

ST MARGARET'S CE PRIMARY SCHOOL



Special Educational Needs and Disabilities Policy

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Introduction

At St Margaret's CE Primary School, our Christian vision that every child is 'Created to Shine' underpins every aspect of school life. We believe that every child is uniquely created by God, valued equally and deserving of an education that enables them to flourish academically, socially, emotionally and spiritually.

Our core values of Love and Aspire shape our commitment to inclusive education. We strive to create a nurturing, ambitious and welcoming community where every pupil experiences belonging, feels safe, is respected and is supported to achieve their full potential.

We recognise that children learn in different ways and develop at different rates. We celebrate diversity and understand that differences in learning, communication, sensory processing and social interaction are a natural part of human diversity. Our aim is to remove barriers to participation rather than expecting children to fit a single way of learning.

At St Margaret's we believe that inclusion is everyone's responsibility. Every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND). Through high quality inclusive teaching, adaptive practice and meaningful collaboration with families and professionals, we seek to ensure that every child can participate fully in school life.

Our practice is underpinned by the West Sussex Ordinarily Available Inclusive Practice Guidance (OAIIP). We recognise that inclusive classroom practice is the foundation of successful SEND provision and that all pupils benefit from environments where barriers to learning are anticipated and reduced.

What are special educational needs and disabilities?

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

Special educational provision is educational provision that is additional to or different from that made generally available for other children of the same age.

Identification of SEND is not based solely on attainment. The school considers a child's strengths, barriers to learning, progress over time, participation, response to high quality teaching and the views of the child and their family.

A diagnosis does not automatically mean a pupil requires SEND Support. Equally, pupils may receive SEND Support without a formal medical diagnosis where evidence shows that additional educational provision is required.

Aims and Principles

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. 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.

This policy aims to ensure that St Margaret's:

- provides an inclusive education where all pupils are enabled to achieve their best
- fulfils its statutory duties under current SEND legislation
- identifies pupils' needs at the earliest opportunity
- provides appropriate support through a graduated approach
- embeds Ordinarily Available Inclusive Practice (OAIP) across the school
- promotes high quality adaptive teaching for all learners
- works in partnership with parents and carers through coproduction
- values and actively seeks the voice of every child
- promotes positive attitudes towards disability and neurodiversity
- ensures pupils with SEND participate fully in all aspects of school life
- prepares pupils successfully for adulthood through developing independence, confidence and resilience.

In order to fulfil these principles, we are committed to ensuring that:

- every child has the right to belong, participate and achieve within an inclusive school community
- children with SEND should access the same ambitious curriculum as their peers, with reasonable adjustments and adaptations where necessary
- inclusive practice is available for every learner
- early identification and early intervention improve outcomes
- parents and carers know their children best and are valued partners in decision making
- children and young people should be listened to and actively involved in decisions affecting them
- support should promote independence rather than dependence
- interventions should complement not replace high quality classroom teaching
- all staff share responsibility for inclusion
- a strong multiagency approach is achieved to support learners.

Legislation and Guidance

This policy has been developed in accordance with:

- Children and Families Act 2014
- SEND Code of Practice 0-25 years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Supporting Pupils at School with Medical Conditions

- Working Together to Safeguard Children
- Keeping Children Safe in Education
- West Sussex Ordinarily Available Inclusive Practice Guidance (OAIIP)
- West Sussex Education Inclusion Strategy
- Ofsted Education Inspection Framework

Equal Opportunities and Inclusion

At St Margaret's CE Primary School, we recognise the importance of meeting the diverse needs of all pupils to ensure inclusion for all. In planning and delivering our curriculum, we consider pupils' ethnicity, religion, culture, language, ability, disability and social circumstances to ensure equitable access and participation for every learner. 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.

Teaching staff respond to a child's individual needs by:

- providing a range of learning experiences through a multisensory 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 adapted 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

The Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need.

Communication and Interaction

This includes pupils who experience differences in communication, language and social interaction, including those who are autistic, or who have Developmental Language Disorder, or other speech, language and communication needs.

Cognition and Learning

This includes pupils who experience learning difficulties such as dyslexia, dyscalculia, Developmental Coordination Disorder (dyspraxia), moderate learning difficulties or specific learning difficulties.

Social, Emotional and Mental Health

This includes pupils who experience anxiety, emotional regulation difficulties, attachment needs, trauma, mental health needs or other factors that affect emotional wellbeing and participation in school life.

Sensory and/or Physical Needs

This includes pupils with hearing impairment, visual impairment, multisensory impairment, physical disabilities or sensory processing differences that impact access to learning.

Many pupils have needs that span more than one area, and provision is planned holistically to ensure a coordinated and effective approach.

Roles and Responsibilities:

School Governors

The Governors have a statutory responsibility to ensure that the school meets its duties under the Children and Families Act 2014 and the Equality Act 2010.

