St Clement's C of E Primary School and Preschool

SEND Policy

Responsibility: Mrs Wilkinson (SENDCo)
Date: September 2025
Next Review: September 2026

The Rivers C.of E. Academy Trust

St Clement's C of E Primary School and Preschool SEND Policy

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following documents

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework January 2024

Ofsted SEN Review 2010 'A Statement is not enough'

Equality Act 2010

Children and Families Act 2014

St Clement's C of E Primary School and Preschool Inclusion Statement

At St Clement's C of E Primary School and Preschool, our aim is to empower all our learners to flourish and to love, learn and be extraordinary as global citizens in an everchanging world. This includes our learners with a special educational need or disability (SEND). We endeavour to achieve maximum inclusion of all learners; whilst meeting individual needs. Our ambitious curriculum is carefully adapted so that all learners are supported to achieve. Our teachers provide scaffolding opportunities to develop independence ensuring that all learners have access to the full, broad and balanced curriculum. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others in the class.

Policy Aims

The school's SEN policy sets out to achieve the following aims:

- To secure high levels of achievement for all
- To provide curriculum access for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to excellent learning outcomes
- To ensure a high level of staff expertise is available to meet pupil need, through well targeted continuing professional learning
- To work in cooperative and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others
- To support staff in distinguishing between children who are underachieving compared to a child with SEND to ensure that appropriate interventions are put in place
- To ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers
- To allow staff to be able to carry out accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty

Policy Objectives

1. To identify and provide for pupils who have special educational needs or a disability
2. To work within the guidance provided in the SEN Code of Practice, 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work to ensure that the SEND Inclusion Policy is fully embedded
5. To provide support and advice for all staff working with pupils with special educational needs

Identifying special education needs

The Code of Practice describes four broad categories of need

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

(please refer to page 97 SEN Code of Practice September 2014- updated April 2020)

As a school we identify the needs of pupils by considering the needs of the whole child.

A graduated approach to SEN support

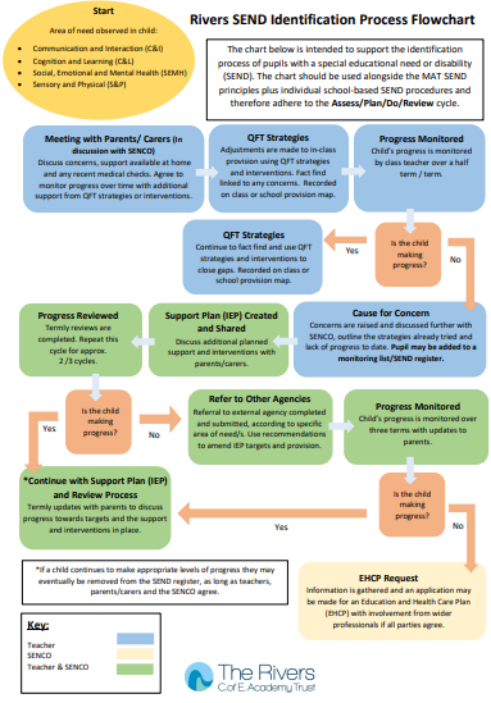
- Teachers are responsible and accountable for the progress and development of the pupils in their class. A child's class teacher plays the most important role in ensuring that all children can access quality first teaching on a daily basis. The Code of Practice suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had every opportunity to access good quality personalised teaching followed by tailored interventions.
- High quality teaching adapted for the individual is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The school carries out a rigorous monitoring schedule to ensure the quality of teaching for all pupils including those at risk of underachievement is of high quality. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND.
- When deciding whether to make special educational provision the class teacher and SENDCo consider all of the information gathered from within school about a pupil's progress alongside national data and expectations of progress in order to evaluate whether to make special educational provision. This will include high quality formative assessment and advice from outside agencies.
- If a child has a higher level of need the school draws on more specialised assessments from external agencies and professionals.
- The school implements an assess, plan, do review cycle.
- Parents, families, children and young people are involved fully in this process through the sharing of information included in learning plans (also known as IPMs and IEPs) and external agency reports and recommendations.
- Parents have the opportunity to fill in a strength and strategy form which will inform the practice of the teaching staff and the outcomes for the child.

