

**St Gregory's C of E (VA) Primary School  
New Street, Marnhull, Sturminster Newton, Dorset DT10 1PZ**

**Policy Document**

# **SEN and Disability Policy**

**Review Interval: Annually**

**Date approved by Governing Body:**

**Review Date: February 2026**

**Date: February 2025**

# St Gregory's C of E (VA) Primary School

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (January 2015), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (January 2015)
- Schools SEN Information Report Regulations (2014)

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Executive Headteacher, Mrs Farndale, has overall responsibility for Special Educational Needs and Disability in St Gregory's C of E (VA) Primary School

The designated teacher responsible for coordinating SEND provision for children/young people is Hayley Shears (SENCO).

The governor with oversight of the arrangements for SEN and Disability is: Sharon Martin

## School Ethos

*'Where learning has no limits.'*

Values: 'Love, Faith, Hope.'

## AIMS AND OBJECTIVES

St Gregory's C of E (VA) Primary School has high aspirations for all children, including those identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

At St Gregory's we want to ensure high aspirations and expectations for all children and young people with SEND. Our school provides a focus on outcomes for children and young people.

## AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.

- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children and parents in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff to enable them to support children with special educational needs and disability.
- To ensure that provision put in place has an impact upon the child's learning.
- To ensure the outcomes for our children are aspirational.
- To provide early intervention that has an impact
- To remove barriers to learning in order for children with SEND progress at a rate in line with their peers
- To provide high quality provision for children with SEND
- To ensure all staff have high expectations for children with SEND

## OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2015
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work within the bounds of the SEND policy
- To provide support and advice to all staff who work with children with special educational needs.

## **ROLES AND RESPONSIBILITIES**

### **The role of the Governing Body**

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that St Gregory's C of E (VA) Primary School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The link governor for SEND will:

- Liaise termly with the SENDCO
- Review and agree the SEND policy and ensure it is updated annually
- Secure the best possible provision for children with SEND
- Monitor the effectiveness for SEND provision within the school

### **The role of the SENDCo**

- Overseeing day-to-day operation of school's SEN policy;
- Coordinating provision for children with SEN;
- Advising on graduated approach to SEN Support;

- Advising on use of delegated budget/ other resources;
- Liaising with parents of children with SEN;
- Links with other education settings and outside agencies;
- Liaising with potential next providers of education;
- Working with head and governors on ensuring compliance with Equality Act
- Ensuring that SEN records are up-to-date.

## **ADMISSION ARRANGEMENTS**

St Gregory's C of E (VA) Primary School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, St Gregory's C of E (VA) Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St Gregory's C of E (VA) Primary School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions.

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

## **SEN INFORMATION AND LOCAL OFFER**

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

The local offer website holds a directory of facilities and resources available from many services within Dorset. More information can be found in the Local Offer information held on the local authority's website. [SEND Local Offer - Dorset Council](#)

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice: 0 to 25 (January 2015) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements. St Gregory's C of E (VA) Primary School staff use a wide range of tools to assess the amount and level of SEN support required.

Early identification of SEND is essential to ensure that a child is able to make progress within their learning. Staff use Age - Related Expectations (ARE's) to assess children's learning. There are also standardised assessments twice a year. These assessments give a clear indication of the progress children are making and if they have a significantly greater difficulty in learning than their peers. This alongside teacher's day to day assessments and high quality marking will help with the early identification of SEND.

If we feel a child has a special education need parents will be informed. After this, a Support Plan will be written by the class teacher and SENDCo. The parents and child will have an opportunity to contribute and will have it explained to them in full by the class teacher. The Support Plans will be reviewed each term by the class teacher with parents and monitored by the SENDCo.

Learning needs are managed either by using 'additional support' or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school. If this is not possible, advice and support from outside agencies will be taken.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational, they will be added to the SEN register and a Support Plan will be actioned to outline the extra support that will take place in the class. The decision to add a child to the SEN register should be recorded in the school records, and the child's parents / carers must be informed that special educational provision is being made.

The SENDCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND. Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare

- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND – remove as there will be an underlying cause for behaviour which needs to be identified
- Bereavement and family issues.

## MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, St Gregory's C of E (VA) Primary School adopts a process of “Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice: 0 to 25 (January 2015) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

### Graduated Response - Assess, Plan, Do, Review

- Class teachers **assess** children on a daily basis and summative assessments take place each half term. When an initial concern is raised by a teacher or parent we arrange to meet to discuss concerns. From this, we can plan actions to address the concerns. Actions will be agreed which may include a specific intervention program, an adjustment to teaching or a strategy to try. At the review, the problem may have been resolved so the progress review is then closed, or further targets may need to be set. Alternatively, the process may have raised questions about possible SEN needs that need further investigation by outside agencies. If an SEN need is established, a support plan and put into place.
- The SENDCO and Class Teacher would meet to discuss the pupil’s needs and **plan** the adjustments that may need to be made and consider the expected impact on progress, development or behaviour, along with a clear date for review - no longer than 12 weeks. A ‘Support Plan’ will be agreed and produced and shared with parents/carers and the pupil. Progress will continue to be monitored and, if insufficient progress made, a further meeting will be arranged between the class teacher and the SENDCO whereby the Support Plan will be amended and accommodations and interventions added. If insufficient progress is made or severe/acute difficulties appear, outside advice will be sort from relevant specialists.
- The class teacher is responsible for working with the child on a daily basis (**do**). Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil's progress. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- It is the responsibility of the class teacher to **review** the Support Plan. The class teacher and SENDCo would then meet to discuss the impact that the provision has made, the evidence of any progress, both numerical and observational and the next steps to be taken.
- If at any time it was felt necessary to involve an outside agency, parents would be informed and the SENDCo would complete the relevant referral document and make arrangement for any meetings to take place.

## **MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

The SENDCo has responsibility to monitor and evaluate the effectiveness of interventions completed in school. This is detailed in the review on the Support Plan by the class teacher. Evidence of effectiveness will be gathered by the SENDCo from staff, parents and pupils. It is important to ensure any intervention that is not having an impact should be stopped and a new approach should be taken.

## **COMING OFF THE SEND REGISTER**

A child will be removed from the SEND register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning difficulties. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children, it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan. However a child's progress will continue to be monitored by using the school's tracking systems.

## **STORING AND MANAGING INFORMATION**

All data, including data stored electronically, is subject to Data Protection Law.

All paper records will be held in line with the school's policy/protocol on security of information.

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

St Gregory's C of E (VA) Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that St Gregory's C of E (VA) Primary School are expected to make

reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

## **TRANSITION ARRANGEMENTS**

St Gregory's C of E (VA) Primary School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

The SENDCo will liaise with pre-school staff regarding any existing SEND concerns or any Support Plans that may already be in place for a child. At the end of each academic year, SEND records will be passed from current class teacher to the next class teacher. Any children who have a Support Plan, will have an up-to-date document to take up to the next year group: this will ensure that support is in place as soon as pupils return to school for the new academic year. The SENDCo will ensure that class teachers are well informed about any children in their class with SEND. Any pupil leaving the school will have their SEND records sent to their new school. The SENDCo may discuss the needs of the pupil with the new school. Those children moving to the next phase of education will have their needs discussed by both the SENDCo from St Gregory's and the SENDCo of the new school as well as their records being passed on.

Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (DfE – January 2015) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

## **TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need of both staff and children as and when required. Training may take the form of staff meetings, INSET days or specific courses run by outside agencies.

The SENCO will provide information on specific needs for new staff.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Any training for staff or governors regarding children with medical conditions or off-site activities is provided as and when needed.

## **SEN INFORMATION**

St Gregory's C of E (VA) Primary School presents its SEN information in three ways:

- i. by information placed on the school website
- ii. Through the SEND Information report which is reviewed annually and published on the school website;

- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

## **ACCESSIBILITY**

St Gregory's C of E (VA) Primary School publishes its Accessibility plan on the school website and it is also available at the school office.

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo or Executive Headteacher.

St Gregory's C of E (VA) Primary School publishes its complaints Policy on the School Website; this information can also be obtained from the school office.

## **REVIEWING THE SEND POLICY**

This policy will be reviewed and updated annually by the school SENDCo.

## **LINKS TO OTHER RELATED POLICIES**

Supporting children at school with medical conditions

Accessibility Plan

Equal Opportunities

Learning and Teaching

Assessment

Gifted and Able

Admissions

Child protection

Safeguarding (part of child protection)

Anti bullying

Vulnerable Groups

Data protection