St. Mary's CE Primary School

'Rise above the ordinary'

Special Educational Needs and Disabilities Policy (SEND Policy)

2026 - 27

THE DIOCESE OF SHEFFIELD ACADEMIES TRUST

Last reviewed on:	September 2026
Date for next review:	**September 2027**

St Mary's C of E Primary School SEND Policy 2026-27

Head Teacher: Joy Burgess (Designated Safeguarding Lead)

SENDCO: Katie Hancock (Assistant Head Teacher and Deputy Designated Safeguarding Lead)

Learning Mentor: Emma Tweddle

Assistant Head Teacher: Rebekah Binney (Assistant Head Teacher and Deputy Designated Safeguarding Lead)

RATIONALE:

At St Mary's, we want our children to be happy and safe, as well as understand what it is to be part of a church school family where everyone is valued and accepted. We aim always to provide a caring environment where every child can thrive and is supported to achieve their unique and amazing potential as a child of God.

We are committed to ensuring that every child makes progress irrespective of their level of need and the barriers to learning they might encounter. Supportive working relationships with parents/carers and close involvement of pupils in all aspects of their learning help us to deliver the best opportunities for the future.

AIMS:

• To ensure that all our pupils reach their potential, both academically and personally.

• To provide an environment and experiences that encourage personal growth; (co-operation, understanding, confidence etc).

• To provide an environment and experiences that foster ambition and excitement for learning.

WHAT IS SEND?

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability that 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:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability that 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.

There are four broad areas of need:

- communication and interaction
- cognition and learning

- social, emotional and mental health difficulties
- sensory and/or physical needs.

Many pupils and young people span more than one category and these should only be used as a rough guide. Pupils do not necessarily have SEND who:

- have English as an additional language
- are a looked after child
- have a disability
- are entitled to pupil premium
- have difficulties with attendance and or punctuality.

The SEND Code of Practice makes it clear that class and/or subject teachers are directly responsible and accountable for all pupils in their class(es), even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. The responsibility and accountability for the progress and development of pupils with SEND lies with the class teacher.

IDENTIFICATION OF PUPIL NEEDS

Pupils' needs should be met as early as possible. Pupil Progress meetings are held termly with the Head Teacher, Assistant Head Teacher, SENDCO and class teachers using whole school tracking data as an early indicator of pupils needing additional support. Other indicators of SEND may include:

- Analysis of data including entry profiles, Foundation Stage profile, reading levels, pupil assessments;
- Concerns expressed by the class teacher;
- Concerns expressed by a parent/carer;
- Tracking individual progress over time;
- Information from previous schools;
- Information from other services, this may include assessments undertaken through FIS, FUSION or Ryegate.

QUALITY FIRST TEACHING AND PROVISION

In order to meet the learning needs of all pupils, teachers carefully consider and plan provision to support pupils' learning within the curriculum. Where pupils are identified as having SEND, the school provides for these additional needs in a variety of ways.

The provision is related specifically to their needs. Such provision may include:

- In class support for small groups with the class teacher or teaching assistant;
- Keep Up/Catch Up, Rapid Intervention, pre-teaching and post teaching;
- Small group work with the class teacher or teaching assistant;
- Individual class support or more focused 1:1 work;
- Further adaptation of resources;

- Wave 2 interventions. These are specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.
- Wave 3 interventions. These are targeted provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or enable pupils to achieve their potential. This may include one to one or specialist interventions.
- Provision of alternative learning materials/specialist equipment;
- Provision of adult time for planning and preparation, e.g. devising interventions and monitoring their effectiveness, creating resources to support learning outcomes;
- Staff development/training to learn more effective strategies to enhance teaching and learning;
- Access to specialist teaching and support services, such as the Speech and Language Service, for more detailed assessments of individual needs and advice/training.
- For pupils with EHC Plans, provision will meet the recommendations outlined within the plan outcomes.
- For our more complex learners with EHCPs, identified pupils are offered a more personalised curriculum planned and delivered by trained staff.

We currently use the Birmingham Toolkit and Locke and Beech Profile to appropriately plan and monitor the progress of pupils working below National Curriculum levels.

At the heart of every class is a continuous cycle of planning, teaching and assessment which takes account of the wide range of abilities, aptitudes and interests of the pupils (Quality First Teaching). Further intervention will be triggered when despite receiving targeted support and provision in addition to Quality First Teaching, a pupil:

- Still makes little or no progress in specific areas of the curriculum over a long period;
- Continues to experience difficulty in developing English and Numeracy skills;
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age;
- Has emotional, behavioural or social concerns which regularly and significantly interfere with the child's or others' learning;
- Has sensory or physical needs which require additional specialist equipment or regular advice/visits from a specialist service;
- Has communication or interaction difficulties which interfere with the development of social relationships and act as a barrier to learning.

