



ST MARY'S CE (A) FIRST SCHOOL POLICY DOCUMENT FOR SPECIAL EDUCATIONAL NEEDS & DISABILITIES

*"Our Vision is to provide the best opportunities to become life-long learners.
Our Christian values rooted in the Good Samaritan recognise everyone is loved by God.
Our ethos is to show love and respect - to ourselves, each other and God's creation"*

Philosophy

All children have a right to an education that offers equal opportunity and an inclusive curriculum in a community which is sensitive to difference. Each child is encouraged and supported to achieve spiritually, socially and academically, within the Christian church school ethos of love and respect for all. We believe that the story of the Good Samaritan underpins our teaching and learning for all, providing the children with our school vision that kindness, care, thoughtfulness, love and respect are paramount for becoming resilient and successful adults, regardless of any barriers to learning.

"If a child cannot learn the way we teach, then we should teach the way they learn"

"When a flower doesn't bloom, we fix the environment in which it grows, not the flower"

Inclusion Statement

St Mary's First School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its community. The school fosters a collaborative environment where all stakeholders: staff, pupils, parents, and the community share inclusive values. Classroom and extracurricular activities are designed to reflect diversity, ensuring every child feels valued and empowered to participate fully. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life. Inclusion will be achieved through analysis and assessment of children's needs, by monitoring quality first teaching and ensuring that all children experience a broad and balanced curriculum. Learning for all children is given equal priority and available resources are used to maximum effect.

Aims

- To ensure access to the curriculum, the physical environment and to printed information is guaranteed for all pupils.
- To reduce barriers to progress and learning through targeted and systematic support
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" the provision within the differentiated curriculum, to better respond to the four areas of need:

1. Communication and interaction

2. Cognition and learning

3. Social, mental and emotional health

4. Sensory/physical

- To ensure parents/carers and pupils are actively engaged in decision-making processes. Their feedback informs interventions and ensures partnerships are maintained.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Objectives

- To comply with the statutory requirements laid out in the SEND Code of Practice 0 - 25 (2014, updated May 2015 and April 2020) and with reference to the following:
- Equality Act 2010: advice for schools DfE June 2018
- School's SEN Information Report Regulations (2014)
- To use Quality First Teaching, Waved Interventions, Precision Teaching, Learning Passports, Individual Provision Maps and Reflective Pathways, to support progress and attainment.

- Pupil progress is tracked termly, with regular reviews of interventions and teaching quality. This ensures adjustments are made promptly to meet evolving needs.

Responsibilities

The Governing Body oversees policy development and provision for SEND pupils. A Governor for SEND (Lesley White) is appointed to champion this focus.-The SENCo has the responsibility for day-to-day management of the provision for pupils with SEND - Nic Malkin/Jo Moulton. The Head Teacher keeps the Governing Body fully informed of SEND provision. Class teachers have the responsibility of planning and adapting the curriculum and teaching methods to meet the needs of SEND pupils with our school.

Guidelines

Additional support will follow the Graduated Response of "**Assess, Plan, Do, Review**":

- **Wave 1 - Quality First Teaching** - providing a broad and balanced curriculum, with reasonable adjustments to remove barriers to learning. This includes adaptive instruction and inclusive classroom practices.
- **Wave 2 intervention** provides 'catch-up' programmes for small groups of children who may be struggling with a concept or in a particular area of learning. They are time-limited and aim to boost skills in order to access the curriculum confidently after the intervention.
- **Wave 3 intervention** provides 1:1 intensive, daily precision teaching to enable the child to make accelerated progress.
- **Precision Teaching** provides individual support, 1:1 for children with a specific learning need. Each child has their own provision map within their Learning Passport, ensuring the opportunity to work on their own targets to support progress and attainment. Parents are provided with the opportunity to speak with the SENCo regularly to discuss concerns, interventions and multi-agency support.

Each intervention is reviewed regularly for impact on children's learning. Learning Passports are reviewed and agreed each term with children, parents and teachers. If a child continues to make limited progress, the SENCo will consult appropriate **outside agencies**.

- For a very small percentage of children, whose needs are significant and complex, and the provision required to meet their needs cannot reasonably be provided within our school resources, without additional funding or specialist support, a request will be made to the Local Authority to conduct an assessment of their Education, Health and Care needs. This may result in completing an Enhanced Assess, Plan, Do, Review Pathway (EAPDR) and/or an Education, Health Care plan. (EHCP)

A Graduated Approach to SEN support

- All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from support staff or specialist staff.
- All children will have access to high quality teaching in all classes which is adapted for individual pupils to meet any additional needs.
- Where children's learning does not respond to this high quality first teaching then they will be assessed for additional support and added to the school SEND register.
- All children's progress and attainment is regularly and carefully reviewed along with the quality of teaching they receive. This review includes a review of support for improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.
- Where a concern is raised, the teacher, along with the SENCO, parents, carers and the child (age appropriate) will work together to analyse all the information available about the pupil's strengths and areas which the child needs additional support.

The role of the SENCO:

- Reviewing the strategic development of the SEND policy, Information Report and provision alongside the Head Teacher and Governing Body.
- Ensuring the most up to date SEND policy, SEND Information Report and Local Offer is available on the school website.
- Co-ordinating the provision for pupils with additional needs and managing the impact of support.
- Managing a range of resources, human and material, to enable appropriate provision.
- Ensuring that parents are involved in supporting and reviewing their child's learning and kept informed about the support they are receiving. Signposting relevant support pathways to parents.
- Liaising with outside agencies who are providing recommendations for pupils with SEND.
- Monitoring and evaluating the SEND provision.
- Supporting and advising colleagues.
- Contributing to the professional development of all staff, organising training to heighten awareness and confidence when teaching pupils with SEND.
- Accessing additional funds through the LEA (EAPDR/EHCP) to provide additional support when necessary.
- Updating the school's SEND register and ensuring there are records of needs, progress and provision for all pupils with SEND.

In the event of parents wishing to lodge a complaint, school has adopted the LA Complaints Procedure and Policy which is available from the school office or on the School Website.

Agreed by staff and governors: January 2026

Review: January 2028