



SEND Policy

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2	July 2026	SENDCo Hannah Warner		

Table of contents

1. Title Page
2. Contents
3. Purpose *and* School Vision
4. School Vision continued
5. Key roles and responsibilities *and* How was the policy constructed?
6. Context *and* Values and aims
7. A Graduated approach to Quality First Teaching and SEND Support
8. Our Oracy Vision
9. Our Oracy Vision continued
10. Cognition and Learning
11. Communication and Language
12. Social, Emotional and Mental Health
13. Sensory and Physical
14. Special Educational Needs Register
15. Assess, Plan, Do, Review *and* Parents and families involvement
16. SEND Provision *and* Pupils with Medical Conditions
17. Monitoring and evaluation of SEND *and* Storing and managing information *and* Comments, compliments and complaints
18. Linked policies

PURPOSE

- All stakeholders (pupils, staff and parents) know that St Margaret's C.E Primary School's SEND provision is driven by the school's overall vision. We place our school values at the forefront of our inclusive practice:

Our School Vision

Loving God~Serving others~Fulfilling our potential

St Margaret's is a welcoming church school where we learn how to love God, one another and ourselves.

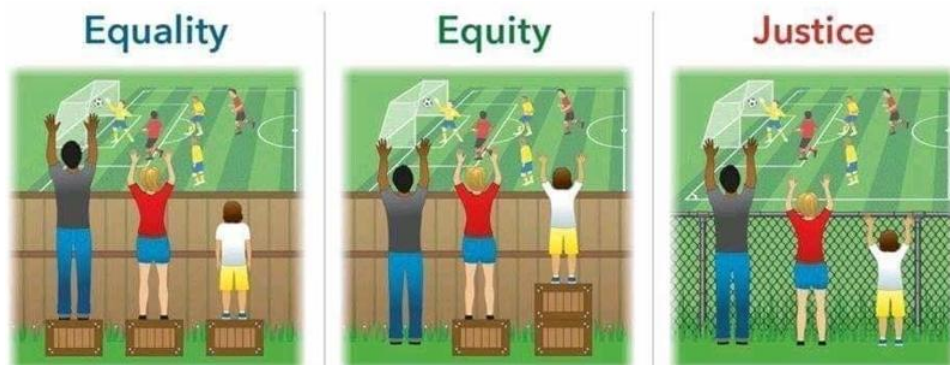
We foster a Christian ethos and develop positive relationships with our church, Ifield and the wider community.

Through the highest quality of teaching and learning, our children fulfil their unique potential. Our school is a nurturing haven where pupils thrive in a culture of care, respect, and belonging, inspiring them to make a meaningful difference in the world.

- Our Governing Body and staff of DCAT will ensure that all pupils enjoy a broad, balanced and relevant education that meets individual needs.
- The fundamental objective of St Margaret's C.E Primary School's SEND policy is to provide the supportive framework within which pupils requiring additional support are identified, assessed, assisted and monitored.

At St Margaret's C.E Primary School, we respect the unique contribution that every individual can make to our community and have high aspirations for all to achieve their potential academically, socially and emotionally. We are committed to constantly improving the quality of the educational provision for pupils who experience barriers to learning. We aim to provide the best education for each pupil during their time in the classroom, lunchtime, extra-curricular activities, intervention programmes and educational visits and residential.

At our school, every teacher is a teacher of SEND and we strive to be inclusive to all and allow all pupils to flourish.



As a school, we aim to provide the highest quality Inclusive provision to all our pupils all of the time

through removing barriers for all. These are built in for everyone rather than a bolt-on for some. These strategies will be:

- ♦ especially helpful to some,
- ♦ broadly useful to all,
- ♦ and will not harm any

Equality for all does not enable all to achieve. Therefore, there are times when different children may need different strategies and adaptations to access aspects of their learning.

We are consistent in the principles that we follow and flexible in our practices to meet these principles.

We define Special Educational Needs and Disability (SEND) using the SEND Code of Practice 2014 (last updated September 2024)

A pupil has SEND 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 others of the same age, or
- 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.

