

ST MARGARET'S CE PRIMARY SCHOOL



Special Educational Needs and Disabilities Policy

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Introduction

At St Margaret's C.E. Primary School, through our Christian vision that every child is 'Created to Shine', (Matthew 5:14), we strive to nurture and celebrate the unique strengths of all of our pupils with Special Educational Needs and Disabilities (SEND). We believe that by *lovingly* understanding and caring about each child's needs, this supports them to *aspire* to achieve their very best in all that they do. Our whole school values of *Love* and *Aspire* guide the way that our learners with SEND are supported and fully integrated into all aspects of school life. This is achieved by providing well planned and highly intentional quality provision for all children, with our ultimate aim being every child in our school personally succeeds, flourishes and excels.

At St. Margaret's C.E. Primary School, we believe that all children have an equal right to a full and broad education which will enable them to achieve their full potential. We use our best endeavours to deliver special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within our curriculum for all other pupils. This will ensure that the four areas of need as identified in the Special Educational Needs and Disabilities (SEND) Code of Practice, 2014, are followed:

- **Communication and interaction**- eg, Autistic Spectrum Disorder, ADHD, speech and language difficulties
- **Cognition and learning**- eg, dyslexia, dyspraxia, dyscalculia
- **Social, mental and emotional health difficulties**- eg, anxiety and fear, social relationships
- **Sensory and/or physical needs**- eg, visual and hearing impairments, processing difficulties, Epilepsy

What are special educational needs and disabilities?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person (Code of Practice, 2014).

We recognise that some of our pupils will show levels of progress and attainment which may fall below that of their peers for other reasons than having SEND; such as due to social disadvantage, having English as an Additional Language (EAL), high levels of mobility or poor attendance. At St Margaret's C.E. Primary School

such pupils will access additional high quality first class teaching and where appropriate, intervention to help them to 'bridge the educational gap' with their peers. They may be offered additional support, through targeted small group or 1:1 activities, in order to increase their skills and self-confidence; but they will not necessarily be added to the SEND register if needs are met within class provision.

This SEND policy details how, at St Margaret's, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs or disabilities, to enable them to join in and thrive during all school activities, together with pupils who do not have special educational needs.

Principles and Aims

This policy has been written to ensure that the successful inclusion of children with special educational needs and disabilities at St Margaret's CE Primary School is promoted.

At St. Margaret's School we recognise, value and celebrate the uniqueness of all children within our school community equally. We are committed to working in partnership with parents/carers, outside agencies and other members of our school community to ensure that all of our children make the very best progress they can, become confident, resourceful and aspirational learners and make a successful and happy transition to the next phase of their education. It is our aim to ensure that we provide the very best access to the curriculum for all the children who, at any time, might be in need of special educational provision with regard to their academic, social, emotional or physical abilities within the levels of resources available to them. All children with SEN or a disability are valued, respected and equal members of the school. We seek to remove barriers to learning to provide a high quality and well-balanced curriculum for all children with SEN or a disability, by focusing on the best possible outcomes in all areas of school life. **We recognise that every teacher is the teacher for every child in their class, including those with SEN or a disability.**

In order to fulfill these principles, we are committed to:

1. Ensuring high, aspirational expectations for all children with SEND, and providing well-matched tasks with achievable outcomes to consolidate, develop and extend learning in the classroom
2. Providing a broad, exciting and engaging curriculum appropriately differentiated for all children with SEND in our school, through reasonable adjustments
3. To lovingly meet the individual needs of all children with SEND, in particular to be ambitious and aspirational of the standard of achievement of individual pupils in reaching their educational potential
4. Working with the guidance provided in the SEND Code of Practice, 2014
5. The early identification of children with SEND and ensuring that targeted provision is made through a graduated approach
6. Promoting inclusion by using Quality First Teaching strategies to reduce barriers to learning
7. Ensuring that an inclusive, whole school culture is embedded across the school community to meet the needs of all pupils with SEND
8. Actively promoting the full involvement of pupils with SEND and their parents/carers to ensure the best possible levels of outcome

9. Identify the roles and responsibilities of all staff in providing for children with SEND, through the appropriate support, advice and training
10. Liaising with the Local Authority and other outside agencies, to ensure that there is a multi-professional approach to meeting the needs of all learners with additional needs

Legislation and guidance

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 coordinators (SENCOs) and the SEN information report.

