



**ST. MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL**  
Special Education Needs and Disabilities (SEND) Policy  
- Be the best you can be -



### **Rationale**

At St Mary's Church of England Primary School, we believe that all children are of equal worth and are entitled to an inclusive, nurturing and aspirational education. We are committed to providing a happy, caring and supportive learning environment in which all pupils, including those with Special Educational Needs and Disabilities (SEND), can thrive and achieve their full potential. Through high-quality teaching, effective support and early identification of need, pupils are supported to make good progress, develop confidence and resilience, and prepare successfully for the next stages of education and for adulthood. All children have access to a broad, balanced and ambitious curriculum, with reasonable adjustments made where necessary. Teachers have high expectations of all pupils, set challenging yet achievable targets, and identify potential barriers to learning so that appropriate support can be put in place promptly.

Pupil voice (gathered during SEND conferencing in January 2026):

'We learn about interesting things in school, such as Science and Computing and SATS revision...'

'The teachers and teaching assistants help me to learn, and my friends...'

'I can talk to the headteacher if I need help...'

'It helps with my learning if I persevere...just keep trying...tick lists and charts, wobble cushions and sensory objects help me to understand my learning better...'

### **A child or young person is considered to have a special educational need or disability (SEND) if they:**

- Have a significantly greater difficulty in learning than the majority of children of the same age, and/or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age within mainstream schools or early years settings.

*This definition is in accordance with the SEND Code of Practice (2015) and the Children and Families Act 2014.*

### **Our aims**

At St Mary's Church of England Primary School, we aim to:

- Promote the early identification of each child's individual needs
- Ensure that the needs of all pupils are met, including social, emotional, mental health, academic and physical needs
- Provide equality of opportunity and remove barriers to learning, enabling all children to participate fully in all aspects of school life
- Foster a culture in which every child feels valued, respected and included as a member of our school community
- Actively seek, value and respond to the views, wishes and feelings of children and young people
- Work in close partnership with parents and carers, involving and consulting them at every stage of the SEND process

### **Roles and Responsibilities**

#### **Teaching Staff**

All teachers are teachers of pupils with SEND and are responsible for:

- Identifying, through high-quality teaching, assessment and observation, pupils who are not making expected progress academically, socially, emotionally or behaviourally
- Planning for and delivering inclusive, high-quality teaching, including appropriate differentiation and reasonable adjustments
- Contributing to and implementing Insight Individual Learning Plans and Pupil One Page Profiles in consultation with the SENDCo
- Implementing, monitoring and reviewing agreed strategies and interventions to support pupils with SEND
- Working collaboratively with teaching assistants and specialist staff to support pupil progress
- Liaising regularly with parents/carers and pupils regarding the support being provided and its impact
- Treating all pupils as individuals and maintaining confidentiality at all times in line with data protection requirements

#### **The SENDCo**

The SENDCo is responsible for the strategic development and day-to-day co-ordination of SEND provision and will:

- Oversee the implementation of the school's SEND policy and ensure compliance with statutory guidance
- Maintain and regularly review the SEND register
- Co-ordinate and monitor SEND provision across the school
- Provide professional guidance and support to teaching staff
- Liaise effectively with parents/carers and external agencies, including education, health and social care services

- Co-ordinate and lead Annual Review meetings for pupils with Education, Health and Care (EHC) Plans and contribute to reviews of pupils with medical needs
- Ensure parents/carers are informed when their child is identified as having SEND and included on the SEND register
- Attend relevant training, SENDCo network meetings and keep up to date with national and local developments
- Lead SEND-related staff training and disseminate relevant information to staff and governors
- Request, co-ordinate and submit applications for Education, Health and Care needs assessments to the Local Authority where appropriate

### **Senior Leadership Team**

The Senior Leadership Team will:

- Support the SENDCo in ensuring that SEND procedures and statutory responsibilities are fully implemented
- Ensure that SEND provision and outcomes are a core part of school self-evaluation, improvement planning and appraisal processes
- Keep the Governing Body informed of developments, priorities and outcomes relating to SEND
- Ensure staffing, resources and deployment of teaching assistants are managed effectively to meet the needs of pupils with SEND

### **The Governing Body**

The Governing Body will:

- Ensure that appropriate provision is made for all pupils with SEND in accordance with statutory requirements
- Appoint a named SEND Governor to monitor provision and act as a link between the Governing Body and the SENDCo
- Monitor the effectiveness of SEND provision through reports, visits and pupil outcome data
- Ensure that the school publishes and reviews its SEND Information Report and contributes to the Local Authority Local Offer, with this information made available on the school website

