

SEND POLICY FOR ST. MARGARET'S CofE PRIMARY SCHOOL



At St. Margaret's Church of England Primary School we seek to develop wisdom, encourage aspiration and promote dignity and acceptance enabling our respectful children to live a life giving back to the community.

John 10:10: 'Live life in all its fullness.'

Aspiration

Wisdom

Endurance

Approved by the governing body on:	Autumn 2025
Shared with stakeholders on:	Autumn 2025
Next review:	Autumn 2026

This policy can be read alongside and expands on the information provided in the SEN Information report.

Co-ordination of Provision

Name of SENCo: Anika Allen

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The SENCo is a member of the Senior Leadership team.

Name of SEN Governor- Victoria Meadows

Role of the SENCO

The SEN Coordinator (SENCO), in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of children with SEND.

Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school. [COP - 6.84]

The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. [COP - 6.85]

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to provide SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEN
- 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 Head teacher 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 up to date
[COP 6.90]

School beliefs around SEN

The 2014 Code of practice 0-25 years states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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. (Introduction xiii and xiv)

At St Margaret's CE, all children benefit from 'High Quality Teaching': this means that teachers expect to assess, plan and teach all children including those with SEN at the level which allows them to make progress with their learning. In addition we implement some focused interventions to target particular skills.

Aims

- To ensure a whole school consistent approach to the provision of education for SEN pupils
- To provide every child with SEN access to high quality teaching and reduce individual barriers to learning
- To provide a learning environment where each pupil can experience success and thereby build self confidence and self-esteem
- A focus on outcomes for individual children
- A collaboration with the pupil, family and outside agencies (where required) to implement the assess, plan, do, review cycle according to the Code of Practice 2015
- All staff to have regard to The Ordinarily Available Frameworks when supporting all children including those with SEN

Objectives

- To identify at the earliest opportunity, barriers to learning and participation of pupils with SEND.
- To involve parents at an early stage and keep them well informed, fostering a partnership between school and home in order to support the child's development and respond to parental concerns.
- To enable all children to participate in all aspects of school life fully and effectively
- To strive for excellence of provision at all times for all pupils with SEN
- To work with the governing body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work within the cycle of Assess, plan do review for all children identified as having SEN
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To work closely with external agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support high quality teaching and learning for all pupils.

Identifying Special Educational Needs

The Code of Practice 2014(5.32-33) states that there are 4 broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

These areas give an overview of the range of needs that providers should plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas. The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Support should be family centred and should consider the individual family's needs and the best ways to support them.

At St Margaret's CE School we use a variety of ways to identify a child who may have SEN these may include:

- Baseline tests including reading ages / spelling ages
- Teacher / LSA / SENCO identification through observation / marking / gut instinct
- Parent information concerns
- Tracking progress through intervention groups where applicable
- Data analysis
- Phonics screening
- Speech and language screen
- Early Years baseline
- Phonological awareness assessment
- Literacy assessments
- Maths assessments
- Provision guidance Toolkit
- Pre-school assessments and liaisons between settings
- Assessments from therapists e.g. speech and language
- If children come into school with an Education, Health and Care Plan (EHCP) already in place
- Talk boost screening
- Transition between schools
- Personal, social development (PSD) levels

Although the school strives to identify Special Educational Needs and make provision to meet those needs, we do not offer diagnoses. However, where requested we will support, advise and sign post the appropriate routes for parents who have specific concerns about their children.

As a school we recognise that there are other factors that may impact on progress and attainment but these alone do not necessarily constitute SEN. These include but are not limited to:

- Disability
- Attendance and punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of a Pupil premium Grant
- Being a looked after child
- Being a child of a serviceman/woman.
- Trauma/bereavement

A Graduated Approach to SEN Support

All Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from an LSA.

