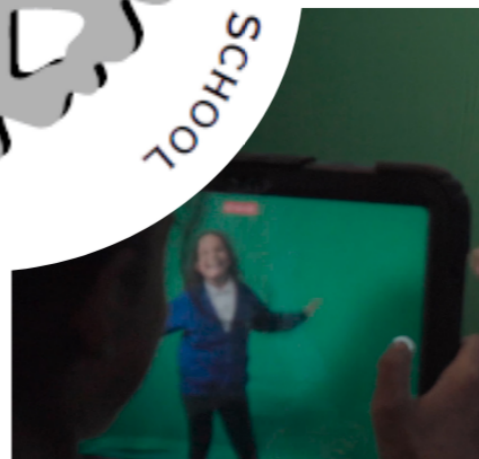


SEND Policy

2025-2026



School Vision

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school. We believe in educating the whole child. We cherish everyone and encourage everyone to treat each other as unique individuals. We want the children of St Margaret's at Hasbury to be caring and respectful towards one another; learn to be confident and courageous in the face of challenges; be the best they can be.

'Live life in all its fullness' (John 10:10)

Policy Aims

This policy aims to highlight what is meant by SEND and to outline what SEND provision looks like at St Margaret's at Hasbury.

St Margaret's at Hasbury Church of England Primary School is committed to placing the Convention on the Rights of the Child at the heart of its ethos and values. We aim to teach children about their rights and help them understand about how rights can differ throughout the world.

Through our curriculum, we believe children have the right to reach their full potential, in line with their right to an education cited in [Article 28 of the UNCRC](#). [Article 29 Children have the right to an education which tries to develop their personality and abilities as much as possible and encourages them to respect other people's right and values and to respect the environment.](#)

Legislation

This policy 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.

Definition of SEND

The term 'special educational needs' (SEND) has a legal definition, referring to children who have learning difficulties or disabilities that make it significantly harder for them to learn or access education than most children of the same age. This includes children where a medical, social, emotional or behavioural need creates a barrier to learning. Areas of need are categorised into difficulties with cognition and learning, communication and interaction, social, emotional and mental health difficulties and physical and/or sensory difficulties.

Co-ordinator, Headteacher and Governor Roles

The SENDCo, along with the Headteacher and the Governors, play an important part in deciding the development of the SEND policy and provision. This will result in improved outcomes for children with additional needs.

LIVING LIFE IN ALL ITS FULLNESS

- The SENDCo takes day-to-day responsibility for the co-ordination of the provision for children with SEND.
- The SENDCo works closely with staff, parents and carers, and other agencies from the earliest stage of the process.
- The SENDCo provides guidance to staff in order to ensure high quality teaching for children with SEND.
- The SENDCo, with the support of the Headteacher and colleagues, aim to overcome barriers to learning and deliver effective teaching through the analysis and assessment of children's needs. St Margaret's at Hasbury does this by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

The SEND co-ordinator at St Margaret's is Mrs Hill.

At St Margaret's we:

- strive to meet the special needs of all children with the school, within our normal quality first teaching intervention groups and flexible learning and support arrangements.
- welcome children of all abilities, offering them full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, meeting their individual needs as appropriate. (Article 23 Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.) (Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures) (Article 24 Children have the right to the best health possible and to medical care and to information that will help you to stay well.)
- seek the views of the child and take these into account (Article 12 Children have the right to say what they think should happen, when adults make decisions that affect them and to have their opinions taken into account).
- believe parents have a vital role to play in supporting their child's education. We have an open-door policy and encourage parents to speak to the class teacher, SENDCo or Headteacher if they have any concerns about their child. We welcome and encourage parents support in school and at home.
- share information on curriculum evenings, parent's evenings, in the end of year report and throughout the year using text, phone and the school website.
- ensure that SEND has a high profile within the school
- the SEND co-ordinator is a member of the Senior Leadership Team (SLT) and holds the SENDCo Post Graduate Certificate in SEND Studies.
- SEND is a weekly agenda item at staff meetings. Information is disseminated to all staff and opportunities to discuss issues and clarify points are given.
- SEND provision is monitored half termly by all members of staff. Long, medium and short term targets are set and reviewed by all members of staff

involved with the learning of the children. Analysis of children's progress takes place termly and where necessary interventions are put into place to help 'plug gaps' in learning. Parents are informed of these targets and a review of progress is carried out. The findings are discussed at progress reviews; parent's evenings and informally with parents when required.

- ensure that those with disabilities and SEND are given opportunities to develop their full potential through high quality provision and adaptive teaching.
- have disabled toilet facilities.

We aim to ensure that:

- the culture, practice, management and deployment of resources are designed to ensure all children's needs are met
- we work together with the Local Authority and outside agencies to ensure that any child's special educational needs are identified early
- we take into account the views and wishes of the child
- we work in partnership with parents, taking account of parents' views
- a range of teaching strategies are used along with flexible groupings to meet the needs of all pupils.
- the EEF five a day principles are followed in class to support children with additional needs
- provision and progress are monitored and reviewed regularly
- individual targets are clear and detailed and are reviewed each term
- staff are aware of the progress of pupils with additional needs and understand next steps
- individual targets are stored on TEAMS
- each teacher has a class file containing current provision maps, assessment information and any additional information that is required to support the child in school.

Admissions

St Margaret's at Hasbury does not operate a prejudice against a child with a disability or special educational need. We welcome children of all abilities. There is one intake per year in September for children with their fifth birthday between 1st September and 31st August. St Margaret's has an admission limit of 30 pupils. Parents are required to complete their child's school admission application online. Information about applying on line for children living in the Dudley borough is available at www.dudley.gov.uk/admissions. If you do not have access to the Internet or experience difficulties trying to access the website, please contact the Admissions Service. If your child lives in a neighbouring borough you should contact your local authority.

