



Special Educational Needs and Disabilities Policy

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Author	Sally Williams
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Document Control Table

Document History			
Version	Date	Author	Note of revisions
1			
2	September 2024	Sally Williams (with Sophie Culverhouse)	Page 3 Advocate on SLT- Sally Williams Page 4: DEST testing (removed 'can be completed in Year R', as it can be done at any time) Page 5-6: Removed <i>Individual Provision Map</i> information and final paragraph amended Page 6 <i>Send Support</i> section updated to reflect current practice.
3	September 2025	Sally Williams	Page 4 – clarification on the 4 areas of need Page 7 – addition of TALA to intervention list
4	September 2026	Sally Williams	*The review date of our SEND policy has been extended to allow us to align it with the trust's SEND policy which is currently being reviewed and will be available later this term. Page 4 – clarification on when extra provision may be needed Page 4- 5 - extra information included on 4 areas of need including examples of each Page 6 - clarification on short term targets Page 7 – additional interventions added to the list of which we have staff trained in

This policy indicates how St Mark's Primary School identifies and provides for pupils with Special Educational Needs within the existing school environment. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to current guidance and policies. It has been produced by the school's Special Educational Needs and Disabilities Co-ordinator, the senior leadership team, the SEND governor, teaching staff and a representative group of families.

Special Educational Needs and Disabilities Co-ordinator (SENDCo):
Mrs Sally Williams, who holds the NASENCO award.

The mission of St. Mark's Church of England School is to provide quality teaching and promote independent learning within a happy and caring Christian atmosphere; where each individual will develop a greater respect for themselves, others and their environment.

OBJECTIVES

- To identify and provide for pupils who have Special Educational Needs.
- To work within the guidance of the SEND Code of Practice 0-25 (September 2014).
- To ensure that best practice is applied for all pupils and promote positive outcomes in wider areas of personal and social development.
- To ensure approaches used are based on best possible evidence and are having the required impact on progress.
- To provide support, advice and appropriate training for all staff.
- To provide a Special Educational Needs and Disabilities Report on our school web site as required by the Schools SEND Information Report Regulations (2014; regulation 51) using the Hampshire Illustrative Regulations guidance.

ROLES AND RESPONSIBILITIES

The class teacher has overall responsibility for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. Learning Support Assistants will work alongside teachers to facilitate SEND Support.

Teacher and LSAs with responsibility for SEND pupils will keep records of:

- The nature of all small group and individual support interventions undertaken
- Day to day records of work done
- Attainment against the individual targets
- The results of tests administered
- Contact with parents and outside agencies

The SENDCo will:

- Co-ordinate special educational provision
- Take lead responsibility for collecting and recording information and data,
- Monitor the effectiveness of SEND provision
- Support and advise teachers and learning support assistants
- Liaise with parents and external agencies
- Maintain the SEND register
- Identify training needs and contribute to the in-service training of all staff
- Ensure the SEND Information Report and Local Offer information are up to date.

Governors will:

- Secure provision for any pupil with SEND
- Ensure teachers and support staff are aware of the importance of identifying and providing for children with SEND
- Ensure the SEND policy is a relevant useful document for staff and governors
- Improve the accessibility of the school and the learning environment by making reasonable adjustments for children with SEND and disabilities

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

All members of school staff are responsible for raising any concern about a child that may affect their education or welfare. Parents are encouraged to discuss with the class teacher any concern they have.

Class teachers, supported by the senior leadership team, make regular assessments of the progress of all pupils across the curriculum. Pupils making less than expected progress given their age and individual circumstances are identified. This can be characterised by progress which:

- 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 can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs in order to access learning opportunities or experiences trauma such as bereavement or loss.

A range of diagnostic tools are available to try to identify the cause of a significant difficulty should this be required. Where a child is making slow progress in reading the class teacher and SENCo can offer to complete the Dyslexia Early Screening Test. Routine monitoring of attainment in Maths and English in Years 1 to 6 occurs at least three times a year.

There are 4 main categories of SEND outlined in the SEND Code of Practice (2014) but we recognise that a child may be affected by more than one need. The categories are;

The four broad areas of need are:

1. Communication and Interaction, including:

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorder)

2. Cognition and Learning; when children learn at a significantly slower pace than their peers, even with appropriate differentiation. They include:

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment)
- SpLD (Specific learning Difficulties affecting one or more specific aspects of learning). This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

3. Social, Emotional and Mental Health Difficulties. They include:

A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained. Some common examples are:

- ADD (Attention Deficit)
- ADHD (Attention Deficit Hyperactive Disorder)
- ASD (Autistic Spectrum Disorder)
- Attachment Disorder

4. Sensory and/or Physical Needs, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

There are, of course other issues which can affect a child's progress and achievement that may not relate to Special Educational Needs or Disabilities. This might include attendance, health or having English as an Additional Language.

PROVIDING FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES – A GRADUATED APPROACH TO SEND SUPPORT INVOLVING THE PARENTS AND CHILD

Class teachers are responsible for ensuring that the needs of every pupil in their class are being met. Most needs will be addressed through the high-quality teaching in all our classes and the application of specific strategies for an individual child. This includes the use of individual and small group interventions. The class teacher will also be aware of the strengths and difficulties of every child and will consider a variety of approaches and adjustments to the work. Many pupils in the school will experience a

short term need which is identified and provided for within the classroom or through a short-term intervention.

