



St Mary's C.E. Primary School

SEND Policy

Introduction

At St Mary's C E Primary School, we believe that every child is known, valued and loved. We are committed to creating an inclusive school community in which pupils with special educational needs and disabilities (SEND) are able to belong, participate, learn and thrive alongside their peers.

We maintain high expectations for all pupils and recognise that inclusion requires barriers to learning and participation to be identified and addressed proactively. High-quality, adaptive teaching and an accessible learning environment are the foundation of our approach, with additional and different provision provided where a pupil's special educational needs require it.

This policy has been developed with regard to the statutory framework for SEND, including:
the Children and Families Act 2014;
the Equality Act 2010;
the Special Educational Needs and Disability Regulations 2014, as amended;
the Special educational needs and disability code of practice: 0 to 25 years; and
Supporting pupils at school with medical conditions: statutory guidance.

Our approach is also informed by current Department for Education guidance and evidence about the effective identification and support of children with SEND in mainstream settings.

This policy should be read alongside the school's SEND Information Report, Accessibility Plan, Equality information and objectives, Behaviour Policy, Safeguarding and Child Protection Policy and Supporting Pupils with Medical Conditions Policy.

Definition of SEND

A child has special educational needs (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 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age.

The SEND Code of Practice identifies four broad areas of need:

- Communication and interaction

- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These broad areas help the school to understand a pupil's needs and plan appropriate provision. They are not used simply to categorise or label children. A pupil may have needs across more than one area, and the nature and impact of their needs may change over time.

At St Mary's, identification of SEND is based on a careful assessment of the individual child and the barriers affecting their learning and participation. Slow progress or low attainment does not, in itself, mean that a child has SEN. Equally, difficulties with behaviour do not automatically mean that a child has SEN; where concerns arise, the school will seek to understand whether there are underlying learning, communication, social, emotional, sensory or other needs.

SEND and disability are not interchangeable terms. Some disabled pupils will have SEN and some will not. The school will make reasonable adjustments for disabled pupils in accordance with the Equality Act 2010, whether or not they are identified as having SEN, are receiving SEN Support or have an Education, Health and Care (EHC) plan.

Aims and Principles

At St Mary's, provision for pupils with SEND is a whole-school responsibility. We are committed to creating an inclusive learning environment in which barriers to learning and participation are anticipated, identified and reduced wherever possible, and where all pupils are supported to participate fully in school life.

We aim to:

- maintain high expectations for pupils with SEND and support them to achieve the best possible educational and wider outcomes;
- provide high-quality, adaptive teaching as the foundation of provision for all pupils;
- identify emerging needs and barriers to learning and participation as early as possible;
- provide appropriate support through a graduated approach of Assess–Plan–Do–Review;
- make reasonable adjustments for disabled pupils in accordance with the Equality Act 2010;
- work in genuine partnership with parents and carers, recognising the importance of their knowledge and experience of their child;
- listen to pupils and ensure that their views, aspirations and experiences inform decisions about their support;
- ensure that teachers remain responsible and accountable for the progress and development of the pupils they teach, including where pupils receive additional support;
- develop the knowledge, confidence and expertise of staff through appropriate professional development;
- work collaboratively with external professionals and agencies where specialist advice or support is required; and
- evaluate the effectiveness of provision and use evidence to inform decisions about support.

Equity in SEND identification and provision

St Mary's is committed to ensuring that SEND identification, assessment and provision are fair, inclusive and free from unlawful discrimination. We recognise that assumptions and bias can affect how children's needs and behaviour are understood and will seek to identify and address disproportionality where it arises.

When considering whether a pupil may have SEN, the school will take account of the whole child

and relevant contextual factors. English as an additional language, disadvantage, attendance, experiences of adversity or differences in cultural or communication patterns will not, in themselves, be treated as evidence of SEN.

We are committed to anti-racist practice and to ensuring that a pupil's race, ethnicity, culture or language does not create a barrier to appropriate identification, support, participation or opportunity.

Decisions about SEND provision will be based on identified individual need, appropriate assessment, evidence of the pupil's response to support and, where relevant, advice from specialist professionals.

Roles and Responsibilities

Supporting pupils with SEND is a whole-school responsibility. Effective provision depends on strong leadership, high-quality classroom teaching and collaboration between the SENCO, Headteacher, teachers, support staff, governors, parents and carers, pupils and external professionals.