- A progress assessment of all pupil's is undertaken termly by the Senior Leadership Team, this includes social and emotional needs. This identifies pupils who are making less than expected progress given circumstances and age (with regard to the Code of practice 2014 6.17)
- All children have access to High Quality Teaching and where a child is being recognised as not making expected progress; Teachers are, in the first instance referred to the Ordinarily Available inclusive teaching Framework for additional suggested strategies to implement within the classroom. The child is noted on the 'vulnerable' register by the Senior Leadership Team. A Referral to the SENCO is completed by the class teacher outlining the challenges and what has already been tried. Further assessments and observations may take place at this stage. At this stage it is the class teachers responsibility to ensure that the parents are aware of the concerns about their child.
- Where the strategies and interventions within the Ordinarily Available Framework have been tried and adequate progress still has not been made the child will be placed upon the SEN register under SEN support.
- The parents are informed by the class teacher that the child has been placed onto the SEN register and the more formal process of Assess, plan, do and review will take place with the involvement of the family and staff.
- A pupil who is considered to need SEN support will have a One Page Profile and a termly plan or provision map that shows the outcomes for the pupil and what works and does not work so well. These plans will outline the responsibility of the pupil, parents and staff in supporting the child to meet the outcomes and will be developed and reviewed through a meeting involving the teacher, pupil and parents (where the school considers appropriate the SENCO) on a termly basis.
- Where a child is considered to have higher levels of need or more complex needs and additional agencies are involved or an Education Health and Care Plan (EHCP) is currently in place or being considered, the SENCO or an external agency will lead the initial 'One Plan' meeting (A process of: Assess, plan, do review) with family members, outside agencies, staff and the pupil (for all or part of the meeting where appropriate) This process will involve considering the child's long term outcomes, what is working and not working so well, short term steps to achieve the outcomes and a One Page Profile. A child with an EHCP will have this reviewed more formally at least annually.

Managing pupil's needs on the register

When a pupil is placed on the register a cycle of Assess, Plan, Do, Review will take place.

Assess: This will involve gathering evidence in a variety of ways, the list below shows some ways information may be gathered but not all areas will be applicable for all pupils.

- Progress over time
- Staff/parent observations, views and knowledge of the pupil
- Outside agency recommendations

- Social and emotional development in comparison to their peers using Boxhall Profiles, PSD indicators, The Ordinarily Available Inclusive Framework and observations.
- Pupil's views

Plan: The parents and pupils will be invited to a person centred review meeting where outcomes and support will be agreed by all involved.

Do: The SENCO, class teacher and parents will implement the agreed actions. This may include some withdrawal for 1:1 or group support.

After initial discussions with the SENCO, the class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any interventions in the classroom. The class teacher is also responsible for any group or 1:1 teaching by an LSA away from the classroom. The class teachers work closely with the LSAs to plan and assess the impact of the intervention and how they can be linked to the classroom.

The SENCO will support further assessment of the pupil where necessary, assisting in planning for their future needs in discussion with staff and parents. The SENCo will also monitor the impact of interventions, through lesson observation, discussion with other senior staff, pupil progress data and pupil interviews

Review: This stage is where the agreed outcomes are reviewed to see the impact of interventions and actions and the progress made, this should be ongoing throughout the term but will be more formally recorded at a person centred review (One Planning meeting) at least termly.

The person centred review meetings are attended by the pupil (where appropriate), parents/carers, class teacher and relevant school staff. Any relevant professionals from outside agencies will also be invited. Everyone will be encouraged to express their views and ideas as to how best to support the pupil in moving forward in their educational/life journey. Any actions that need to be carried out and by whom will be recorded.

School request for statutory Educational, Health and Care Plan (EHCP)

Most children will have their needs met through the schools SEND support. For a few children the help given by schools through SEN Support may not be sufficient.

In these cases, the SENCo, in consultation with the child, parents, teachers and any external agencies already involved, will consider whether to ask the LA to initiate a statutory assessment.

