St Mark's C of E Junior School
Policy for Special Educational Needs and Disability (September 2026)

St Mark's C of E Junior School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs, backgrounds or abilities. We have the same high expectations and educational aims for children with special educational needs and/or disabilities (SEND), as we do for all the children in our school. The school makes every effort to provide a safe, secure and inclusive environment for teachers and pupils, which ensures that the needs and disabilities of all pupils are met to acceptable standards and do not present as barriers to their learning.

Children may have special educational needs either throughout, or at any time, during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Compliance & General Statement:

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25 Years (April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Dec 2015)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)
- Education and Childcare during Covid-19 Guidance (2020)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by Liz Whale (SENCO) in liaison with the Headteacher, SEN Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

What are special educational needs (SEND)?

St Mark's Junior School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014).

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age

• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provisions means (SEND Code of Practice, DfE, July 2014):
• educational or training provision that is additional to, or different from, that made generally for other children of the same age.

In compliance with the SEN Code of Practice, 2015 and SEN Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school Record of Need (RON). Should a pupil require provision that is additional and different they are placed on the RON under one single category, namely SEN Support. Their provision will be identified and progress monitored via Individual Provision Mapping.
This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND, including those identified as working at Greater Depth.

Aims and Objectives
The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23)

To this end, we ***aim*** to:

a) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND.
c) Ensure that teaching and learning is multi-sensory.
d) Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.
e) Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.
f) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

Objectives:

Through the application of this policy we wish to:

a) Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
b) Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
c) To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
d) Ensure all staff implements the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND.
e) Ensure that there is no discrimination or prejudice.
f) Ensure all pupils have access to an appropriately differentiated curriculum.
g) Recognise, value and celebrate pupils' achievements at all levels.
h) Work in partnership with parents/carers in supporting their child's education.
i) Guide and support all school staff, governors and parents on SEND issues.
j) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
k) Provide appropriate resources and ensure their maximum and proper use.
l) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are considered as part of the process and of the shared responsibility in meeting his/her educational needs.
m) To provide an appropriately qualified Special Educational Needs Co-ordinator (SENCO) who will oversee and work with the SEND Inclusion Policy.

n) To provide support and advice for all staff working with pupils who have SEND.
o) Support pupils with SEND to develop their personality, talents and abilities to the full. (UNCRC Article 23)
p) Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)

Categories of SEND

St Mark's C of E Junior School is a mainstream school with experience of supporting pupils with a range of differing and diverse needs. The four areas of special educational needs include:

1. Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

2. Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, often have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

3. Social, mental and emotional health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, attachment disorders, displaying challenging, disruptive or disturbing behaviours such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.

4. Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Whilst it is clear that the purpose of identification is to work out what action the School needs to take, it is not our purpose to fit a pupil into as category and serves solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

The school will always take needs that are NOT SEND but that may impact on progress and attainment into account for example:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a Serviceman/woman

The identification of behaviour as a need is not an acceptable way of describing SEND and any concerns relating to a child's behaviour will be described as an underlying response to a need which the School has recognised and identified clearly.

Provision for Pupils with SEND

At St Mark's we believe that all the teachers in our school are teachers of children with special educational needs. We adopt a 'whole school approach' which involves all staff adhering to a model of good practice. The staff are committed to providing for the needs of all children in an inclusive environment. This means that children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole. We strive to ensure that there is a high level of quality first teaching that is ordinarily available to all pupils.

The Graduated Response:

We follow a graduated response to the assessment of SEND as set out in the Code of Practice (2014), recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.
There are 3 levels of need within the graduated response:

Cause for concern:

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one of more of the following indicators :

- Be at risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- New entrants to the school whose needs are still being assessed
- Currently have barriers to their learning eg
    - Their behaviour is disruptive
    - There are attendance/lateness issues
    - Concerns over their mental health
    - The family is currently experiencing challenges
    - They have EAL (English as an Additional Language)

The SENCO keeps a list of pupils who are being monitored at cause for concern level and will identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, SENCO and parents which will include problem-solving, planning support and strategies for the individual pupils.

