



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

## **Special Educational Needs and Disabilities (SEND) Policy**

**Approved by:** St Andrew's Governing Body

**Date:** February 2026

**Next review due  
by:** February 2027



## Definition of Special Educational Needs

As defined in the Government's Special Educational Needs and Disability (SEND or SEN) Code of Practice: 0 to 25 years (2014), a child or young person has special educational needs if they have a learning difficulty or disability which 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 they:

- have a **significantly greater difficulty** in learning than the majority of others of the same age, or
- have a 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.

Under the 2010 Equality Act, children have a disability if they have physical or mental difficulties that affect their ability to carry out normal day-to-day activities. These may be sensory impairments, such as those affecting sight or hearing, or long-term health conditions such as asthma, epilepsy or diabetes. Children with such conditions do not necessarily have SEND, but where a disabled child requires special educational provision of any kind, they will also be covered by the SEND definition.

The 2014 Code of Practice identifies 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If a child has significant difficulty in any of these areas, then we need to provide educational support that is **additional to or different** from that made generally for other children of the same age.

## Aim

*All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

- *achieve their best,*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.*

*(Section 6.1, SEN Code of Practice, 2014)*

Every child has the right to an education of the highest standard. At St Andrew's, we aim to provide pupils with all forms of SEND, the support they need to access all areas of the curriculum, become fully engaged in the life of the school and reach their potential. We pride ourselves on being an inclusive school and want every child to feel safe, secure and part of the St Andrew's family.

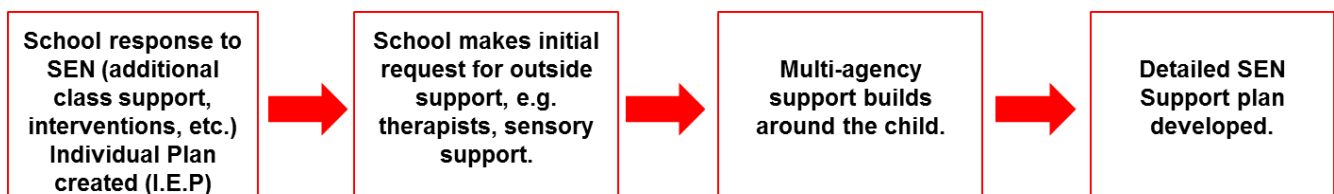
## Objectives

At St. Andrew's, we strive to:

1. Ensure accurate and timely identification of children who have special educational needs (SEN).
2. Work in partnership with both the child and parents, considering parent views with respect to their child's particular needs.
3. Involve all staff in the school in our SEND provision.
4. Integrate children with SEND into every aspect of school life.
5. Carefully analyse pupils' needs and regularly review progress.
6. Develop appropriate learning programmes and strategies and regularly review provision.
7. Enlist the help from support agencies; advisory staff, educational psychologists, the Multi Agency Support Team (MAST), speech therapists and other appropriate professionals.
8. Liaise with other outside support staff, where appropriate, such as social services and health workers.
9. Provide advice and support for all staff through continuous professional development (CPD) training to enable them to use relevant strategies with the children they work with.
10. Ensure that our website has an up-to-date SEND page that provides the St. Andrew's community with an accessible, comprehensive overview of the school SEND provision, including the SEND Information Report and links to related supportive agencies. This will also link them to the Local Offer through the Local Authority (LA) website.
11. Work in accordance with the LA and statutory processes whenever a child's special educational needs are supported by an Education, Health and Care Plan (EHCP). We will ensure EHCPs are implemented, monitored and review annually.

## The Graduated Approach to Inclusion

The level of SEND support we provide at St Andrew's is fluid and will vary from child to child. It is informed by regular assessments and discussions with staff, the child, parents and other professionals through use of the 'Graduated Approach to Inclusion'. This framework facilitates the implementation of the appropriate support for individual children from early intervention right through to more targeted and specialist provision. An example of how this 'graduated approach' can look is shown below.



The 'Plymouth Graduated Approach to Inclusion' framework exists as an electronic tool which supports school staff at every stage of a child's journey; from identification of need, to planning, assessing and reviewing their provision. This tool is updated regularly, and schools are notified of any changes by the Local Authority.

If a member of staff is concerned about the progress a child is making, they will work with the class teacher to collect information about the child, such as writing samples, standardised assessment test results, reports and observations. They will also note their concerns on a '**First Steps**' form and use the Plymouth Graduated Approach tools such as '**Assessment Checklist**'

or **'Quick Checker'** to identify areas of need and appropriate actions with the SENCO and parents/carers. School-based support will be utilised to try to meet a pupil's needs at this early stage. Examples include:

- support in class through specific strategies and resources/equipment, as well as small group or individual interventions;
- pastoral support facilitated by trusted members of staff or emotional support learning assistants;
- investigating/ruling out potential underlying needs such as accessing a hearing check through school nurse
- or exploring potential speech and language needs through advice and assessment from a speech and language therapist.