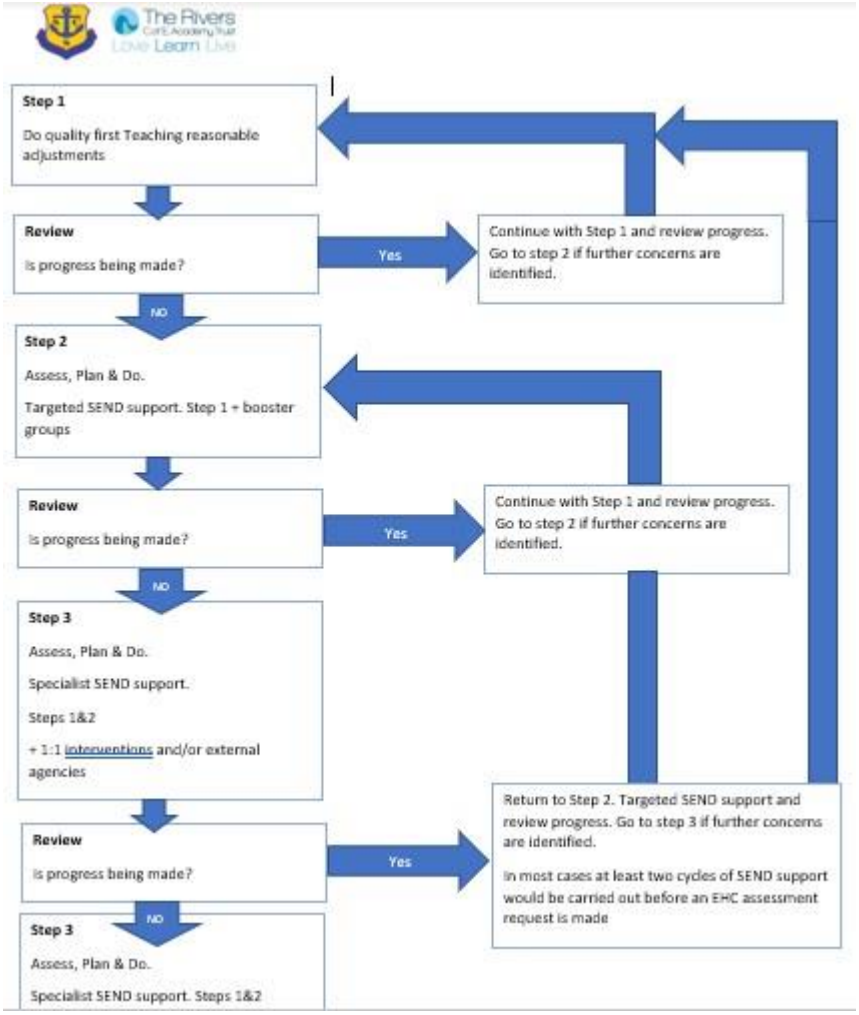


Worcestershire graduated response

Managing pupils needs on the SEND Register

There is now a single category of support for children with SEND, which is classed as 'SEN Support'. As a school we implement a graduated approach to manage pupils' needs where we use a cycle of assessing, planning, doing and reviewing in order to meet individual needs. We also ensure that each step of the cycle is clearly recorded.





Whole school approach

Child Passport

Child Passport documents are used to collaborate information from parents, children and staff to support children with SEND with their learning. This may not be a learning plan but rather a set of strategies/ techniques that can be used in the classroom to support the child. This is available for all staff that work with the child to read. Child Passports can be added to or adapted by staff to improve outcomes and meet the children's changing needs e.g. after pupil progress meetings.

Learning plans

These are used when the child is working on a specific target/ targets which are monitored over an agreed period of time. Children who have targets from outside agencies, have an EHCP or are working on specific targets set by the staff team will have a learning plan until targets are reached. These are reviewed termly unless a different time frame is stated by the professionals. Teachers can also use weekly learning plans for some children so that they are able to access learning (with adjustments) or activities are planned to work on a specific target.

Criteria for exiting the SEND register

When the relevant members of staff and outside agencies feel that a child with SEND has achieved their targets and it is felt that their needs can once again be met through tailored high quality first teaching then the child is removed from the register and parents are informed.

Supporting pupils and families

As a school we support pupils and families by providing them with the following information

- Worcestershire's Local Offer
- The School's SEN Information report
- Signposts to outside agencies such as SALT, Early Help etc
- Admission arrangements and where they can be found on the school website
- How pupils with SEND are able to access exams and other assessments
- Transition plans

At St Clement's C of E Primary School and Preschool, we also offer 'drop in' sessions and SEND coffee mornings to further support families.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. Care plans are also put in place to meet children's individual medical needs. These plans are monitored and updated in line with learning plan reviews.

Monitoring and evaluation of SEND

As a school we regularly and carefully monitor and evaluate the quality of provision for those children with SEND by carrying out reviews of systems and through gaining parent, pupil and staff views. These evaluations and monitoring arrangements promote an active process of continual review and improvement of provision.

Training and resources

Provision for SEND is funded through the school's budget. In order to maintain and develop the quality of teaching and provision all staff are encouraged to undertake training and development. Staff needs are continually audited by subject leaders and during performance management reviews. All staff are made fully aware of the SEND systems and structures that are in place in school in order to meet all pupils' needs. Staff are involved in CPD sessions to keep them informed of new initiates and updates in policies. The SENDCO's across the MAT regularly attend LA meetings to keep up to date with local and national updates in SEND.

Roles and responsibilities

The Trust has identified a member of staff to have oversight of special educational needs provision in the schools and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. The Head keeps the member of staff informed about the special educational needs provision made by the school, through holding meetings and completing reports. The Head works closely with the special educational needs named member of staff and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENDCo will identify areas for development in SEND that will contribute to the school's development plan. All teaching and non-teaching staff will be involved in the formulation of the SEND policy.

Storing and Managing Information

All paper documents are stored in secure cabinets that can be locked. Access to these documents can be obtained through the School SENDCo. All members of staff have personal logins with passwords to access information stored on electronically. All reports created by outside agencies are sent via a secure link on secure e-mail or through a secure portal.

Reviewing the policy

The SEND policy will be reviewed annually and will be approved by the Trustees.

Accessibility

As a school, we are continually reviewing our practice and provision to ensure that we are eliminating barriers to learning. Strategies to do this are identified on the School Development Plan and/or on Subject Leaders Action Plans. As a school, we increase and promote access for disabled pupils to the school curriculum by tailoring resources, equipment, adult support and the use of pre teaching and outside agency specialist support. This covers teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits. The school also has an accessibility policy in place which is updated annually.

Dealing with complaints

Our school operates an open-door policy. Your first point of contact is your child's class teacher, who is usually available at the start and end of every school day. In addition, our SENDCo Mrs Wilkinson is here to listen to your concerns. If you are not satisfied that your concern has been addressed, then you may speak to the CEO, Mr Meckin. Alternatively, SENDIASS, also provide independent information and advice.

SEN Services
www.worcestershire.gov.uk
Helpline: 01905 765715

Safeguarding
Please refer to the school's safeguarding policy to see how school safeguards the needs of all children including those with SEND.