St Gregory's C of E (VA) Primary School
New Street, Marnhull, Sturminster Newton, Dorset DT10 1PZ

Policy Document

SEN and Disability Policy

Review Interval: Annually

Date approved by Governing Body:

February 2026

Review Date: February 2027

St Gregory's C of E Primary School

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (January 2015), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (January 2015)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Executive Headteacher, Mrs Farndale, has overall responsibility for Special Educational Needs and Disability in St Gregory's C of E Primary School.

The designated teacher responsible for coordinating SEND provision for children/young people is Hayley Shears (SENCo/Inclusion Leader).

The governor with oversight of the arrangements for SEN and Disability is Sharon Martin.

AIMS AND OBJECTIVES

At St Gregory's Primary School learning has no limits. We have high expectations for all our children, including those identified as having SEND. We strive to remove barriers to learning to ensure that all children aim high in their learning and aspirations. We aim to support our children to become confident individuals living fulfilling lives, and making a successful transition into adulthood, whether into employment, further education or training.

AIMS

- To identify at an early stage, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff to enable them to support children with special educational needs and disability.
- To ensure that provision put in place is timely and has a positive impact upon the child's learning.
- To ensure the outcomes for our children are aspirational.
- To remove barriers to learning in order for children with SEND to progress at an aspirational rate.
- To provide high quality provision for children with SEND.
- To ensure all staff have high expectations for children with SEND.

OBJECTIVES

- To identify and provide for children who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.

- To operate a “whole child, whole school” approach in the management and provision of support for children with special educational needs or disability.
- To employ a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work within the bounds of the SEND policy.
- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

The role of the Governing Body:

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that arrangements for supporting children with specials educational needs and/or disabilities, medical conditions and equality, at St Gregory’s C of E school are published.

The link governor for SEND will:

- Liaise termly with the SENDCO,
- Ensure the SEND policy is updated annually by the SENCo, and agree any changes,
- Secure the best possible provision for children with SEND,
- Monitor the effectiveness for SEND provision within the school.
- Ensures the school is meeting all statutory expectations for SEND.

The role of the SENDCo:

- Oversee day-to-day operation of school’s SEN policy,
- Coordinate provision for children with SEN,
- Advise on the graduated approach to SEN Support;
- Advise on use of delegated budget/ other resources,
- Liaise with parents of children with SEND,
- Liaise and work co-operatively with other education settings and outside agencies to seek appropriate support for pupils
- Liaise with potential next providers of education,
- Work with executive headteacher and governors to ensure compliance with Equality Act,
- Ensure that SEN records are up-to-date.

ADMISSION ARRANGEMENTS

St Gregory’s C of E Primary School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, St Gregory’s C of E Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St Gregory’s C of E Primary School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.
The local offer website holds a directory of facilities and resources available from many services within Dorset. More information can be found in the Local Offer information held on the local authority's website. SEND Local Offer - Dorset Council

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (January 2015) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

i. Communication and Interaction.
ii. Cognition and learning.
iii. Social, emotional and mental health difficulties.
iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements. St Gregory's C of E Primary School staff use a wide range of tools to assess the level of SEN support required.

Early identification of SEND is essential to ensure that appropriate intervention and support is in place so a child is able to make progress within their learning. Staff use Age - Related Expectations (ARE) to assess children's learning level. Formal assessments are used twice a year in-line with Pickwick Academy Trust assessment schedule. These assessments give a clear indication of the attainment and progress children are making, and if they have a significantly greater difficulty in learning than their peers. This, alongside teacher's day-to - day assessments and high quality marking and feedback, will help with the early identification of SEND. We also value the concerns of parents about their child, and openly welcome parents to share these with us so we can monitor at school and consider the next steps.

The SENDCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, St Gregory's C of E Primary School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (January 2015) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Graduated Response - Assess, Plan, Do, Review

- ASSESS Class teachers **assess** children informally on a daily basis and summative assessments take place termly. SLT and class teachers meet termly for pupil progress meetings. If a child is not making expected progress an initial concern is raised by a teacher or parent and we meet to discuss concerns.

- **PLAN** The SENDCo and class teacher will discuss the pupil's needs, identify possible barriers to learning and **plan** the adjustments that will be put in place. An individual support plan will be agreed and produced and shared with parents/carers. We use a three tier provision map to identify appropriate intervention for pupils: universal for all pupils, targeted for small groups and individuals, and specialist for individuals. A formal review after 3 months

- **DO** The class teacher is responsible for ensuring the agreed provision and interventions are put in place for the child. This may involve enhanced support in class or small interventions, usually lead by our support staff. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil's progress. They should work closely with any teaching assistants or specialist staff involved, to ensure these can take place effectively. The SENCo will support staff to ensure they have the skills to deliver the interventions, and monitors the quality of the interventions.

- REVIEW After a term, the impact of the support will be reviewed It is the responsibility of the class teacher to **review** the Support Plan termly. The class teacher and SENDCo would then meet to discuss the impact that the provision has made, the evidence of any progress, both numerical and observational and the next steps to be taken. This may lead to the next round of assess, plan, do, review
- If at any time it was felt necessary to involve an outside agency, parents would be informed and the SENDCo would complete the relevant referral document and make arrangements for any meetings to take place.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

The SENDCo has responsibility to monitor and evaluate the effectiveness of interventions completed in school. Evidence of effectiveness will be gathered by the SENDCo from staff, parents and pupils and recorded in the review of the Individual support plan. It is important to ensure any intervention that is not having an impact should be stopped and a new approach should be taken.

COMING OFF THE SEND REGISTER

A child will be removed from the SEND register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully with only universal support. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning difficulties. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children, it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan. However, a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data, including data stored electronically, is subject to Data Protection Law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

St Gregory's C of E Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified

under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that St Gregory's C of E Primary School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

TRANSITION ARRANGEMENTS

St Gregory's C of E Primary School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year-to-year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

The SENDCo will liaise with pre-school staff regarding any existing SEND concerns or any Support Plans that may already be in place for a child. At the end of each academic year, SEND records will be passed from current class teacher to the next class teacher. Any children who have a Support Plan, will have an up-to-date document to take up to the next year group: this will ensure that support is in place as soon as pupils return to school for the new academic year. The SENDCo will ensure that class teachers are well informed about any children in their class with SEND. Any pupil leaving the school will have their SEND records sent to their new school. The SENDCo and/ or class teacher discuss the needs of the pupil with the new school. Those children moving to the next phase of education will have their needs discussed by both the SENDCo from St Gregory's and the appropriate staff of the new school, and pass on any appropriate paperwork in a timely manner. .

Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (DfE – January 2015) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required. Training may take the form of staff meetings, INSET days or specific courses run by outside agencies.

The SENCO will provide information on specific needs for new staff.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Any training for staff or governors regarding children with medical conditions or off-site activities is provided as and when needed.

SEN INFORMATION

St Gregory's C of E Primary School presents its SEN information in three ways:

i. by information placed on the school website

ii. Through the SEND Information report which is reviewed annually and published on the school website;
iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

St Gregory's C of E Primary School publishes its Accessibility plan on the school website and it is also be available at the school office.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo or Executive Headteacher.

St Gregory's C of E Primary School publishes its complaints Policy on the School Website; this information can also be obtained from the school office.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually by the school SENDCo.

LINKS TO OTHER RELATED POLICIES

Supporting children at school with medical conditions

Accessibility Plan

Equal Opportunities

Learning and Teaching

Assessment

Gifted and Able

Admissions

Child protection

Safeguarding (part of child protection)

Anti-bullying

Vulnerable Groups

Data protection