

Stoke Minster CE Primary Academy

Principal: Mrs J. Craig



SEND Policy 2026-27

SEND POLICY

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

- SEND Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education (latest edition)
- Working Together to Safeguard Children
- Supporting Pupils at School with Medical Conditions (latest DfE guidance)
- The Equality Act 2010: Advice for Schools

Intent:

At Stoke Minster CE Primary Academy we aim to provide a happy, friendly, safe, secure and stimulating environment where every child is valued, challenged and fully developed. We aim to give all the children in our care, the skills and knowledge necessary for lifelong learning, to provide opportunities to encourage them to develop their potential and to grow as balanced individuals. Every teacher is a teacher of every child, including those with SEND. All children are to be enabled to fully participate in all aspects of school life, to enjoy school and to be valued, to make good progress and to achieve the highest standards possible.

Aims:

At Stoke Minster CE Primary Academy we aim to:

- Create an inclusive curriculum for all children.
- Create an interesting and stimulating environment which meets the needs of each child.
- Ensure each child reaches their full potential through high quality teaching and learning.
- Identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Raise the aspirations of and expectations for all pupils with SEND and provide a focus on outcomes for children and young people.

Objectives:

In order to provide for the needs of children with SEND, we seek to:

- Work within the guidance provided in the SEND Code of Practice 2015.
- Ensure equal value for all children.
- Ensure the progress of all children through access to a relevant, broad and balanced curriculum.
- Maintain strong home/school links.
- Ensure early identification and assessment of SEND.
- Operate a whole-school approach to the management of provision of support for special educational needs.
- Maintain links with outside agencies in identifying, assessing and providing for the needs of children with SEND.
- Ensure that policies and provision are monitored and reviewed on a regular basis and are updated accordingly.

Basic Information:

The Special Educational Needs coordinator for Stoke Minster CE Primary Academy is **Mrs Charlotte Ratcliffe**. Stoke Minster CE Primary Academy is a mainstream primary school committed to inclusion. We aim to maintain and extend the school's culture, policies and practices of inclusion for all learners. We aim to provide a sense of community, belonging, tolerance and respect for all and to offer new opportunities for learners, taking into account their needs and experiences.

This policy describes the way in which we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

Identification and Assessment

A child may have Special Educational Needs and Disabilities (SEND), a disability as defined by the Equality Act 2010, or both. A child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision is provision that is additional to, or different from, that is made generally for other children or young people of the same age by mainstream schools.

Before a child enters our nursery setting, our staff carry out home visits to find out about the children who are due to start with us. This includes discussing whether the child has already received any support for their needs. We also have discussions with any day nurseries if your child has attended a previous setting and this provides details of any outside agency input.

If your child has a special need or disability we will:

- * Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- * Make an assessment of your child's learning so we know which skills they need to learn next.
- * Ask the Special Educational Needs Coordinator to support and advise teachers so that your child can learn in the best way for him/her.
- * Have a range of programmes to help children who need extra support in an area of their learning and/or development.
- * Check on progress at least once a term and discuss that progress with you via a meeting or phone call.
- * Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.
- * Tell you how to get in touch with SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service), who can offer independent information, advice and support to children, young people and their families.
- * Talk to you if we think we need to consider asking the local authority to carry out a coordinated assessment of your child's needs because more advice/resources are needed to help your child to make progress.

The School's graduated approach to teaching pupils with special educational needs:

We provide support for any child who has additional needs applying the 'assess, plan, do, review' approach to provision.

Decisions are made using the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

In the first instance, all teachers must provide high-quality teaching and differentiation. If a child needs further support, the class teacher is initially responsible for planning appropriate additional support either, through small group support, catch-up sessions or specific 1-1 support to target particular gaps/issues. They will complete a First Concerns document and monitor the child's progress. After review, where the additional support does not adequately bridge the gap, and there are concerns that there may be a special educational need, an Individual Learning Plan (ILP) may be drawn up in conjunction with the parents and the child may go on the SEND register. They are then timetabled for small group/1-1 intervention with targets set to work on through the interventions. These sessions, where possible, should be delivered in quiet, purposeful environments to ensure maximum impact for any intervention. Parents are involved at all stages to ensure they are instrumental in the planning for the child's provision.