Pupils at this level of need DO NOT form part of the School's RON and, in line with the Code of Practice, the School ensures that everything is done at an early a stage as possible to avoid the need for SEN Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEN support.

SEN Support:

A child's needs are categorised as 'SEND Support' when the child has continued to make little or no progress in specific areas over a long period despite differentiated learning opportunities together with targeted interventions. In some cases, a child's SEND may be immediately apparent and the SENDCo will agree to identify those needs and make appropriate referrals immediately. The decision to identify a child as SEND Support must always be agreed by the parents/carers.

Provision for children who are identified as SEND Support will be overseen and coordinated by the SENDCo. Individually administered interventions and assessments, made by the school or by outside agencies, are managed by the class teacher and the SENDCo. Targets are set on a child's My Plan/My Plan + and these will be reviewed termly. Where appropriate, additional support and advice may be sought from relevant outside agencies. We will ask always for parental permission to seek support from outside agencies. Parents/carers will be kept informed during this time through meetings and sharing reports. Progress is monitored throughout the year by the class teacher, SENDCo and Senior Leaders.
Where a child is identified as needing SEND provision, we take action to remove any barriers to learning and adopt a graduated approach with four stages of action:

1. **Assess**

When a child has been identified as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. It should also draw on the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent via the class teacher or contact with the SENDCo.

2. **Plan**

Where it is decided to provide a pupil with SEND support, parents will already be fully involved in the process. Through meetings, the teacher and SENDCo will agree with the pupil and parents any interventions and support which will be put in place in order for the pupil to make progress. This will be documented on the child's My Plan/My Plan + which outlines any teaching strategies or approaches that will be required to support the child to make progress throughout the term.

3. **Do**

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. **Review**

The impact and support will be evaluated by the class teacher and discussed with the pupil and their parents during the termly My Plan review meetings. Pupil and parent views will feed into the reviews and will contribute to the planning and setting of new targets for the following term.

Education, Health and Care Plans (EHC Plan):

An Education, Health and Care (EHC) Plan is a statutory document that may follow a child up until the age of 25 years and will set out clearly what their needs are, what support they should receive to meet those needs, and the expected/desired outcome of the support. This single plan outlines the support that a child will need for education in school, as well as support from health and care services.

The Education element of the plan will explain what is needed for the child/young person to attend school and achieve the best they can in their learning. It will state which school the child will go to and, if applicable, the support the child/young person will receive to travel from home to school.

The Health element of the plan will set out any health services or health support that the child needs to ensure they can attend school and participate fully in school life.

The Social Care element of the plan will set out any services that the Local Authority will provide to support the child and their family to live as 'ordinary' a life as possible.

If a child is to be assessed for an EHC Plan, the SENDCo will work closely together with parents and children to explain the process and gather their views, including their hopes and aspirations for the future. A number of assessments and reports may occur during this process. These, along with any other evidence the school has collected, will be sent to a panel convened by Gloucestershire Council's Special Educational Needs and Disabilities Service, who will decide whether to proceed with an EHC Plan. In some cases, the school may be given help to access the resources in the Local Offer, without the need for an EHC plan.

If Gloucestershire SEND Service agree to provide an EHC Plan, the SEND Code of Practice 2014 states that it will be drawn up within 20 weeks from the date of request. A draft Plan is sent to parents/carers for amendments and approval. It will name the school the child is to be educated at and the level of support that Gloucestershire will provide. This support varies depending on the pupils' needs and may include:

• One-to-one support from a Teaching Assistant;
• Teaching support on a weekly basis;
• Transport support;
• The provision of specialist equipment or advice from outside agencies such as a Speech Therapist or Occupational Therapist.

