

Special Education Needs and Disability (SEND) Policy

St Margaret's CEVA Primary School



Approved by: Whole Governing Body

Date:

Last reviewed on: Autumn 2025

Next review due by: Autumn 2026

Special Educational Needs and Disabilities Policy

This policy has been discussed and considered for equality giving consideration to the protected characteristics- gender, age, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity and any other recognised area of discrimination.

Compliance

This policy complies with the statutory requirement laid out in the [Special Education Needs and Disability \(SEND\) Code of Practice 0 – 25 \(2015\) 3.65](#) and has been written with reference to the following guidance and documents:

- [Equality Act 2010: advice for schools \(DfE published February 2013\)](#)
- [SEND Code of Practice 0 – 25 \(January 2015\)](#)
- [Schools SEN Information Report Regulations \(2014\)](#)
- [Statutory Guidance on Supporting pupils at school with medical conditions \(September 2014, last updated August 2017\)](#)
- [The National Curriculum in England: framework for Key Stage 1 and 2 \(July 2014\)](#)
- [Safeguarding Policy](#)
- [Accessibility Plan](#)
- [Teachers Standards 2012 \(latest terminology update December 2021\)](#)

Definition

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

A young person has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same
- age, or Have 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

For a child to be placed on the school's SEND register:

- They must have a learning or physical difficulty that creates a 'barrier to learning'.
- They make significantly less progress than their peers - 18/24 months below age related expectations in core subjects.
- They need provision which is different from or additional to that available through High Quality Teaching and our Local Offer.

Aims and Objectives:

Our SEND policy and Information Report (Appendix 1) aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Difficulties (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At St Margaret's CEVAP school we:

- Ensure the needs of all pupils are identified and met as soon as possible.
- Give individual consideration to all our pupils, including those with SEN, providing special provision where necessary and seeking advice and support from other agencies.
- Accept and value each individual for who they are, with sensitivity to individual needs.
- Encourage independence so that all pupils can thrive and reach their full potential

- in order to be ready for the next stage of their lives.
- Ensure all pupils, regardless of special educational needs including disability (SEND) have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities, giving equal access to a broad and balanced curriculum as far as they are able.
- Use regular assessments to aid the identification of and planning for children with SEND.
- Regularly track the progress of pupils, including those with SEND to ensure that they are making at least expected progress.

Disability

Many children and young people who have SEN may have a disability under the [Equality Act 2010](#) – that is “...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

This definition provides a relatively low threshold and includes more children than many realise: “long-term” is defined as “a year or more” and “substantial” is defined as “more than minor or trivial”. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

However, there are some other factors which do not mean a child has SEN but may impact on a child’s wellbeing, progress and attainment.

- Having persistent disruptive or withdrawn behaviours ([CoP 6.21](#))
- Wider mental health difficulties, such as bullying or bereavement. ([CoP 6.22](#))
- Slow progress or low attainment ([CoP 6.23](#))
- Children’s whose first language is not English ([CoP 6.24](#))
- Attendance and punctuality
- Health and welfare
- Being a Looked After Child
- Being a child of serviceman/woman
- Receiving Free School Meal

Where there are concerns for a child in one of the above ‘groups’ the school will ensure a graduated response; of Assess, Plan, Do and Review is being followed.

Equality and Inclusion

In relation to equality and inclusion, as cited in the [SEND CoP 6.8 and 6.9](#), at St Margaret’s CEVAP school we:

- Have due regard for general duties to promote disability equality.
- Regularly review and evaluate the breadth and impact of the support that we offer, or our SEN and Disabled pupils can access.
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Prevent discrimination, promote equality of opportunity and foster good relations.

The school’s [Equality Policy](#) and objectives, and the [Accessibility Plan](#) can be found on the school website.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the strategic direction of the SEN policy and provision for pupils with special educational needs within the school. It maintains a general overview and has appointed a qualified teacher designated as SENDCo, who has completed the National Award in Special Educational Needs Co-ordination (NASENCO) for the school.

The SEN Governor

The SEN Governor will...

- Fulfill their statutory duties to pupils with SEND; by maintaining a policy in-line with the SEND Code of Practice (2014) regarding the identification and assessment of SEND and participate in appropriate training.
- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and feedback to the governing board on this.
- Work with the Headteacher and SENDCo to determine the strategic direction of the SEN policy and provision within the school.

The Headteacher

The Headteacher will...

- Work with the SENDCo and SEN Governor to determine the strategic direction of the SEN policy and provision within the school.
- Have overall responsibility for provision and progress of learners with SEN and/or a disability.
- Receive initial complaints and are the named 'responsible person' for responding to these.
- Respond to the Local Authority (LA) with any requests made for pupils with SEND who are requesting a place at the school through the IYFAB process, including managed moves.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo will...