Monitoring of the progress of individual pupils at this level where specific interventions, targets, strategies and support are in place to support SEND will be through a graduated approach of SEND Support.

To ensure a high maintenance of support for SEND pupils, the following procedures are followed:

- The pupil will have a SEND file where all records of meetings, assessment and professional advice are kept. This is stored electronically.
- Interventions are reviewed termly by the SENDCO and Senior Leadership Team as part of the school's provision map.

- The Senior Leadership Team has responsibility for maintaining the whole-school provision map which outlines the provision for identified groups or individuals to support their learning. These are evaluated and updated termly.
- On completion of the intervention, a short summary report will be shared with class teachers and the Senior Leadership Team.
- Support Plans will be written for identified pupils to support a personalised approach to learning support and to aid transition information between staff.

Extended Support Plan - any child with an area of need Level of 3 or above on the Sheffield Support Grid may be placed on a 'Extended Support Plan'. If progress is not achieved over time, consideration will be given to applying for an Educational Health Care Plan (EHCP) in full discussion with parents/carers.

GRADUATED APPROACH

SEND support arises from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated approach starts at whole-school level, for all pupils. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all pupils. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning and development (in accordance with the four broad areas of need).
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.

All pupils identified as SEND Support will go through the assess, plan, do, review cycle.

ASSESS

- Class teacher will share with parents/carers any concerns they have regarding educational (academic and social and emotional) progress of a pupil.
- Parent(s) and Carer(s) will share with class teachers any concerns they have regarding educational (academic and social and emotional) progress of a pupil.
- SENDCO will meet with the class teacher and parent/carer to discuss concerns and decide on any further assessments.
- Class teachers will complete a Cause for Concern which will form the baseline of any assessments.
- In agreement with parents/carers, any further assessments will be planned for.

PLAN

- Following a period of closer assessment (by class teacher, SENDCO, external agencies) a meeting will be held to formulate a plan of action to support a pupil.
- In agreement with parent(s)/carer(s), a pupil will be placed on the SEND register for SEND Support (if appropriate).
- Provision and strategies to support the child's SEND need are discussed, with the pupil, their parent(s)/ carer(s), class teacher, SENDCO and any other relevant agencies.
- A Support Plan will be formulated which may include access to specific interventions or resources, a Learner Profile or a Behaviour Support Plan (link with the Inclusion Team) to outline key strategies, provision, action points and outcomes.
- Class teacher is responsible for ensuring provision discussed is in place and progress shared.

DO

- Additional provision outlined in the Support Plan will be carried out for an agreed time.
- Class teacher remains responsible for the progress of a child on a daily basis and will liaise with any staff or outside agencies to support and closely monitor the progress of the pupil.
- SENDCO supports staff in any further assessments, problem solving and advising on the effective implementation of support and provision.

REVIEW

- Timings and consultations of some reviews will depend on individual circumstances and need. However, in line with the Code of Practice, there will be three review meetings a year (one per term).
- Parent(s)/Carer(s) will be involved in reviewing provision, and progress. In some cases, this may replace a Parent(s)/Carer(s) Consultation meeting.
- Pupils will be involved in reviewing their progress and the provision that they have access to.
- During the summer term, transition information will be shared with staff in preparation for the new academic year.
- SENDCO will be involved in identified review meetings, where necessary.
- For pupils with an Educational Health Care Plan, one review will be an Annual review with paperwork submitted to the Local Authority

MONITORING

Where pupils have a confirmed diagnosis (such as Autism or ADHD) but no identified learning needs, they may be placed on the SEND register and monitored. This ensures close monitoring of progress and sharing of key information between staff. Such pupils may not require a SEND review. Updates on progress will be shared with parents/carers through twice yearly consultations and yearly reports.

Review meetings will focus on the following areas:

- the effectiveness of support/provision and its impact on pupil progress;
- future provision and support;
- contributions of parents/carers;
- contribution of pupils, where appropriate;

- updated information and advice;
- future actions and outcomes.

Within the graduated approach, where there is evidence through review meetings that a pupil is making good progress and no longer requires provision which is different from or additional to other pupils the same age, the child will be removed from the SEND register in agreement with parents/carers and the class teacher. This action will be documented in the review meeting notes. The SENDCO will then amend the register with the date of the agreed exit. Pupils will continue to be closely monitored through pupil on track meetings.