Many children and young people who have Special Educational Needs may have a disability under the Equality Act (2010) – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

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

Our school currently provides a **range** of different provisions, in addition to those in place for all children, which fall under the following four broad areas of SEN need:

- **Communication and Interaction**, for example, Autistic Spectrum Disorder, Speech and Language Difficulties
- **Cognition and Learning**, for example, Dyslexia, Developmental Coordination Disorder (Dyspraxia) or moderate and multiple learning difficulties,
- **Social, Emotional and Mental Health difficulties**, for example, Attention Deficit Hyperactivity Disorder (ADHD) or Attachment needs
- **Sensory and/or Physical needs**, for example, Visual Impairments, Hearing Impairments.

KEY ROLES AND RESPONSIBILITIES

The Special Educational Needs Co-ordinator (SENDCo) has the day-to-day responsibility for the operation of SEND policy and is responsible for the co-ordination of specific provision made to support individual pupils with SEND, including those with an education, health and care plan (EHCP). Part of the role of the SENDCo is to coordinate arrangements with the school staff regarding those pupils with SEN and/or disabilities.

Role	Designated Staff
SENDCo and Inclusion Leader, Designated Teacher for Looked After Children, Pupil Premium Lead	Hannah Warner
Inclusion Officer	Jo-Anna Burnell
SEND Governor	Reninca Hill
St Margaret's Designated Safeguarding Leads:	• Damith Bandara – Deputy Headteacher & Designated Safeguarding Lead • Jill Hine – Headteacher & Deputy Safeguarding Lead • Alissa Walker – Behaviour Learning Mentor & Deputy Safeguarding Lead • Nichola Rea – Nursery Manager & Deputy Safeguarding Lead • Rev'd Steve Burstons – Chair of the Local Governing Body • Rev'd Christine Spencer – Governor Safeguarding Lead
DCAT Safeguarding Team:	• Dominique Ivil – HR/People Operations Manager & Trust Safeguarding Lead • Mark Talbot – CEO & Trust Deputy Safeguarding Lead • Stephen Barrett- COO & Deputy Safeguarding Lead • Nick Taunt - Chair of the Trust Board • Nick Wilkinson- Trustee Safeguarding Lead

HOW WAS THIS POLICY CONSTRUCTED?

This policy was created in July 2025. The policy reflects the statutory guidance set out in the [SEND code of practice, 2015](#). A hard copy can be provided by the school on request. Please let us know if you need this to be made available to you in a different format e.g. enlarged font or a language other than English. We are starting to review this in light of the recently released [SEND White Paper 'Every Child achieving and thriving'](#) (February 2026).

CONTEXT

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following related guidance and documents:

- Equality Act (2010)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Child Protection and Safeguarding Policy
- Positive Behaviour Policy
- Accessibility Plan
- Teachers Standards (2012)
- SEN and Disability – a guide for parents and carers (2014)
- Keeping Children Safe in Education (2019)
- Working together to Safeguard Children (2018) As with all DCAT policies, there will be a consistent application of the policy and procedures which will take into account gender, race, disability, religion or belief, sexual orientation, pregnancy and gender reassignment.

VALUES AND AIMS

Values:

At St Margaret's C.E Primary School we value our diverse community; we promote kindness and see pupils' differences as assets. These differences are what make each and every one of us unique. Our school vision and our vision for pupils with SEND very much align-

We are committed to improving the quality of the educational provision for pupils all pupils including those with SEND, ensuring they are provided with inclusive and high-quality teaching, enabling them to fulfill their unique potential with the long-term goal of inspiring them to make a meaningful difference in the world.

Our aim is that all pupils become **confident, resilient** individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood.

We aspire for all pupils with SEND to meet or exceed the high expectations set for them based on their age and starting points.

Aims:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing pupils who have special educational needs and disabilities with pupils and their parents/carers at the core.
- To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities.
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, 2015.
- Following on from the White Paper launch, our aim is to develop a parent/carers forum/reference group to ensure effective communication and coproduction of policies and practice relating to pupils with SEND.

A GRADUATED APPROACH TO QUALITY FIRST TEACHING FOR ALL & SEND SUPPORT

The school's SEND Information Report contains further information about the Graduated Approach to Quality First Teaching and SEND.

