



St. Thomas' CE Primary School SEND Policy

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Approved by Governors 25th November 2024

Review Date

November 2026

This policy is in line with the SEND Code of Practice 0-25 years, published September 2014 and should be read in conjunction with the school's SEND information report.

This school provides a broad and balanced curriculum for all children. Teachers set suitable learning challenges and respond to children's diverse learning needs. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Special educational needs

"A child or young person has SEN 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 he or she: 16

- **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"** SEND Code of Practice 2014.

Special educational needs could mean that a child has a need in one of more of the following areas:

- Cognition and Learning
- Language and Communication
- Physical and or Sensory
- Social, Emotional, Mental Health.

Children identified as having a need in one or more of these areas will have an SEND support plan, progress will be monitored and additional provision will be made. St Thomas' strives to involve parents and pupils in the decision making process. Children with more complex needs may require further assessment and we will consult with parents about seeking advice from external agencies.

In some cases, it may be necessary to apply for an Education, Health and Care Plan (EHCP). The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet them. The EHCP will be reviewed at least annually.

Graduated Approach

St Thomas' uses Stockport's Entitlement Framework and provides all children at St Thomas' with a 'Universal Offer' of provision. More targeted and individualised support are provided for children where necessary.

It is crucial that parents, pupils and school staff work together to identify needs and plan next steps for children.

Once a potential SEND need has been identified, we employ the graduated approach to meeting the pupil's needs through our assess - plan - do - review cycle.

We believe that early identification is key to help support pupils.

Class teachers must:

- Plan and review support for their pupils with SEND, in collaboration with parents, the SENDCo, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are ambitious.
- Every Teacher is a teacher of SEND

The SENCO:

- is a qualified teacher and holds the National Award in SEND Coordination;
- manages the day-to-day operation of the policy and Code of Practice;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and provides professional guidance to colleagues;
- advises on the graduated response & Universal Offer.
- oversees the records of all children with special educational needs and monitors children class teachers are concerned about.
- oversees SEND interventions throughout the school;
- acts as link with external agencies and other support agencies, including the local authority;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- conducting annual reviews for children who have an Education, Health and Care Plan, including transition reviews when necessary;
- contributes to the professional development of all staff.

The role of the Governing Body

The governing body has due regard to the Code of Practice 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.

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

Funding

St Thomas' CE Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils. Personal budgets are allocated from the local authority's high needs funding block and St Thomas' CE Primary School will endeavor to continue to make SEND provision from its own budgets.

Monitoring, Evaluation and record keeping

Records will be kept that include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils. We will maintain an accurate and up-to-date register of the provision made for pupils with SEND.

The SENCO holds regular meetings with teachers to review SEND provision for individual children across the school.

Please also refer to the school's SEND Information Report 2024 available on the school website.