The Governors will:

- ensure that appropriate provision is made for pupils with SEND
- appoint a governor with responsibility for SEND
- monitor the effectiveness of the school's SEND provision
- review this policy annually, alongside the SEND Information Report and Accessibility Plan.

The Headteacher

The Headteacher has overall responsibility for ensuring that the school fulfils its statutory responsibilities for pupils with SEND.

The Headteacher will:

- promote an inclusive culture across the school
- work strategically with the SENCo and Governors
- ensure staff receive appropriate training
- ensure resources are allocated effectively
- monitor the quality of provision
- support the development of inclusive teaching.

The SENCo

The SENCo will:

- lead and coordinate SEND provision across the school
- advise and support colleagues in delivering high quality inclusive teaching
- oversee the graduated approach of Assess - Plan - Do - Review
- maintain the SEND Register

- coordinate referrals to external agencies
- work in partnership with parents and carers
- ensure pupils' voices are central to planning
- contribute to strategic school improvement
- monitor the impact of SEND provision
- coordinate annual reviews for pupils with Education, Health and Care Plans
- support transition between classes, key stages and educational settings
- provide or coordinate staff training
- ensure statutory requirements are met.

Class Teachers

Teachers are responsible and accountable for the progress and development of every pupil in their class.

Teachers will:

- deliver high quality inclusive teaching
- implement the expectations of West Sussex Ordinarily Available Inclusive Practice
- identify emerging needs promptly
- make reasonable adjustments
- plan adaptively to remove barriers to learning
- monitor progress regularly
- contribute to SEN strategy meetings
- work collaboratively with support staff
- communicate regularly with parents
- promote independence and pupil participation.

Teaching Assistants

Teaching Assistants are a valued part of our inclusive provision. Under the direction of the class teacher they will:

- support learning within lessons
- promote independence rather than dependence
- deliver interventions where appropriate
- contribute observations to reviews
- encourage pupil confidence and self esteem
- support communication, social interaction and emotional regulation.

Parents and Carers

Parents and carers are valued partners in their child's education. We will work in coproduction by:

- listening to family views
- sharing information openly
- involving families in planning and reviewing support
- agreeing outcomes together
- celebrating progress together.

Pupils

Pupils will be encouraged to participate in decisions about their education in ways appropriate to their age and understanding. Their views will inform:

- review meetings
- transition arrangements
- target setting
- wider school improvement.

Ordinarily Available Inclusive Practice

At St Margaret's, high quality inclusive teaching is the first response to meeting additional needs. The majority of pupils experiencing barriers to learning will have their needs met through adaptive teaching within the classroom.

Ordinarily Available Inclusive Practice describes the provision that should be available within every classroom before considering additional SEND Support. Our expectation is that all staff consistently implement inclusive approaches to teaching, learning and classroom organisation.

Classroom Environment

- predictable routines
- visual timetables
- reduced distractions where appropriate
- accessible resources
- calm and welcoming learning spaces.

Teaching

Teachers will routinely use adaptive teaching approaches such as:

- explicit instruction
- modelling
- scaffolding
- retrieval practice
- flexible grouping
- chunking information
- reduced cognitive load
- pre teaching vocabulary and key concepts
- visual supports
- checking understanding regularly
- opportunities for overlearning.

Communication

Staff will:

- use clear language

- allow processing time
- provide visual supports where appropriate
- check understanding
- adapt communication according to individual needs

Emotional Wellbeing

Adults will:

- build positive relationships
- teach emotional regulation and support coregulation
- promote belonging
- support self esteem
- use restorative language

Independence

Support is planned to develop independence. Adults avoid creating unnecessary dependence and encourage pupils to become increasingly confident learners.

The implementation of OAIP is monitored through lesson visits, learning walks, book scrutiny, pupil voice, staff discussion and ongoing professional development.

High Quality Inclusive Teaching

Teachers will:

- maintain high expectations for every learner
- adapt teaching rather than lowering expectations
- ensure learning is ambitious and appropriately scaffolded
- make reasonable adjustments
- monitor the effectiveness of adaptations

Additional interventions are used to supplement not replace high quality classroom teaching.

Monitoring

At St Margaret's, we recognise that not all pupils experiencing difficulties require SEND Support. Many pupils make good progress through high quality inclusive teaching, reasonable adjustments and careful monitoring over time.

Where concerns arise, teachers will monitor pupils closely by gathering information from a range of sources, including:

- ongoing classroom assessment
- observations
- discussions with parents and carers
- pupil voice
- work scrutiny

- attendance and wellbeing information

During this stage, teachers may adapt teaching further, trial additional classroom strategies and monitor their impact before considering whether SEND Support is required.

Monitoring allows us to respond early to emerging needs while ensuring that pupils receive the most appropriate level of support. Where concerns remain despite sustained high quality teaching and appropriate adaptations, the graduated approach will begin.

