



St Mary's Church of England Primary School  
Established 1845

# St Mary's SEN policy and information report

(May 2023)

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## 1. 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 (SEND)
- ❖ Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

'At St Mary's C of E Primary School our ethos is to respond to the ways in which young children learn. We provide opportunities to learn through both play and exploration. Children are naturally curious, interested in the people around them and their surroundings. Our aim is to build on these foundations and nurture the needs of each individual child to fulfil their potential.'

## 2. Legislation and guidance

This policy and information report is based on the statutory 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 SEN and disabilities.

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

This policy also complies with our funding agreement and articles of association.

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of the 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.

### 4. Roles and responsibilities

#### 4.1 The SENCO

The SENCO is Peter Kyles

They will:

Work with the headteacher and SEND governor (Louise Lewis) to determine the strategic development of the SEND policy and provision in the school.

Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.

Advise on the graduated approach to providing SEND support.

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 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 SEND up to date (Scholarpack).

#### **4.2 The SEND governor**

The SEN governor (Louise Lewis) will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school.

#### **4.3 The Principal/headteacher**

The headteacher will:

- Work with the SENCO (currently one & the same) and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO at weekly staff meetings (Tuesdays) to review each pupil's progress and development and decide on any changes to provision. SEND is a standing item on the staff meeting agenda.

## 5. SEND information report

### 5.1 SEND provision

Our school currently provides additional and/or different provision for a range of needs in areas including.

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

### 5.2 Identifying pupils with SEND and assessing their needs

Pupils are assessed and each pupil's skills and level of attainment is ascertained on entry. A strategy is developed which will build on previous skills and attainments. The class teacher will make regular assessments of progress for all pupils and identify those whose progress:

- 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.

This includes progress in areas of personal and social development as well as academic needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND but will receive targeted interventions. We are aware that there may be other factors which can impact on progress and attainment.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupils and their parents when identifying whether they need special educational provision. These conversations will aim to ensure a good understanding of the pupil's areas of strengths and difficulties, including their next steps in learning. Dialogue with parents is appreciated and any parental concerns will be considered.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This may draw on the following:

- teacher's assessment and experience of the pupil
- previous progress and attainment or behaviour
- other teachers' assessments, where relevant
- the pupil's development in relation to age expected attainment
- the views and experience of parents
- the pupil's own views
- advice from external support services

Assessments will be reviewed regularly.

All teachers and support staff who work with the pupils will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between settings including transition to high school.**

To provide continuity of care, we will share information with the new school or setting the pupil is moving to.

We liaise with the SENCO at receiving high schools and encourage attendance at SEND induction sessions. We also invite the high school SENCOs to visit pupils within our setting prior to transition.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 intervention work, teaching style pedagogy or varying the content of lessons

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables or larger or coloured fonts

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary or reading instructions aloud. This provides the scaffolding of teaching & learning.

### **5.8 Additional support for learning**

Teaching assistants support pupils on a 1:1 basis when curriculum learning needs to be consolidated or in response to a specific identified need.

Teaching assistants support pupils in small groups in areas such as language enrichment, handwriting and focused maths activities.

We work with outside organisations to provide additional support for pupils with SEND when necessary. These include the following agencies:

Speech and Language Therapy

School Nurse

Local Authority Additional Needs Team

Early Help

### **5.9 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

Reviewing pupils' individual progress regularly at weekly staff meetings where SEND is a standing item in the agenda.

Reviewing the impact of interventions half termly via formative assessment and/or classroom observation. Marks and observation are entered onto Scholarpack.

Monitoring by the SENCO

Holding annual reviews for pupils with EHC plans

## **5.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our lunchtime and after-school clubs.

All pupils are encouraged to go on our residential trip to Tregoyd

All pupils are encouraged to take part in sports days/school performances/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **5.11 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

All pupils including SEND are encouraged to be part of the school council.

Pupils with SEND are also encouraged to be part of after school sports clubs and/or take an active role in the care of the wildlife garden and school chickens to promote teamwork/building friendships.

Children are encouraged to consider the needs and feelings of others and be respectful and appreciative of everyone as a unique child of God.

## **5.12 Complaints about SEND provision**

Concerns about SEND provision in our school should be made to the SENCo /Headteacher in the first instance. They will then be referred to the school's complaints policy.

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

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.13 Contact details of support services for parents of pupils with SEND

Parents are directed to Herefordshire and Worcestershire SENDIASS for external support and advice for children with SEND <http://www.hwsendiass.co.uk/>

School Nursing Team <https://www.wyevalley.nhs.uk/services/community-services/school-nursing.aspx>

### 5.14 Contact details for raising concerns.

Mr. P. Kyles Headteacher 01544 318277

### 5.15 The local authority local offer

Our local authority's local offer is published here:  
<https://www.herefordshire.gov.uk/localoffer>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher **every two years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on

Accessibility 3 Year Plan

Assessment Policy

Equality of Opportunity Policy

Home School Agreement

Medical Management Policy



Date Implemented: May 2023

Approved by: Rev Matthew Burns (Chair of Governors)

Person Responsible: Peter Kyles (Principal)

Review Date: May 2025