advice.

#### **7. The LA SEN Support Plan And Education Health And Care Plan Process**

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting a statutory assessment of special educational needs with a view to gaining an Education, Health and Care Plan from the Local Authority as appropriate. To inform this decision, the SENDCo will have close regard to the local authority's criteria for funding through an SEN Support Plan or for an EHC Plan assessment. This can be found on the [Leicestershire Local Offer website](#) along with information on the EHC plan. (This is also available on the school website.) This is a coordinated assessment process and will be shared in full with parents to ensure they are confident and clear about what the process is and how they are involved in it.

#### **8. Removing Pupils From The SEN/D Register**

In consultation with parents/carers, the child will be considered for removal from the SEN/D register where he / she has made sustained good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- SEN Support is no longer required to ensure this progress is sustained.

#### **9. Supporting Parents/Carers Of Children With SEN/D**

The school is fully committed to a meaningful partnership with parents/carers of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way.
- The SENDCo being available for meeting by appointment through the school office or by email.
- Publishing about how the school implements the SEN/D Policy on the school web site following the information set out in the SEN information regulations (2014) and as part of the school's contribution to the [Local Offer](#).  
<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Class teachers will hold discussions with parents of pupils with SEN/D in their class at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents/carers to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENDCo.
- The school will ensure that teaching staff are supported to manage these conversations as part of their professional development.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- Maintaining a record of the outcomes, action and support agreed through the discussion that is kept and shared with all the appropriate school staff and a copy will be available to the pupil's parents.
- Signposting parents to wider support, information and services pertinent to their child's SEN/D, by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- Consulting with a representative group of parents of pupils with SEN/D when reviewing the school's SEN Information Report (see school web site) and the SEN/D policy. A paper copy will be made available to parents on request.
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to the next phase of education.
- Making use of media such as email to contact parents and for parents to contact school in line the school's Communication policy
- Seeking parents' views through periodic questionnaires and considering adjustments to practise in the light of analysis.

## **10. Supporting Pupil Voice**

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights, becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this:

- Self-knowledge is the first step towards effective self-advocacy so, with their parents/carers, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEN are involved in monitoring and reviewing their progress and as fully as possible in making decisions about future support and provision. Their views are recorded and shared.
- All staff will actively listen to and address any concerns raised by children themselves.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to the next phase of education.
- Pupil interviews ~ Pupils are provided with additional support to contribute as fully as possible in their Annual Review of an EHCP and one page profile. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENDCo and / or SEN/D Governor, considering adjustments to keep in the light of analysis.

### **11. Supporting Pupils At School With Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education (see Medical Conditions Policy). Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Arrangements in place in school to support pupils at school with medical conditions are detailed with the school's Medication Policy and Management Procedures.

### **12. Monitoring And Evaluation Of SEN**

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN/D. This is done through scrutiny of data related to the achievement of pupils with SEN, discussion, work scrutiny, observation and sampling of parent and pupil questionnaires, followed by planning and completing intervention or support and finally reviewing progress. Each class will plan and review support for pupils using a Pupil Passport which includes a provision map and SMART targets (see below).

**St Margaret's CE Primary School Pupil Passport**

Name: Date of Birth: Current School Year:	photo	<b>What is important to me</b> <ul style="list-style-type: none"> <li>• X</li> <li>• X</li> <li>• X</li> </ul>
<b>What I would like to do in the future</b> <ul style="list-style-type: none"> <li>• X</li> <li>• X</li> <li>• x</li> </ul>	<b>What others admire about me</b> <ul style="list-style-type: none"> <li>• X</li> <li>• X</li> <li>• X</li> </ul>	
<b>My strengths and talents</b> <ul style="list-style-type: none"> <li>• X</li> <li>• X</li> <li>• x</li> </ul>	<b>What I feel helps me in school</b> <ul style="list-style-type: none"> <li>• X</li> <li>• X</li> <li>• x</li> </ul>	
<b>My friends</b> <ul style="list-style-type: none"> <li>• X</li> </ul>	<b>My family</b> <ul style="list-style-type: none"> <li>• X</li> </ul>	

**Provision Map**

Date	Intervention / Support (including ratio)	Review

**My Short Term Targets**

Small steps to achieve my bigger goals:

Date set	SMART Target	Review (dated)	Date achieved

The school's SEN/D Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant Analysing School Performance data as part of the Governing body's process of monitoring the effectiveness of the school's SEN/D Policy.

### **13. Training**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process. All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEN/D provision and practice and to discuss the needs of individual pupils. The school's SENDCo regularly attends SENDCo Network meetings and conferences, IPAT SENDCo Leadership Development meetings and is a member of NASEN, in order to keep up to date with local and national updates in SEN/D.

### **14. Funding For SEN/D And Allocation Of Resources**

The school's core budget is used to make general provision for all pupils in the school including pupils with SEN/D. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'. The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEN need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide additional funding via short-term Intervention Funding or EHCP to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high

needs block. Schools are expected to use this funding to make provision for that individual pupil. The school may also use Pupil Premium Funding where a pupil is registered as SEN and is also in receipt of a Pupil Premium grant to address the needs of these pupils and enhance their learning and achievement.

Each term, in consultation with the Executive Principle, Head of School and class teachers, the SENDCo will map the targeted provision in place for pupils on the SEN/D record to show how resources are allocated and to monitor the cost of the whole of our SEN/D provision. This targeted provision is outlined on class Provision Maps.

## **15. Roles And Responsibilities**

### **SENDCo:**

The key responsibilities of the SENDCo are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEN/D policy
- coordinating provision for children with SEN/D
- liaising with the relevant teacher where a looked after pupil has SEN/D
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN/D
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- 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 Executive Principle, Head of School and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN/D up to date.

### **Governing Body and Executive Principle:**

The Governing Body will, in line with SEN Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEN/D. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEN and disability and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The Executive Principle, SENCO and governing body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEN/D in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The Executive Principle will ensure that the SENDCo has sufficient time and resources to carry out her functions. This will include providing the SENDCo with sufficient administrative support and time away from teaching to enable her to fulfil their responsibilities.

## **16. Storing And Managing Information**

In accordance with GDPR and the school's data protection and confidentiality policies, all documents containing sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use.

## **17. Reviewing This Policy**

This policy will be formally reviewed annually. Representatives of parents/carers of pupils with SEN/D and pupils themselves will be part of this process.

**ACCESSIBILITY** – Refer to the school's accessibility plan as well as the Equality Policy

**DEALING WITH COMPLAINTS**– Refer to the school's complaint policy.

**BULLYING**– Refer to the school's anti bullying policy.

## **18. Monitoring And Review**

The SENDCo will:

- Monitor the implementation of interventions and IEPs/ Support plans / EHCPs.
- Support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance support for specific areas as they arise
- Encourage Governor links and support, feeding back short reports to the SEN/D Governor to share with the Governing Body.

Policy agreed: **September 2023**

Next review: **September 2024**

### **Appendices**

- Leicestershire's Local Offer  
<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>
- School's Information Report ~ see the school website
- Admissions Policy ~ see the school website
- Behaviour Policy ~ see the school website
- Restrictive Intervention & Positive Handling Of Pupils Policy ~ see the school website
- Medication Policy and Management Procedures ~ see the school website