



St Martin and St Mary
Church of England Primary School

Headteacher: Louise Swindlehurst

SENCo: Lisa Brockbank

SEN Governor: Sarah Stables

Policy Updated: September 2025

Policy for Special Educational Needs and Disability

We at St Martin and St Mary CE Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. Every teacher is a teacher of every child, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)

Contents

1. Our School Vision and Values
2. Aims
3. Definition
4. Broad Areas of Need
5. Admissions
6. A Graduated Approach to SEND Support
7. Statutory Assessment of SEND
8. Annual review of the EHC Plan
9. Criteria for exiting Special Educational Provision
10. Supporting pupils and families
11. Transitions
12. Medical Needs
13. Bullying
14. Role and Responsibilities
15. Training and Resources
16. Facilities and Accessibility
17. Storing and Managing Information
18. Complaints
19. Success Criteria

1. Our School Vision and Values

As a Christian school, St Martin and St Mary is an inclusive and happy community; nurturing confidence, a thirst for learning and resilience in a safe loving environment. Our priority is developing the whole child spiritually, emotionally, physically and academically to live the most rewarding life.

'Life in all its fullness' John 10.10

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. The aim of this school is to provide a rich, broad and balanced education within a caring and stimulating Christian environment, serving the whole school community. To create an environment in which learners are encouraged to fulfil their potential and make a positive contribution to their society.

We want every child 'to be the best that they can be...'

At St Martin and St Mary these are the Christian values that are the most important for our school. These values will help make our school a great place to be.

Friendship Love Forgiveness Trust Honesty Faith

Our vision and values underpin our work in school and the way we teach, support and respect every child we encounter. All children and adults need to feel safe, valued, respected and protected as they learn and as they play. Our Special Educational Needs and Disability Policy ensures that all children have access to a high-quality learning experience based on their specific needs and abilities.

2. Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education.

Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision made for them and to ensure an effective partnership with all outside agencies involved with children.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs and disability to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

3. Definition

The law states that a child has a special educational need if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

4. Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision.

5. Admissions

Pupils with special educational needs will be admitted to St Martin and St Mary CE Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements.

The Headteacher is delegated with the task of determining, in the case of any admission, whether the school can deliver a curriculum to the child. This includes whether St Martin and St Mary would best meet the needs of the child, taking into account the targets in the child's statement. All children have equal opportunity, unless it is deemed that the applicant's needs cannot be met by the school.

6. A Graduated Approach to SEND Support

The school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily.

These observations may be supported by formal assessments such as Baseline Assessment, PIPs, SATs or the use of PIVATS. Teachers will then consult the SENDCo to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered.

Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCo to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision and the child would be registered as receiving SEND Support.

We seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'.

This process is initiated, facilitated and overseen by the SENDCo, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCo will be responsible for liaising with those agencies. The SENDCo will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENDCo will update all records of provision and impact of that provision. The teacher will maintain the personalized plans and keep them updated.

ASSESS - The teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCo, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. The pupil and their parents/carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO - The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW - The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's Local Offer can be found on the school website www.windermere.cumbria.sch.uk. This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENDCo records the cost of provision made through provision mapping.

7. Statutory Assessment of SEND

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual learning plans (ILP)
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- a specialist teacher for the visually impaired or hearing impaired or other, if appropriate
- anyone else that parents/ carers request

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website [Families Information | EHCPs and SEN Support](#)

8. Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENDCo initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child?
- questions to answer/ issues we are struggling with
- action plan.

Any amendments to the EHC Plan will be recorded. The SENDCo will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

9. Criteria for exiting Special Educational Provision

A child may no longer require special educational provision, where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers

- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers.

This would be determined at the review stage.

10. Supporting pupils and families

Westmorland and Furness SEND Local Offer can be found at <https://fid.westmorlandandfurness.gov.uk>. This policy forms part of the school's SEND Information Report. The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed in the last year. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the SEND Information, Advice and Support Services (SEND IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENDCo.