### **Medical Conditions**

St Mary's Church of England Primary School recognises its statutory duty under the Children and Families Act 2014 and the Supporting Pupils at School with Medical Conditions guidance to make appropriate arrangements to support pupils with medical conditions. We aim to ensure that pupils with medical needs are able to access education, participate fully in school life and achieve the best possible outcomes. Where a pupil has a medical condition that requires ongoing support, an Individual Healthcare Plan (IHP) will be developed in collaboration with parents/carers, the pupil (where appropriate), healthcare professionals and relevant school staff. The IHP will clearly set out the nature of the medical condition, the support required, roles and responsibilities, and any necessary training or reasonable adjustments. All staff are made aware of pupils' medical needs on a need-to-know basis, and appropriate arrangements are in place to ensure pupils' safety and wellbeing. Further information can be found in the school's Managing Medicines and Medical Conditions Policy.

### **Disability**

Many pupils with Special Educational Needs and Disabilities (SEND) may also be considered disabled under the Equality Act 2010. A disability is defined as "a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities." This includes, but is not limited to, sensory impairments such as visual or hearing impairment, and long-term medical conditions including asthma, diabetes, epilepsy and cancer. Not all children with disabilities will have SEND, and not all children with SEND will be disabled. However, there is a significant overlap between the two. Where a disabled child requires special educational provision to support their learning, they will also be identified as having SEND. In line with the Equality Act 2010, the school has a duty to make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers. This includes adjustments to the curriculum, teaching approaches, the learning environment and access to school activities. The school's Accessibility Plan sets out how we increase access for disabled pupils over time.

### **Identification, Assessment and Provision**

If a child has an identified special educational need and/or disability when they start at St Mary's Church of England Primary School, we work closely with parents/carers and previous settings (if applicable) to ensure a smooth transition and continuity of support.

The first response to meeting a child's needs is always high-quality, inclusive teaching. Where a child continues to make less than expected progress despite appropriate classroom support, the class teacher, in consultation with the SENDCo and Headteacher, will:

- Use information from previous settings, parents/carers and professionals to establish a clear starting point
- Identify barriers to learning and areas requiring early targeted support
- Carry out further assessments and observations to identify specific needs
- Ensure assessment outcomes are shared with parents/carers and used to plan clear next steps

## **Early Identification**

We recognise the importance of early identification of SEND in improving long-term outcomes. Identification is an ongoing process and is informed by teacher assessment, curriculum monitoring, observations and discussion with parents/carers.

In identifying SEND, the school recognises that:

- Persistent disruptive, withdrawn or distressed behaviours do not necessarily indicate SEND. Such behaviours may reflect unmet learning needs, communication difficulties, mental health concerns or wider contextual factors. Where appropriate, the school may initiate an Early Help Assessment (EHA) in partnership with parents/carers and other agencies.
- Slow progress or low attainment does not automatically indicate SEND; however, attainment in line with chronological age does not preclude the presence of a learning difficulty or disability.
- Pupils with English as an Additional Language (EAL) do not automatically have SEND. We carefully distinguish between language acquisition and SEND, and where concerns remain, we may seek advice from Speech and Language Therapy services, using interpreters where appropriate.

## **Areas of Need**

In accordance with the SEND Code of Practice (2015), children's needs are identified within one or more of the following four broad areas:

### **- Cognition and Learning**

This includes moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

### **- Social, Emotional and Mental Health (SEMH)**

Children may experience difficulties managing emotions or behaviour, which may present as anxiety, withdrawal, or challenging behaviour. These difficulties may be linked to conditions such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), or attachment difficulties.

### **- Communication and Interaction**

Children with speech, language and communication needs (SLCN) may experience difficulties expressing themselves or understanding others. Children with Autism Spectrum Condition (ASC), including autism, may have additional difficulties with social communication, interaction, flexibility and imagination.

### **- Sensory and/or Physical Needs**

Some children may have a vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or physical disability (PD) that requires specialist support, equipment or adaptations to enable full access to learning and school life.

## **The Graduated Response (Assess, Plan, Do, Review)**

The school follows a graduated approach to SEND support in line with the SEND Code of Practice.

