





Special Educational Needs and Disabilities (SEND) Policy

Signed (chair): 	Name: David Gordon	Date: 07/05/2026
Signed (Head): 	Name: Bethan Scriven	Date: 07/05/2026
Ratified by: Full Governing Body		Next Review: December 26
Required review frequency: Annually		Location: School

Version	Date	Key Changes
1	09/12/21	<ol style="list-style-type: none"> 1. Order of information included 2. Added roles of class teachers, Head teacher and SEN governor in addition to the role of the SENCO 3. Updated details of new SENDCO
2	6/12/22	<ol style="list-style-type: none"> 1. SEND support and specialists: Pastoral TA – Mrs Wishart added
3	10/12/23	<ol style="list-style-type: none"> 1. Amendments to the TA's that provide specific pastoral support for our pupils this year – Mrs Wishart (KS2 well-being

		<p>practitioner) and Mrs Norris who is now a KS1 HLTA.</p> <p>2. Added Play therapist and amended the name of Family Support Service under the list of external agencies we receive support from</p>
4	23/11/2024	1. Change of SEN Governor
5	06/12/2025	<p>1. Change of SEN Governor</p> <p>2. Updated links to Legislation and Guidance sections</p> <ul style="list-style-type: none"> - Equality Act - Supporting children with medical conditions. <p>3. Added sections:</p> <ul style="list-style-type: none"> - Monitoring and Evaluation of SEND Provision - Transition arrangements

Special Educational Needs Policy at St. Mary's CEVA Primary School 2025-2026:

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Rationale:

St Mary's Primary school is committed to providing an appropriate and high-quality education to all children. We believe that all children including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them so that they are fully included in all aspects of school life as far as possible.

All of our children are valued and all relationships are based on consideration, respect, teamwork and Christian values. We work in close partnership with parents and carers, who play an integral, active and valued role in their child's education. St Mary's Primary School is committed to inclusion for all children. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can explore, enjoy and excel and feel safe through creating a sense of community and belonging. We respond to all learners in ways which take account of their strengths, interests, varied life experiences and needs and offer new opportunities for learners who may have experienced previous difficulties. At St Mary's Primary School we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are aware of the needs of our Foundation and Key Stage 1 pupils, for whom maturity is a crucial factor in their readiness to learn. We believe that many pupils, at some point in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Equality of opportunity: The School does not discriminate against children on the grounds of race, gender or ability. We seek to enable children to have reasonable access to the school's curriculum and opportunity for inclusion for all.

Aims and Objectives of SEN/D Provision at St. Mary's CEVA Primary School

Aims: At St Mary's Primary School we aim to deliver teaching and learning which enables every child regardless of ability to achieve his or her full potential. We will help them to develop the skills needed to become independent young people and adults who can make a positive contribution, stay safe, be healthy and achieve economic well-being.

Objectives:

- By making appropriate and reasonable adjustments to provision to overcome barriers to learning and ensuring that children with SEND have full access to the Early Years and National Curriculum.
- By ensuring that the children receive 'Quality Teaching First' in the classroom and that effective classroom strategies are adopted and planning is differentiated.
- By identifying as early as possible the children who need SEND support.
- By continually monitoring progress of all pupils, identifying individual needs as they arise and providing support as early as possible.
- By discussing with parents their children's strengths and needs. Then using this information, alongside assessments, to make a plan to achieve the desired outcomes.
- By discussing with children their progress and targets as appropriate and involving them in planning and any decision making that affects them.
- By following a graduated approach to interventions, following a four part cycle of assess – plan – do – review.
- By choosing the most effective interventions available and by monitoring the impact of these on pupils learning and progress.
- By ensuring a high level of staff expertise to meet pupil need, through well targeted continuing professional development and through providing staff with support and advice.
- By working closely with external agencies and the Local Education Authority, where appropriate, to support the needs of individual pupils, ensuring there is a multi-professional approach to meeting the needs of all vulnerable learners.
- By ensuring support for pupils with medical conditions, ensuring as full inclusion as possible, in all school activities, through consulting with health and social care professionals as necessary.
- By ensuring that pupils recorded as having SEND are perceived positively by all members of the school community, and that SEND and inclusion provision is positively valued and accessed by staff and parents/carers

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 0-25 and the following legislation:

- [Part 3 of the Children and Families Act 2014](#)
- [Schools SEND Information Report Regulations 2014](#)
- [Equality Act 2010 advice for schools DfE May 2014](#)
- [Statutory Guidance on Supporting pupils with medical conditions December 2015](#)
- [The National Curriculum in England Key Stage 1 and 2 framework document](#)
- [Safeguarding Policy](#)
- Accessibility Plan
- Equality Policy
- [Teachers Standards 2012](#)

The Local Authority Offer

The Children and Families Bill became law June 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is known as the Local Offer, and its intention is to improve choice and transparency for families. [Click here for details of the South Gloucestershire Offer](#). This is an important resource for parents in understanding the range of services and provision in the local area.