When a child's needs cannot be met in this way then the class teacher will consult with the SENDCo. Teachers will invite a parent to a meeting to discuss the level of intervention and support their child is receiving and when deciding (alongside the SENDCO) whether to add their child to the school's SEN register. If the class teacher does not have sufficient information to put a support plan in place, the child's needs will be assessed further. A range of resources are available to use depending on the skills the child needs to build on and, if necessary additional resources will be obtained.

If a child does not make sufficient progress (see above) despite special educational provision already made, then the SENDCo and class teacher will consult with external agencies and professionals and will ensure parents are involved with this process. Where appropriate we are also able to access resources directly from some external agencies.

SEND SUPPORT

When a pupil requires provision that is additional to or different from their peers then they will be deemed to be receiving SEND Support. A Support Plan will be completed and shared with the parents and child. The plan includes Short Term Targets which are written by the class teacher and are based upon ongoing assessment for learning and summative assessments completed in class. The SENCo will offer support in writing targets, completing individual assessments and suggesting appropriate provision.

Additional provision will be provided by the class teacher, another teacher, a Learning Support Assistant or a professional from an external agency and may occur alongside the classroom activities or away from the rest of the class. Pupils will only be withdrawn from class if necessary, for example to minimise distraction or to boost a child's self-esteem whilst acquiring basic skills. The school will endeavour to minimise disruption to their participation in the curriculum.

A pupil will be placed on the school SEND register if their provision is additional to and different from their peers over a period of longer than a term, or attainment is significantly below that of their peers or their disability has a significant impact on their ability to participate, particularly if we need to call on the help of an outside professional. A pupil will be removed from the SEND register if they make sufficient progress in their area of difficulty to enable them to access classroom teaching without significant additional support.

EDUCATION, HEALTH & CARE PLANS

If a child has complex or severe needs, so they need more support than the school ordinarily provides, then they may need an Education Health Care Plan (EHCP). An Education Health and Care Needs Assessment can be requested for by the school, parents or another professional. If an EHCP is agreed then the school has a duty to provide for the child as outlined in their EHCP. A formal review of an EHCP will be

carried out once a year in conjunction with other services involved. In addition, a child with an EHCP will also have a Support Plan. Progress made will be shared with parents at least three times a year.

TRANSITION

If a child joins us at the start of Year R with Special Educational Needs or a disability we will endeavour to ensure we have an appropriate induction process and meetings with pre-school, outside agencies and parents to facilitate a smooth transition. Careful monitoring takes place and adjustments to the child's provision are made where necessary.

When a child transfers to our school, after the start of Year R, we will endeavour to obtain all records as soon as possible so we can start to provide for their needs. We encourage parents to provide us with as much information as possible and to visit the school with their child prior to their start date.

The class teachers liaise with each other prior to the start of each new school year, and pupils spend time in their new class in the summer term in preparation for the next academic year.

When a child leaves our school and is receiving SEND Support then we will make every effort to provide their new school with the information they require to provide continuity of provision. When a child leaves at the end of Year 6 and transfers to a local secondary or special school the class teacher and the SENDCo will meet with the relevant staff.

EARLY YEARS

SEND provision for pupils in Year R will take place, as far as possible, within the classroom activities and will be assessed against EYFS targets. We undertake a baseline assessment soon after the start of the year. Interventions with small groups are used to build on specific areas such as language, social skills, motor skills and, as needs are identified, in numeracy and phonics. The children's progress is continually monitored and reported at four main data points across the academic year and interventions are adjusted accordingly.

MONITORING and EVALUATION

The effectiveness and quality of the support provided for every child will be regularly monitored and evaluated by the SENDCo in the following ways:

- Regular consultations between stakeholders
- Tracking and analysis of data
- Class observations, work sampling and conversations with pupils as part of whole school monitoring procedures
- Where necessary, provision will be modified

TRAINING AND RESOURCES

Outreach services/ agencies are available to help us support those children who have specific needs. All staff are encouraged to undertake training and development in order to maintain and develop the quality of teaching and provision to respond to the

strengths and needs of all pupils. At present we have staff trained to deliver specific interventions in the following areas:

- Speech and language strategies (including NELI, Concentration Containers, Bucket Time)
- Therapeutic Story writing
- Lego therapy
- ELSA
- TALA
- Precision Teaching

FUNDING

The school's SEND budget is used to further subsidise the range of additional support that we offer to our children. Where the cost of providing for a child's needs exceeds a level set by the Local Authority there may be a possibility for additional funding from the Local Authority to provide support or equipment for the child, subject to meeting specific criteria.

COMPLIANCE

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0 - 25 (2014) and the associated Regulations. It should be read in conjunction with the School's SEN Information Report, Accessibility Plan, Admissions Policy, Equality Plan and Administration of Medicines and Supporting Pupils with Medical Needs Policy.

FURTHER INFORMATION

Further information about Special Education Needs and Disability Provision can be found in Special Educational Needs and Disability; [A Guide for Parents and Carers](#), August 2014, which can be found on the DfE website.

For information about additional services in Hampshire:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>

Further Advice for parents can be accessed from Hampshire's Support4SEND web site.

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>