### **- Assess**

Once a child is identified as potentially needing SEND support, the class teacher, working with the SENDCo, will carry out a detailed assessment of the child's needs. This will include:

- Teacher assessment and experience of the child
- The child's previous progress and attainment
- Information from the school's assessment and behaviour monitoring systems
- Views and concerns of parents/carers
- The child's own views
- Advice from external professionals where appropriate

Assessments are reviewed at least three times a year to ensure support remains appropriate and effective.

### **- Plan**

Where SEND support is required, the class teacher and SENDCo will agree, in consultation with parents/carers and the child, the outcomes to be achieved and the provision to be put in place. This will be recorded in an Insight Individual Learning Plan, with:

- Clear, measurable SMART outcomes
- Specified interventions, strategies and reasonable adjustments
- A clear review date

All staff working with the child will be informed of their needs and the agreed provision.

### **- Do**

The class teacher retains overall responsibility for the child's progress and development, even where interventions are delivered by teaching assistants or specialist staff. Staff work collaboratively to ensure that interventions are delivered consistently and are well integrated with classroom teaching.

### **- Review**

The effectiveness of SEND support is reviewed by the agreed date. The class teacher and SENDCo evaluate the impact of the provision on the child's progress and wellbeing and adjust support where necessary, in consultation with parents/carers and the child. Where a child has an Education, Health and Care (EHC) Plan, the Local Authority must review the plan at least annually. The school will fully cooperate with this process and convene Annual Review meetings in line with statutory guidance.

### **Involving Specialists**

Where a child continues to make less than expected progress despite well-targeted SEND support, the school may involve external specialists at any stage to support the early identification of needs and to advise on appropriate strategies, interventions and provision. The decision to involve specialists will always be made in partnership with parents/carers, and their views will be taken fully into account. Where appropriate, the views of the child will also be sought.

Advice from specialists may include, but is not limited to, support from educational psychology services, speech and language therapy, occupational therapy, specialist teachers, health services or social care professionals. The involvement of specialists, together with any recommendations made, will be recorded, shared and reviewed as part of the child's ongoing SEND support.

Where assessments indicate that specialist support is required, the school will work with parents/carers and relevant services to ensure that support is accessed as promptly as possible. The Local Authority Local Offer provides clear information about the services available to children and families and how they can be accessed. This information is published on the school's website and can also be accessed via the Bath and North East Somerset SEND Local Offer, which can be found here: [Special Educational Need or Disability \(SEND\) Rainbow Resource | Live Well in Bath & North East Somerset \(bathnes.gov.uk\)](https://www.bathnes.gov.uk/special-educational-need-or-disability-send-rainbow-resource-live-well-in-bath-north-east-somerset).

### **The Local Offer and SEND Information Report**

In accordance with the Children and Families Act 2014, St Mary's Church of England Primary School publishes a SEND Information Report, which forms part of the Local Authority's Local Offer. This report is reviewed annually and made available on the school's website.

The SEND Information Report provides clear and accessible information for parents/carers and includes details about:

- Who to contact at St Mary's Church of England Primary School regarding SEND, including the SENDCo
- The range of special educational provision available to support pupils with SEND
- The school's arrangements for identifying, assessing and supporting children with SEND
- Arrangements for the admission of disabled pupils and the reasonable adjustments and access arrangements in place
- Specialist services and external agencies that support the school and its pupils
- Arrangements for supporting transitions, including entry to school, movement between classes or key stages, and transition to secondary education
- How resources are allocated to support pupils with SEND

The school's SEND Information Report also provides links to the Local Authority's Local Offer, enabling parents/carers to access further information about services and support available within the local area.

### **Insight Individual Learning Plan:**

At St Mary's Church of England Primary School, for all pupils with an identified SEND need, strategies to support pupils' progress are recorded in an Insight Individual Learning Plan. This plan records additional or adapted provision from the curriculum delivered in the classroom and focus on specific, measurable targets tailored to each child's individual needs.

The plan is developed collaboratively with the child, their parents/carers, and relevant staff, and includes the following key elements:

- Short-term targets – clear, achievable objectives linked to the pupil's area(s) of need
- Teaching strategies – specific approaches or methods used to support learning
- Provision to be put in place – interventions, resources, or support required
- Review date – when progress will be evaluated and the plan updated
- Outcomes of the action taken – evidence of progress and impact on learning, behaviour, or wellbeing

Insight Individual Learning Plans are reviewed regularly, and all staff involved with the child are made aware of the targets, strategies, and provision to ensure consistency and continuity of support. Reviews are shared with Parents/Carers and they are invited to contribute to ensure that the plan reflects their child's current needs, progress and aspirations.