Any support and intervention is planned on a half termly basis initially, taking into account which other lessons/activities will be missed so that the children get maximum access to a full, broad and balanced curriculum, whilst having their additional needs with particular difficulties met. Any child who is on the SEND Register will have an ILP, which details their particular barriers to learning and strategies that the child/parent/teacher feels helps them to overcome the barriers. These are updated each term by the class teacher and shared with relevant staff that are supporting the children.

Parents are involved with the review of their child's support and intervention at least 3 times a year. Parents are also asked to support their child with any homework or additional activities that reinforce the support they receive in school. Parents comments/updates or changes will be noted and used and added to the ILP, before it is updated for the coming term.

Where a child has an Education, Health and Care Plan (EHCP), which requires some of their time to be supported by an adult, or specific targets to be worked on, there may be an additional adult in these classrooms. In addition to this, there are members of staff timetabled to provide purposeful, specific and where possible, evidence-based programmes to the children with significant additional needs in Key Stages 1 and 2. In the Foundation Stage, staff are assigned to assess and support the additional needs of the children through their EHC Plans, ILPs or through their needs identified by assessments.

We modify our teaching approaches according to the needs of the individual child. Where any outside agency has been involved and any specific requirements have been advised, these are shared with all staff working with the child so that they can be incorporated into the teaching and any strategies are added to the child's ILP.

Monitoring and Evaluation of SEND provision:

The Senior Leadership Team carry out a rigorous monitoring and evaluation approach to the learning and teaching across the school. This involves monitoring planning and work on the iPads, lesson drop-ins, book scans, pupil interviews and teacher/teaching assistant discussions. Coaching conversations are held with staff following the monitoring sessions in order to look at refining and improving practice. The SLT also monitor and evaluate the additional support delivered to individuals and groups during the afternoon sessions. Any intervention that is used to support a child's needs will be analysed to see where improvements have been made or where an intervention may need adapting.

We carry out standardised tests for the children with SEND to provide a measure of the impact of intervention at various intervals through school or when needed. The tests provide measures for reading ability, comprehension, receptive language, expressive language, memory, numeracy ability and non-verbal reasoning.

The school is committed to meeting its duties under the **Equality Act 2010** by identifying and removing barriers to learning and participation for disabled pupils. We recognise that it is our responsibility to anticipate the needs of pupils with disabilities and to make reasonable adjustments to ensure they are not placed at a substantial disadvantage compared with their peers.

Reasonable adjustments may include adaptations to the curriculum, teaching approaches, learning environment, resources, equipment, communication methods, policies and procedures to enable pupils to participate fully in school life.

The school is committed to:

- anticipating potential barriers to learning, participation and achievement;
- making reasonable adjustments to meet the individual needs of disabled pupils;
- preventing discrimination, harassment and victimisation related to disability;
- promoting equality of opportunity for pupils with disabilities; and
- fostering positive attitudes, understanding and good relationships between all members of the school community.

The school's Accessibility Plan, available on the school website, fulfils the duties under Schedule 10 of the Equality Act 2010 and sets out how the school will continue to improve access to the curriculum, physical environment and information for disabled pupils.

We have a small number of bilingual staff in the school who are able to provide translation for our parents/carers. If there is a language spoken that we do not have any support in school for, we make use of Google Translate and may request a translator through the local authority service. The online platform Class Dojo also have the ability to translate.

Inclusion in activities beyond the classroom:

We work closely with the Inclusion Support Services Advisory teachers to provide the next layer of advice for children with SEND. All of our after-school clubs are available for any child to join and if adaptations need to be made to ensure a child is able to access all elements of the club then these are made accordingly. We also access peripatetic music teachers who offer lessons in school for a weekly price.

We have a before and after school club called 'Little Minsters'. Details are available from the school office.

Support for improving the emotional and social development of pupils:

All staff at Stoke Minster pride themselves on getting to know the needs of each of their children – this includes an awareness of their emotional and social development.

Mrs Edwards and Miss Dance, our full-time Family Support Workers, are able to offer support both in a supervisory capacity and as someone to listen to your child. This can provide a quiet space and time away from the classroom for your child, should the need arise.

We have a qualified ELSA (Emotional Literacy Support Assistant) who works across school in the afternoons to support children with social, emotional and/or mental health needs. Mental health difficulties are not automatically SEND, but may become SEND where they have a long-term impact on learning.

If there are significant concerns about the emotional welfare and needs of your child, we can also refer to the Child and Adolescent Mental Health Service (CAMHS) who can work with the parent(s) and child to try to enable them to move forwards.

