St Nicolas and St Mary CE Primary School

Special Educational Needs Policy

Reviewed by SENDCO: October 2025, October 2026
Approved by: Full Governing Body
Review Date: October 2027

Aims and Objectives:

At St Nicolas and St Mary's CE Primary School, we care greatly about providing a nurturing, safe and caring environment. We are committed to meeting every child's pastoral, social, physical and academic needs to enable them to achieve their full potential. We want children to be inspired by our vision to 'be courageous' and to live and learn through God's faith, hope and love.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. It revolves around the '3is' of ***INSPIRATION, INNOVATION AND INCLUSION.*** For each subject in the curriculum, there is a policy which outlines how the curriculum is delivered in an inclusive way to ensure that it meets the needs of all learners and that they reach their full potential. Every teacher is committed to delivering the curriculum in this way.

We work closely with home and use a range of strategies and approaches across the curriculum and school day to help children to become lifelong learners who are respectful, resourceful, resilient and reflective**.** We work in collaboration with other schools in the area to share good practice.

In order for all children to achieve the best they can, many steps are taken to support them through their journey. High quality teaching is vital however, for some children, additional support may be required to enable them to achieve their targets. We are committed to making appropriate and effective provision for all our children – whatever their need.

This policy explains how St Nicolas and St Mary's CE School provides for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010). It should be read in conjunction with our Local Offer and SEND Information Report.

Key principles are:

- School will work within the guidance provided in the SEND Code of Practice 2014
- A child with SEND must have their needs met
- Children with SEND should be offered full access to a broad, balanced and relevant education in all curriculum areas
- All teachers are teachers of children with SEND
- Staff members seek to identify the needs of pupils with SEND as early as possible
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum
- Provide support and advice to all staff working with SEND pupils
- Provide a SENDCo who will work within the guidelines of the SEND Policy
- Work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone
- Create a school environment which is inclusive and all pupils can achieve.

Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014:

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Legislation and guidance:

This policy and our SEND Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Roles and responsibilities:

- The person responsible for overseeing the provision for children with SEND is Mr Andrew Lincoln (Headteacher).
- The person co-ordinating the day to day provision of education for pupils with SEND is Dr Victoria Bishop (SENDCo and Deputy Headteacher for Inclusion).
- The SENDCo Assistant, Mrs Karin Masters, works alongside the SENDCo to co-ordinate and support provision.
- The appointed SEND Governor is Mrs Sue Emberlin.
- The people designated with specific safeguarding responsibility are Mr Andrew Lincoln (DSL), Dr Victoria Bishop, Mrs Helen Woodman, Mrs Karin Masters and Mrs Beccy Collins (Deputy DSLs).
- The Home School Link Worker, Mrs Beccy Collins, also works closely alongside the SLT and SEND team to ensure that the families of children with SEND are supported.

The SENCO will:

- Work with the Headteacher and SEND governors to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be responsible for creating the school's Inclusion Strategy, in consultation with other members of the school's community.
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Meet with parents/carers to discuss their children's additional needs
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will:

- Work with the SENDCO and SEND governors to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Oversee the school's Inclusion Strategy.

Class teachers are responsible for:

- The progress and development of every pupil in their class
- 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 classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

Parent/Carer participation:

We believe that parents should be fully involved at every stage in the school's response to children with SEND and the school will actively encourage partnership with parents, including working with the local Parent/Carer Forum. Parents have a responsibility to communicate regularly with the school, alerting it to any concerns they have about their child's learning or provision.

Pupil participation:

As much as possible, children with SEND should participate in the decision-making processes that occur in education, being involved in reviewing and writing their own ILPs with their class teacher and/or a Teaching Assistant. The views of pupils should be sought and recorded as part of the statutory annual review process and any other assessment or review. The school should encourage and support pupils to share concerns and discuss strategies, seeing them as equal partners with the school.

Involvement of outside agencies:

Outside agencies are available to advise and support the provision for SEND. These include Educational Psychologists, Occupational Therapists, Speech and Language Therapists, the Inclusion Support Team, the Autism and Social Communications Team, Learning and Behaviour Advisory Team and advisors for Physical and Sensory Disabilities.

Identification and Provision:

See the definition of Special Educational Needs at the start of this policy. The Code of Practice does not assume that there are hard and fast categories of Special Educational Need, but recognises that children's needs fall into four broad areas;

- Communication and Interaction

- Cognition and Learning
- Social, Emotional or Mental Health
- Sensory and/or Physical

The level of extra support a child receives will depend on their individual needs. Using assessment information and advice from other professionals, a personalised programme of support will often be put into place in collaboration with parents and carers. This support is set out on the school's provision mapping tool.