### **Requesting an Education, Health and Care (EHC) Needs Assessment**

Where a child continues to make less than expected progress despite relevant and targeted SEND support, the school may request an Education, Health and Care (EHC) needs assessment from the Local Authority.

Before making a request, the school will ensure that there is clear evidence of the support already provided, including:

- Assessment and identification of the child's needs
- Provision put in place through the graduated approach (Assess, Plan, Do, Review)
- Monitoring of outcomes and progress over time
- Records of collaboration with parents/carers and involvement of the child

- Advice or input from external specialists where applicable

The Local Authority will use this information to determine whether an EHC Plan is required. The purpose of an EHC Plan is to identify the child's special educational, health, and care needs, and to specify the provision required to achieve the best possible outcomes. Parents/carers and the child will be fully involved throughout this process.

### **Partnership with Parents/Carers**

At St Mary's Church of England Primary School, we recognise that parents and carers are central partners in supporting their child's learning and wellbeing. We are committed to regular, meaningful communication with parents/carers of pupils with SEND, ensuring they are fully involved in planning, monitoring and reviewing provision.

All parents/carers are offered two formal parent-teacher consultations per year (with an optional third), along with an annual written report on their child's progress. For pupils receiving SEND support, the school provides additional meetings throughout the year to:

- Set and review clear, measurable outcomes
- Discuss the activities, strategies and support in place to achieve these outcomes
- Clarify the roles and responsibilities of the parents/carers, the child, and the school

Where appropriate, the Insight Individual Learning Plan is reviewed at least three times per year, providing an opportunity for parents/carers to:

- Discuss their child's individual strengths and needs
- Contribute to planning next steps and interventions
- Agree aspirations and outcomes for their child

The school is committed to ensuring that it:

- Recognises the personal and emotional investment of parents/carers and responds sensitively to their concerns
- Focuses on the child's strengths as well as areas for development
- Provides clear guidance on procedures and support available, sharing relevant documents in advance of meetings
- Allows sufficient time for parents/carers to express their views and participate effectively in planning

By working closely with parents/carers, we ensure that support for pupils with SEND is co-ordinated, personalised, and focused on achieving the best possible outcomes.

### **Child Participation**

At St Mary's Church of England Primary School, we recognise that pupils with SEND have the right to be actively involved in their education. Children's views are central to planning, reviewing and evaluating support and interventions.

We involve children in SEND discussions by:

- Inviting them to participate in all or part of meetings about their learning and support
- Gathering their views through tools such as a One Page Profile, pupil questionnaires, conferencing or informal discussions
- Recording their perspectives on progress, preferences, and aspirations, and ensuring these are considered in planning their provision

This approach is underpinned by the United Nations Convention on the Rights of the Child, which states:

"Children, who are capable of forming views, have a right to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child."

All children receiving SEND support will be given the opportunity to share their views on progress and support. Wherever possible, their opinions and preferences are recorded, shared with parents/carers and staff, and acted upon to inform decisions about their learning and development.

### **Education, Health and Care (EHC) Plans**

An Education, Health and Care (EHC) Plan is a statutory document designed to ensure that a child's special educational needs, health needs, and social care needs are met, supporting the best possible outcomes across all areas of development. For older children, it also focuses on preparing them for adulthood.

The Local Authority uses the information gathered during the assessment process to:

- Establish and record the views, interests, and aspirations of the child and their parents/carers
- Provide a comprehensive description of the child's special educational needs and any associated health and social care needs
- Define outcomes across education, health, and social care, based on the child's needs and aspirations
- Specify the provision required and how education, health, and care services will collaborate to meet these needs and support achievement of the agreed outcomes

## Annual Reviews of EHC Plans

For children attending St Mary's Church of England Primary School, the following procedures are in place to ensure effective review of EHC Plans:

- Invitations: Parents/carers, the child (where appropriate), a school representative, the Local Authority SEND practitioner, health service representatives, and social care representatives are invited to the review with at least two weeks' notice. Other relevant individuals may also be invited.
- Preparation: The school will seek advice and information from all invited parties prior to the meeting and share any gathered information with all attendees at least two weeks before the review.
- Focus of the Meeting: The review will focus on the child's progress towards achieving the outcomes specified in the EHC Plan and consider any adjustments required to the provision, support, or outcomes. The child and parents/carers will be supported to participate fully in the meeting.
- Reporting: The school will prepare and circulate a written report within two weeks of the meeting. The report will summarise recommendations for any amendments to the EHC Plan and highlight any differences between the school's recommendations and those of other attendees.