The SENCO

The school's Special Educational Needs Coordinator (SENCO) is Emilia Pacetta, a qualified teacher and member of the Senior Leadership Team who holds the mandatory SENCO qualification.

The SENCO provides strategic leadership and coordination of SEND provision across the school. The SENCO:

- oversees the day-to-day operation of this policy and coordinates provision for pupils with SEND;
- supports the identification and assessment of pupils' special educational needs and oversees the graduated approach;
- advises and supports teachers and other staff in understanding and meeting pupils' needs;
- works with teachers to monitor the progress, participation and outcomes of pupils with SEND and evaluate the effectiveness of provision;
- liaises with parents and carers and supports their involvement in decisions about their child's provision;
- ensures that pupils' views are sought and appropriately reflected in decisions about their support;
- liaises with external professionals, agencies and the local authority where specialist assessment, advice or provision is required;
- coordinates statutory processes relating to Education, Health and Care Plans, including Annual Reviews;
- maintains appropriate oversight of SEND records and provision;
- supports effective transition between classes, key stages and educational settings;
- contributes to the professional development of staff and the development of inclusive practice across the school;
- works with the Headteacher and Governing Body to evaluate and develop the school's strategic approach to SEND; and
- ensures that the school's SEND Information Report is reviewed and updated as required.

The Headteacher

The Headteacher has overall responsibility for the leadership and management of SEND provision within the school. Working closely with the SENCO and Governing Body, the Headteacher:

- ensures that the school's SEND policy and statutory responsibilities are implemented effectively;
- promotes a whole-school culture of inclusion and high expectations for pupils with SEND;

- ensures that appropriate staffing, resources and professional development support effective SEND provision;
- ensures that SEND is considered within school improvement planning, curriculum development and wider strategic decision-making;
- works with the SENCO to monitor the quality and impact of provision; and
- reports to and works with the Governing Body in relation to the school's SEND arrangements.

The Governing Body

The Governing Body has strategic oversight of the school's arrangements for pupils with SEND and is responsible for ensuring that the school fulfils its statutory duties.

The Governing Body:

- works with school leaders to establish and review the school's strategic approach to SEND;
- holds leaders to account for the quality, effectiveness and impact of SEND provision;
- ensures that SEND is appropriately considered when setting the school's strategic direction and allocating resources;
- monitors the experiences, progress and outcomes of pupils with SEND;
- ensures that the school meets its duties towards pupils with SEN and disabled pupils, including its duties under the Equality Act 2010; and
- receives appropriate information from the Headteacher and SENCO to enable it to provide effective support and challenge.

The governor with specific strategic oversight of SEND is Ms Lucky Enekeme. The SEND Governor supports the Governing Body in maintaining oversight of SEND but does not undertake the operational responsibilities of the SENCO or school leaders.

Teachers

Teachers are responsible and accountable for the progress and development of all pupils in their class, including pupils with SEND.

Teachers:

- provide high-quality, adaptive teaching which anticipates and responds to barriers to learning;
- identify emerging concerns and work with the SENCO where a pupil may require additional or different provision;
- implement agreed provision, reasonable adjustments and strategies consistently;
- contribute to the Assess–Plan–Do–Review cycle and the development and review of Individual Support Plans;
- monitor pupils' progress and response to provision and use this information to adapt teaching and support;
- work collaboratively with parents and carers, pupils, the SENCO, support staff and external professionals; and
- direct and work effectively with support staff while retaining responsibility for the pupil's learning, progress and participation.

Support Staff

Support staff work under the direction of teachers and school leaders to support the effective implementation of provision for pupils with SEND.

They:

- understand and consistently implement agreed strategies, provision and reasonable adjustments;
- support pupils' access to teaching and learning while promoting independence;

- provide relevant observations and feedback to teachers and the SENCO about pupils' engagement, progress and response to support;
- contribute, where appropriate, to the review of provision; and
- participate in relevant training and professional development.

Partnership with Parents and Carers

St Mary's recognises parents and carers as key partners who bring valuable knowledge and understanding of their child. We are committed to working with families openly, respectfully and collaboratively when identifying and supporting special educational needs.

Parents and carers will be given appropriate opportunities to:

- share their views, concerns and information about their child;
- contribute to the assessment and identification of their child's needs;
- understand the support and provision being provided and the intended outcomes;
- contribute to the planning of their child's Individual Support Plan (ISP);
- participate in reviews of their child's progress and the effectiveness of provision; and
- contribute to decisions about appropriate next steps.

