



St Nicolas C of E Academy

Together We Flourish

*Special Educational
Needs and Disability
(SEND) Policy*

Reviewed Spring 2026



St Nicolas C of E Special Educational Needs & Disability Policy

Vision and Values

Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to develop happy, young people with enquiring minds, a spirit of curiosity, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

Our vision draws inspiration from the Parable of the Sower which is found in the gospel of Matthew 13:1-9, 18-23 in the New Testament.

A farmer sows seed in a field:

- *Some seed falls on the paths, and the birds quickly eat it.*
- *Some seed falls where there are rocks, and not much soil. Plants grow quickly, but soon the sun dries them. There is not enough soil, and the plants die.*
- *Some seed begins to grow in a place where there are too many weeds. The weeds stop the growth of the plants, and the plants die.*
- *But some seeds fall on rich soil. So, the plants flourish.*

We strive to provide the rich soil that enables our children and adults to develop the deep roots that they need to flourish in the love and grace of God. Within our community, our Christian school nurtures growth and supports all to have the courage to face challenge and the resilience to persevere even when confronted by difficulties. We endeavour to provide abundant opportunities which provide a platform for unique strengths and talents to blossom, where everyone feels valued and has respect for themselves and others, and hope for the brightest future.

Our mission, as a school with a religious character, is to provide an education of depth and quality in a Christian ethos which ensures the children and adults have the nurturing and aspirational environment to reach their full potential.

To realise our mission, we endeavour to live out our vision through our school motto:

Together We Flourish

Christian Values are interwoven through our vision, mission and motto and are embedded throughout the curriculum with a particular focus given to:

- *Love (Compassion and Friendship)*
- *Peace*
- *Thankfulness*
- *Perseverance*
- *Service*
- *Hope*

Our one school rule of respect ensures everyone feels valued and is the lens through which all our values are viewed.

Equalities Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

A pupil is considered to have Special Educational Needs (SEN) if he or she has defined difficulties over and above those generally experienced by the majority of his/her peer group. These difficulties

may be sensory, cognitive, physical, social or emotional and some students may have complex needs which cover a range of difficulties. This policy aims to address the needs of these pupils.

Although there are acknowledged links, in some instances, with pupils who have English as an Additional Language (EAL) this is a separate area of provision and is not regarded as SEN, although pupils with EAL may also have SEN.

The revised Code of Practice focuses on meeting these needs in the classroom. All staff have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment. If there is a concern, a referral to the Special Educational Needs and Disabilities Co-ordinator (SENDCo) should accompany a structured and well differentiated teaching programme. The school's SENDCo is **Mrs A. Parsons** and Deputy SENDCo is **Mrs A. Johnson**.

Regard must be given to The Special Educational Needs and Disability (SEND) Code of Practice, which was revised in 2014 and provides guidance on the duties of schools, local authorities and others working with children who have SEN.

The 4 areas of SEND are:

- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Communication and Interaction
- Sensory and/or Physical Needs

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Inclusion Statement

The school is committed to inclusion. We believe that all children should be equally valued in school and our policies and practices include all learners. We aim to engender a sense of community and belonging, where all pupils are able to participate in the curriculum and all aspects of school life.

We believe that educational inclusion is about equal opportunities for all learners. We aim for every child to experience success and reach their full potential by providing the highest standard of education and a caring environment. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs or who are disabled
- greater depth learners
- those who are looked after, or previously looked after, by the local authority
- others such as those who suffer from illness; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion.

We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At St Nicolas we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Aims and objectives

The aims and objectives of this policy are:

- To reach high levels of achievement for all

- *To be an inclusive school*
- *To identify at the earliest opportunity all children who need special provision to support their physical, sensory, social, emotional, communication or cognitive development.*
- *To ensure children are given the appropriate support and provision to enable them to access a broad and balanced curriculum, including access to the National Curriculum and the EYFS Curriculum.*
- *To share a common vision and understanding with all stakeholders so that all partners clearly understand their roles and responsibilities*
- *To ensure staff expertise meets pupil need by providing support and advice for staff*
- *To work in partnership with other agencies and schools*
- *To ensure that parents and carers are able to play their part in supporting their child's education*
- *To ensure that our children have a voice in this process*
- *To work within the guidance of the SEND Code of Practice 2014.*

Admission Arrangements

No pupil will be refused admission on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against children with a disability and we will take all reasonable steps to provide effective educational provision.

Management of SEND within School

The Governing Body has delegated the responsibility for day to day implementation of the policy to the SENDCo. All school staff are responsible for the progress and well-being of pupils with SEND in their class. The SENDCo is responsible for overseeing the operation of this policy; coordinating provision for pupils with SEND; liaising with and advising teachers; liaising with parents of pupils with SEND, alongside teachers; overseeing the records for pupils with SEND; contributing to the inservice training of staff; contributing to the management of support staff and liaising with external agencies. The SENDCo works with the Headteacher to agree the allocation of funding for SEND in school. The SENDCo is responsible for reporting to the governor with responsibility for SEND.