- Work with the Headteacher and SEN Governor to oversee the strategic development of the SEN policy and provision in the school.
- Have day to day responsibility for the operation of this SEND policy and the coordination of specific provision made to support pupils with SEN and EHC Plans.
- Maintain the school's SEN register and oversee the records kept by the class teachers for all pupils with SEND, including One Page Profiles (OPPs) and Education Health Care Plans (EHCPs) and that these are kept up to date.
- Track the progress for SEND pupils throughout the school based on hard and soft data and the analysis of OPP targets set and achieved.
- 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.
- Liaise with and work in partnership with parents of children with SEND, and be the point of contact for external agencies involved, especially the Local Authority and its support services.
- Contribute to the in-service training of staff
- Liaise with potential next providers of education to ensure a pupil, and their parents are informed about options, and a smooth transition is planned.
- Alongside the Headteacher and school governors ensure that the school meets its responsibility under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.
- Advice on the deployment of the school's delegated budget and other resources to

meet pupils' needs effectively.

Class teachers

Each class teacher is responsible for...

- Providing high quality teaching for all children
- The progress and development for every pupil in their class.
- Identifying where pupils may need additional support and taking steps through the graduated approach to plan and review this. Where teachers still have concerns, they need to inform parents and make a referral to the SENDCo, via the SENDCo referral form (Appendix 2).
- 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 the classroom teaching.
- Setting appropriate targets for pupils with SEND, through the OPP and reviewing these at least once a term.
- Working with the SENDCo to review each child's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND Policy and the SEN Information report (appendix 1).
- Directly liaising with parents of children with SEND

Admission Arrangements

St Margaret's CEVAP School is a fully inclusive school and all pupils are welcome, including those with SEND. Children who have a Education, Health and Care Plan (EHCP) which names the school will, as required by law, be offered a place at this school either in the foundation category if their parents attend St Margaret's Church or another Christian church at least twice a month or, alternatively, in the open category if they do not.

The aim of the school is to meet the needs of the child of any parent/carer who wishes to register at the school, in accordance with the SEND Code of Practice (2014) unless the placement would be unsuitable for the age, ability, aptitude or SEN of the child, or the attendance of the child would be incompatible with the efficient education of others, or the efficient use of resources.

Allocation of Resources and Funding

The school's SEND budget is made up of a basic allocation for each child (national funding). Where pupils have additional or complex needs the school may apply for High Needs Funding (HNF) from the Local Authority who audit the claim and decide if additional funding may be granted. SEND funding will come from this budget. Allocation of the budget will be decided by the Governing body when the budget is set each financial year.

Classes have the resources they need to meet the needs of children with SEND. The SENDCo will use the budget to update and replace resources where needed. Resources also include deployment of staff depending on individual circumstances.

Identification, Assessment, Provision and Review

The school adopts the Graduated Response Procedures for identifying and responding to SEN and uses the criteria and threshold for Statutory Assessment/EHC plans recommended by the Suffolk LA. The LA deals with requests for EHC plans and the issuing of these. A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a Special Educational Need, the class teacher takes early action to assess and address the difficulties. The school understands that making higher quality teaching normally available to the whole class is likely to mean that fewer pupils require such support and it is therefore much more cost effective and sustainable.

At every stage the responsibility for planning learning objectives, teaching, setting targets and assessing outcomes are the responsibility of the class teacher, with support from the SENDCo, and other agencies, when appropriate. The school uses Learning Ladders to record assessments and progress for each pupil. Ongoing assessments, analysis of pupil

work, pupil voice, information from parents, standardised and diagnostic tests and screening tools will be used as appropriate for pupils with SEND. Reviews of pupils on the SEND register take place three times a year. For pupils with an Education, Health & Care Plan (ECHP), an annual review meeting will also be held in addition to this. OPPs are used to record small step targets linked to planned provision for pupils on the SEND register.

A Graduated Approach to SEN Support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching.

Where a pupil is identified as having SEN, the school will take action to identify need, and remove barriers to learning. This will take the form of a four-part cycle known as Assess, Plan, Do, Review (APDR). This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

- Discussion with key staff in the educational setting, including advice from external agencies where relevant to build profile of need
- Capture the child and parent/carer views
- Gather and analyse assessment information, based on observations, current attainment, formal and informal assessments

Plan

- The teacher, SENDCo, parent and child should work together to create a time-limited support plan in the form of a One Page Profile (OPP), utilising whole school approaches, high quality inclusive teaching and adaptive teaching strategies as well as the expected impact on progress, development or behavior, alongside a clear date for review
- The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.
- Teachers should use the four broad areas of need to help inform planning
- Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.
- Teachers may, alongside the SENDCo seek the advice from an SES professional using an Inclusion Support Meeting (ISM) to gain further ideas, ideas and strategies.
- Teachers are encouraged to upskill themselves through recommended and relevant SEN CPD such as the SES Essentials CPD, which is free and available to all staff.

Do

- Put in place the agreed adjustments, support and intervention, with the SENDCo supporting teachers with implementation, linking interventions to classroom teaching.
 - Where the interventions involve group or one-to-one teaching away from the main class, the teacher should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Agree date of review

Review

- Review the quality, effectiveness and impact of the provision, involving the child and their parent/carer inline with the agreed date.
- The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs.