Parents and carers of pupils receiving SEN Support are invited to participate in the termly review of their child's ISP. Reviews will consider the pupil's progress towards agreed outcomes, the impact of the provision in place and whether support should be continued, adapted or increased.

Communication will be adapted where reasonably necessary to support parents and carers to participate meaningfully. This may include providing information in an accessible format or arranging interpretation or translation support where appropriate.

Where parents or carers have concerns about their child's progress or possible special educational needs, they are encouraged to speak initially with the class teacher and/or SENCO. The school will listen carefully to concerns and explain the assessment, support and decisions being made.

Where concerns about SEND provision cannot be resolved through discussion, parents and carers may raise them through the school's Complaints Policy.

Parents and carers may contact the SENCO through the School Office or by email at senco@stmarysce.brent.sch.uk.

Families may also seek independent information, advice and support from the local Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS). Current contact information is provided through the school's SEND Information Report and the local authority's Local Offer.

Pupil Voice

St Mary's is committed to a person-centred approach in which pupils are supported to participate meaningfully in decisions about their learning and support.

Pupils with SEND will be given appropriate opportunities to:

- share their views about their learning, strengths, interests and the things they find difficult;
- identify what is important to them and, where appropriate, contribute to the outcomes they are working towards;
- express their views about the support and adjustments they receive;
- contribute to reviews of their Individual Support Plan (ISP) and, where applicable, their Education, Health and Care Plan; and

- contribute to decisions about changes to their support in a way that is appropriate to their age, development and understanding.

We recognise that pupils communicate in different ways. The school will make reasonable efforts to enable every pupil to express their views, including pupils who are non-speaking or who have communication difficulties.

Depending on the individual pupil, this may include the use of conversation, observation, pictures, symbols, choice-making, drawing, communication aids, connection boxes or other appropriate methods. Adults who know the pupil well may support them to communicate their views without replacing the pupil's own voice.

Pupils' views will be considered alongside assessment information, the views of parents and carers and, where appropriate, advice from external professionals when planning and reviewing provision.

Identification and Assessment of Needs

St Mary's is committed to identifying emerging needs and barriers to learning and participation as early as possible. Identification is an ongoing process based on assessment, observation, discussion and evidence gathered over time.

Teachers are responsible for monitoring the progress and development of all pupils in their class. Where a pupil is making less than expected progress, is experiencing persistent difficulties or where other concerns arise, the teacher will consider what may be contributing to those difficulties and what further adaptations or support may be required.

Information used to understand a pupil's needs may include:

- ongoing teacher assessment and the pupil's response to teaching;
- progress and attainment over time;
- work scrutiny;
- classroom and wider-school observations;
- information from previous settings and transition records;
- relevant EYFS assessment information;
- the pupil's views and experiences;
- the views and concerns of parents and carers;
- attendance and other relevant contextual information; and
- advice or assessment from external professionals, where appropriate.

Responding to Emerging Concerns

High-quality, adaptive teaching is the first response to pupils who have or may have SEN and remains the foundation of provision throughout any subsequent SEN Support.

Where concerns emerge, the class teacher will review the pupil's learning, the adaptations already in place and their impact. The teacher will work with the SENCO where difficulties persist, where progress remains significantly below expectations despite appropriate support, or where the nature or severity of the concern indicates that SENCO involvement is required sooner.

There is no requirement for a pupil to experience a fixed period of difficulty before their needs are considered. Where concerns are significant, assessment and appropriate support will not be unnecessarily delayed.

Assessment will seek to identify the barriers affecting the individual pupil and the provision required, rather than simply assigning a label or category of need.

Factors Considered During Identification

Slow progress or low attainment does not, by itself, indicate that a pupil has SEN. Equally, attainment in line with age-related expectations does not rule out SEN where a pupil is experiencing significant barriers to learning or participation.

English as an additional language is not, in itself, a special educational need. Where concerns arise about a multilingual pupil, the school will consider the pupil's development and learning across languages and contexts, as far as appropriate information is available, and will seek to distinguish between needs associated with acquiring English and possible underlying SEN.

Where behaviour, emotional regulation or social interaction gives rise to concern, staff will seek to understand whether this may indicate an underlying communication, learning, social, emotional, sensory, physical, medical, safeguarding or other need.