In our school, we follow the principles underpinned in the EEF Guidance for Special Educational Needs in Mainstream Schools:



And the EEF High quality teaching benefits pupils with SEND The 'Five-a-day' principle:



As a school, we have also invested in the commitment to providing a rich Oracy-based curriculum to all our pupils.



Our Oracy Vision

Loving God ~ Serving others ~ Fulfilling our potential



- We believe in Oracy's power to shape futures. Our aim is to enable everyone, regardless of their environment, to achieve the best outcomes through effective communication and collaboration. Oracy is essential for improving wellbeing and language skills. It reduces social inequality and opens doors to lifelong opportunities. By teaching these skills, we foster connections that lead to happiness and success. Our commitment is to empower individuals to thrive in all areas of life.

These fundamental principles guide our commitment to:

- High Quality Teaching for ***all our pupils*** underpinned by the knowledge and understanding of individual needs and investment in our staff through high-quality, intensive Continuous Professional Development.
- The role of the class teacher providing Oracy rich experiences throughout the curriculum for all pupils with differentiated expectations and good quality personalised teaching and learning. This is the first step in responding to pupils who may have SEND.
- Teachers being responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- School systems to monitoring the progress and outcomes for all pupils e.g. pupil tracking system, termly pupil progress meetings, termly reviews of Individual Learning Plans.
- Carefully and regularly review of the quality of teaching for all pupils, including those at risk of underachievement.
- All staff being proactive and adaptable in meeting the needs of the learner.
- The use of INSET and training to develop the understanding and repertoire of strategies used by all staff to identify and support vulnerable pupils.

Our Specialist Support Centre for children with Physical Disabilities

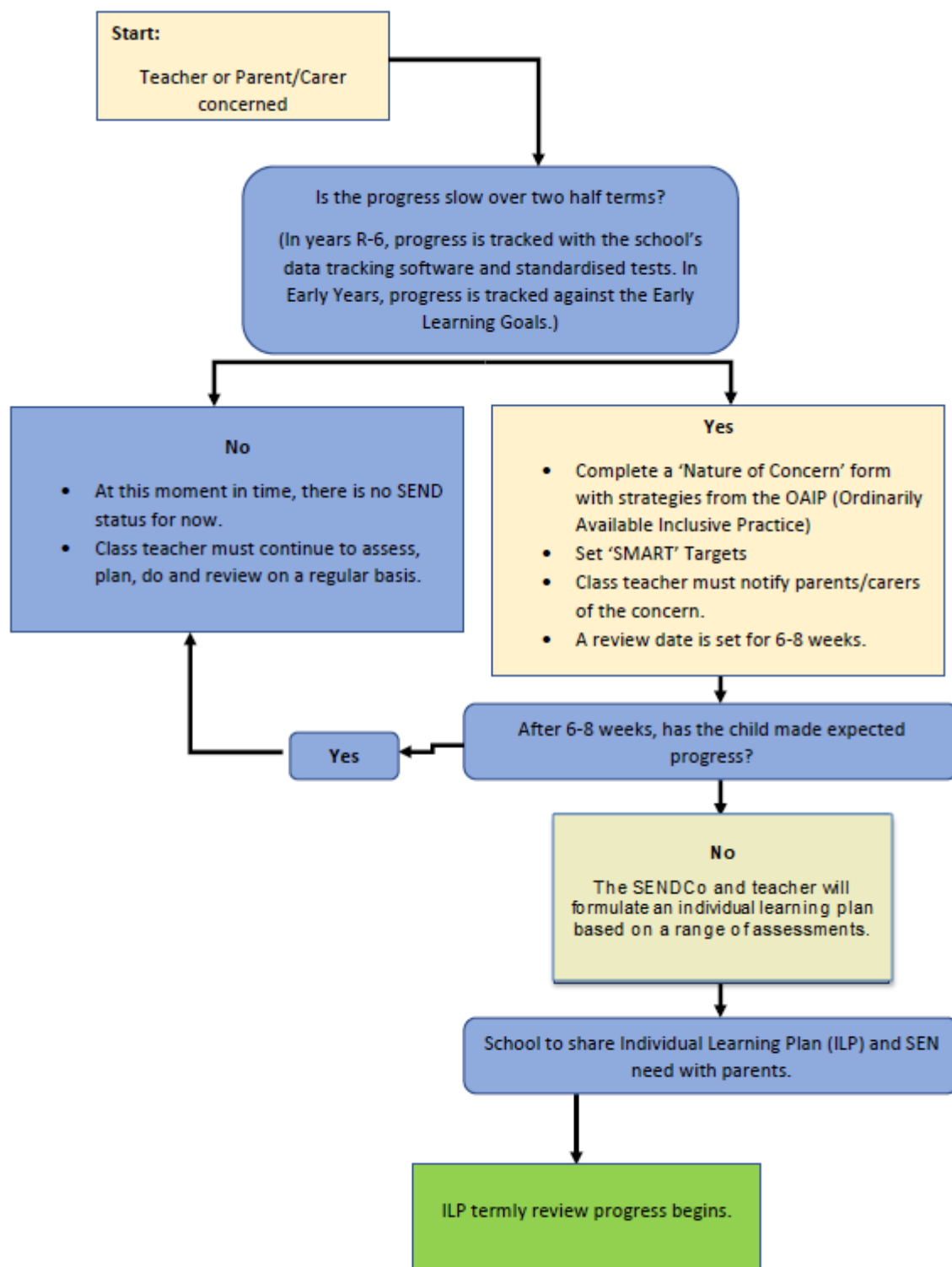
We have 8 places for children with Physical and/or Sensory needs.