This is known as **Early Intervention** and can also apply to children who are working at an age-appropriate level, but may have emotional or behavioural needs, or may have experienced trauma.

If there is little progress following 'First Steps' action or a pupil is working significantly below age related expectations, they are identified as having a **Special Educational Need or Disability** and may benefit from additional or different support from the universal provision already in place. This form of help is known as **SEND Support**. The child will be set up with an **Individual Education Plan (IEP)**, designed to deliver specific learning goals. The IEP is a fluid and purposeful document, for use in the classroom to support the child in reaching SMART (specific, measurable, attainable, relevant, timely) targets. IEPs are drafted by teachers who then work with parents, and the SENCO, to ensure that the plan is right for their child. Targets are set, reviewed and updated regularly and shared with parents at least three times in the school year to recognise and celebrate the child's progress. Pupils are fully involved in age-appropriate discussions around their strengths and difficulties and, where possible, help to set and review their own targets. Our IEP format is reviewed each year, so that the structure of the plans is clear and purposeful for the children, their parents/carers and for school staff.

Should the child fail to make progress despite school-based support, then we will require a more formal assessment by advisory staff. This is still classed as **SEND Support**. At this stage we begin to develop a team of support around the child and use a person-centred approach, involving the child in setting and reviewing their goals, alongside the advice and support of teachers, outside agencies, health professionals and parents. As part of this process, we may plan a **'Team Around Me'** meeting, after which a **SEND Support Plan** will be developed and then monitored and reviewed regularly.

Should a child have complex needs and fail to make expected progress, despite relevant support being provided for repeated cycles of the graduated approach, the school or parents will consider requesting an **Education, Health and Care Needs Assessment (EHCNA)**. School must show that everything has been done to support the child in school before an EHCNA will be carried out. Evidence of existing provision and several cycles of support that school have put in place is collected and submitted to the LA. The LA assesses the information and evidence supplied in the application. The LA will undertake an Education, Health and Care Needs Assessment (EHCNA) if it deems the evidence demonstrates a clear, significant need and this assessment is carried out by an Educational Psychologist (EP). Once the EP has completed the assessment, written their report and recommendations, the LA will use this information to decide whether to grant a statutory support plan. If granted, formal acknowledgement of these specific needs will result in

an **Education, Health and Care Plan (EHCP)**, which may be issued with a small amount of additional funding to the school. This plan is regularly reviewed, and a formal '**Annual Review**' is carried out, and associated paperwork is submitted to the Local Authority each year, detailing any changes to circumstances, needs or targets. An EHCP will usually remain with the child until they are 25 years of age.

## Current Situation

1. Our SENCo, Alice Malein, is responsible for coordinating the educational provision for all pupils with SEND and maintaining and updating the Register of Special Needs in close liaison with the Family Support Advisor and SEND Assistant, Cassie Stephens and the Headteacher, Carys Lewis.
2. Our SENCo, Alice Malein, was awarded the National Award for Special Educational Needs Coordination through Plymouth University, in October 2023.
3. Quality First Teaching is provided to all children in the classroom, supporting children to make progress. Extra support to address different educational needs is in addition to, and not instead of, this Quality First Teaching, delivered by the class teacher. In the classroom, seating plans are flexible, and children are not grouped strictly by ability.
4. Further, individual, specifically differentiated **interventions** are carried out under the supervision of the class teacher either within the classroom or in other quiet areas. All teachers and TAs have designated time together each week to plan intervention programmes and activities based on pupils' IEP targets. **Interventions are purposeful and time limited, carefully timetabled, yet flexible, to ensure that children with SEND are still able to participate in the full curriculum along with their peers.**
5. Children with IEPs are issued with a green book in which their intervention work is logged or recorded as appropriate. This may involve work being completed directly into the book, or a log of where and when intervention work took place. A copy of the current IEP is kept with the green book and is readily available for use as a working document to track all progress made, and to update targets.
6. Every Thursday morning, teachers and TAs have 20 minutes to meet and discuss each child's progress. Short term targets can be reviewed and adapted if necessary and discussions will also feed into the development of the child's IEP. The SENCo tracks the progress of pupils with SEND using IEP reviews, school termly data tracking systems, end of KS1 and KS2 results and through discussions with children, teaching staff and Senior Leaders.
7. Parent views are included in all IEP reviews. After a draft set of targets is created by the class teacher, parents have a chance to read and comment on the proposed IEP before meeting to discuss the plan with the class teacher. This happens once a term, at each review point (parents' evenings in Autumn and Spring, and by appointment in Summer). Once discussed and agreed, the plan is signed by the teacher, parents and SENCo and put into action.