Equal Opportunities and Inclusion

At St Margaret's C.E. Primary School, we recognise the importance of meeting the diverse needs of all pupils to ensure inclusion for all. Through our whole curriculum, we aim to ensure that the school does this by taking into account: ethnicity, religion, gender, sexual orientation, culture, language, ability, disability and social circumstances. Through appropriate provision across our whole curriculum, we understand that children:

- May require different strategies and approaches for learning in order to achieve their full potential
- Acquire, learn and communicate information and skills at different rates and in different ways
- Need and respond to a range of different teaching experiences
- Individually have a range of educational, social, emotional and mental health needs and aspirations

Teachers respond to a child's individual needs by:

- Providing a range of learning experiences through a multi-sensory approach
- Planning for a child's full participation in learning which where needed, helps them to manage their own behaviour and to take part in learning positively and safely
- Providing the appropriate level of support for children who require a more differentiated or adapted curriculum according to their individual needs
- Using suitably modified resources or activities to help meet specific learning objectives
- Supporting children to manage, regulate and develop their emotional literacy skills in order to take part in learning more confidently

Identification, Assessment and Provision

At St Margaret's C.E. Primary School we assess each pupil's current skills and levels of attainment on entry, which will build on the information provided by previous settings (such as a pre-school or previous school

attended) and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, emotional and mental health (SEMH) needs. **Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.**

When deciding whether special educational provision is required, we will start with looking at the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed, to ensure that the child can access the whole curriculum to meet their specific needs. Included in this process, will be the use of any specific assessment processes needed to help to identify any particular learning difficulties such as observation, screening, standardised testing, and termly work to identify and moderate progress. Ongoing observations and assessments will provide a regular understanding about the child's achievements and barriers to ensure that planning the next steps of the child's learning can occur. This will be achieved using the 'Graduated Approach' of Assess, Plan, Do and Review cycle. (See Appendix 1)

When a child starts St Margaret's C.E. School already with an identified special educational need, this information should be transferred from the previous setting. The SENCO will ensure that communication takes place between themselves and the relevant professional from the child's previous educational setting (usually the SENCO or class teacher), to ensure that 'as good a knowledge as possible' of the child's SEND needs are understood. This will also involve a conversation or enhanced transition meeting with the child's parents/carers, the SENCO and where appropriate, the SENCO from the child's previous school to plan for the necessary provision and adaptations needed, upon starting at St Margaret's C.E. Primary School.

At St Margaret's School, we recognise that the provision for children with special educational needs is a matter for the whole school.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Everyone understands the agreed outcomes sought for the child
- We take into account and listen to the parents/carers concerns
- Everyone is clear on what the next steps are
- We will notify parents when it is decided that a pupil will be included on the SEND register.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess

- Assessments will be regularly reviewed and shared with parents/carers
- In some cases outside agencies may be involved (e.g. Speech Therapist)

Plan

- Parents/carers will be informed of the planned support /interventions
- Targets will be set and agreed

Do

- Class teacher has overall responsibility for working with SEND children on a daily basis
- Class teacher will work closely with the SENCO and any other staff working with the pupil to plan and assess the impact of any support/interventions and discuss effective teaching strategies

Review

- Progress and attainment will be monitored in accordance with the school's assessment policy and planning, interventions and support will be adjusted accordingly

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Education, Health and Care Plan (EHCP)

Where a pupil remains a significant cause for concern despite an individualised programme of sustained intervention, an Education, Health, Care Needs Assessment (EHCNA) will be requested to WSCC. Following a series of discussions led by the SENCo with parents/carers and the class teacher, the SENCo will compile over at least two terms the required evidence to submit an application for an EHCNA. The parents/carers of a child, the headteacher or an outside agency may also request an EHCNA. The guidelines from WSCC will be followed with regard to information collected, including the opinions of the parents/carers of the child and in an age appropriate way, the child themselves. Parents/carers will be informed by WSCC and if appropriate, following an EHCNA, a draft EHCP provided. When a child has a final EHCP, an annual review will take place with the school and parents/carers together with an invitation for any additional representation required by WSCC. School & Local Authority guidelines for these reviews will be followed.

Special Support Centre (SSC)

St Margaret's C.E. School has a local authority designated Special Support Centre (SSC) called The Tomlin Centre, for pupils identified with social communication needs as their primary need. There are places for 12

children who all hold an EHCP. Mrs Ballingal is the Teacher in Charge of the SSC, (Mr Dunstone covering maternity until January 2026). Supporting within The Tomlin Centre are a team of trained and dedicated Learning Support Assistants who work under the day to day direction of the Teacher in Charge. The children within the Tomlin Centre are very much viewed as an integral part of our whole school community, and their unique strengths and individual characters are celebrated by all staff and children at St Margaret's School.

The West Sussex Provision Descriptor states that the overall aims of the SSC are:

- to support each child's development academically, socially and emotionally through a combination of support in the SSC and support in mainstream classes
- to enable each child to benefit from the access to a range of mainstream experiences alongside the more specialist support of the centre, mainstream integration will be flexible and reflect individual pupil needs and interests
- to enable each child to access the provision set out in the EHC Plan and achieve the agreed outcomes.