Complaints Procedure

The school complaint procedures can be found on the school website or a copy can be obtained from the school office.

Identification, assessment, review and planning for pupils with SEND

All teachers continually monitor the progress of children in their class through day-to-day observations and other assessments to identify those not making progress over a continued period of time.

The Graduated approach

- We adopt a model of action and intervention to help children who have SEND
- The approach recognises that there is a continuum of SEND
- We aim to identify SEND as soon as possible. We use the assess, plan, do, review model to identify and plan for additional needs. Quality first teaching along with adaptive teaching enables all pupils' needs to be catered for. Individual targets are put into place and all pupils are aware of their individual targets. Teachers plan learning sequences to enable all pupils to make progress. Teaching sequences take in consideration an individual's abilities, interests, preferred learning styles, language style, and special educational need. All staff are aware of the needs and abilities of pupils in their class with SEND. Whole school additional provision is recorded and monitored on provision maps.
- Where necessary, increasing specialist expertise is sought to support the difficulties that a child may be experiencing

Additional Needs Register and Concerns List

At present, children who are a concern to their teacher are registered on the concerns list for staff to monitor.

If after a period of monitoring staff feel that a child has a particular need they will refer their concern to the SENDCo. A decision will be made in consultation with parents whether to monitor the child's progress, investigate further or whether to add a child to the register of need at SEND Support (SS) and make additional provision for them.

SEND Support

- When a class teacher identifies that a pupil has SEND - staff utilise interventions or provision that is additional to or different from those provided as part of the school's usual adaptive curriculum.
- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme – individual targets will usually be devised, future interventions planned in discussion with colleagues, action will be monitored and reviewed.
- Staff will speak to parents about their child being on the SEND register.
- Staff will share individual targets with parents and children and review them at least once each term.

If further concerns are raised then:

- the SENDCo and class teacher, in consultation with parents, may ask for additional support from external services and outside specialists.
- strategies and support that is additional to or different from those at SEN Support (SS) are put in place – individual targets may be devised
- the SENDCo should take the lead in:
 - any further assessment of the child

- planning future interventions for the child in discussion with colleagues
- monitoring and reviewing the action taken

Education, Health and Care Plans (EHCP)

- Where a child continues to be cause for concern the SENDCo, class teacher, parents and outside agencies ask for further support from the Local Authority in order to deliver support to cater for the needs of children with specific learning difficulties.
- All staff involved with a child will work together to report on areas of difficulty.
- The Local Authority will evaluate the child's need and offer support. This may be in the form of additional funding, providing specific resources or offering further education advice.
- A child's EHCP is formally reviewed annually with the SENDCo, class teacher, parents and other agencies involved.

Action to meet pupils' SEND tends to fall within four broad strands

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods (First quality teaching is vital)

Relating Action to SEND

- Strands of action need to be organised so that progressively more powerful interventions can be used to meet increasing need
- The range, type and intensity of interventions can also be reduced as a child makes adequate progress
- The actions may be appropriate at SEN Support for pupils with an EHCP
- For most pupils, extra help will be provided within the classroom, managed by the class or subject teacher. Where it involves spending some time outside the ordinary classroom, it will nonetheless be in the context of the inclusive curriculum.

External Agencies

The school welcomes support from a range of external agencies, including the LA, health (the school nurse), social services, Learning Support Service and the Educational Psychology service. The school will contact these agencies for support when specific needs have been identified. Parental permission will be sought before these agencies work with individual children. Parent consultation meetings often take place and review meetings are held to inform parents of progress and next steps.

Resources

- Funding for SEND is allocated within the school's budget.
- Staff are responsible for ensuring resources are used and returned to where they are stored in school.
- St Margaret's has resources available to cater for specific needs, e.g. Nurture group, speech and language, dyslexia. These are kept in a central resource

area so that Teaching Assistants (TAs) and other staff can access them when necessary.

- At school we closely monitor the allocation of resources and support from adults, in order to maximise children's learning. We analyse pupil's progress each term in order to measure the impact of our support or intervention. As part of this process, some pupils may receive 1:1 support. Support may also be part of a larger group, e.g. 1:6.

Assessment

Assessments are carried out by teachers, teaching assistants and by the SENDCo. Formative and summative assessment are supplemented by standardised and/or diagnostic tests. Examples of assessments include:

- Foundation Stage profile
- KS1 SATs
- KS2 end of year tests
- Maths assessment each term
- Writing assessment each term
- Reading assessment each term
- Phonic assessment

Transition Arrangements

The school has close links with secondary schools in the local area. We always work closely with colleagues to ensure that pupils with a special education need receive the necessary support during the transition process. Secondary colleagues are invited to review meetings prior to pupils starting the new school and staff meet with the Year 6 class teacher to discuss needs and progress in the summer term.

Equal Opportunities

- All children should receive their full entitlement to the curriculum, regardless of gender, race, ability or religion
- Pupils with SEND are based predominantly in the ordinary classroom, supported through flexible grouping strategies and a differentiated curriculum
- We believe that some children will require additional support to achieve equal opportunities
- Access to individual or small group tuition to support individual targets is delivered within the classroom and through limited periods of withdrawal
- The school complies with all the relevant accessibility requirements. Please see the school accessibility plan for more details.

Review

This policy will be reviewed when necessary or if not before by September 2025. The Special Needs and Disabilities Co-ordinator will share developments in special educational needs and disabilities with the Governors on a termly basis.

Signature:.....

Date: September 2024