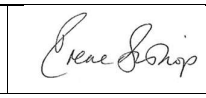
St Alfege
with St Peter's
Church of England Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Reviewed: September 2026
Next Review Date: September 2027
Custodian: Governing Body/Learning & Achievement Committee

Signed by the Chair of Governors:	

Definitions of Special Educational Needs and Disability (SEND)

The school is wholeheartedly committed to inclusion and views the diversity of our children as a strength. The Special Educational Needs and disability Code of Practice 0 to 25 Years January 2015 states:

A child of compulsory school age or a young person has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she :

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Equality of Opportunities

This school does not discriminate against children on the grounds of race, religion, gender or ability. We seek to enable all children to have access to the curriculum.

Objectives

- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEND.
- To enable pupils with SEND to maximise their achievements.
- To ensure that the needs of children with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all children with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.

Roles and Responsibilities

The Governing Body and Headteacher

The Governing Body, in co-operation with the Headteacher, determines the school's general policy and approach to provision for children with SEND. The Governing Body will nominate one governor with responsibility for SEND. The Headteacher delegates day to day responsibility for SEND to the SENDCo which is closely monitored by the Inclusion Lead.

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The Inclusion Lead

The Inclusion Lead plays a key role in determining the strategic development of the SEND policy and provision, in order to raise the achievement of children with SEND.

Key responsibilities of the Inclusion Lead:

- Lead on supporting children's and families' well-being or mental health needs including SEMH support in school.
- Responsible for keeping and monitoring an additional needs list for those children who do not meet the threshold for SEND but who we have concerns around their learning, physical, social, language and emotional development.
- Working with SENDCo to organise training for staff and parents on matters relating to SEND

The Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo is responsible for the day-to-day operational matters relating to children with SEND.

Key responsibilities of the SENDCo:

- Support staff with any concerns regarding learning, physical development, social communication or language development for a child not already on SEND register
- Meet with the class teacher and, where appropriate, parents to discuss initial concerns.
- Lead on all new referrals (except CAHMs) and lead on working with external agencies (except CAHMs) including for children already referred to these services (SALT, E.P, ASD outreach)
- Supporting parents with children on the SEND register, including those with SEN support
- Lead on building evidence for applications for EHCPs, ensuring provision for children with EHCPs is met and leading on Annual Reviews.
- Responsible for managing SEND resources and the SEND budget.
- Responsible for transition arrangements for all children on the SEND register, including year 6 to secondary and new starters to our school
- Working with Inclusion Lead to organise training for staff and parents on matters relating to SEND

The Role of Parents of Children with SEND

In accordance with the SEND Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfill their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.
- Be an integral part of the strategic provision of SEND, as envisaged by the 2015 SEND Code of Practice

We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

The Teaching Staff

Every child must have access to Quality First Teaching in all curriculum areas. All teachers must actively seek to adapt the curriculum to meet their pupil's special educational needs. All teachers must be aware of the procedures for identifying, assessing and making provision for children with SEND, and are actively involved in the review process.

Teachers are responsible for setting SMART targets and reviewing these termly, with support of the SENDCo, as part of the graduated approach.

Teaching Assistants and Early Years Practitioners

Teaching Assistants and Early Years Practitioners work with the SENDCo and Inclusion Lead in providing support for children with Special Educational Needs. Their roles include: liaising with class teachers; maintaining records of the children they work with; attending reviews and meetings as requested, and taking part in relevant training.

Pupil Participation

Children with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They are encouraged to participate in the decision-making processes. This will be achieved through a variety of different approaches as appropriate to the age or developmental stage of the child. These include:

- Pupil interviews
- Questionnaires
- Self-evaluation (pictures, written answers)
- Surveys

Admission Arrangements

Parents of pupils who have an Education, Health and Care (EHC) Plan are required to apply for school places separately through the local authority from whom advice is available. If a child with an EHC Plan is placed in the school by the local authority before the normal admission round, the number of places available to other applicants will be reduced. The Governors will admit all those pupils whose EHC Plan names the School following statutory consultation and due consideration whether needs can be met.

Access

To ensure access for children or parents with disabilities, the school has a detailed and up to date Accessibility Plan.

Allocation of Resources

The Local Authority provides the school with a budget towards meeting the needs of children with SEND. In addition, the school plans and provides for children with SEND from their main budget. In some cases the school receives additional funding for children with an Education, Health and Care Plan. All interventions are monitored to maximise impact.

Identification, Assessment and Review

All children are entitled to a balanced and broad curriculum. This policy ensures that learning and teaching are fully inclusive. The majority of children will have their needs met through high quality teaching with appropriate differentiation.

The school is committed to early identification of Special Educational Needs and adopts a graduated response to meeting SEND in line with the Code of Practice 2015. All children are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as discussions between the Inclusion Lead, SENDCo and the class teachers. If these suggest that any child is not making the expected progress or their needs have changed, the class teacher works with the Inclusion Lead and/or SENDCo in order to decide whether additional and/or different provision is necessary.

Special Educational Needs are categorised under four broad areas of need: Communication and Interaction, Social Emotional and Mental health, Cognition and Learning; Sensory and/or Physical needs. Children identified as having special educational needs will have additional targets specific to their area of need. Targets will be reviewed at least every term.

If the school has evidence that a child is making insufficient progress despite targeted support and intervention from the school, then it may be necessary to seek further advice and support from outside professionals. Any external professionals involved will be invited to contribute to the monitoring and review of progress. Parents, and children where appropriate, will be fully informed and kept updated about the involvement of external agencies and proposed interventions.

For children who have an EHC Plan, their progress and the support outlined in their EHC Plan will be reviewed annually and a report provided for the Local Authority. To ensure smooth progression through the school or to the next phase of learning, transition is carefully planned for. When children are transferring to secondary school, the Inclusion Lead and/or SENDCo will liaise with the SENDCo of the secondary schools to ensure that effective arrangements are in place.

Access to the Curriculum

All children with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age, unless there are exceptional reasons that mean this is not in the best interest of the child. With advice and support from the SENDCo, Inclusion Lead and where appropriate other professionals, teachers match the learning to the needs and abilities of the children.

Sometimes, a child's needs can best be met through small group support or 1:1 teaching. In these instances, the child is withdrawn from their class for some of the time so that their needs can be addressed through a personalised learning programme and delivered by trained staff.

Access to the Wider Curriculum

In addition to the statutory curriculum the school provides a wide range of additional activities. These include a range of musical, creative and sporting activities/clubs etc. Children with SEND are actively encouraged and supported to join in and benefit from these activities.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND

The School, including the Governing Body, are committed to regular and systematic evaluation of the effectiveness of provision for children with SEND.

The school uses a range of information to monitor and evaluate provision, including:

- Monitoring of high quality teaching
- Analysis of attainment and progress data of children with SEND
- Feedback from parents
- Feedback from children
- Feedback from outside agencies
- Performance against personalised targets
- Discussions with school staff
- Monitoring of support or 1:1 provision
- Direct observation of child's learning

The Governors are kept informed about the effectiveness of the provision for SEND and next steps which are identified by the SENDCo and Inclusion Lead in consultation with the Senior Leadership Team.