

St Mary's C of E Primary School

An Academy in the Good Shepherd Trust

Special Educational Needs and Disability (SEND) Policy



October 2025

ST. MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL

SEND POLICY

St.Mary's Primary School has a named, qualified SENDCo (Special Educational Needs and Disability Co-ordinator) and a named Governor responsible for SEND, Jane Bell. They ensure that the St. Mary's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority, the Academy Trust and other policies current within the school.

Vision Statement

St. Mary's school values and respects the contribution made by each and every pupil, encouraging all to reach their full potential in an environment where they are willing to take risks to advance their learning. We celebrate all individual talents and believe that confidence and self-esteem are the key factors to success.

Every teacher is a teacher of every child including those with Special Educational Needs and Disabilities. At St. Mary's we believe that every child has the right to access the full curriculum and we recognise the importance of quality first teaching which takes into account the learning needs of all the children in the classroom.

We acknowledge that support should be offered within the classroom environment but recognise that there are also occasions when some children will receive support in a setting more suitable for their learning needs. We work alongside other agencies providing both emotional and practical support for parents and children whose needs require multi-agency partnerships.

So that parents are aware of the support available from our school, and through services within Surrey, we provide additional information about this in our SEN Information Report, available on our school website, we also include a link to Surrey's Local Offer.

Aims

We aim:

- To foster each child's spiritual, moral, cultural, mental and physical development.
- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.
- To provide a secure and positive environment, so that each child will feel valued, safe and happy.
- To nurture and maximise the full learning potential of each child and expect all pupils with SEND to meet or exceed the high expectations set for them based on their age and baselines.

- To prepare our pupils for the responsibility and experiences of adult life, to be confident individuals who will be able to make a successful transition on to the next phase of their education and into adulthood.

Objectives

- To ensure a clear process for identifying the special needs a child may have, at the earliest possible stage, be they academic, emotional, social, behavioural, or physical.
- Through identification and assessment, to provide a child with a programme of work that will ensure full access to the curriculum at the appropriate level.
- To facilitate TA's/CTs having the resources, understanding and materials to raise attainment for pupils on SEND register.
- Provide training and support for TA's to enable them to meet needs of pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, January 2015.
- To build a positive relationship and make full use of the multi-professional team, ensuring close consultation where necessary.
- To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- To inform parents of any opportunities for support and training, which are available to them.

Identifying Special Educational Needs

At St.Mary's Primary School, we identify the needs of pupils by considering the needs of the whole child which will include not just their special educational needs. Other factors which need to be considered will include aspects such as: attendance and punctuality; health and welfare; English as an Additional Language (EAL); being a Looked after Child; being in receipt of the pupil premium grant and being a child of a service man/woman.

The four areas of need identified in the new Code of Practice (September 2014).

- **Communication**
- **Cognition and Learning**
- **Social, mental and emotional health**
- **Sensory/physical**

What happens when SEND have been identified?

When a teacher is concerned that a pupil may have, or is already known to have, a special educational need, they will initially communicate with the parents, sharing thoughts and examples of how this pupil is displaying the need or disability. The class teacher will discuss their concerns with the SENDCo who will become involved in the gathering of information which will be used to inform next steps.

At this point, with the parents' consent, the child will normally be placed on the school's SEND register at 'SEND Support'. School may decide to complete an assessment using the Early Help approach. An Individual Educational Plan (IEP), which includes a one page profile (Pupil Passport) may be completed.

The Individual Educational Plan is intended to be a working document which is regularly updated as more is understood about the child's SEND and in response to interventions tried. The class teacher and/or the SENDCo will liaise with parents and pupil (if appropriate) in drawing up the plan which will detail clear outcomes reached by meeting the SMART (Specific, Measureable, Achievable, Relevant and Time-bonded) targets which are recorded.

The SENDCo may decide to seek advice from external agencies. This is normally if progress rates are judged to be inadequate despite the delivery of high quality interventions. This will only be undertaken after parent permission has been obtained and may include referral to:

- Educational Psychologist Service
- Speech and Language Service
- Autism Outreach Team
- Occupational Therapy Service
- Educational Welfare Team
- Children's Services
- Primary Mental Health Worker
- Specialist Teachers for Inclusive Practice (STIPs)
- Child Wellbeing Practitioner (CWP)
- Child and Adolescent Mental Health Service (CAMHS)

Procedures and Practice

Assess, Plan, Do Review

The SEND Code of Practice encourages an 'assess, plan, do, review' approach to support pupils with SEND.

Assess - The Class Teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This will include drawing on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as listening to the views and experience of the parents and the pupil. In some cases we will draw on assessments and guidance from other education professionals.

Plan - The teacher and SENDCo will agree in consultation with the parent and pupil the adjustments and provisions to be put in place as well as the expected impact on progress and outcomes. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

Do - The class teacher is responsible for overseeing the implementation of what has been agreed at the planning stage. They will work closely with any specialist or identified staff to plan and assess the impact of support and interventions.

Review - The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the

support and interventions will be evaluated, along with the views of the pupil and their parents.

Where a child is seen to have made sufficient and sustained progress and it is felt that they are able to maintain this with quality first teaching, they will be removed from the SEN register.

Requesting an Educational, Health and Care Needs assessment

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs.