## Publishing Information

St Mary's Church of England Primary School is committed to transparent communication about SEND provision.

The Governing Body will ensure that information about the implementation of the school's SEND policy is published on the school website. This includes details of:

- How the school identifies and supports children with SEND
- The roles and responsibilities of staff and governors in relation to SEND
- How parents/carers and pupils can access support

The school's Local Offer is published online and links directly to the Local Authority's Local Offer, providing parents/carers with comprehensive information about services, resources, and support available to children with SEND in the local area.

By publishing this information, the school ensures that parents/carers, pupils, staff, and the wider community have clear and accessible guidance about SEND provision and support at St Mary's.

## Monitoring and Evaluating

St Mary's Church of England Primary School regularly monitors and evaluates the effectiveness of its SEND policy and provision to ensure that all pupils achieve the best possible outcomes.

The effectiveness of the policy and provision is assessed through:

- Analysis of pupil progress and attainment data, including those receiving SEND support
- Feedback from staff, parents/carers, and pupils about the quality and impact of SEND provision
- Review of record-keeping and documentation relating to SEND support, interventions, and outcomes

The SEND Governor, in partnership with the Leadership Team and the SENDCo, has a key role in monitoring and evaluating the policy and its implementation. This includes ensuring that:

- The quality of teaching and learning for pupils with SEND is monitored and supported
- SEND provision is evidence-based and outcomes-focused
- Resources and interventions are effectively targeted to meet the needs of all pupils

The SEND policy is reviewed at least annually and updated as required to reflect:

- Changes in national legislation or guidance
- Recommendations from the Local Authority, Ofsted, or other professional bodies
- The evolving needs of pupils within the school

This continuous cycle of monitoring, evaluation, and review ensures that SEND provision at St Mary's remains responsive, high-quality, and inclusive.

## Resources

St Mary's Church of England Primary School ensures that resources are effectively deployed to support pupils with SEND and to enable them to achieve their full potential. General SEND resources are integrated within the wider school resources. The main resource bank is available in the school's resource area, in The Cabinm, and digitalised resources are available on SharePoint for staff access. The SEND budget is included in the overall school budget. Additional funding is allocated separately only for pupils with an Education, Health and Care (EHC) Plan, as provided by the Local Authority. Teaching Assistants (TAs) and other support staff are deployed to assist teachers in implementing identified provision and SEND support plans, ensuring that interventions and strategies are delivered effectively. The school reviews the deployment of resources regularly to ensure they are targeted efficiently, provide value, and have a positive impact on pupil outcomes.

### **Monitoring and Review**

The Governing Body is responsible for monitoring the effectiveness of this SEND policy as part of the school's annual self-evaluation cycle. This ensures that the policy remains current, statutory requirements are met, and the provision continues to meet the needs of all pupils with SEND.

Monitoring and review will take into account:

- The progress and attainment of pupils with SEND
- Feedback from staff, parents/carers, and pupils
- The effectiveness of interventions, resources, and support strategies
- Compliance with statutory guidance and the school's own procedures
- This policy should be read in conjunction with other related school policies, including:
  - Assessment, Recording and Reporting
  - All Curriculum Policies
  - Homework
  - Inclusion, Equality and Diversity
  - Confidentiality

The policy will be reviewed at least annually and updated as necessary to reflect changes in legislation, national guidance, or school practice.

### **Admission Arrangements**

St Mary's Church of England Primary School follows the procedures outlined in the Early Years and School Admission Policy. Children with SEND are considered in line with the Equality Act 2010 to ensure that reasonable adjustments are made for disabled children and those with additional needs. The school ensures that admissions procedures are inclusive, and that any specific needs are identified and planned for prior to the child starting school. Transition arrangements, including induction and support for children with SEND, are carefully co-ordinated to ensure a smooth start. Where appropriate, the school may also consider a managed move as a planned, supportive transfer to or from another school, designed to help a child whose needs are not fully met in their current setting, providing a structured opportunity for a fresh start while maintaining continuity of education.

### **Complaints**

Parents/carers who have concerns regarding SEND provision at St Mary's Church of England Primary School should refer to the school's Complaints Procedure.

Concerns specifically about SEND provision will be handled in accordance with this procedure, with the aim of resolving issues promptly and collaboratively.

Where complaints relate to EHC Plans or Local Authority decisions, parents/carers may also contact the Local Authority SEND mediation services or the SEND Tribunal as appropriate.

January 2026