A medical diagnosis is not required for a pupil to receive SEN Support. Equally, a diagnosis does not automatically mean that a pupil has SEN or determine the provision they require. Decisions about SEN Support will be based on the pupil's identified educational needs, barriers to learning and participation and the special educational provision required.

Parents and carers will be involved when concerns about possible SEN are being considered, and pupils will be supported to contribute their views in a way appropriate to their age, development and communication needs.

Where assessment indicates that a pupil requires special educational provision that is additional to or different from that made generally for other pupils of the same age, the school will identify the pupil as having SEN and provide SEN Support through the graduated approach.

The Graduated Approach: Assess–Plan–Do–Review

Where a pupil is identified as having SEN, St Mary's will provide SEN Support through a graduated approach of Assess–Plan–Do–Review.

This is an ongoing and responsive cycle. Each review builds on an increasing understanding of the pupil's strengths and needs, the barriers affecting their learning and participation, and their response to the provision already in place.

At St Mary's, SEN Support is ordinarily recorded and reviewed through an Individual Support Plan (ISP).

Assess

The class teacher, working with the SENCO, will gather and consider relevant information to develop a clear understanding of the pupil's strengths, needs and barriers to learning and participation.

Assessment may draw upon:

- teacher assessment and information about attainment and progress;
- the pupil's work and engagement in learning;
- observations across relevant contexts;
- the pupil's views;
- the views of parents and carers;
- previous support and evidence of its impact;
- relevant attendance, pastoral or contextual information; and
- assessment or advice from external professionals, where appropriate.

Where possible, a clear baseline will be established so that the impact of subsequent provision can be evaluated.

Plan

The class teacher and SENCO will agree the support required, involving the pupil and their parents or carers as appropriate.

The ISP will identify:

- the pupil's strengths and identified needs or barriers;
- the outcomes the pupil is working towards;
- the provision, strategies and reasonable adjustments required;
- any targeted interventions or specialist support;
- who is responsible for implementing the provision;
- the expected frequency or arrangements for provision, where relevant;
- how progress and impact will be evaluated; and
- when the plan will be reviewed.

Provision will be based on identified need and will build upon high-quality, adaptive classroom teaching.

Do

The class teacher remains responsible and accountable for the pupil's progress and development, including where the pupil receives additional support or interventions from another adult.

The teacher will ensure that agreed classroom strategies, adaptations and provision are implemented consistently and will work closely with any support staff or specialists involved.

Targeted interventions may be delivered by teachers, appropriately trained support staff or external professionals. Where interventions take place away from the classroom, they should complement and support the pupil's classroom learning, and relevant information should be shared between those delivering the intervention and the class teacher.

Review

ISPs will ordinarily be reviewed termly, or sooner where a pupil's needs or circumstances require this.

The review will consider:

- progress towards the agreed outcomes;
- the pupil's response to the provision;
- the impact on learning, participation and independence;
- the pupil's views and experiences;
- the views of parents and carers; and
- whether the provision should be continued, adapted, increased, reduced or brought to an end.

Where a pupil continues to make less than expected progress despite appropriate, evidence-informed support matched to their identified needs, the school will consider whether further assessment, specialist advice or additional provision is required.

Where needs are severe, complex or persistent and the special educational provision required may be beyond that which can reasonably be provided through SEN Support, the school will consider, with parents and carers and relevant professionals, whether an Education, Health and Care needs assessment should be requested.

Where review evidence shows that a pupil no longer requires special educational provision that is additional to or different from that made generally for other pupils of the same age, SEN Support may be ended. The pupil's progress will continue to be monitored through the school's usual assessment arrangements.

Supporting Pupils with Social, Emotional and Mental Health Needs

Social, emotional and mental health (SEMH) is one of the four broad areas of special educational need. Pupils with SEMH needs may experience difficulties in a range of ways, including with emotional regulation, relationships, social interaction, engagement with learning, anxiety, withdrawal or behaviour.

At St Mary's, we recognise that changes or difficulties in behaviour, emotional regulation or social interaction may indicate an underlying need. Staff will seek to understand the factors contributing to a pupil's presentation rather than considering behaviour in isolation.

Where concerns arise, the school will consider the pupil's needs holistically. This may include consideration of communication and interaction, learning, sensory or physical needs, emotional wellbeing, relationships, attendance, experiences outside school and other relevant contextual factors.

