



# SEND Information report

St Margaret's CE Primary School

**Approved by:**

Billy Marchant, SENDCo

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**Date:** 24.1.2025

Jill Hine, Headteacher

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## **1. Aims**

### **1.1 Aims of the document**

Our SEN Information report is for parents. It 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

## 1.2 School's Aims for Children with SEND

At St Margaret's, we aim to:

- Ensure good progress for all children, including those with special educational needs and/or a disability.
- Meet the diverse needs of all children, including those with special educational needs and/or a disability, so all children can fully access the curriculum and thrive.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

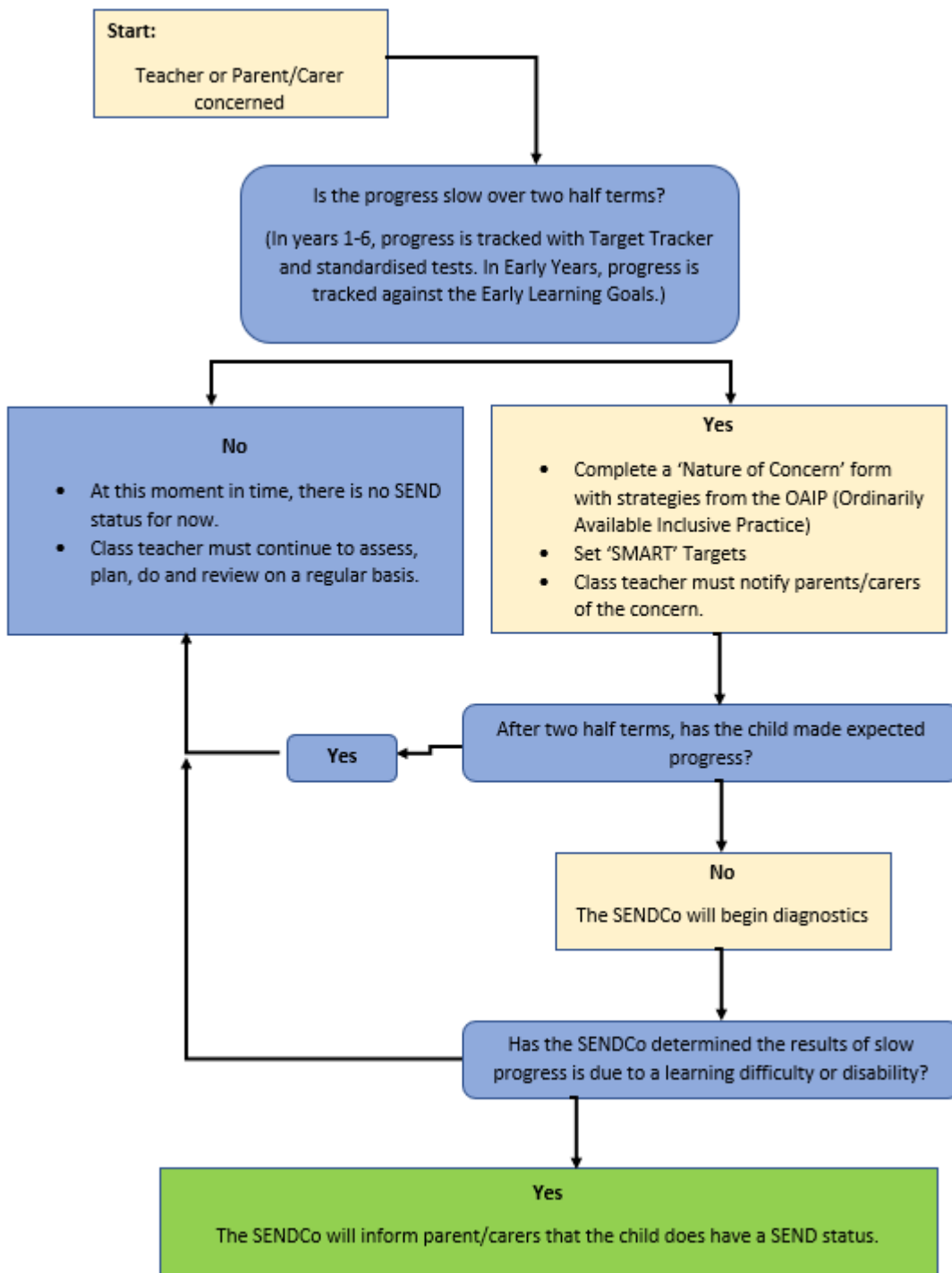
- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

The school aims to use the following flowchart as a process by which it identifies children as having special educational needs:

**(on next page)**

# SEND Identification Flowchart



## 4. Roles and responsibilities

### 4.1 The SENDCO (Special Educational Needs Coordinator)

St Margaret's SENDCo is Mr Billy Marchant.