- The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The APDR cycle then starts again with the updated information

Stage 2 : If a child is making less than expected progress despite evidence based support and intervention the school may:

- Seek support from Specialist Services such as the Specialist Education or Psychological and Therapeutic Services.
- Seek support for a child through a SEND Support Consultation. This could lead to a SENDCo Support visit and/or an Educational Psychology Analysis of Additional Needs (AANT)
- Explore the SCC Traded Offer for training and SES Targeted CPD
- Refer to external agencies (e.g. Health, SALT, Mental Health, Early Help, Social Care)
- Consider an application for High Needs Funding.

The APDR cycle then starts again with the updated information

Stage 3 - If a child still needs a higher level of support and intervention the school should:

- Review the impact of interventions, continuing the cycle of APDR and involving the child and their parent/carers
- Review the impact of the SEND funding in place
- Consider a referral to the Specialist Education Services (SES Stage 3)
- Consider a request for an Education, Health, Care (EHC) Needs Assessment.

Education, Health Care Needs Assessment and EHCPs

An Education, Health and Care (EHC) Needs Assessment can be requested by parents, carers, teachers or any other professional involved with a child or young person. Parents can request an EHC needs assessment by contacting the Family Services Team at the LA. Most children and young people with SEN will have their needs met through [SEN Support](#) however If the needs of the child are significant, the school may apply to the LA for an EHC needs assessment. If the Local Authority agrees to carry out the assessment then this will be done by them. When deciding whether to carry out an assessment, the local authority will consider evidence from the school about what action has been taken to meet the child's needs, and what progress is being made. They will also gather evidence of the child's physical, emotional and social development (drawing on relevant evidence from health professionals). The legal threshold for a local authority to consider, when deciding whether to carry out an EHC needs assessment, is contained in the [Children & Families Act 2014](#). They must decide whether to proceed with an assessment and let parents know within six weeks of the initial request. Where the LA have decided an EHC needs assessment is not necessary, they must tell parents why and provide information on the right to appeal and advice for mediation. When the local authority has decided an EHC plan is necessary they will start to prepare a draft plan and issue this to parents (within 16 weeks of the initial EHC needs assessment request).

Personal Budgets - The [Code of Practice, 2015](#) states "The child's parent or the young person has a right to request a Personal Budget, when the local authority has completed an EHC needs assessment and confirmed that it will prepare an EHC plan. They may also request a Personal Budget during a statutory review of an existing EHC plan. If a parent would like to request a personal budget they need to talk to the Family Service Co-ordinator.

Where a pupil has an Education and Health Care plan (EHCP), the local authority, in cooperation with the school, must review that plan as a minimum every twelve months. The SENDCo will co-ordinate an Annual Review, meeting once a year for pupils with an EHCP.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the [Equality Act 2010](#). Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the [SEND Code of Practice \(2015\)](#) is followed. The school follows the statutory guidance for [‘Supporting pupils at school with medical conditions’ \(December, 2015\)](#). The school also has a policy for ‘Supporting Pupils at School with Medical Conditions, which can be found under [“Policies”](#) on the school website.

Accessibility

The Disability Discrimination Act, as amended by the SEND and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and the Local Authority has a duty to prepare accessibility strategies covering the maintained schools in their area. St Margaret’s Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under “Policies”.

Reviewing the Policy

This policy, along with the SEN Information Report will be reviewed by the SENDCo in conjunction with Governors, staff and parents on an annual basis.

This policy was updated by the Special Educational Needs and Disabilities Co-ordinator (SENDCo) in consultation with the Special Educational Needs (SEN) Governor, Senior Leadership Team (SLT) and staff, November 2023.

Glossary of terms

CEVAP	Church of England Voluntary Aided Primary
CoP	Code of Practice
CPD	Continuing Professional Development
EHC	Education, Health and Care
EHCP	Education Health Care Plan
HNF	High Needs Funding
ISM	Inclusion Support Meeting
LA	Local Authority
SALT	Speech and Language Therapy

SENDCo	Special Educational Needs and Disabilities Co-ordinator
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SES	Specialist Education Service (Suffolk LA)
SCC	Suffolk County Council
SLT	Senior Leadership Team

Appendices

Appendix 1 - The School Information Report can be found here...

<https://www.stmargaretsipswich.org/special-educational-needs-disability-send/>

Appendix 2 - SENDCo Referral Form

Referral for Special Educational Needs (SEN) support



Name of child:		Class:	Date:
Attendance %:		EAL – Yes No	EAL band:
		Date of admission:	
DOB:		Need/s Identified: C&I, SLCN, C&L, SpLD, SEMH, P&S, Behaviour <i>(please circle)</i>	
Class Teacher/Other adults involved:		Are parents aware of your concerns? When was this discussed?	
Description of need which reflect all of the need/s circled above, and the impact it is having on child's learning and on other's learning:			
APDR: Actions taken so far - Evidence of in class actions needed for any onward referrals to be made			
Date	What strategy, intervention or approach has been implemented?	Detail the impact achieved and the progress made	
Agreed actions in meeting with class teacher and SENDCo: *SENDCo to complete			
Date to review:			

C&I – Communication and Interaction, SLCN – Speech, Language and Communication Needs, C&L – Cognition and Learning, SpLD – Specific Learning Difficulties, SEMH – Social, Emotional and Mental Health, P&S – Physical and Sensory.