Where a pupil's difficulties amount to SEN and require special educational provision, support will be planned and reviewed through the graduated approach. Depending on individual need, provision may include:

- adaptations to teaching, routines and the learning environment;
- support to develop emotional regulation and understanding;
- targeted support for social communication and relationships;
- pastoral or therapeutic support;
- individualised strategies or support plans; and
- advice or involvement from appropriate external professionals or services.

Support will be matched to identified need, and its impact will be reviewed as part of the Assess–Plan–Do–Review cycle.

The school recognises that not every emotional or mental health difficulty constitutes SEN. Where appropriate, pupils may receive pastoral, early help, mental health or other support whether or not they are identified as having SEN.

School staff do not diagnose mental health conditions. Where specialist assessment or support may be required, the school will work with parents and carers and, where appropriate, relevant health, local authority or other professional services.

The school will make reasonable adjustments for disabled pupils in accordance with the Equality Act 2010 and will ensure that agreed SEND provision and adjustments are considered alongside the school's Behaviour Policy.

Concerns about a pupil's behaviour or emotional wellbeing may also indicate a safeguarding or welfare concern. Where this is the case, staff will follow the school's Safeguarding and Child Protection Policy. SEND processes do not replace or delay safeguarding action.

Working with External Professionals and Agencies

St Mary's works collaboratively with appropriate external professionals and agencies where additional expertise, assessment, advice or specialist support may help the school to understand and meet a pupil's needs.

External involvement may be considered where:

- further specialist assessment is required to understand a pupil's strengths and needs;
- a pupil continues to experience significant barriers despite appropriate support;
- specialist advice is required to plan or adapt provision;
- the pupil has needs requiring specialist professional involvement; or
- early specialist advice is appropriate because of the nature or complexity of the pupil's needs.

Depending on individual need, the school may work with professionals from education, health,

social care, mental health and other specialist services. Current information about the services available to the school and families is provided through the school's SEND Information Report and the local authority's Local Offer.

Parents and carers will be involved appropriately in decisions to seek specialist advice or assessment, and consent will be obtained where required. Pupils will also be supported to understand and contribute to the process in a way appropriate to their age, development and communication needs.

Where an external professional provides advice or recommendations, the SENCO and class teacher will consider how these should inform the pupil's provision. Relevant recommendations will be shared with staff who work with the pupil and incorporated into the pupil's Individual Support Plan or other appropriate planning where necessary.

The impact of specialist advice and resulting provision will be considered through the Assess–Plan–Do–Review cycle.

Involvement from an external professional does not transfer responsibility for the pupil's education. The class teacher remains responsible and accountable for the pupil's progress and development, working with the SENCO and relevant professionals to implement and review appropriate provision.

Where a pupil is supported by professionals across education, health or social care, St Mary's will seek to work collaboratively with those services and the family to promote a coordinated approach.

Education, Health and Care plans

Most pupils with SEN will have their needs met through SEN Support. Where, despite appropriate assessment and provision, a pupil's needs are such that it may be necessary for special educational provision to be made in accordance with an Education, Health and Care (EHC) plan, the school will consider whether to request an EHC needs assessment from the local authority.

There is no fixed number of Assess–Plan–Do–Review cycles that a pupil must complete before an EHC needs assessment can be considered. Decisions will be based on the individual pupil's needs, the provision required and the available evidence.

Where the school makes a request for an EHC needs assessment, it will work with the pupil, parents and carers and relevant professionals to provide appropriate evidence about the pupil's strengths and needs, progress, provision already made and its impact, and the outcomes being sought.

Parents and carers also have the right to request an EHC needs assessment directly from the local authority.

Pupils with an EHC plan

Where a pupil has an EHC plan, the local authority has the statutory duty to secure the special educational provision specified in the plan. St Mary's will implement the provision it is responsible for delivering and will work with the local authority and relevant professionals where there are concerns about the provision or the pupil's changing needs.

The class teacher remains responsible and accountable for the pupil's progress and development and will work with the SENCO, support staff and relevant professionals to ensure that agreed provision and strategies are implemented.

EHC plans will be reviewed at least annually in accordance with the statutory Annual Review process. St Mary's will contribute to and, where it is responsible for arranging the review meeting, carry out its responsibilities within that process.

Annual Reviews will consider the pupil's progress towards their outcomes, their current strengths and needs, the effectiveness and appropriateness of provision, and whether changes to the EHC plan may be required. The pupil and their parents or carers will be supported to contribute meaningfully to the review.

An earlier review may be requested where there has been a significant change in the pupil's needs, circumstances or provision.