We will access support from the Inclusion Support Services or an Educational Psychologist if input from further outside professionals is considered necessary and appropriate.

Medical Support:

We follow the requirements of the latest DfE advice 'Supporting Pupils at School with Medical Conditions' (DfE – current statutory guidance). Parents sign a form to detail when and how any medication needs to be taken. Any toileting or eating needs are managed sensitively and in consultation with the parents to agree the best approach. In the case of a medical emergency, an ambulance is called for and parents contacted. Children with a medical condition will have a care plan in place. Any child's care plan will detail what should happen in an emergency and what other pupils will know in general terms, such as informing a teacher immediately if they think help is needed.

If a significant amount of time is needed to be taken for medical reasons, school work will be provided for the child to complete at home once they are able to do so.

Where a care plan is necessary, staff work with the school nurse and the family to draw up the elements of the plan and then copies are given to all staff working with the child and a separate copy is kept in the medical file.

Including pupils with SEND who are looked after in local authority care:

Children who are looked after by the local authority have the same rights as all children. It is recognised that they may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning may affect their educational outcomes and their personal, social and emotional development. The school's Deputy Designated Safeguarding Lead, Mrs Peake, will monitor the progress and provision for pupils with SEND who are looked after, in consultation with the SENCO and class teachers.

Working together with pupils and families:

We have two full time Family Support Workers who are available to support families for whatever their needs require. We can offer regular informal meetings to discuss a particular issue or concern, or we can invite other professionals to meet with the parents in a multi-agency capacity if there are more wide-ranging issues. We are happy to carry out home visits if you feel more comfortable with this approach and can help families to access a range of services to meet their needs. We pride ourselves on our work with our families and like to think that we get to know our families well enough to know when more support may be needed. We are here to listen and help.

We work closely with the social care service in supporting our families who meet the level 4 safeguarding criteria. We have robust systems in place in school to ensure all of our children are safeguarded and that any concerns are logged through the CPOMS system which reports to the Designated Child Protection Officer and members of the Senior Leadership Team.

Your child will be involved in discussing any additional support that is provided for them. If they have an ILP detailing their needs and their barriers to learning, they will have the chance each term to add their comments and will be involved in the review of their provision 3 times a year. There are opportunities to take on roles in the school, such as Worship Council, Head and Deputy boy and girl, School Council, Pupil Translators, Librarians, Chaplaincy Team and Sustainability Leads.

Parents are encouraged to contribute to and review the SEND provision in school through parent questionnaires and discussions at review meetings.

Agencies working in partnership with the school:

- Abacus Psychology Services
- School Health Visitors
- School Nurse

- NHS Speech Therapists
- PSCO
- Hearing Impaired Advisory Teacher
- Visually Impaired Advisory Teacher
- SEND support services
- Occupational Therapy

Parents can contact their child's class teacher, or a member of the Inclusion Team if they wish to discuss support from other agencies. Alternatively, parents can go on the Local Authority's Local Offer (link provided below) which details services and how to access them. If parents are unsure how to contact any of the agencies, please come into school and speak to the SENCO or the Family Support Workers.

The school's SEND Information Report, which should be read alongside this policy, is published on the school website.

The Local Offer from the Local Authority can be accessed by clicking on the link here. The Local Offer provides information about education, health and care services available for children and young people with SEND and their families.

<https://localoffer.stoke.gov.uk/directory-record/2514/stoke-minster-ce-primary-academy>

Visits to our school can be made by contacting the school office on 01782 367550.

The intake to nursery is planned to meet the needs of each individual child, following information gained from the initial home visits and discussions with day nurseries. The induction for each child is planned carefully and in consultation with parents to ensure a smooth settling in period.

If your child has an Education, Health and Care Plan, which names our school, and we are able to meet your child's needs, they will have a carefully planned induction to ensure they settle in and the support detailed in their paperwork will be planned for and delivered accordingly.

If your child is new to our school, there will be a 'New Family Meeting' with our family support worker Mrs Edwards. They will be asked about their likes and interests so that we can try to make them feel at home as soon as possible.

When your child moves up to their next class, they will have a transition period during the summer term to get a taster of what the next year will be like. This aims to alleviate any concerns and give the teachers the chance to meet and get to know the children prior to September. All assessment records are passed up to the next teachers and any information about additional needs are shared so that your child is fully included from day one.