Each child through the SSC will have an EHCP and be assigned to this place through County.

Each child is fully integrated into mainstream classes.

Children in the SSC are likely to need teacher or TA support with both gross and fine motor skills, with the school working in partnership with NHS physiotherapy and NHS Occupational Therapy teams and personalised provision will be established to support these needs.

The visual below provides additional information about how we support pupils with SEND to achieve their full potential from the starting point of recognising a specific need for the child. Over time, this may lead to further support being required through being placed on the Special Educational Needs Register.



At St Margaret's Primary School there are many things that we do to support *all our pupils*. We call this our Provision for All. On top of this there is additional support which may be required to support some. These additional supports and strategies may require being formalised by an Individual Learning Plan at School Support or an Education, Health and Care Plan, as outlined in further detail below.

COGNITION & LEARNING



COMMUNICATION & INTERACTION



Maybe required to support some

Speech Sound screeners, Language Progression Tool and Neli screeners maybe used to identify needs.

Referral to the Speech and Language Therapy service need to be undertaken for specialist assessment, advice on strategies and teaching approaches to address given targets.

Dedicated 1:1 or small group interventions run by teachers or teaching assistants may be needed to implement this advice.

In some cases, weekly Specialist S&L Therapist time maybe in place through their EHCP.

If all of the above have been initiated, the Educational Psychology Service maybe consulted with directly or through an Education, Health and Care Needs Assessment.

Universal Provision for All

All classrooms make use of:

- Widgit visuals, Now and next boards , Visual timetables
- Explicit instruction about listening and speaking skills through our Oracy teaching and continual reference and reinforcement
- Makaton to support spoken language
- Intensive interaction strategies and Adult-Child Interaction
- Oracy rich classrooms where discussion is prioritised, vocabulary development is given dedicated time and opportunities to rehearse and refine communication is valued.
- Colourful semantics and narrative therapy may be used to support development of grammatical structure to spoken and written language.

SOCIAL, EMOTIONAL & MENTAL HEALTH



Maybe required to support some

Group Thrive interventions once or twice weekly
Individual Thrive sessions with a Thrive practitioner
Thrive Forest School smaller group sessions with Thrive Practitioners and Forest School leads
Sensory Circuit routine times
Lego therapy maybe run as an intervention
External support from Thought-Full, Your Space or the Integrated Front Door
Coaching opportunities to value and prioritise social and emotional learning and growth.
Referral to external specialists e.g. the Learning and Behaviour Advisory Team or the Child and Adolescent Mental Health Services (CAMHS).
If all of the above have been initiated, the Educational Psychology Service maybe consulted with directly or through an Education, Health and Care Needs Assessment.