Where St Mary's is named in a pupil's final EHC plan, the school will comply with its statutory duty to admit the pupil.

Supporting Pupils with Medical Conditions

St Mary's is committed to ensuring that pupils with medical conditions are appropriately supported so that they can access education and participate as fully as possible in school life.

The school follows the Department for Education statutory guidance *Supporting pupils at school with medical conditions* and the school's Supporting Pupils with Medical Conditions Policy.

A medical condition does not, in itself, mean that a pupil has SEN. Where a pupil with a medical condition also has special educational needs or is disabled within the meaning of the Equality Act 2010, the school will ensure that its SEND, medical and equality duties are considered together.

Individual Healthcare Plans (IHPs) will be developed where appropriate, and staff will receive the information and training necessary to provide agreed support safely.

Where a pupil has both an Individual Healthcare Plan and an Individual Support Plan or Education, Health and Care plan, the school will seek to ensure that provision is coordinated and that relevant staff understand the pupil's needs and the support required.

The school will work with parents and carers, health professionals and other relevant services when planning and reviewing support.

Where a pupil's medical condition or associated absence affects their access to learning or participation in school life, the school will consider what appropriate support and reasonable adjustments are required.

Admission Arrangements for Pupils with SEND and Disabled Pupils

St Mary's is committed to fair and inclusive admission arrangements and complies with the School Admissions Code, the Children and Families Act 2014 and the Equality Act 2010.

Pupils with SEN who do not have an Education, Health and Care (EHC) plan will be considered for admission through the school's published admission arrangements in the same way as other applicants. A pupil will not be refused admission simply because they have SEN, because the school considers that it may be difficult to meet their needs, or because they do not have an EHC plan.

Where St Mary's is named in a pupil's final EHC plan, the school will comply with its statutory duty to admit the pupil.

The school will not unlawfully discriminate against a pupil in relation to admission because of disability. St Mary's will anticipate and make reasonable adjustments, where required, to avoid disabled pupils being placed at a substantial disadvantage.

Where the school is aware before admission that a pupil has SEND, a disability or other additional needs, we will work with the pupil, parents and carers, the previous setting and relevant professionals, where appropriate, to plan an effective transition and prepare appropriate support. This may include sharing relevant information, transition visits, consideration of reasonable adjustments, preparation of resources or equipment, and ensuring that staff have the information or training necessary to support the pupil.

Further information about the school's admission arrangements is available in the school's Admissions Policy. Information about accessibility and the steps taken to support disabled pupils is provided in the school's SEND Information Report and Accessibility Plan.

Accessibility

St Mary's is committed to improving access and participation for disabled pupils and to identifying and reducing barriers wherever reasonably possible.

The school fulfils its accessibility planning duties through its Accessibility Plan, which sets out how we will progressively improve:

- access to the curriculum for disabled pupils;
- the physical environment to enable disabled pupils to take greater advantage of education, benefits, facilities and services provided by the school; and
- the accessibility of information provided to disabled pupils.

The school will make reasonable adjustments where required to avoid disabled pupils being placed at a substantial disadvantage. We recognise that this is an anticipatory duty and will seek to identify potential barriers rather than waiting for an individual pupil to experience difficulty.

Accessibility is considered in curriculum planning, teaching and learning, communication, the organisation of the learning environment and participation in the wider life of the school.

Where individual barriers are identified, the school will work with the pupil, parents and carers and, where appropriate, relevant professionals to consider reasonable adjustments and appropriate support.

The school will continue to review and improve accessibility over time in accordance with its Accessibility Plan.

Further information about current accessibility arrangements and provision for pupils with SEND and disabled pupils is available through the school's Accessibility Plan and SEND Information Report.

Evaluating the Effectiveness of SEND Provision

St Mary's regularly evaluates the quality and impact of its provision for pupils with SEND. Evaluation focuses not only on whether support has been delivered, but on whether it is improving pupils' learning, progress, participation, independence and wider outcomes.

Evidence used to evaluate provision may include:

- progress towards individual ISP and EHC plan outcomes;
- attainment and progress information, interpreted in the context of individual starting points and needs;
- evaluation of the impact of SEND provision and reasonable adjustments;
- pupils' work, engagement and participation in learning;
- classroom and wider-school observations;
- pupil voice and pupils' experiences of support;
- feedback from parents and carers;
- attendance and behaviour information, including suspension data where relevant;
- participation in the curriculum and wider life of the school;
- advice and review information from external professionals;
- SEND monitoring undertaken by school leaders and governors; and
- relevant school, local and national information where comparison is meaningful and appropriate.

