

Special Educational Needs Policy

Date approved	Committee responsible for review of policy	Next review date	Policy on website	Statutory policy
September 2025	FGB	September 2026	Yes	Yes

Headteacher: Mrs Fiona Micklefield



Introduction

St Lawrence CE Primary School has a named SENDCO, Abbie Norgate, who holds the NASENCO qualification. There is a named Governor responsible for SEN, Caroline Weighton. Together they ensure that the St Lawrence CE Primary School Special Educational Needs follow the statutory guidance in the Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND

The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs and disabilities (SEND) information report

The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.

What are special educational needs (SEND)?

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most 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 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.

The needs of pupils with SEND are grouped into 4 broad areas.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Aims and ambitions

At St Lawrence CE Primary School, it is the belief that all children have an equal right to a broad and balanced curriculum, which will enable them to fulfil their potential. We will achieve this by supporting and making provisions for all pupils with SEND. We will use our best endeavours to secure special educational provision for pupils, for whom this is required, that is 'additional to and different from' what is provided within the differentiated curriculum.

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- To explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- To ensure high quality teaching to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions to enable full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Equal Opportunities and Inclusion

Through all subjects, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.
Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage and own their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- Deliver high quality teaching to ensure inclusion of all pupils.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers

and teaching assistants, have important day–to–day responsibilities. All teachers are responsible for the academic progress and inclusion of children with special educational needs within their class. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide an effective transition from an Early Years setting to school.
- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs. If required, a request for support from EMTAS (Ethnic Minority Traveller Achievement Service) will occur to ensure the correct support is in place.

The Role of The SENCO and what provision Looks like at St Lawrence.

The Special Educational Needs Co-ordinator's [SENDCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Co-ordinating annual reviews of children who have an EHCP.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the School Action Register.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to work towards removing the barriers to learning. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

In order to help children with special educational needs, St Lawrence will adopt a graduated approach of assess, plan, do and review. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children on an Individual Education Plan (IEP) and the SENDCO will have responsibility for ensuring that records are kept and available when needed. If a child is referred for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks.

The class teacher, after discussion with the SENDCO, will then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCO, parents and young person.

Reasons for a child being added to the SEND register may include:

- Making little or no progress, even when teaching approaches are targeted
- Shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners. We will put the pupil and their parents at the heart of all decisions made about special educational provision.

Children and young people with special educational needs often have a unique knowledge of their own needs and views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. The school website contains details of our policy for special educational needs and disability, the special educational needs and disability information report, including the arrangements made for children in our school with special educational needs and disabilities.

At all stages of the special educational needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special educational needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENDCO as necessary.

The Nature of Intervention

The SENDCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENDCO; or, with TA support.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

Parents will be invited to meet regularly with the class teacher and SENCO. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Support Plan continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties, which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of their peers.

School Request for Statutory Assessment or Education Health and Care Plans

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern, which is impacting their learning. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

• Previous individual education plans and targets for the pupil.
• Records of regular reviews and their outcomes.
• Records of the child's health and medical history where appropriate.
• National Curriculum attainment levels in literacy and numeracy.
• Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
• Views of the parents and pupil.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed regularly in addition to the statutory annual assessment.

Support Plans

Strategies employed to enable the child to progress will be recorded within an individual education plan (IEP) which will include information about:

- The short and long term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- How the child can be successful
- The review date.
- Mid-point review sheets are stored on the school system and updated regularly by teachers and SENDCo
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All children on the special educational needs register have a Support Plan with individual targets. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation.

Children with medical needs who cannot attend school

Children who are too unwell to attend school full time will be supported by staff to access learning in line with their peers. Work will be prepared at the appropriate level so that children who are not in school can continue to learn at their level. This may include providing bespoke resources as necessary. The school will work in collaboration with the local authority to ensure children have full access to the whole curriculum as far as is possible.

Allocation of resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special educational needs provision within the school, including the provision for children with Education Health and Care plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The headteacher and the SENDCO meet annually to agree on how to use funds directly related to statements.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Monitoring and evaluation

The SENDCO monitors the progress of children with SEND and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCO and the head teacher hold regular meetings to review the work of the school in this area. In addition, the SENDCO and the named governor with responsibility for special educational needs also hold regular meetings.

Date Policy Issued: September 2025 (Annual review)
Date to be reviewed: September 2026

Head Teachers Signature
(Fiona Micklefield)

Chair of Governors
(Paul Whitty)