St George and St Martin Catholic Academy
'Growing, learning, loving in Christ: united in play, prayer and peace'

SEN Policy

Special Needs Co-ordinator:
Mrs J Griffiths

Academy Committee SEN Representative: ***Lisa Alcock-Hulme***

St George and St Martin is a mainstream school which aim to include all pupils in all aspects of school life by:

- Removing the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.
- Creating a caring and nurturing environment where children feel safe and secure and able to achieve to their highest ability and their individual potential.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community.
- Ensuring that the curriculum provided for children with SEN enables them to grow in the acquisition of skills, attitudes and values, thus realising their spiritual, emotional and academic development
- Involving pupils and parents in planning and any discussion making that affect them and their family.
- Providing all children with the opportunity to access the wider school community.
- Ensuring early identification of difficulties and appropriate intervention in order to give children with SEN the best possible start to their school lives.

Definition of Special Educational Needs

Special educational needs and disability code of practice: 0-25 years (June 2015) states:

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, or
- 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 (Pg 4)

We also identify children as having SEN if their social, emotional and mental health is such that they cannot access the foundation stage/ National Curriculum, or mix socially with their peers.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs as early as possible
- To work within the guidance provided in the SEND Code of Practice, 2015
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs, monitoring the progress of all pupils
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEND Policy
- To provide support and advice for all staff working with pupils with special educational needs
- To work in partnership with parents around all areas of a child's education, and involve parents in reviewing and shaping SEND provision

Identification and Assessment

Identification

St George and St Martin is committed to quality first teaching for all pupils. Class teachers monitor all pupils in order to identify pupils that are not making expected progress as early as possible.

The code of practice defines the four broad areas of need as:

- Communication and interaction
  Including speech, language and communication needs (SLCN) and Asperger's syndrome and Autism (ASD).
- Cognition and Learning
  Moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD).
- Sensory and/or physical needs
  Vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD)
- Social, emotional and mental health difficulties
  (SEMH)

These four broad areas of need give an overview of the range of needs that should be planned for but school undertakes assessment in order to meet individual needs.

The school see the parental views as essential in identifying pupil's needs.

The following sources of assessment information are taken into account:

- Day to day records made by the Class Teacher, Learning Support Practitioner or other school staff
- Children's books and other work
- Foundation Stage assessments (from Nursery baseline through to the end of Reception)
- Early Communication Screen
- Class assessment for Year One to Year Six
- Class termly assessments of reading, writing, maths and Phonics
- Standardised test information:
    - Salford reading test
    - HAST Spelling Test
    - BPVS
    - Digit Working Memory test
- Reading and phonics assessment information
  Boxall Profile assessment
- Specialist assessments carried out by a Speech Therapist, Educational Psychologist, SEND Service advisor or other professional

A child identified as having English as an additional language is not classified under the SEN code of Practice as having a Learning Difficulty. However some of our children may also have a literacy and/or cognitive difficulty that is not directly linked to their EAL difficulty and so there may be some overlap.

It will not be assumed that a child who is not making expected progress has special educational needs. The school will consider other contributing factors and will work with pupil and parents to address these areas.

A Graduated Approach to SEN Support

All pupils are entitled to access quality first teaching regardless of their need and ability. The teacher will set suitable challenges, respond to pupils diverse needs and overcome potential barriers for pupils. The class teacher maintains responsibility of ensuring all pupils make progress. Where a child has been identified with Special Educational Needs the SENCO will advise and support around effective provision and outcomes. Additional support and intervention are planned by the class teacher in conjunction with the SENCO, child and family and reviewed during a termly review meeting.

All pupils will access a broad and balanced curriculum which meets their individual needs and allows them to learn and progress. Where necessary, adaptations and reasonable adjustments will be made and children's interests will be taken into account so that all children get the most from school life.

The school uses Assess, Plan, Do and Review cycle to monitor the impact of all its provision to ensure that all pupils are making expected progress. This ensures early identification where pupils are not making expected progress and provision can be adapted to meet needs.

Monitoring and Evaluation of SEND provision

Every child is entitled to Quality First Teaching. To ensure this Senior Leadership Team or SENCO will monitor through:-

- Learning/ monitoring walks
- Book Trawls
- Pupil Progress Meetings
- Analysis of data
- Pupil voice
- Parent conversations
- CPD

To ensure quality and personalised provision the SENCO will monitor through;

- Intervention records / provision maps
- Analysis of pre and post data
- Observation of interventions
- Reviews with class teachers and parents
- Pupil voice
- Parent conversations
- CPD

The outcomes of monitoring and evaluation of SEND provision will be shared with the Academy Committee SEN Representative termly.

The progress of pupils with SEND will form part of the conversation at performance management meetings.

Accessibility

The school continues to review how accessible the environment, curriculum and communication are for pupils and the wider community. (See accessibility plan).