Reviews and updates happen regularly as the child is supported in class to work towards their targets. Targets are updated and adapted whenever necessary.

8. After liaising with the class teacher, in the first instance, if required, parents and teachers are encouraged to involve the SENCo or the headteacher to join discussions regarding any further concerns they may have.
9. Parent support is invaluable to a child's progress at all stages. Equally important is a recognition of the child's views about their learning and children will be regularly asked to feedback their thoughts and feelings when reviewing their IEP where appropriate.
10. The SENCo continues to support the staff with training and resources and liaises with a wide range of agencies to acquire further support where appropriate.
11. The school has been adapted to allow wheelchair access to all parts of the site and there are three adapted toilets to enable non-ambulatory people easy access. A special wheelchair lift allows access from the hall to the KS2 corridor. Both Key Stages also have shower facilities.
12. The school has two fully trained 'Emotional Learning Support Assistants' and funds a learning mentor (0.1) and Speech and Language therapist (0.1). We can also make 6 annual MAST referrals for additional pupil or family support services.
13. The SENCo, in conjunction with the SEND Improvement Officer for the LA, completes an annual self-evaluation and audit, to ensure school compliance with all statutory and recommended SEND procedures and to update St. Andrew's SEND provision in line with all current standards.
14. The school maintains and develops effective inclusive universal SEND provision through regular updates and recommendations from statutory and advisory organisations, all in accordance with the guidance set out in the document 'Ordinarily Available Provision' published by the LA.

## Outside Agencies

Opportunities are provided for staff to attend training, online CPD and support groups to develop expertise to enable them to meet the needs of all children.

Referrals to some services can be made through school with parents' input and consent. Where applicable, parents are encouraged to attend support meetings or to meet with advisory staff to help them work with their child.

The SEND Information Report is published annually to provide parents with easily accessible information about the school SEND provision and has been created in conjunction with parents with an aim to answers all their questions and de-mystify the world of SEND for the wider school community to support an inclusive whole school ethos. The SEND Information Report is easy to find on the School SEND webpage. It also links to the Local Offer and any relevant local events or support groups for pupils with SEND and/or their parents. There is also information on the school Facebook page.

The SENCo attends the termly Local Authority SEND briefings, which provide updates to services also attends termly Primary SEND Hub meetings.

Transition information is shared between nurseries and other schools when children join or leave St. Andrew's. This is facilitated by Transition Support Documents, liaison between SEND departments and, at the start and end of primary school, through an online Transition Portal. St Andrew's uses the online 'Cross-phase Transition Portal' that has been implemented in the Plymouth for both Nursery to Primary, and Primary to Secondary transition. This system enables us to highlight children who have SEND or other needs at an early stage. The portal allows the secure sharing of all relevant information about a child, which helps to facilitate provision that they require to thrive throughout (and beyond) the transition period. The receiving school is able to implement support immediately, and use the information shared to plan a successful transition. If appropriate, additional visits are also arranged for children with SEND; often involving meeting their peers/new teachers; offering extra time to get to know their new surroundings; and meeting any new support staff (this is known as an '**enhanced transition**').

At St. Andrew's we use the information from nurseries, alongside five 'Stay and Play' sessions to ensure all needs are flagged up and supported/investigated as soon as possible.

The comprehensive information we upload to the transition portal provides the basis for a successful start to secondary school for all Year 6 children. The class team and SENCo work together to provide a highly detailed picture of each child's needs so that their new school can provide appropriate, effective support through transition to ensure a positive start to their secondary education.

There is regular liaison with a range of outside agencies to develop provision and support for individual children as required. We are supported by both our allocated LA Educational Psychologist as well as our link Educational Psychologist from MAST. We also have support from the LA Communication and Interaction Team.

There is recognition of the hard work that all staff make to support the wide range of needs within the school. Opportunities to share practice as a school community are embedded in regular staff meetings.

There is a continual updating of resources to help the school meet the changing needs of the pupils and the wider inclusion policy of the LA.

## Conclusion

Our systems and procedures for SEND are in line with new legislation as maintained and evidenced by an ongoing annual SEND Audit process supported by the Local Authority. At St. Andrew's we believe that early identification and recognition of a child's needs and a co-operative approach to support involving the child, parents, school and other agencies are essential for their progress through school and into the community. The impact of early intervention was recognised by Ofsted in our last school inspection.