Parents may request an Educational, Health and Care needs assessment for their child. We would encourage parents to discuss this with the school SENDCo prior to making such a request.

Statements

The EHCP replaces what were formerly called 'statements' of special needs. Children who currently hold a statement will continue to maintain this until it is converted into an Education, Health and Care Plan (EHCP). When this happens, will vary, based on Surrey's guidelines which can be obtained from the SENDCo.

Transition for pupils with SEND

SEND support includes planning and preparing for transition. Before a child moves into another school, information regarding pupil's needs will be shared with the receiving school, depending on the needs of the pupil. A transition programme run by Behaviour Support Specialists will also be put in place to support those pupils that may require it. Similarly, transition from one class to another may need to be carefully planned for, in individual cases, and parents will be encouraged to be involved in this process. The school works closely with the pre-schools and local secondary schools to ensure a smooth transition takes place.

How much support will a child receive?

For pupils with SEND but without an EHCP, the decision regarding the type and level of support will primarily be led by the SENDCo, in consultation with the class teacher, TA, parents and outside specialists where necessary.

Roles and Responsibilities

The Role of the SENDCo:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school
- Liaising with and advising colleagues
- Advising on and implementing the graduated response to providing SEND support
- Overseeing the records of all children with SEND to ensure that they are kept up to date
- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Education Authority's support and educational psychology services, health and social services and voluntary bodies
- Regularly attending the local authority and trust SENDCo network meetings in order to keep up-to-date with local and national updates in SEND
- To monitor and evaluate the quality of provision for all pupils with SEND

Ensuring that parents are:

- Involved in supporting their child's learning
- Kept informed about the support their child is getting
- Involved in reviewing the progress made by their child

The school website contains details of our policy for special educational needs. The SEND Information Report includes the arrangements made for children in our school with special educational needs. Surrey's local SEND offer which includes information about all of the services available in Surrey for children with special educational needs and/or disabilities may be found at: [Surrey Local Offer - Surrey County Council](https://www.surreycc.gov.uk/children-and-families/send-local-offer)

The class teacher is responsible for:

- The progress and development of all pupils including those with SEND
- Regular liaison with the SENDCo
- Identifying on planning the provision they are making for those children with SEND and how they are using staff in and out of the class to support the learning needs
- Close monitoring of progress, with a focus on high aspirations and improving outcomes for all children
- Attending pupil progress meetings each term with SENDCo
- Supporting the SENDCo in writing and reviewing the Individual Educational Plan or EHCP
- Meeting with parents at least once a term to review progress
- Ensuring all staff working with identified children are able to deliver the planned work/programme, so that they can achieve the best possible progress. This may involve externally provided specialist help and specially planned work and resources
- Ensuring that the school's SEND Policy is followed in their classroom and applicable to the pupils they teach with any SEND

The Headteacher is responsible for:

- The day to day management for all aspects of the school, which includes the support for children with SEND
- Delegating key responsibilities for the day to day management of SEND to the SENDCo and the class teachers whilst remaining ultimately responsible for ensuring that the children's needs are met

- Ensuring that the Governing Body is kept up to date about any issues in school relating to SEND

The SEND governor is responsible for:

- Monitoring the effective implementation of the school's SEND policy and the meeting of statutory responsibilities in the area of SEND primarily through regular discussions with the SENDCo.
- Reporting on this area annually to the governing body

Teaching and Special Needs Assistants are responsible for:

- Ensuring the day to day provision for identified pupil's whom they support is in place
- Implementing work and interventions planned by the class teacher or SENDCo using the targets on the Individual Educational Plan
- Regular communication with the class teacher and SENDCo about the progress and provision for any identified child whom they support

Who can a parent/carer contact if they have any concerns?

If a parent/carer wishes to discuss their child's special educational needs or they are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- The class teacher
- The SENDCo
- The Headteacher

For complaints, please refer to our complaints policy which can be found on our website.

For impartial and independent information, advice and support relating to SEND, parents may like to contact Surrey Parent Partnerships – contact details available from school or the internet.

Other policies/documents available from school (or our website) which link to SEND include:

- Supporting children with Medical Conditions and Administration of Medicines Policy
- Positive Handling of Pupils (Restraint) Policy
- Child Protection and Safeguarding (Sept 2024)
- Keeping Children Safe in Education (Sept 2024)
- Accessibility Plan
- SEND Information Report
- Behaviour Management Policy
- Anti-Bullying Policy
- Equality Policy
- Data Protection Policy

Our SENDCo is: Mrs Agnieszka Ryder
She is contactable at: aryder@stmarys-godalming.surrey.sch.uk

Policy Development and Review:

How this policy was produced and who we consulted	This policy was written in line/with reference to: The 2015 SEND Code of Practice, 0-25 statutory guidance NASEN guidance which is in line with the special educational needs and disability regulations, January 2015. Special Needs Information Press and advice from a Special Needs Consultant Babcock 4S A cross-section of existing parents of children in our school were asked for comment on the draft document All parents were invited to comment on the draft via the school website
How it was shared with stakeholders	Available on our website, from the school office or SENDCO

The policy was approved by the governing body on: 7th October 2025

The school has made the decision that this will be reviewed annually to ensure it is in line with the most up-to-date legislation.