Throughout the pupil's time in our setting, we continue to ensure that close monitoring of their progress takes place through:

- careful termly tracking
- discussion during Pupil Progress meetings of individual pupil performance with SLT members
- involvement of the SENDCO in targeted support meetings and phase meetings when provision mapping takes place.

Pupil progress is monitored rigorously, and for some SEND pupils with the Birmingham Toolkit or Locke and Beech, we aim for acceleration of progress that begins to narrow the gap, in line with pupils needs. Expectations are kept high of all SEND pupils. It is important that all pupils identified as having SEND feel valued, have individual targets and are clear about what they need to do next to make the progress expected of them.

During the tracking of pupil progress, we check that pupils:

- are making the level of progress expected
- are making progress which is effective in narrowing the gap, as a result of appropriate support being put in place
- are being set challenging targets
- are further supported where progress is limited
- have any barriers to learning identified and addressed.

In order to do this the SENDCO:

- keeps accurate records of the levels pupils are attaining
- is involved in discussions with teachers
- maps the provision and support available for pupils within targeted support and SEND support categories
- tracks the progress of individual pupils over the year
- tracks the progress of the SEND cohort across school, to support evaluation of SEND provision. This is reported to the Local School Board.

PUPILS WITH AN EHCP

Each year an Annual Review of the child’s EHC is held. This is to determine the following:

- Is the EHC Plan still appropriate?
- Are the child's needs being adequately met?
- What progress has the child made towards the outcomes?
- Have the circumstances changed?
- Is any additional or alternative provision required?
- Are any further assessments necessary?

Parents/carers, class teacher, SENDCO and other relevant professionals will attend the Annual Review meeting. Copies of the report, minutes of the Annual Review meeting and any supporting documentation are sent to the Local Authority within 14 days of the meeting and circulated to all relevant parties. The Annual Review of a Y5 pupil should also aim to give clear recommendations as to the type of educational provision the child will require at the secondary stage. It is therefore recommended that parents/carers visit any secondary schools they may be considering for their child on secondary transfer, to offer an informed choice of provision.

SUPPORTING PUPILS AND FAMILIES

The SEND Code of Practice emphasises the importance of parent/carer involvement and pupil involvement throughout the SEND process.

The local authority Local Offer provides more information about the services that are available across the authority and the information and advice independent of the school that parents can access.

This has been written in a parent/carer-friendly way to enable parents/carers to see clearly what the school offers their child with SEND. https://www.sheffielddirectory.org.uk/localoffer/

Parent/Carer involvement at all steps:

The school supports its families through:

- early involvement through the teacher as concerns emerge
- support with ideas for parents/carers supporting at home, particularly prior to registration to see if intervention leads to greater progress
- involvement in the assess, plan, do and review cycle
- consultation about SEND practice on an annual basis and through the parent/carer forum and coffee mornings
- parent/carer consultation meetings
- brief but regular (daily if required) feedback linked to positives and ongoing concerns
- discussion with parents/carers about targets and 'next steps' on a termly basis, through the Support Plan.

Where groups of parents/carers seem less well represented we try to set up activities and events that will encourage them to participate. Our pastoral managers are actively involved in building bridges between class teachers, the SENDCO and ‘hard-to-reach’ parents/carers.

A summary of this policy is included in the prospectus and the office will make arrangements for accessing the full policy. A translation service can be accessed through the local authority.

As a Church of England school and part of DSAT, we are our own admission authority. Our Local School Board acts in accordance with the admission arrangements determined and published by our local authority. We acknowledge that if we are named in a child's Educational Health Care Plan we have a responsibility to ensure the provision outlined in the statement is met. Our admission arrangements/policy can be found on the school's website.

MANAGING MEDICAL NEEDS

Some of our pupils require medication to be administered during the school day. We have an administering medicines policy which outlines our procedures for doing this. We also have a moving and handling policy and an intimate care policy, which underpins our practice, when supporting pupils with medical needs. We recognise our duty under the Pupils and Families Act and liaise closely with Health Teams to ensure that we comply. Some pupils have their own Care Plan which is drawn up by the school, at times in partnership with Health Care professionals if necessary and always with the involvement of parents/carers

TRANSFER

For pupils transferring to another setting, the SENDCO is responsible for making sure that all records regarding SEND are transferred as soon as possible. Where possible the SENDCO should also meet the SENDCO at the receiving setting to discuss any particular issues and the kinds of support and intervention that the child has been getting so far.

Where the Learning Mentor has been working with a family it is also anticipated that they will liaise with the receiving setting to ensure effective transition. Meetings might include parents/careers depending upon the kind of issues emerging.

Attendance information is fed to the receiving office by the administration assistant. The SENDCO, in conjunction with the teacher has the general duty of ensuring that other staff with relevant information have the opportunity to feed their comments through to the new setting. This might include observations from the class teacher, teaching assistants and lunchtime supervisors.