Universal Provision for All

Positive relationships are at the heart of our school and this is underpinned by our longstanding use of Thrive and more recently, our investment in The Empowerment Approach for all staff.
This ensures all of our classrooms have skilled staff to support children with understanding their social and emotional development, understanding their needs and neurobiology, helping them feel happy, secure and safe.
This supports them to be able to enjoy friendships, helping them to understand their skills and strengths and how they can be at their brain best and ready to learn.
Investing time and understanding into this social and emotional learning means that we are supporting all children to understand themselves, be able to advocate for themselves within their learning, and also understand and be more equipped to help one another in a pro-social way.
Termly Thrive screeners support the RHE delivery across the school and help identify those who may benefit from further group support.
Forest School across the whole school and nursery equally supports this social and emotional learning and development of well-being among nature.
Our rich sensory-supporting grounds for movement and well-being- outdoor climbing wall, outdoor castle, outdoor gym area and trim trail.
Movement and 'job' roles within the classroom learning environment.
Social stories, set scripts and advance warning of changes can all support social and emotional learning.

SENSORY & PHYSICAL



Maybe required to support some

Sensory Circuit routine times, dependent on personal need
Jump Ahead group support twice weekly

Some may require onward referral to one of the external specialist services e.g. Occupational Therapy or Physiotherapy Service.

Personalised physio plans or OT plans to be worked on daily through individual adult-led tasks or daily reinforcement and consolidation activities in class.

Universal Provision for All

Sensory resources are available in every classroom and can be accessed when needed or directed. This may include hand-held sensory aids, kickbands, wobble cushions and boards, weighted blankets or items, standing desks, a different style of seating or ear defenders. The environment may be utilised to provide a quiet or low-arousal area. Workstation spaces with reduced clutter. Movement and brain breaks can be used throughout and Sensory Circuits to regroup. Uniform may be modified to meet sensory or physical needs.

All our children in Reception are screened for pencil grip and scissor skills, and progression through these skills is assessed over time.

We use specialist advice from the Sensory Support Team for children with visual impairments or hearing impairments and integrate this in the classroom.

We work alongside the Physiotherapy service and Occupational Therapy Service to ensure provision to support both fine and gross motor skills is available for all through our range of environmental and recreational opportunities, and also our in-class provision targeting hand strengthening skills and fine motor development. Programmes like Squiggle While You Wiggle and Disco Dough/Theraputty programmes are implemented into classroom provision.

SPECIAL EDUCATIONAL NEEDS REGISTER

Where a pupil has been identified as having special educational needs, St Margaret's C.E. Primary School will take action to remove barriers to learning and put effective provision in place. If, as a result of quality first teaching, the young person's progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the young person's previous rate of progress
- Fails to close the attainment gap between the young person and their peers or
- Widens the attainment gap, then decision will be taken whether or not the young person needs to be placed on the SEND register under the category of SEN Support.

Where pupils have higher levels of need, we work in partnership with other specialist professionals and agencies to assess this need. This includes the Educational Psychology Services, Learning and Behaviour Advisory Team (LBAT), Autism and Social Communication Team (ASCT), Early Years Advisory Team, Speech and Language Therapy Service, Occupational Therapy Service and School Nursing Team.

When a child requires a continuously high level of support, or their needs are unable to be met with the resources available at School Support or they have a more complex range of needs an Education, Health and Care Plan may be applied to the Local Authority either by the school or the parent/carers.

This SEN support and an EHCP will take the form of a four-part cycle at three points over the year (see the diagram below):



ASSESS, PLAN, DO, REVIEW

Assess

We will ensure that we regularly assess all pupils' needs so that each young person's progress and development is carefully tracked. We will listen to the views and experiences of the young person and their parents/carers. In some cases, we will draw on assessments and guidance from other educational professionals.

Plan

Where SEN Support is required, the teachers and SENDCo, with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the young person as well as the expected impact on progress and outcomes. Targets for the young person will be shared with them using appropriate language. All staff who work with the young person will be made aware of the plan. Parents will be asked to share in the monitoring of progress through having an overview of any learning at home. This plan will be known as an Individual Learning Plan (ILP) and Provision Map.