Where a request for a statutory assessment is made to the LA, the child will have demonstrated significant cause for concern and the school will provide written evidence to the LA in accordance with Local Authority documentation. This will be completed in conjunction with child and parent / carer by the school SENCO. When the LA receives a request for a statutory assessment, it must decide within six weeks whether to assess the child or not.

Partnership with parents and pupils

Partnership plays a key role in enabling children and young people with SEN to achieve the best possible educational and other outcomes. 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 SEN will be treated as partners who play an active and valued role in their child's education.

Parents are invited to all the person-centred review meetings at least once every term, as well as being able to make appointments to see the class teacher or SENCo at any time.

The Head teacher, class teacher and SENCo are available to meet with parents, at their request, at the earliest convenience.

Children and young people with SEN often have knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs and the review and transition process as appropriate.

The school website contains details of our school **SEN Information Report** which includes arrangements made for pupils with SEN in our school.

The school will also guide parents to the LA's local offer at <https://send.essex.gov.uk/> which can offer parents support and information about what is available for pupils with SEN.

Working in Partnership with Other Agencies

The staff at St Margaret's work closely with a range of external agencies which include but are not limited to:

- Educational Psychologist
- Inclusion Partners
- Social Care
- Health Services – including Occupational Therapist
- Speech and Language Therapist
- Child and Adolescent Mental Health Service (CAHMS)

Support and advice from these and other professional agencies are used to plan provision to meet the pupil's needs and will be incorporated in the person centred reviews as appropriate. The agencies also provide in-service training and professional expertise to assist the SENCo, class teacher and LSAs in providing appropriate strategies and provision to promote pupil progress.

Parents are fully informed and permission sought when an external agency is to work with their child. They are fully informed of the assessment and strategies given following the visit where appropriate. Staff from external agencies are also available to meet with or contact parents to discuss their child's progress and where continuous involvement occurs are invited to the person-centred reviews.

Admission Arrangements

In addition to the admission arrangements outlined in the school prospectus, together with the Admissions Policy and Inclusion Policy, the following procedure will operate for children with SEN.

Where children entering school have already been identified as having SEN, the SENCo will collate and summarise all the information which is sent from other sources e.g. a report from pre-school, from SENCAN, school records, person centred reviews etc. The SENCo will also endeavour to meet with the parents of the pupil prior to admission.

If these are not available she will attempt to contact appropriate resources. She will also gather information from the parents(s)/carers and the child. In consultation with the appropriate school personnel, an action plan will be drawn up and implemented and may, for example, include further assessment, allocation of resources for the implementation of the Provision Map or EHC Plan. Children with SEN are considered as part of the normal admissions procedure.

Transition Arrangements

To aid transition from pre-school to Early Years, staff meet to discuss specific pupils and their Child centred reviews. Regular contact is made with the pre-school throughout the year including regular visits from the local pre-school to the school and vice versa. Transition within the school is also considered for specific pupils with SEN. This may include visits to the new classroom, time with the new teacher, making a book with photos of new staff, environment etc.

Relevant records and assessments are passed on to aid transition from KS2 to KS3. The secondary SENCo and SENCo/class teacher from St Margaret's meet and discuss specific pupils. The Year 6 pupils also attend two induction days at their Secondary school. Additional visits are arranged for pupils with SEN, including meetings with the secondary school SENCo, parents, pupil and the SENCo from St Margaret's School. Secondary School staff are also invited to visit St Margaret's to meet with the pupil in their own environment.

Supporting Pupils at school with medical conditions

At St Margaret's CE Primary School, we follow our "Supporting Pupils with Medical Conditions Policy" to ensure that pupils with medical conditions are appropriately supported so that they have full access to school, including school trips and PE. Please see our full policy "Supporting Pupils with Medical Conditions" for more details.

Accessibility

At St Margaret's School, we follow our "Equality Scheme Policy" to ensure that we provide the appropriate auxiliary aids and services to support disabled pupils to access the full broad and balanced curriculum, as well as school clubs and trips.