He 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 coordination 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
- Advise on the graduated approach to providing SEN support.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise and coordinate transitions with potential next setting 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

### **4.3 The SEND governor**

St Margaret's SEND governor is Reninca Hill

She 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 SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.4 The Headteacher**

St Margaret's Headteacher is Mrs Jill Hine

She will:

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

### **4.5 Class teachers**

Each St Margaret's 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the school's SEND Policy.

### **4.6 Early Years Practitioners and Nursery Manager**

The Nursery manager, EYSENDCo and nursery practitioners are responsible for

- The progress and development of every child within the setting
- Working with the School SENCo and nursery manager to review each child's progress and development and decide on any changes to provision or action needed.
- Ensuring they follow the school's SEND Policy.

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for through mainstream places

Our school and nursery currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 5.2 The kinds of SEN that are provided for through Specialist Support Centre (SSC) places

The SSC has 8 places for children with a physical disability.

Each place is integrated into mainstream classes.

### 5.3 Identifying pupils with SEN and assessing their needs

According to the children and Families Act 2014:

- *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A child of compulsory school age or a young person has a learning difficulty or disability if he or she—*
  - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or*
  - (b) 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 or mainstream post-16 institutions.*

According to the SEN Code of Practice 2014, a pupil has a learning difficulty if they have:

- *a significantly greater difficulty in learning than the majority of peers the same age, or*
- *a disability that prevents or hinders them from making use of the facilities generally provided for by their peers.*

Please see the flowchart on page 4 for how Special Educational Needs are defined and Identified at St Margaret's.

### 5.4 Consulting and involving pupils and parents

For parents or guardians with children already on the School SEND Register, Mr Marchant is available for appointment after parents calling the school to arrange a meeting. In meeting with the SENDCo, the following will be discussed:

- The child's special educational needs provision in school (what the parent thinks is having an impact/not having an impact)
- Arrangements for transition to another school.

When difficulties emerge for a child who is not on the SEND register, teachers will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulties
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's in-school record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## **5.5 Assessing and reviewing pupils' progress towards outcomes in Individual Learning Plans (ILPs)**

On the ILPs, the class teacher with help from the SENDCo will:

### **Assess**

Assess children's learning to see what their next steps are.

This could assess a range of curriculum subjects, or assess their learning needs for communication and interaction, physical development, or for the child's social, emotional and mental.

Assessments may also be undertaken by outside professionals (a full list of professionals who work with the school to be found in figure 5.15)

SMART (Specific, Measurable, Achievable, Realistic, Timebound) Targets to focus the child's learning.

### **Plan**

Set SMART (Specific, Measurable, Achievable, Realistic, Timebound) Targets to focus the child's learning.

Plan provision to meet those targets. Provision could be in-class or as a withdrawn intervention.

Targets may also be set by outside professionals (a full list of professionals who work with the school to be found in figure 5.15)

More information about specific school provision in section 5.6.

### **Do**

In the periods between ILPs being sent home, teachers and teaching assistants carry-out the provision stated in the ILP, aiming towards the child's SMART Targets.

### **Review**

Teachers and SENDCos provide entry and exit data against the SMART Targets to review if the stated provision was effective in meeting the SMART Target.

The goal is to constantly evaluate the impact of provision against the child's target, thereby refining provision.

In the Nursery, the principles of Assess, Plan, Do and Review remain. One-Page Profiles are created and shared with parents, practitioners, outside agencies and dual placements.

The One-Page Profile captures the child's interests and effective strategies to support play and learning.

## 5.6 Supporting pupils moving between phases

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The SENDCO and/or class teachers will meet with representatives from the child's next school, and fully disclose the child's needs, and strategies that St Margaret's have used to have a positive impact on the child's outcomes.

If the child has an EHCP, options for transfer are discussed in the child's annual review meeting.

Transition days are organized for all children, including those with special educational needs, and if the individual child requires additional transition opportunities, this will be arranged.

## 5.7 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils whether they have SEND or no SEND.

The Headteacher, deputy Headteacher, SENDCO, and subject leaders all monitor and coach class teachers, so that teaching is of the highest possible quality for all children, including those with special educational needs.

