

**ST MARY'S BENTWORTH CE PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY**

Date of implementation: July 2025

Date of Review: **July 2026**



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<i>Ownership:</i> Education Committee	<i>Linked to:</i> Child Protection and Safeguarding, Supporting Children with Medical Needs; Mental Health & Wellbeing; Equality; Accessibility Policy & Plan; Admissions; Relationships & Behaviour; Teaching & Learning Policies. SEND Information Report (annual)
<i>Review Committee:</i> Education Committee, Headteacher and Deputy Headteacher (collectively known as 'Inclusion Leaders')	
<i>Communicated to:</i> Parents, Staff and Full Governing Body	
<i>Evaluation:</i> (inc links to evidence)	

AIMS

Every pupil with SEN and disability in this inclusive school has the entitlement to fulfil his or her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic and social well-being.

These outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; assessment for learning which engages pupils in having a say about their progress and SEN provision; and partnership with parents and carers, other schools, the local community and wrap around health care and service providers.

At St Mary's we value all pupils equally and believe that all pupils should be offered full access to a broad, balanced and relevant education whatever their needs and abilities. Inclusion gives the opportunity for all pupils to achieve challenging academic standards and personal, emotional and social development. At St Mary's we aim to remove barriers to pupil's achievement to ensure the best possible outcomes for all our pupils.



Definition of Special Educational Needs

Children and Families Act 2014

SEN Code of Practice: 0 to 25 - January 2015

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 him or her.

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of educational facilities. These difficulties may be due to physical or sensory disability, emotional or behavioural difficulty; specific learning difficulties, speech and language problems or due to medical conditions.

Children do not have 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.

Roles, responsibilities and co-ordination of provision

Provision for pupils with SEN is a matter for the school as a whole and aims to comply with the 2014 Code of Practice.

The Governing Body

The school governors will ensure that:

- They are familiar with the SEN policy
- The necessary provision is made for any pupil who has special educational needs
- Parents are notified of a decision by the school that SEN provision is being made for their child
- They report to parents on the implementation of the school's policy for inclusion and Special Educational Needs
- The Governor for SEN works closely with the Inclusion Leaders and is fully involved with SEN policy and development. In doing so Governors will have regard for the SEN Code of Practice, the Disability Rights Code of Practice for Schools.

The Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Head Teacher keeps the governing body fully informed and works closely with the Deputy Head Teacher in their dual role as the school's Inclusion Leaders. The Head Teacher seeks out and shares best practice with the LEA and other schools.

The School Staff

Every teacher has responsibilities under the SEN Code of Practice and does their best to make reasonable adjustments to meet individuals' needs through high quality teaching.

All teachers acknowledge that environmental and domestic factors can contribute to difficulties in learning.



All teachers, including Learning Support Assistants are involved in identifying, assessing and making provision for vulnerable pupils, those with SEN or who are disabled.

All teachers with the involvement of LSAs and Inclusion Leaders will work with pupils to identify their needs and write pupil's Personalised Learning Plans (PLP).

Teachers, LSAs and Inclusion Leaders will work in partnership to enable children to achieve the identified outcomes on their PLP.

Teachers and LSAs will review the PLP termly or as required, with Inclusion Leaders support.

The Special Needs & Disability Co-ordinators

At St Mary's our Inclusion Leaders role is fulfilled by the Headteacher Jo Ayres and Deputy Headteacher Charlotte Baker

Inclusion Leaders responsibilities include:

- Co-ordinating provision for vulnerable pupils, those with SEN or who have a disability
- Maintaining the school register of pupils with SEN and oversee the records of all children with SEN
- Advising fellow teachers and LSAs and providing staff with SEN training
- Informing parents of pupils with SEN about their child's progress
- Liaising with a range of children's services and other outside agencies when appropriate
- Working closely with the governor responsible for SEN
- To monitor and evaluate SEN provision
- Meeting regularly with Inclusion Leaders in other schools and attending HIAS SEN meetings in order to keep up to date with current local and national initiatives and to seek out and share best practice.

Admissions and Inclusions

Admission arrangements for children with special educational needs are in line with Hampshire County Council Guidelines. Children with additional educational needs are considered for admission in line with the school's admissions policy which has been adopted by the governing body.