St Mary's Church of England Primary School SEND Information Report

This report, which is updated and published on the school website annually, <https://www.stmarysyate.org.uk/our-school/special-educational-needs/> provides answers to a variety of questions that parents have asked regarding the support our school can provide for SEND children. If you have any questions not answered in the SEND Information Report please contact the school SENDCO.

Contacts

At St Mary's Church of England Primary School the SENDCo is **Mrs Natalie Lane** who can be contacted on 01454 867155 or emailed at Natalie.lane@stmarysyate.org.uk, Mrs Lane is also the Deputy Head and a member of the school leadership team.

Definitions:

Children have a learning difficulty or disability if they have:

The Code of Practice states that the definition of Special Educational Needs or Disability (SEND) is;

A child... has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Has a disability that prevents or hinders them from accessing educational facilities of a kind generally provided for children of the same age in school.

Children may have needs and requirements which fall into at least one of four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health issues
4. Sensory and physical needs

Special educational provision means:

“Support and interventions (additional to and different from that provided by high quality teaching) selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness.” (SEND Code of Practice, 2015). This is provision additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

In accordance with the Children and Families Act 2014, the school aims to identify special needs at the earliest point and then make effective provision that improves the long-term outcome for the child.

Identifying SEND

Children with SEND are identified through the following

- The progress of each child is continually being monitored and progress meetings led by the class teacher, head of school, deputy head of school, SENDCo and members of the leadership team are held three times a year. Children who are not making enough progress, despite quality first teaching, are identified. These children are discussed and a plan of action is agreed.
- Class teachers are continually aware of their children’s learning. If they observe that a child is making less than the expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- 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.
- Parents and carers sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all.

The class teacher working with the SENDCo will assess whether the child has a SEN. At times support may be requested by external agencies.

SEND Provision

“Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupils and their parents.”

(Children and Families Act 2014 para 6:40 p88)

The classroom teachers are responsible and accountable for the progress and development of all the children in their class, including where pupils have support from teaching assistants or specialist staff. They must provide high quality teaching, which is differentiated for individual pupils.

If evidence is gathered to suggest that a pupil may be in need of additional support this will be discussed with the SENDCo. These pupils will have a document called 'My Target Support Plan', which is part of the graduated approach of Assess, Plan, Do, Review, as required by the Code of Practice 2014. (6.44-56). 'My Target Support Plan' will set out the expected outcomes, strategies and have a date set for review. The outcomes may be provided within the school or require the involvement of an outside agency. In addition to 'My Target Support Plan' pupils who have a Statement or Education and Care Plan will also have a One Page Profile so all staff can have awareness of the child's needs and how best to support them in their learning. The One Page Profile will be used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and their parents. It acts as a guide to the class teacher. These are written annually but may be updated during the year.

If the child does not make the expected progress despite high-quality targeted support or if their needs are complex, the school and parents will consider requesting an Education Health and Care Needs Assessment. (EHCP).

We may apply for an EHCP if:

- The child is Looked After and therefore additionally vulnerable.

- The child has a disability which is life-long which means they will always need support to learn effectively.
- The child's achievements are so far below their peers.

An EHCP assessment will involve sending evidence to the Local Authority of the actions that have been taken to support the pupil. It will also include reports from the school, parents and any outside agencies that have been involved with the child. If the application is successful, a meeting will be called by the school for the parents, child and any health or social care professionals who are involved with the family. Following the meeting an EHC Plan will record the decisions made at the meeting.

Monitoring and Evaluation of SEND Provision

How SEND provision is evaluated at St Mary's:

- APDR review cycle, including review meetings with parents x 3 per year
- Pupil progress data
- Provision mapping
- Intervention monitoring
- Learning walks
- Governor monitoring
- Parent feedback

SEND Support and Specialists

The SEND support will take the form of a four-part cycle. (**Assess – Plan – Do – Review**). This is known as the **graduated approach**. We believe that children learn best alongside their peers in a mainstream classroom setting. Our aim is for all children to be working independently on differentiated activities, at the cusp of their potential. However, where this is not possible, we aim to seek the most effective strategy to attain progress and achieve the desired outcome.

The strategies decided on may involve a child receiving additional group work or 1-1 support from a Class Teacher or an experienced Teaching Assistant, who work on a specific intervention programme. Our focus is on outcomes not the hours of support a child might receive.

Alongside our SEND interventions, Mrs Wishart who is our KS2 Well-being practitioner and trainee ELSA, Mrs Morris, Miss Silverthorn and Mrs Hackett who are HLTA's mainly in KS2 and Mrs Norris who is a KS1 HLTA, work one to one with pupils to provide mentoring and emotional coaching where support is needed.

We may also need to consult outside agencies for specialist advice, support and resources. If it is necessary to request support from an outside agency a referral form will be completed

by the SENDCo and parent. Should advice be required from several outside agencies then a Single Assessment for Early Help form will be completed. (SAF) The SAF will be opened and registered with the Local Authority. This document will ensure all agencies; school and parents meet together, set targets and a review date. The SAF will be closed if the pupil's needs are met and support no longer required.