Access to the curriculum

All pupils at our school have access to a broad, balanced and relevant curriculum and all teaching and support staff are aware of 'inclusion' and the need to set high expectations for every pupil, whatever their prior attainment. Pupils with SEND are therefore taught with their peers, in class with the teacher. They study the curriculum appropriate for their age, however, the learning environment will be adapted to ensure they can access this effectively. Teachers will address any barriers to learning which may exist for certain children and a range of teaching strategies, including flexible pupil groupings, will be used to match pupils' learning needs and styles. Strategies adopted to support SEND pupils may include such things as: using a visual timetable, providing writing frames to structure work, using coloured pens to separate lines of writing, varying the background colour on the interactive whiteboard, providing a sloping personal writing desk and using IT or assistive technology. The school acknowledges that its practices make a difference. Because of this, the school and teachers periodically review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

Access to the wider curriculum

In addition to the statutory curriculum the school provides a range of extra-curricular clubs, additional trips and enrichment activities. Pupils with SEND are actively encouraged to join in and benefit from these opportunities. Their participation is monitored by the class teacher who liaises with parents to facilitate the child's involvement where applicable.

Roles and Responsibilities:

The role of the SENDCo

In our school the Special Educational Needs Co-ordinator (SENDCo) is Mrs Liz Whale. Her role includes:

- managing the day-to-day operation of the policy
- coordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after pupil has SEND
- advising on a graduated approach to providing SEND support
- working with the head teacher on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of children with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the LA and LA support services
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all children with SEND up to date.

The role of the Head teacher

The Head teacher, Mrs Angharad Fitch, has overall responsibility and in turn is directly responsible to the Governors. As such she is:

- to be responsible for the day to day management of all aspects of the school life including provision for children with SEND
- to liaise with the SENDCO
- to keep the Governing Body informed on the working of the policy;
- to ensure as far as possible that all members of staff receive appropriate training.

The role of the teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers are expected:

- to be fully aware of the contents of this policy
- to be responsible for raising concerns about individual children with the SENDCo
- to be responsible for writing and implementing My Plans for children with SEND in their class, with support from the SENDCo where required
- to collect relevant information about the children in their class
- to work closely with children with SEND, providing increased differentiation, monitoring and reviewing of the child's progress
- to consult with the child's parents/carers as appropriate, at least 3 times a year
- to liaise with the SENDCo and external agencies as appropriate
- to attend relevant SEND training

The role of support staff (Teaching Assistants)

Support staff play a vital role in supporting a child with SEND through in class support and/or an individualised intervention programme. As such their role is:

- to work with small groups or individual children as required by the class teacher or SENDCo
- to deliver a range of activities linked to the child's specific learning difficulty
- to monitor the children's progress in the activities and report back to the class teacher and the SENDCo
- to keep records of progress for the interventions they run
- to liaise regularly with the class teacher and the SENDCo in order to adapt and amend programmes
- to be involved in the provision map target setting and reviewing process
- to attend relevant SEND training

The role of the Governing Body

The Governors role is:

- to fulfil their statutory duties towards pupils with SEND as prescribed in the Code of Practice
- to monitor the appropriate staffing and funding arrangements
- to regularly meet with the SENDCo to discuss SEND at St Mark's C of E Junior School
- to monitor the overall work of the school in regard to SEND as a governor
- to review and evaluate the SEND policy
- to ensure that the necessary provision is made for any pupil who has SEND.

The role of parents of pupils with SEND

Parents play a vital role is supporting their child. In accordance with the SEND Code of Practice the school believes that all parents should be treated as equal partners in their child's education. Parents are welcomed into school at all times and are encouraged to maintain regular contact with class teachers. In this way they can make their views known and play an active part in their child's progress. The school strives to provide clear information to parents and to offer support. When it has been decided that a child should have SEND provision put in place, the relevant school processes are discussed and they are given an 'Introduction to SEND' booklet to explain some of the key terms and procedures as well as the Gloucestershire Parent Guide on Additional Needs. Parents are made aware of their child's entitlements within the SEND framework and are signposted to the SENDIASS Gloucestershire Service which is very knowledgeable in the area of SEND.

The voice of the child

All pupils are encouraged to be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter.