Identification and Assessment

Pupils' needs are identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Emotional and Mental Health Difficulties*
- *Sensory and/or Physical*

The purpose of identifying pupil need is to work out what action the school needs to take. We recognise the need to consider the whole child and we also consider other needs which may impact on a pupil's progress:

- *Disability*
- *Attendance and punctuality*
- *Health and welfare*
- *English as an additional language*
- *Being in receipt of Pupil premium*
- *Being a Child Looked After or Post Looked After*

- *Being a child of a service woman/man.*

We use a number of indicators to identify special educational needs:

- *Data analysis, school assessments and observations*
- *Follow up of teacher concerns*
- *Follow up of parent/carer concerns*
- *Information from other services*
- *Information from previous schools*
- *Assessments of outside agencies.*

A register of pupils identified as having a special educational need is kept by the SENDCo. Parental/Carer consent is sought at this point. If appropriate pupils on the SEND register will have an Individual Education Plan (IEP) provided by the class teacher. A copy of this plan will be given to parents. This plan will have clear outcomes and timescales and will detail the provision in place to meet those outcomes. The class teacher will monitor the progress of the provision and change and adapt this as necessary. The IEP will be reviewed by staff, parents and pupils every term. Where appropriate, teachers will also use the input and advice of outside agencies e.g. Speech Therapy Service, Occupational Therapy Service.

The class teacher is responsible for ensuring that provision is reviewed and adapted when necessary to best meet pupils' needs. The SENDCo, together with the Leadership Team, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation, pupil conversations and work trawls.

Teaching and Learning and Educational Inclusion

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. The school follows a graduated approach to meeting the needs of pupils with special educational needs or disabilities, as advocated by The Code of Practice 2014.

Firstly, we use a range of quality first inclusive teaching strategies. In order to progress the pupil may require plans for the whole class to be differentiated, modified learning objectives, varied teaching styles and different access strategies. If a child is not responding to high quality teaching, the class teacher will provide interventions that are different from or additional to those already provided by school's usual working practices. If the child continues to need support then advice may be sought from outside agencies. We apply the ASSESS – PLAN- DO – REVIEW cycle at all times. We identify need, plan to support, put provision in place and then review the success of that provision. At all stages the class teacher will keep parents and carers informed and draw upon them for additional information.

Request for Statutory Assessment

A Statutory Assessment by The Local Authority can be requested for pupils with complex needs. Educational Health Care Plans provide short and long objectives linked to a pupil's needs and detail the required provision. The EHCPs are reviewed annually by parents, pupils, teachers and teaching assistants, representatives from the LA and relevant outside agencies.

The Role of the Governing Body

The governing body has due regard to the Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs. The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They report annually to parents and carers on the success of the school's policy for children with special educational needs.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Pupil Participation

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Children are involved at an appropriate level in their targets in their IEPs and children are encouraged to make judgements about their own performance. We recognise success here as we do in any other aspect of school life e.g. through pupil voice and school council.

Partnership with parents and carers

Staff and parents/carers will work together to support pupils identified as having additional needs. Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENDCo will attend this meeting if the school or the parent thinks this is appropriate. At review meetings with parents/carers we try to always make sure that the child's strengths, as well as needs, are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and so that parents/carers are clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Transfer Arrangements/Links with other schools

Foundation Stage staff will meet with staff from partner pre-schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting.

Meetings between class teachers take place to discuss learners with special educational needs strengths, needs and current provision. Current IEPs and relevant reports, including advice from outside agencies will be shared. Transition strategies are in place for when pupils with SEND change class or school.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEN concern the SENDCo will further discuss these needs with the SENDCo from the previous school.

Links with Other Agencies

The school works with a number of outside agencies in order to secure the best provision for all our pupils. These include the School Nursing Service, Speech and Language Service, Educational Psychology Service, Specialist Teaching Service, Integrated Disability Service, Occupational Therapy Service, Physiotherapy Service, Family Support Services and the Service for the Hearing Impaired.

The SENDCo is a trained Lead Professional for the Early Support process and, where appropriate, an Early Help assessment may be completed to ensure integrated working support from all relevant services is available for the child and their family.

Social Services and the Education Welfare Service will be accessed through the Children's Services Team. Class teachers will alert the Headteacher if there is a concern they would like discussed.

Accessibility Plan

We are committed to providing an accessible environment for all pupils, staff, parents and visitors. The Accessibility Plan will contain actions to:

- *ensure improved access to the physical environment, including reasonable adjustment to the physical environment and physical aids and equipment to access education*
- *increased access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary*
- *improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitor with disabilities*

Complaints

Please refer to our complaints policy.

Links to Additional Policies

Please note that related policies and documents are:

- *Supporting Pupils with Medical Needs*
- *SEND School Offer*
- *Accessibility Policy*
- *Behaviour Policy*
- *Safeguarding Policy*

If you have a SEND question please contact one of the following through the school office:

- *Mrs Parsons – SENDCo*
- *Mrs Johnson- Deputy SENDCo*
- *Mrs Beasley- Governor for SEND*

Contact details are: school.office@stnicolas.covmat.org or 02476 382583