Objectives in making provision for pupils with SEN

- To identify an individual's needs for special educational provision as early as possible
- To ensure the most appropriate provision is in place through careful assessment and monitoring
- To develop self-esteem and self-confidence in learners in order for pupils to successfully deal with the challenges in life
- To foster the development of positive relationships in order to achieve mental and emotional well being
- To set challenging targets for improvement and raise achievement for all pupils



- To foster positive attitudes to learning and development of skills in order to increase pupils' ability to work independently
- To provide equal access for all pupils to a broad and balanced curriculum which is differentiated to meet individual needs and abilities
- To ensure that all pupils have equal access to extra-curricular activities
- To inform parents of their child's needs and recognise that partnership with parents plays a key role in enabling pupils to achieve their potential
- To ensure that learners express their views and are fully involved in decisions that affect their education
- To promote effective partnership with outside agencies through close liaison and co-operation when appropriate
- To promote links with educational settings, including specialist schools and colleges, sharing skills and best practice
- To ensure that all staff regularly receive SEN training

Identification and assessment of pupils with SEN

The majority of pupils will have their needs met through classroom arrangements and appropriate differentiation (quality first teaching).

The school endeavours to identify children who have a special educational need as early as possible. Evidence will be collected through the usual assessment and monitoring arrangements or as a result of observations and discussions between staff and parents /carers.

The class teacher will consult with the Inclusion Leaders to establish whether additional and/or different provision is necessary. The area and level of need will be identified using the graduated approach method embedded in the Code of Practice.

Hampshire Advisory Criteria for SEN will be used to support decisions. Pupils identified will be recorded on the SEN register. This will be updated termly following a review of pupils' progress.

Advice and support from outside agencies will be obtained if appropriate. These may include the Educational Psychologist, Behaviour Support Team, Occupational Therapist, Speech and Language Therapist, teacher advisors, specialist teachers and EMTAS for children with English as an additional language. There is also liaison with and involvement from health and social care agencies when necessary.

Provision for pupils with SEN

Following assessment, an appropriate provision will be identified to meet the pupil's needs in partnership with the child and family.

Provision may involve adjustments made to the environment, teaching style, resources and curriculum to provide quality first teaching; or it may be in the form of structured programmes (interventions) that pupils follow, either in a small group or on a 1:1 basis. All planned interventions are detailed on a provision map.

Provision may also involve the use of outside agencies listed above.



Provision that is additional to or different from that available to all will be recorded on a Personalised Learning Plan (PLP) or Written Response Plan (RP) or an Individual Behaviour Management Plan (IBMP).

Plans for pupils are written by the class teacher in collaboration with colleagues, the child and parents/carers. Plans detail the provision, desired outcomes from the provision and a review. This follows the ASSESS, PLAN, DO, REVIEW model.

Plans will be shared with parents and carers during SEN consultation sessions three times a year. Parents are very welcome to discuss their child's needs with the Inclusion Leaders and class teacher in addition to these meetings. In addition to this, pupils with an EHCP will have their progress and the support reviewed annually and a report provided for the Local Education Authority.

Collaboration with Health Services

The school liaises with a variety of external agencies to support pupils with special educational needs. The Inclusion Leaders, Mrs J Ayres and Miss C Baker, facilitate this collaboration.

The school works with:

- **The School Nursing Team:** School nurses are Specialist Community Public Health Nurses who work with children and families to promote health and well-being. They lead the Healthy Child Programme for children aged 5-19 and provide support for children with additional health needs, mental health, and physical health. They also offer health promotion and early intervention approaches. The school nursing team provides an interface between the school, children, and their families, offering advice on issues such as child development, healthy lifestyles, and emotional well-being.
- **The Community Nursing Team:** Community Children's Nursing teams provide holistic care for children aged 0-19 with acute illnesses, disabilities, and long-term conditions within the community setting. They empower families with the skills and confidence to care for their children at home and in educational settings. The school may work with these teams to support pupils who require specialist medical care during the school day.
- **Paediatricians:** School nurses and school staff work in partnership with paediatricians to support children with complex medical needs and long-term conditions. Paediatricians are medical doctors who specialise in the health of children and can provide diagnoses, treatment plans, and ongoing management for a wide range of conditions that may impact a child's education.

Reviewing Pupil's Progress

Children with SEN will have their progress reviewed termly and it will be shared with appropriate parties. Decisions regarding the range, type and intensity of further support will be based on progress made. Progress reviews will identify provision and outcomes. Pupils' views will be sought and involved in these decisions where appropriate.



Monitoring and evaluation of SEN

The SEN policy is reviewed regularly by the Inclusion Leaders (Head Teacher and Deputy Headteacher) teaching staff, learning support staff and School Governors.

The Inclusion Leaders will monitor SEN provision through observations, assessment information, discussions with staff, children, parents/carers and any relevant outside agencies. Outcomes will be taken forward by the whole staff.

The governor for SEN will meet regularly with the Inclusion Leaders in order to discuss SEN outcomes and is involved in planning and development.

This policy should be read in conjunction with:

- Child Protection & Safeguarding Policies
 - Supporting Pupils with Medical Needs Policy
 - Mental Health & Wellbeing
 - Equality Policy
 - Accessibility Policy & Plan
 - Admissions Policy
 - Relationships & Behaviour Policy
 - Teaching & Learning Policy
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