Throughout their time at St Mark's School we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to teachers and TAs about their learning
- class and individual reward systems
- taking additional responsibilities, e.g. school council

Arrangements for Dealing with Complaints from Parents

St M ark's School seeks to involve parents at all stages of their child's education. This is felt to be particularly important for parents of children with SEND, so that the school and the parents can work in partnership to provide the extra support which such children require. Close liaison between home and school maximises the child's chances of making good progress and reduces the chances of misunderstandings.

If parents have concerns about the SEND provision being made for their child they should initially talk to the class teacher. The SENDCo is also available to discuss with parents any issues that concern them, as are the headteacher and the SEND Governor & Parent Advocate. Parents are also made aware of the services of SENDIASS Gloucestershire and helped to make contact with the service if they so desire.

Evaluation and assessment

The success of the school's SEND policy and provision is evaluated by:

- Monitoring of classroom practice during observations by the Senior Leadership Team.
- Termly pupil progress meetings where pupil tracking data and test results for individual pupils, vulnerable groups and cohorts are analysed
- Termly monitoring of procedures and practice by the SENDCo and the SEND governor.
- SEND reviews, which evaluate the success of our policy and sets new targets for development.

7. Review period and date of next review

The school and the governing body are committed to the regular monitoring and evaluation of the provision for children with SEND. The school uses a number of methods to do this, including:

- Consideration of success rates with My Plan targets at review meetings;
- Gathering of parents' and pupils' views formally at review meetings as well as informally through pupil conferencing and through the parents survey;
- Scrutiny of pupils' work by class teachers and the SENDCo;
- Tracking of assessment records of pupils with SEND, including teacher assessments, spelling and reading ages, statutory tests and scores from any standardised tests or assessments which show progress over time;
- Maintenance of pieces of assessed work;
- Observation of teaching and intervention sessions made by the headteacher and SENDCo;
- Meetings between the SENDCo and class teachers and between the SENDCo and the SEND Governor.
- Completion of the LA SEND self-evaluation document each year.

8. STORING AND MANAGING INFORMATION – Extract from DSEN Model Policy

The school complies with General Data Protection Regulations (GDPR) – March 2018.

The schools uses the DfE's Data Protection: a toolkit for schools (April 2018) as guidance.

All staff have received GDPR training and are aware of confidentiality requirements with regard information about pupils and families

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The SENCO understands that elements of special educational needs data are sensitive and it is the school's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law. (see the school's GDPR Policy and Privacy Notices.)

Explicit consent is always sought from parents/carers for the following:
Involvement of outside professionals to observe/assess or work with their child eg Educational Psychologist; Speech & Language Therapist; DSEN Specialists.
Inclusion in the school's award-winning Well-Being Programme eg 1:1 Counselling or mentoring; Play/Art Therapy; Small group therapy

The SENCO ensures that all sensitive personal information, about individual pupils and/or their families, eg their DSEN file, is stored securely and is not freely accessible.

The SENCO ensures that any documents with sensitive personal information about individual pupils and their families that need to be shared with other professionals outside the school are sent through encrypted, secure e mails

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When a pupil with DSEN moves to another school, their DSEN files are, wherever possible. delivered to the receiving school by hand and a signed file transfer receipt is required from the school. If this is not possible, the files are sent by recorded delivery post. Should the SENCo not receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school.

The SENCO ensures that no sensitive, personal data about individual pupils with DSEN is visible anywhere in the school including , offices; staffroom; classrooms, unless it is required for Safeguarding eg medical needs such as allergies, in which case, explicit consent is gained.

Links

This policy should be read in conjunction with St Mark's C of E Junior School's SEND Information Report and School Local offer.

This policy also links closely to the Equal Opportunities Policy, the Supporting Children with Medical Needs & Intimate Care Policy, Behaviour Policy , Early Help, Anti-Bullying Policy and the Teaching, Learning & Curriculum Policy. All the school's other Welfare policies are also relevant, especially the Safeguarding Policy.
Policies are available at: www.stmarksjunior.com

Date: September 2026
Responsibility: SENCO & Curriculum Committee
Review Date: Autumn 2027