When it is time for your child to move to secondary school, there will be transition days for all children in Year 6 and then each of the high schools will put on extra sessions for children with additional needs so that they feel more comfortable and ready for the move in September. All records and information about your child are passed to the next school and conversations are held between our school SENCO and the high school SENCOs to ensure that interventions can be maintained or adapted appropriately.

Training and Resources:

Our Teaching Assistants have been trained to deliver a host of intervention programmes to support children with a range of needs. Where a specialist intervention is required, staff work closely with the agencies involved to gain knowledge and understanding in providing for individual needs. For example, staff work alongside the teachers from the Hearing/Vision Impaired service to ensure provision and practice is fully inclusive for our children with sensory needs. We have support from an independent speech therapist who will work alongside staff to provide advice and guidance on providing for our children with communication and interaction needs. Additionally, we now have an Educational Psychologist and Occupational Therapist observing and assessing children and providing advice and guidance.

The SENCO delivers staff training in SEND at least termly to raise awareness, knowledge and understanding of SEND. The SENCO attends the half termly SENCO Network meetings run by The Trust SEND Lead and termly SENCO Forum meetings run by the Local Authority.

Complaints:

At Stoke Minster CE Primary Academy, we value positive relationships with parents and carers and encourage concerns to be raised as early as possible so that they can be resolved informally. If parents or carers have concerns about the provision being made for their child, they should first discuss these with their child's class teacher. If the matter remains unresolved, parents should contact the SENCO. Where further support is required, concerns may then be raised with the Principal.

If a parent or carer remains dissatisfied after following these steps, they may make a formal complaint in accordance with the school's **Complaints Policy**, which is available on the school website or from the school office.

Parents and carers may also seek independent advice and support from **SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)**. Where appropriate, they may access disagreement resolution or mediation services provided by the Local Authority.

Where disagreements relate to decisions about an **Education, Health and Care (EHC) needs assessment**, an **Education, Health and Care Plan**, or the educational provision specified within an EHC Plan, parents have the right to appeal to the **First-tier Tribunal (Special Educational Needs and Disability)** following the procedures set out by the Local Authority and the Department for Education.

The school is committed to working collaboratively with families and external agencies to resolve concerns at the earliest opportunity and in the best interests of the child.

Role of the Governing Body

The Governing Body has a statutory duty to ensure that the school meets its responsibilities under the **Children and Families Act 2014**, the **SEND Code of Practice: 0–25 years (2015)** and the **Equality Act 2010**. The Governing Body is responsible for ensuring that appropriate provision is made for pupils with Special Educational Needs and Disabilities (SEND) and that the school fulfils its legal duties.

The Governing Body will:

- ensure that the school's SEND Policy and SEND Information Report are reviewed annually;
- monitor the effectiveness of SEND provision and the progress and outcomes of pupils with SEND;
- ensure that appropriate staffing, training and resources are available to support pupils with SEND;
- promote an inclusive culture in which all pupils are valued and can achieve their potential; and
- hold school leaders to account for the quality of SEND provision.

Role of the SEND Governor

The Governing Body has a nominated SEND Governor, Susan Bowyer, who works with the SENCO and the Principal to monitor the effectiveness of the school's SEND provision.

The SEND Governor's role is to:

- meet regularly with the SENCO to discuss developments in SEND provision;
- monitor how effectively the school is meeting the needs of pupils with SEND;
- ensure statutory duties relating to SEND are being met;
- report back to the Governing Body on SEND matters; and
- act as a critical friend, providing both support and challenge to school leaders.

The SEND Governor does not become involved in the operational management of individual pupils or decisions relating to individual cases.

Storing and managing data:

The school collects, stores and processes information relating to children with SEND in accordance with the **UK General Data Protection Regulation (UK GDPR)**, the **Data Protection Act 2018** and the school's **Privacy Notice**.

Records relating to children with SEND are kept securely and are only accessible to staff who require the information to carry out their professional responsibilities. Information is shared with external agencies only where there is a lawful basis to do so and, where appropriate, with parental consent.

Paper records are stored securely in locked filing cabinets, and electronic records are held within the school's secure information management systems. Records are retained and disposed of in accordance with the school's records management procedures and relevant statutory retention requirements.

Further information about how the school collects, uses, stores and shares personal information can be found in the school's **Privacy Notice**, available on the school website.

Reviewing the Policy:

Updated: September 2026

Review Date: September 2027

This policy will be reviewed at least annually and will be updated sooner than this should changes occur which require the policy to be altered mid-year.