Do

The class teacher is responsible for working with the young person on a daily basis. They will liaise closely with any staff who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher and the additional adults working with the young person. All adults working with the young person will encourage them to be independent learners, developing their ability to deal with difficult tasks.

Review

The plan, including the impact of the support and interventions, will be reviewed termly by the teachers, SENDCo, parent/carer and young person. Decisions will be taken in partnership with all involved. The termly review will inform the planning of next steps or where sufficient progress has been made, removal of the young person from SEN Support. For pupils with an Education, Health, Care Plan (EHCP), the local authority must review the plan at least annually through an 'Annual Review Meeting' in collaboration with the school and other external specialists involved.

PARENTS AND FAMILIES' INVOLVEMENT

Parents/carers are encouraged to be involved in this collaborative process of supporting their child.

This may include:

- ♦ Informal conversations with their child's class teacher or support staff
- ♦ Sharing family views via the school via initial information gathering form in the Autumn term
- ♦ Termly parents' consultation meetings or responses to written reports
- ♦ Meetings with parent/carers, class teachers and/or SENDCo throughout the year at the parent/carers or school's request, by contacting the school office

- ♦ Any of the above may include the voice or the view of the child

Targets will be SMART (specific, measurable, attainable, relevant and timely) and written in child friendly language.



SEND PROVISION

SEND support can take many forms and could include:

- Personalised learning for the child at the appropriate developmental stage
- Additional help from a teacher or teaching assistant
- Making or changing resources and equipment
- Working with the child in a small group
- Observing the child in class or at break and keeping records
- Supporting the child to take part in class activities
- Making sure that the child has understood things by encouraging them to ask questions, repeat back instructions and by encouraging them to try something they find difficult
- Supporting the child at break or lunchtimes inside or out
- Providing them with a brain break or movement break including the use of the sensory circuit
- Supporting the young person with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Time bonded interventions (interventions that are put in place for a specific amount of time and then assessed for their impact)
- Parents/carers reinforcing learning at home
- Ongoing training for teachers and other support staff in how to support pupils with SEND

PUPILS WITH MEDICAL CONDITIONS

St Margaret's C.E. Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Provision may include: individual healthcare plans, access to any spaces including changing and toilet facilities, training for staff. 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 an Education, Health and Care Plan (EHCP) that brings together health and social care needs, as well as their special educational provision.

MONITORING AND EVALUATION OF SEND

The quality of SEND provision is monitored in the following ways:

- SEND funding is monitored and reviewed termly
- Internal monitoring by the Senior Leadership Team including the SENDCo and any curriculum leads
- The SEND policy is reviewed annually by governors
- SEND provision is evaluated in school self-evaluation
- Opportunities throughout the year for data analysis means that SEND data is a contributory factor to the whole School Improvement Plan
- Any external audits e.g. SEND Monitoring visits by external consultants and OFSTED inspections
- SENDCo attends network and confederation meeting.

STORING AND MANAGING INFORMATION

All SEND information is securely managed within the school's own data management system and confidentiality policy:

- Any paper documents are stored in a locked cupboard or lockable room but most information is uploaded to pupil's individual SEND files on our secure SERVER.
- Documentation is stored for seven years after the child has left the school.
- Appropriate documentation is transferred when a child leaves the school.
- SEND information relating to individual children is stored pupil's individual SEND files on our secure server.
- Any Safeguarding concerns with links to SEND are stored using the system MyConcern.

COMMENTS, COMPLIMENTS AND COMPLAINTS

At the heart of St Margaret's Primary School is our desire to communicate well, build strong relationships and work collaboratively to support your children and your families.

Should parents have any comments about SEND provision they should contact their child's class teacher in the first instance and then SENDCo, Mrs Hannah Warner (hwarner@stmagsifield.co.uk).

Any parental complaints should be dealt with in accordance with the School's Complaints policy.

LINKED POLICIES

- Teaching and Learning Policy
- Positive Behaviour Policy
- Accessibility Policy and Plan
- DCAT Children with health needs who cannot attend school policy
- DCAT Support pupils with medical conditions
- Intimate Care Policy