The SSC will support a child:

- with significant social communication differences whose associated learning needs will be most appropriately met with access to a broadly mainstream curriculum
- who may be working at levels below their expected age-related curriculum outcomes or have a spiky attainment profile, due to the impact of their significant social communication differences
- monitor and evaluate the intensity of their emotional responses and, in addition, find it difficult to recognise their emotions and therefore need support in developing strategies to aid independence
- present as their authentic self without the need to mask
- to build understanding of self and any diagnosis in a positive and affirming way
- who may have differences in their ability to understand and use non-verbal and verbal communication
- to understand social communication which in turn may impact their interactions with peers and adults
- to use their executive functioning skills to access the learning environment
- to process and modulate sensory information including sounds, sights, smell, touch, and taste, vestibular, proprioceptive and interoceptive stimuli
- to develop English, maths and/or other independent learning skills
- develop gross and/or fine motor skills

All children referred for placement at The Tomlin Centre will have an education, health and care plan with a primary need of social communication differences or be undergoing the final stages of an EHC needs assessment. (See full West Sussex Provision Descriptor in appendices). Admission to the The Tomlin Centre is through the Local Authority only, and a separate process to the admission of the main part of the school. Children may come from a wide geographical area.

Supporting pupils moving to another educational setting

We will share information with the new school or other setting. Meetings will be held with the school and visits arranged for the pupils where this is appropriate. Parents will be consulted and their views taken into account when transferring pupils.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. Following this, ordinarily, available inclusive practices (OAIP) will be explicitly planned for and delivered, that are unique to the specific needs of the individual child.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it (for example, by grouping, 1:1 work, teaching style, content of the lesson, expected outcomes).
- Adapting our resources and staffing
- Using recommended aids which link specifically to the individual pupil's needs (for example laptops, coloured overlays, visual timetables, larger font).
- Differentiating our teaching (for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud)
- See also our Accessibility Policy

Additional support for learning

We have a number of Learning Support Assistants and Individual Needs Assistants who are trained to deliver quality first teaching strategies and interventions. They will support pupils on a 1:1 or small group basis when required. We work with many external agencies through West Sussex to provide support for pupils with SEND including:

- Learning and Behaviour Team
- Autism and Social Communication Team
- Speech and Language Service
- Educational Psychology Service
- Occupational Therapy
- Sensory Team

Expertise and training of staff

The SENCO regularly attends meetings and training to ensure our school's information and practices are current. Information and training is fed back to all staff based on the relevance for their role. Support agencies are invited into staff training sessions to further develop knowledge and skills across the school.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals at least termly
- Reviewing the impact of interventions after an agreed period of time
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in all activities in the school.

All of our extra-curricular activities and school visits are inclusively available to all our pupils, including our before-and after-school clubs. All pupils are lovingly encouraged to take part in sports day/school plays/special workshops, etc. SEND or disability does not exclude children from taking part in any school based activities.

Support for improving emotional and social development

The school has a strong ethos linked to the values of 'love' and 'aspiration' for all children across the whole school. This forms an integral part of our everyday teaching and PSHE is an integral and important part of our curriculum. We also have a number of interventions to support emotional and social development, e.g. sessions led by our Child and Family Pastoral Support Worker and nurture groups. The school has a zero tolerance attitude to bullying which is detailed in our Anti Bullying Policy.

Working with other agencies

We fully support inter agency working and liaise regularly and work closely with West Sussex Early Help Team, Dedicated Schools Team, social services, local family centres, and charities such as Aspens, West Sussex Parent Carer Forum & Reaching Families. Where appropriate, information from other agencies is shared on our website.

Complaints about SEND provision

Complaints about SEND provision in our school should initially be made to either the class teacher/SENCO or headteacher as appropriate. The school has a complaints policy which will be followed if the matter cannot be resolved quickly and to the satisfaction of the parents/carer. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

We fully support our parents to seek advice from parent support agencies. Information for parents is available from SENDIAS (SEND Information and Advice Service) on 03302 228 555 or sendias@westsussex.gov.uk

Contact details for raising complaints

If you would like to raise your concerns with the school, you can contact school@stmargaretsprimary.org.uk for the attention of George Lumley, Headteacher, inclusion@stmargaretsprimary.org.uk (SENCO).

The local authority local offer

Our local authority's local offer can be found at: www.westsussex.local-offer.org

Roles and responsibilities

The Special Educational Needs and Disabilities Co-ordinator (SENCO) at St. Margaret's School has gained the National Award for Special Educational Needs (NASENCo) and is a member of the school's Senior Leadership Team.

Name: Mrs Leila Kemp

Contact: inclusion@stmargaretsprimary.org.uk

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with local pre-schools and potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- Ensuring they understand and follow this SEND policy
- The progress and development of every pupil in their class, including the monitoring and recording of this
- Assisting in the identification, assessment and provision for all children with SEND in their class
- Working closely with any Learning Support Assistants (LSAs), Individual Needs Assistants (INAs) or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Informing all additional teachers (eg- supply teachers, HLTAs), who the children are in the class with SEND, what the additional needs are of these children how these are met from the resources of the school
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

Monitoring arrangements

This policy will be reviewed by the SENCO/Headteacher **annually**. It will also be updated during the year if there are any changes to current practice or in legislation. It will be approved by the governing board.

Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Intimate care policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