## 5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The environment is physically accessible to all. [Link to our accessibility plan here.](#)

## 5.9 Additional support for learning: Interventions

Some children with or without special educational needs status may benefit from additional small-group or 1:1 interventions throughout the day. If your child is in an intervention, this will be stated in their ILP (or if in Nursery, their one-page profile)

Teachers, nursery practitioners, teaching assistants, specialist support assistants and a learning mentor have various levels of training to deliver out-of-class interventions in the following areas:

- Handwriting
- Phonics
- 1:1 Reading
- Sound Linkage
- Fine motor skills
- Codebreakers
- Mental Health Support Team
- Drawing and talking therapy
- Thrive
- Precision Teaching
- Speech and Language
- Learning Catch-Up
- Finger gym

## 5.10 Expertise and training of staff



All staff access training in the following ways:

- Liaison with external professionals for individual child-specific needs.
- Senior Leaders, Teacher/Subject Leaders or SENDCo lead staff meetings or INSETs.
- Whole-school external training events.
- Monitoring and Coaching with subject leaders, SENDCo and Senior Leaders.

We have the following specialist staff:

- SENDCos
- Speech and Language Teaching Assistant
- Specialist Support Assistant
- Learning Mentor
- Drawing and Talking Practitioner

### **5.11 Securing equipment and facilities**

We budget for additional in-class resources like overlays for reading, or writing slopes.

We liaise with the Special Educational Needs Assessment Team from West Sussex County Council to provide specialist equipment for children with Specialist Support Centre places.

### **5.12 Evaluating the effectiveness of SEN provision**

We use a process of **assess, plan, do, and review**, as outlined in section 5.4.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress in their ILP targets each half-term (using SMART Targets)
- Reviewing the impact of interventions each term using impact-focused provision mapping.
- Exercise book (In school only) scrutiny by subject leaders in conjunction with the SENDCo.
- Planning scrutiny by subject leaders in conjunction with the SENDCo.
- Lesson observations by Headteacher, deputy Headteacher, and SENDCo.
- Holding annual reviews for pupils with EHC plans.

### **5.13 Enabling pupils with SEND to engage in activities available to those in the school and nursery who do not have SEND**

Essentially we aim to have all activities accessible to all children.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops.

All school trips and experiences are accessible to those with SEN or disability.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school buildings and outside environment is wheelchair accessible.

A link to the school's accessibility plan is at the bottom of this document.

### **5.14 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- All teachers are Thrive trained, and deliver whole-class teaching with Social, Emotional and Mental Health needs in mind.
- Weekly 1:4 group interventions in Thrive run by a teaching assistant.

- Our Learning Mentor and Specialist Support Assistant are Thrive Trained, and run Thrive Social Emotional and Mental Health interventions 1:1
- A teaching assistant is trained in Drawing and Talking therapy 1:1 interventions
- Weekly 1:1 sessions with a Yourspace Play Therapist
- The Mental Health Support Team can visit for 1:1 interventions
- We have a zero tolerance approach to bullying.
- Within the nursery setting Personal Social and Emotional development is developed as part of every day practice and within the EYFS framework.

## 5.15 Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- Physiotherapy
- Occupational Therapy
- Special Educational Needs Assessment Team
- Speech and Language Therapy
- Learning and Behavior Advisory Team
- Autism and Social Communication Advisory Team
- Yourspace Play Therapy
- Child Development Centre
- Sensory Support Team
- School Nursing Service
- Mental Health Support Team
- Integrated Front Door
- Children and Adult Mental Health Service
- Early years advisors
- Thoughtful
- Transition Advisors

## 5.16 Complaints about SEN provision

Complaints about SEN provision in our school and nursery should be made to the class teacher or nursery in the first instance. Parents are welcome to book a Thursday afternoon appointment with the SENDCO (enquire at the school office) to discuss anything regarding SEND. The Headteacher is available for appointment, if the parent or carer feels their complaint has not been heard or actioned.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 5.17 Contact details of support services for parents of pupils with SEN

SENAT – Special Educational Needs Assessment Team (West Sussex County Council)

SENDIAS – Special Educational Needs and Disability Information and Advice Service (Independent Body)

## 5.18 Contact details for raising concerns

Billy Marchant is the school SENDCO

Jill Hine is the school Headteacher

You can call the school to contact either person on 01293 521077

## 5.19 The local authority local offer

Our contribution to the local offer is available here:

<https://www.st-margaretsifield.w-sussex.sch.uk/attachments/download.asp?file=248&type=pdf>

Our local authority's local offer is available here: <https://westsussex.local-offer.org/>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.