The school will also consider patterns in SEND identification, access to provision, attendance, behaviour and outcomes to identify possible disproportionality or barriers affecting particular groups of pupils.

The SENCO and school leaders will use evaluation findings to identify strengths and areas for development, review provision, inform staff professional development and guide decisions about resources and school improvement priorities.

The Governing Body will receive appropriate information about the effectiveness of SEND provision

and the experiences and outcomes of pupils with SEND so that it can provide strategic oversight, support and challenge.

Allocation of Resources

St Mary's will use the resources available to the school to support the identification of needs, remove barriers to learning and participation, and provide appropriate support for pupils with SEN and disabled pupils.

Resources will be allocated according to assessed need, intended outcomes and the provision and reasonable adjustments required, rather than solely on the basis of a diagnosis or label.

The SENCO will advise the Headteacher and relevant staff on the deployment of SEND provision and resources, taking account of pupils' needs, the impact of existing provision, specialist advice where appropriate, and the school's statutory responsibilities.

The school will use funding available to support pupils with SEN, including its delegated resources and any additional funding received for individual pupils, in accordance with relevant funding arrangements and statutory duties.

Where a pupil has an EHC plan, St Mary's will deliver the provision for which the school is responsible. Where there are concerns about the provision specified in an EHC plan, including difficulties in securing or delivering that provision, the school will work with the local authority and relevant professionals to seek an appropriate resolution.

The Headteacher and Governing Body will maintain appropriate oversight of the use of resources. Governors will receive information that enables them to consider how resources are supporting SEND provision and their impact on pupils' experiences, progress and outcomes.

Transition

St Mary's recognises that transitions can present additional challenges for some pupils with SEND. We will plan and support transitions carefully so that pupils experience as much continuity, security and successful participation as possible.

Transition planning may include entry to St Mary's, movement between classes or key stages, a change of school during the academic year, and transfer to secondary school or another educational setting.

Where a pupil requires additional support with transition, planning will begin sufficiently early and will be tailored to their individual strengths, needs and circumstances. The pupil and their parents and carers will be involved in the process in ways appropriate to the pupil's age, development and communication needs.

The school will liaise with previous or receiving settings and relevant professionals, where appropriate, to support continuity of provision. Relevant information about the pupil's needs, effective strategies, provision and reasonable adjustments will be shared appropriately as part of transition planning.

Enhanced transition arrangements may include additional visits, opportunities to meet key adults, visual or written information, transition resources and other individualised preparation.

For pupils with EHC plans, transition planning will also be considered through the statutory Annual Review process where appropriate.

The effectiveness of transition arrangements will be reviewed and additional support provided where necessary as the pupil settles into their new class, phase or setting.

Bullying

St Mary's is committed to preventing and responding effectively to all forms of bullying, including bullying related to SEND or disability.

We recognise that pupils with SEND and disabled pupils may experience particular barriers in recognising, reporting or responding to bullying. Staff will take account of pupils' individual communication, social and emotional needs and will provide appropriate support to enable them to express concerns and feel heard.

Where a pupil with SEND has experienced bullying, the school will consider what support and reasonable adjustments may be required to promote their safety, wellbeing, participation and continued access to learning.

Where a pupil with SEND displays bullying behaviour, staff will respond appropriately while also considering whether the pupil's identified needs, communication, social understanding or emotional regulation have contributed to the situation. SEND will not be used to excuse bullying, but relevant needs and reasonable adjustments will be considered when deciding how best to respond, support learning and reduce the likelihood of recurrence.

Bullying concerns will be addressed in accordance with the school's Behaviour and Anti-Bullying Policies. Where an incident raises a safeguarding concern, the school's Safeguarding and Child Protection Policy and procedures will be followed.

Policy Review

This policy will be reviewed annually by the SENCO and Headteacher and approved by the Governing Body. It may be reviewed sooner where there are changes to legislation or statutory guidance, or where developments in the school's circumstances or practice make an earlier review appropriate.

The school will also review and update its SEN Information Report annually and will update information during the year where required.

The effectiveness of this policy will be considered through the school's ongoing monitoring and evaluation of SEND provision, pupil experiences and outcomes, feedback from pupils and parents and carers, and strategic oversight by the Governing Body.

Date approved: September 2026

Next review due: September 2027