Inclusion beyond the Classroom

All children are included in all aspects of school life; this includes visits, residential visits, extra- curricular clubs and enrichment activities. When planning such activities, the needs of all children are considered. Where necessary we will provide additional staff or equipment to ensure that all children are fully included.

Social and Emotional Development for pupils.

St George and St Martin is strongly committed to supporting the social and emotional development of all our children. We believe that social and

emotional development is the corner stone of good development in all areas. Additional social and emotional support is provided through pastoral care as well as intervention.

Pastoral Support
For additional information see Behaviour policy.

Medical Support
For additional information see Supporting Children with Medical Conditions policy.

Social Support
For additional information see Safeguarding policy.

Bullying
For additional information see Anti Bullying Policy.

Working Together with Pupils and Families

- At St George and St Martin, we truly value the fundamental role which parents and carers, as their child's first educators, have in supporting the needs of their child(ren) at school. All parents are warmly welcomed into school for a wide range of family events and a termly Parents Evening and also receive an annual written report. In addition, all class teachers are keen to meet with families more frequently and informally where they may be experiencing difficulties or have concerns. Where parents have concerns regarding Special Educational Needs, they may wish to direct them to the class teacher who will liaise with the SENCO (Mrs Griffiths) or to contact Mrs Griffiths directly through the school office.
- Families of pupils with Special Educational Needs will be invited into school for an additional termly meeting to review the impact of their individual provision and to plan the next steps. Pupil and parental views allow children and their families to share their views with us in a different way and support children to contribute to the termly review meetings about their provision.
- Pupils also contribute their views about school life as a whole through the School Council and an annual questionnaire
- Parents views of the SEND provision in the school are sought informally at the termly review meetings and through an annual questionnaire to parents
  Further detailed information about the school's arrangements for Special Educational Needs can be found in the SEN Information Report on the school website
- https://www.sgsmacademy.co.uk/attachments/download.asp?file=670&type=pdf
- The Local Authority's Local Offer for children with Special Educational Needs can be found at https://localoffer.stoke.gov.uk/

Looked After Children

Children who are looked after by the local authority have the same rights as all children. It is recognised that they may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning may affect their educational outcomes and their personal, social and emotional development. Mrs Griffiths has the role of Designated Teacher for Looked After Children and alongside the role of SENCO will monitor the progress of all children whether they have Special Educational Needs, are Looked After or both.

Admission Arrangements

Children with Special Educational Needs are warmly welcomed into the school. Children receiving SEN support are admitted into school in accordance with the usual admissions criteria which are available on the school website. Children with an Education Health Care Plan that names the school must be admitted. This will reduce the number of places available to other applicants.

Transition Arrangements

Arrangements are in place for all children to become familiar with the setting, staff and routines before beginning full time attendance in each class. A gradual induction programme can be planned for children joining the Nursery and additional arrangements are also in place for transition into Year One, Year Two, Year Three and transition to secondary school. Children with Special Educational Needs may require additional support during times of transition. Their range of needs is extremely wide and therefore individual induction programmes are planned in conjunction with the child, family and school staff where required.

Training and Resources

How are resources matched to SEN?

Through the assess-plan-do review cycle provision will be put into place to meet an individual's needs in a graduated way. For a child whose additional needs cannot be met in school through the schools existing resources, a request will be made for an assessment for an Education Health Care Plan (EHCP).

How are the training needs of staff identified and planned for?

Staff training needs are continually reviewed. A need for additional training is most commonly identified when a new child joins the school, when a Special Educational Need is identified or when a new programme or approach is recommended. Training may also be required when local, national or school based changes are made. All staff have regular appraisal reviews when training needs may be identified. Training may be delivered by a member of staff in school with the relevant experience and skills, by a SEND Service Advisor or specialist in school or by attending a centrally run training course.

Specialist Involvement

Where parents and staff feel it would be beneficial the school can liaise with outside agencies. Outside agencies will not be consulted without the agreement of parents. Agencies the school currently works with include Education Psychology, Occupational Therapy, SEND services, School Nurse, Health Visitor services, Speech and Language Therapy, CAMHS, mental health support team and Counselling services.

Roles and Responsibilities

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- ensuring that the school keeps the records of all pupils with SEN up to date

The SEN Governor is Lisa Alcock Hulme. The SENCO and SEN Governor communicate regularly regarding the overview of the schools arrangements for SEN and disability. The SEN Governor offers support and challenge around the quality and impact of SEN provision.

Complaints

As a school we hope that parents can work with staff to resolve any concerns they have. However, should a parent wish to make any complaints guidance can be found in the Complaints Policy.

Policy Review

This policy was agreed by Governors in…June 2026… and will be reviewed in June 2027

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010

This policy has been developed with all school staff, Academy Committee representatives and the SENCO.