The support provided will take the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs.

Some of the ways we support children in school include adapting tasks, providing additional resources or changing the classroom environment to ensure that they can access the learning.

The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

The teacher, alongside the SENDCO and any other professional working with the child, may set personalised, achievable targets and plan ways to help the child meet these. These targets will be reviewed by the school regularly in consultation with parents and carers. For some pupils, these targets are recorded on an Individual Learning Plan (ILP). This is reviewed with the pupil and a new one is written collaboratively three times a year.

While the majority of learners with SEND will have their needs met in this way, some may require an Education Health and Care needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an Education, Health and Care Plan.

Assessing and reviewing pupil's progress towards outcomes:
This is done is a variety of ways:

- Regular Pupil Progress Meetings that involve class teachers, phase leaders, senior leaders and the SENDCO take place to enable us to monitor all our children closely, analysing their progress and attainment in key areas of learning.
- Intervention work taking place is also reviewed regularly to evaluate the effectiveness of provision and to inform future planning.
- The SENDCO and class teachers will record and monitor the support children receive on the school's provision mapping tool which is constantly updated.
- Parents' Evenings are held twice a year when all parents are invited to discuss their child's progress. Parents with children who have additional needs may require additional meetings to discuss how their child is doing and ways forward.
- Class teachers will contact parents and carers if they are at all concerned about a child's progress.

Complaints procedure:
If a parent/carer has a worry or concern about their child, then school would always encourage it to be shared at the earliest opportunity and the first point of contact should be the child's class teacher. The school's SENDCO, Assistant SENCO and Headteacher is also available to listen to any concerns. Please see the Trust's Complaints Policy for further details.

In Service Training (CPD):
We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo has an NPQ SEN qualification. She attends relevant SEND courses, locality SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the importance of training all our staff on SEND issues and this is always a part of our CPD programme . The Senior Leadership Team ensures that training opportunities are matched to school development priorities and those identified through staff surveys.

Links with other schools:
The school works in partnership with the other schools in the Adur locality. The SENDCos and Inclusion Leaders in the locality meet as a group once every half term. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. The school also works very closely with other schools within DCAT and the SENCo and SENCo Assistant regularly attend SEND and Wellbeing Network meetings, where good practice is shared.

Prior to children joining the school, teachers liaise closely with all local pre-school settings. As needed, the SENDCo and class teachers meet with parents and other agencies for transition meetings if the pupil is known to have SEND. Part of this transition process may involve additional advice and support from the EYFS Transition Team during the child's Reception year.

For pupils transferring from other placements, all relevant information is collated by the school, from the school, parents and other agencies. The SENDCo will also make contact with the previous school's SENCo if a child has SEND or has received additional support. As pupils on the SEND register progress to secondary school, the SENDCo will liaise with the various receiving schools. This will include inviting the SENDCos from the secondary schools to meet with us at St Nicolas and St Mary's CE School to discuss pupils, as well as arranging additional visits and transition activities for vulnerable pupils or those with SEND.

Links with other agencies, support services and voluntary organisations:
The school continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND and aid school inclusion. Sharing knowledge and information with support services is key to the effective and successful SEND provision within our school. St Nicolas and St Mary's School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND.

The SENDCo and SENDCo Assistant are the designated persons responsible for liaising with the following:
- Educational Psychologists
- CAMHS (Children and Adolescent Mental Health Services)
- CDC (Child Development Centre)
- Educational Welfare Service
- Learning and Behaviour Advisory Team
- Social Communication Team
- Alternative Provision College
- Social Care
- Speech & Language Therapy
- Occupational Therapy
- Early Help Team/Enabling Families
- School Nursing Teams
- Ethnic Minority Achievement Team (EMAT)
- Sensory and Physical Disabilities Teams

Links to other Policies:

This policy links to the Behaviour Policy, Accessibility Plan, Safeguarding & Child Protection Policy, Admission Arrangements, Complaints Policy and Intimate Care Policy. Please also see our SEND Information Report and Local Offer.

Further information can also be found in the Inclusion section of our school website: St Nicolas and St Mary CE Primary School - Inclusion

Glossary of terms used

CoP; Special Educational Needs Code of Practice
EHCP; Education, Health and Care Plan
EP; Educational Psychologist
ILP; Individual Learning Plan
IST; Inclusion Support Team (Learning Support/Behaviour Support)
OT; Occupational Therapist
SALT; Speech and Language Therapist
SEND; Special Educational Needs and/or Disabilities
SENDCo; SEND Co-ordinator