



St Mary's Church of England Primary School
Established 1845

Special Educational Needs and Disabilities (SEND) Policy and Information Report

Date Implemented:	May 2025	
Approved by:	Laura Scrivens	Chair of Governors
Person responsible:	Peter Kyles	Principal
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1. Aims, visions and values

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.

Our special educational needs and disabilities (SEND) 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 we will provide a broad and balanced curriculum and we are committed to making sure all our pupils have the chance to thrive and reach their full 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 Keeping Children Safe in Education and working together to improve school attendance. This policy is also based on 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.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for academy trusts which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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

3. Definitions

3.1 Special educational needs

A pupil has SEN 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.

3.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

4. Roles and responsibilities

4.2 The SENCO

The SENCO at St Mary's is Principal Peter Kyles, 01544 318277.

They will:

- Work with the 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 provisions 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 SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN 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, and work with external agencies to make sure that appropriate provisions is provided.
- 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 SEN up to date (Scholarpack).

4.2 The SEND link governor

The SEND link governor is, Louise Lewis, louandju@btinternet.com

The SEND governor 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

The Principal 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.
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

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.

- Ensuring they follow this SEND policy and the SEN information report.

4.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be:

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The school will take into account the views of the parents or carers in any decisions made about the pupil.

4.6 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

5. SEND information report

The aim of this information report is for parents and carers to understand how we implement our SEN Policy and how special educational needs works in our school.

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 How our school identifies pupils with SEND and assesses 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 SEN but the pupil will receive targeted interventions. We are aware that there may be other factors which can impact on progress and attainment. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

5.3 Consulting and involving pupils and parents

We will have 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

Once a pupil has been identified as having SEN, we will follow the graduated approach and the four-part cycle to deliver this support: 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 YARC (York Assessment of Reading Comprehension) Test
- 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 SEN. 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 SEN when necessary. These include the following agencies:

- Speech and Language Therapy Hereford
- NHS School Nurse Service
- 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 on the agenda.
- Reviewing the impact of interventions half termly via formative assessment and/or classroom observation. Marks and observation are entered into 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 participate in our residential trip during Year 5/6, and all pupils are encouraged to take part in sports days, school performances and workshops.

At St Mary's 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 SEN are encouraged to be part of the school council.
- Pupils with SEN 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.
- All 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/Principal in the first instance. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. At this point 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 Principal /SENCO 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 Principal every year. It will also be updated if any changes to the information are made during the year, including new legislation, requirements or procedures.

It will be approved by the full governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility 3 Year Plan
- Assessment Policy
- Attendance Policy
- Complaints Policy

- Equality Opportunity Policy
- Medical Management Policy
- Safeguarding Policy