Please see our Equality Scheme Policy for more details.

Allocation of Resources

The SENCo in partnership with the Head Teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with a current Education Health Care Plans.

- Learning Support Assistants (LSAs) are used in the classroom under the direction of the class teacher to support children. Regular meetings are held with the Head Teacher/SENCo to raise the LSAs level of awareness as to the needs of SEN children. LSAs also meet regularly with class teachers to discuss pupil's progress and targets. LSAs work with pupils across the school to deliver specific Intervention Programmes as part of the Provision Map which is co-ordinated by the SENCo and Head Teacher. Class Teachers draw up a class Provision Map and SEN timetable to match provision to individual pupil's needs within the classroom.
- All classrooms have access to equipment useful for SEN.
- Specially required equipment can be ordered if financially viable.
- Practical activities and outings for education purposes are most valuable to all children.

Role of Learning Support Assistants

These members of the school staff are funded through the school budget and their contribution to the school is greatly valued. They are to support the class teacher in the classroom to deliver the curriculum and give help and assistance where needed as well as leading Intervention Programmes as part of the School provision map. The class teacher, with the support of the SENCo, will ensure that the LSA has a clear understanding of the task that they are to direct, that they feel confident about it and that they are provided with the necessary resources.

Learning Support Assistants are requested:

- To listen to the outline of the task and ask if the instructions are not clear.
- Show confidentiality
- Treat the children with respect
- Encourage pupils to try for themselves and understand that the process and not necessarily the finished result is what is important.
- Discuss the work with the children and encourage language and expression;
- Give the less assertive children a fair deal
- Allow enough time to complete a task
- Not intervene too much
- Develop the pupil's independence.
- Ask questions of the children and be a good listener
- Be aware of the children's needs.
- Be a good role model
- Have fun and show enjoyment in a shared activity
- Be aware of safety procedures
- Take part in training sessions organised by the SENCo
- Record daily progress relating to pupils agreed outcomes.
- To contribute to the review and target setting process.

Staff training

- SENCo attends regular SEN cluster meetings and training where appropriate.
- SENCo to report back on courses and area meetings.
- INSET for dealing with concerns and planning strategies, as appropriate.
- Discussions with Educational Psychologist and other outside agencies.
- SENCo/Head teacher to organise relevant training for class teachers and LSAs.
- SEN action plan as part of the Single Plan to identify areas for development and training.
- Regular meetings with LSAs to discuss specific pupils as well as training opportunities.

Role of the Governing Body

The governing body, in cooperation with the Head Teacher, determine and monitor the school's general policy and approach to provision for children with SEN in compliance with the requirements of the Code of Practice 2014.

Compliments and Complaints

If any parent has a compliment or a complaint about the nature of the SEN provision at St Margaret's School, then any comments should be expressed to the class teacher and/or Head Teacher. If a problem cannot be resolved, the SEN Governor, or governing body is the next point of contact. It is hoped that an effective partnership with parents will avoid issues of this nature. The Complaints Policy detailing the correct procedure is available on the school website.

Monitoring and Evaluation

The SENCo, along with the SLT, monitors the pupils with SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCo and Head Teacher hold regular meetings to review the work of the school in this area.

Evaluating successes will be done in a number of ways:

- Outcomes and small step targets will be set for all children with SEN through the Assess, Plan, Do and Review process and will be reviewed every term.
- Parental feedback at review meetings.
- Pupil feedback
- Standardised test results (reading/writing/spelling/mathematics)
- Evidence of progress through curriculum based assessment.
- SENCo's tracking grids of all SEN pupils and Intervention programmes.

Compliance

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

- Equality act 2010
- SEND Code of Practice 2014
- Schools SEN information report
- Safeguarding policy
- Equality Scheme policy
- Policy for Supporting Pupils at School with Medical Conditions.

This policy has been written by Anika Allen (SENCo) in consultation with staff, parents and governors.