WORKING WITH EXTERNAL AGENCIES

The SENDCO is responsible for liaising with external agencies and support services in respect of pupils with SEND. This includes:

- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Early Years Inclusion Team
- Visually Impaired Team
- Hearing Impaired Team
- Autism, Social Communication, Education and Training Service (ASCETs)
- Educational Psychology Team
- Social Care
- FIS team
- Community Paediatricians

- Ryegate

The headteacher, assistant headteachers and or learning mentor attend social care and child protection meetings and feedback to the individuals concerned. It is expected that teachers may spend time liaising directly with services supporting the pupils they have responsibility for. In some cases, these might be professionals making a judgment in relation to statutory assessment and/or to provide advice on strategies to be used with individuals.

MONITORING AND EVALUATION OF SEND

The effectiveness of our SEND provision is monitored and evaluated by:

- Analysis of individual tracking information
- Analysis of trends of pupil groups against national and local authority averages
- Pre and post assessment following the use of an intervention programme
- Observations of teaching and support
- Book sampling
- Annual pupil and parent/carer surveys
- Discussions with the parents/carers
- Discussions with the school council
- Staff evaluations
- Links with DSAT including monitoring visits

This is collated at the end of the year to provide information for the Local School Board to compile their SEND information report. Information from this evaluation is used to inform the school development plan and policy review. We review our SEND policy annually.

TRAINING AND RESOURCES

We recognise the importance of regular staff training to ensure that we keep up to date as well as exploring new areas of knowledge in relation to special needs. In order to do this, we are committed to the following cycle of staff training on an annual basis:

1. SENDCO/Teacher meetings every term to review progress of pupils with special needs, policy and to highlight any emerging issues.

2. SENDCO – training or attendance at locality meetings as a minimum to update on latest developments in relation to special needs.

3. Teaching assistant training – subjects to be agreed termly.

4. Lunchtime supervisor training – subject to be agreed annually.

In addition, it is anticipated that we will have:

- Annual training for all staff linked to the development of SEND teaching and learning as part of the improvement plan.
- Individual members of staff attending in-service training (INSET) courses as identified through their performance management meetings.

An annual training audit is conducted to identify where there are gaps in staff expertise or where members of staff need refreshing in an area of professional development. Observations and individual staff requests can also lead to additional training for individuals.

Resources to support pupils with SEND are mostly kept in classrooms. However, the SENDCO does have some specialist equipment. Additional resourcing implications may emerge from discussion around the strategies to be used with individual pupils. SENDCO is responsible for ensuring resources are up to date and relevant to current needs.

The annual audit and preparation for setting the actions on the school development plan provides the opportunity to look at the overall SEND budget. The SEND budget includes money for teaching assistants and purchasing additional services from the local authority. Careful assessment of pupil progress helps measure value for money against different activities and interventions. Local School Board members, the SENDCO and senior leadership team are involved in the process of determining how the SEND budget is allocated.

ROLES AND RESPONSIBILITIES

Our SENCO is: Katie Hancock

Our designated person for safeguarding is: Joy Burgess

Our deputy designated persons for safeguarding are: Rebekah Binney and Katie Hancock

Our designated person for looked-after pupils is: Katie Hancock

Our designated person for supporting behavioural and SEMH needs is: Emma Tweddle (Learning Mentor)

The designated person for overseeing the management of medical needs, including allergies is: Katie Hancock and Louise Gregory

The person responsible for the safe storage of SEND documentation is: Katie Hancock

The person responsible for ensuring that SEND documentation is up to date and accurate is: Katie Hancock

ACCESSIBILITY

We have wheelchair access throughout the ground floor of school. Where we have concerns about the suitability of a classroom for a pupil with a particular need we ask the occupational therapist for an opinion.

We are an inclusive school and aim to ensure that all our curricular and extra-curricular activities are accessible to all our pupils. The trips and visits co-ordinator meets with the SENDCO to establish if there might be any difficulties for any pupils taking part in a school visit. Arrangements are made to overcome these.

COMPLAINTS:

If there is a complaint about SEND provision, then the following steps need to be taken:

Step 1. Discuss any concerns with the class teacher/subject teacher.

Step 2. Discuss any concerns with the SENDCO (meeting to be arranged by the school office).

Step 3. Ask for a meeting with both the headteacher and SENDCO (meeting to be arranged by the school office).

Step 4. A letter of concern may be sent to the Chair of the Local School Board.

This will then follow the stages complaint as described in the school's complaints policy.

Policy updated: August 2026

To be reviewed: September 2027