We can receive support from:

- Behaviour Support Service
- Inclusion Support Service
- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- School health nurse
- Paediatricians
- Social workers
- Child Adolescent and Mental Health Service (CAMHS)
- Family Young People's Support Service (FYPSS)
- Speech and Language Therapy
- Sensory Support Services (Hearing and Vision Impairment)
- Physiotherapy Services
- Play Therapists
- Supportive Parents Team

Parents may also wish to seek the support of South Gloucestershire Parent Partnership Service. This is a free, confidential and impartial service for parents and carers of children with special educational needs. The Parents Partnership Service is available to give advice and to put parents in contact with other support groups. They can be contacted by email: pps@carersgloucestershire.org.uk or phone on 0800 158 3603.

Transition Arrangements

At St Mary's CEVA Primary School we recognise that transitions can be particularly challenging for pupils with Special Educational Needs and Disabilities (SEND). We therefore work carefully to ensure that any transition is well planned, supportive and responsive to the individual needs of the pupil.

Transition into School

When pupils with SEND join the school, we work closely with parents, carers and previous settings to gather relevant information about the child's needs, strengths and interests. This may include meetings with parents, communication with early years settings or previous schools, and where appropriate consultation with external professionals. The new reception children have the opportunity to attend two transition sessions in the summer term before they join to help them become familiar with the new environment and staff. Additional visits or transition sessions may be arranged to help individual children. The reception staff

also attend home visits to each child’s house at the start of September to further support their transition to school and develop a positive home / school link as they begin their school journey at St Mary’s.

Transition Between Classes and Key Stages

To support pupils with SEND when moving between classes or key stages, staff ensure that information about the child’s needs and effective strategies are shared with the receiving teacher. This includes transition meetings between staff, sharing of support plans and One Page Profiles, and opportunities for the pupil to visit their new classroom and meet their new teacher. Where necessary, visual supports, social stories or additional transition visits may be used to help prepare pupils for change.

Transition to Secondary School

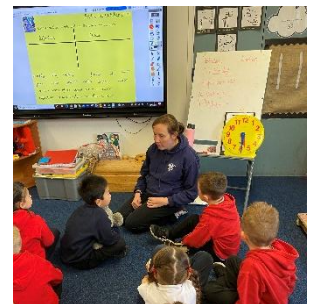
When pupils with SEND transfer to secondary school, the SENDCo works closely with the receiving school to ensure that all relevant information is shared. This may include SEND records, support plans, and reports from external agencies. Where appropriate, additional transition visits, meetings with secondary school staff, or enhanced transition programmes are arranged to support the pupil in becoming familiar with their new setting. Parents and carers are kept fully informed and involved throughout this process.

Our aim is to ensure that all pupils with SEND experience a smooth and positive transition at each stage of their education.

Who is responsible for SEN/D at St Mary’s Primary School?

Each **class teacher** is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil’s progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy



The **SENDCO** will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching



SENDCO:
Natalie Lane

- Advise on the graduated approach to providing SEN 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 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 SEN up to date

The **headteacher** will:

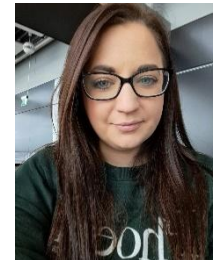
- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision of learners with SEN and / or disability



Headteacher:
Bethan Scriven

The **SEN governor** will:

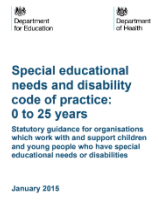
- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision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



SEN Governor:
Hannah
Peacock

All these different people work together to ensure that the school follows the statutory 2014 SEND Code of Practice so that we as a school: 'Use our best endeavours to ensure that the necessary provision is made for any individual who has SEN/D.'

Please follow the link below to read the full version of the 2014 Code of Practice for Special Educational Needs. [SEND Code of Practice January 2015.pdf](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/352822/SEND_Code_of_Practice_January_2015.pdf) (publishing.service.gov.uk)



Admission Arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed South Gloucestershire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP or a Statement, the school will liaise with the appropriate member of the LA to ensure that their needs can be met.

Partnership with Parents and Carers

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing the One Page Profiles and the My Support Plans.

Complaints Procedure

At St Mary's Primary School, we try very hard to meet the needs of all the children in our care and to help them to achieve their desired outcomes. We also endeavour to work in close co-operation with parents and other relevant agencies. If you have any concerns regarding your child's special needs, please speak to their class teacher first. If you continue to feel concerned, please raise the matter with the SENDCo or the Head of School. The Parents Partnership Service is available to give advice and to put parents in contact with other support groups. They can be contacted by email: pps@carersgloucestershire.org.uk or phone on 0800 158 3603.

This policy was written by Natalie Lane (SENDCo) and was checked and agreed by staff and governors in December 2025. It will be reviewed annually, and the next review date will be December 2026.

Signed: *N. Lane*

Date: 10.12.2025