Identification, Assessment and Provision

Identification of SEND

Early identification enables pupils to receive support promptly. Identification may arise through:

- teacher assessment
- formative assessment
- parental concerns
- pupil voice
- observations
- attendance patterns
- behaviour analysis
- transition information

The school recognises that slow progress alone does not indicate SEND. Before identifying SEND we carefully consider other possible factors including:

- attendance
- English as an Additional Language
- disadvantage
- emotional wellbeing
- medical needs
- safeguarding concerns

Where concerns remain despite appropriate inclusive teaching, the graduated approach will begin. Parents will always be involved at the earliest opportunity.

The Graduated Approach

St Margaret's follows the graduated approach described within the SEND Code of Practice. Support is planned through a continuous cycle of: Assess, Plan, Do, Review. This cycle is repeated as often as necessary.

Assess

The class teacher, supported by the SENCo where appropriate, gathers information from a range of sources including:

- teacher assessment
- observations
- pupil voice

- parent views
- previous attainment
- work samples
- attendance
- behaviour information
- advice from external professionals

The purpose of assessment is to understand both strengths and barriers to learning.

Plan

Where additional provision is required:

- outcomes are agreed
- reasonable adjustments are identified
- support strategies are planned
- responsibilities are agreed
- review dates are set
- parents and pupils contribute to planning

Provision may include adaptations within class, targeted interventions and/or specialist advice.

Do

The class teacher remains responsible for the pupil's progress. Support may include:

- adaptive classroom practice
- evidence informed intervention
- additional adult support
- specialist programmes
- environmental adaptations
- assistive technology

Review

Support is evaluated termly and this review considers:

- progress towards agreed outcomes
- pupil voice
- parental feedback
- staff observations
- assessment information
- effectiveness of provision

Following review, provision may:

- continue, to embed learning
- be adapted to build upon previous learning
- increase
- reduce

- cease if no longer required

The graduated approach is repeated and responsive to changing needs.

SEND Support

Where a pupil requires educational provision that is additional to or different from that ordinarily available within the classroom, they may be placed on the school's SEND Register, in support of their parents/carers. Being placed on the SEND Register means:

- parents have been fully involved
- needs have been assessed carefully
- high quality teaching has been implemented
- additional provision has been identified
- progress will be reviewed regularly

Education, Health and Care Plans (EHCPs)

Most pupils with SEND have their needs met successfully through high quality teaching and SEND Support within school.

For a small number of pupils whose needs are more complex and require provision beyond the resources ordinarily available, the Local Authority may undertake an Education, Health and Care Needs Assessment. Where appropriate, this may result in an Education, Health and Care Plan (EHCP).

The school works collaboratively with parents, the Local Authority and external professionals to:

- deliver the provision specified within the EHCP
- monitor progress towards agreed outcomes
- review provision regularly
- hold Annual Review meetings in line with statutory guidance
- support children in preparing for successful transitions throughout their education

Annual Reviews are person centred and place the child's strengths, aspirations and views at the heart of decision making.

Transition

We work closely with families, previous settings, receiving schools and external professionals to ensure that transitions are carefully planned and individual needs are understood.

Transition arrangements may include:

- visits between settings
- meetings with parents and carers
- sharing of information with professionals

- transition booklets and visual supports
- additional visits where appropriate
- personalised transition plans for pupils with additional needs

We aim to ensure that every child feels safe, confident and well prepared for their next stage of education.

Special Support Centre (SSC)

St Margaret's 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 and Mr James Dunstone are the Teachers in Charge of the SSC. 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. Admission to The Tomlin Centre is through the Local Authority only, and a separate process to the admission of the main part of the school.

Working with External Agencies

Where appropriate, we work alongside a range of professionals to ensure pupils receive coordinated support through a multiagency approach.

These may include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Autism and Social Communication Team
- Learning and Behaviour Advisory Team
- School Nursing Team
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help services
- Social Care

Referrals are always discussed with parents and carers and, wherever possible, are made collaboratively. Advice provided by external professionals informs classroom practice and contributes to the graduated approach.

Evaluating the Impact of SEND

The effectiveness of SEND provision is monitored continuously to ensure that support remains appropriate and improves outcomes for pupils.

We evaluate provision through:

- pupil progress and attainment
- review meetings
- pupil voice
- parent feedback
- classroom observations
- learning walks
- book looks
- intervention evaluations
- provision mapping
- governor monitoring

This ongoing evaluation informs future planning and contributes to the continual development of our inclusive practice.

West Sussex Local Offer:

The Local Offer is a clear, central place that explains what help is available for children and young people (0 - 25) with SEND, and how families can access it. West Sussex Local Offer can be found at www.westsussex.local-offer.org

Complaints about SEND provision

Complaints about SEND provision at St Margaret's 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/carers. 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.

If you would like to raise your concerns with the school, contact SENCo, Mrs Terri Challis Inclusion@stmargaretsprimary.org.uk or Headteacher, Mr George Lumley Head@stmargaretsprimary.org.uk