Parents are encouraged to be involved with target setting for personalised plans. Some home activities will often be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.

If a teacher is concerned about the welfare of a child they should consult the Headteacher (Designated Lead for Safeguarding) or Charlotte Casey, Lisa Brockbank, Sarah Clarke (Deputy Safeguarding Leads).

Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveler Service.

11. Transitions

The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and previous records and plan a relevant differentiated curriculum.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENDCo will meet with the SENDCo of the receiving school to discuss SEND records and the needs of the individual pupils.

An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

12. Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. The school's policy on medical needs can be found on the school website.

13. Bullying

Bullying is taken very seriously at St Martin and St Mary CE Primary School. To view the school's policy on behaviour and anti-bullying see the school's website at www.windermere.cumbria.sch.uk. Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors endeavor to generate a culture of support and care among pupils.

14. Roles and Responsibilities

The Governing Body

The SEND Governor, Sarah Stables, will support the Governors to fulfil their statutory obligations by ensuring that:

- the Curriculum Committee receives regular reports to update progress on SEN issues
- the SEND policy is reviewed regularly
- the governors' annual report details the effectiveness of the SEND policy in the last year, any significant changes to the SEND policy, why they have been made and how they will affect SEND provision
- the school prospectus explains how the school implements the special educational needs statutory requirements.

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENDCo, the Special Educational Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENDCo will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs and Disability Coordinator (SENDCo)

The SENDCo Lisa Brockbank holds the National Award for SEN Co-ordination.

The SENDCo is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that Individual Learning Plans (ILPs) are written and that reviews take place
- organising annual/termly reviews of EHCPs, ILPs and class progress reviews
- liaising with other schools to ensure smooth transitions
- reporting to governors as requested.

Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENDCo to formulate and review ILPs and to maintain SEND records.

15. Training and Resources

- Governors will ensure that there is a suitably qualified SENDCo who has the time necessary to undertake the role.
- Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.
- Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.
- The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.
- Within the school budget resources are allocated for special needs provision in accordance with County guidelines. The Special Needs Support is funded by School Budget, statutory and non-statutory funding from SENS (Special Education Needs Service). Staff are deployed for needs identified through individual reviews of pupil's progress and needs, within the limits of the budget and available resources.
- Training for teachers and teacher assistants is provided both within school and through other professional development activities.
- The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.
- The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCo.
- The SENDCo will keep abreast of current research and thinking on SEND matters.
- The SENDCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.
- The SENDCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or by consultation with individual members of staff.
- External agencies may be invited to take part in INSET.
- SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.
- Funding received for an Education Health Care Plan is allocated to ensure appropriate provision.

Materials such as books and equipment to support the curriculum are available in classrooms. Any resources purchased with statutory funding for specific children will follow that child through the school. School is building up a bank of specialist resources which can be found in the classrooms or the special needs cupboards in the resource areas.

16. Facilities and Accessibility

The school is built on different levels and has several stepped areas. Lift facilities have been installed between the 2 sites. There are handrails fitted to one or both sides of steps. Ramps provide access to areas more difficult of access. All KS1 classrooms have a fitted carpet area and are acoustically acceptable for hearing impaired children.

Interactive whiteboards are used in all classrooms, allowing resources to be adapted to dyslexia-friendly strategies and to meet other visual needs.

There is a toilet suitable for wheelchair access on the lower site. Changing facilities are available within school for children with medical needs requiring this.

A number of rooms are available to be used as additional teaching areas. Further details are in the separate accessibility policy, available from the school office.

Enabling our pupils to access learning is always a priority and adaptations to the school environment can be made to meet their individual needs.

17. Storing and Managing Information

The confidential nature of SEND information is fully recognised at St Martin and St Mary CE Primary School. Hard copy files are stored in a locked cupboard, whilst electronic files are stored securely on the school server and when necessary, on the Child Protection Online Management System (CPOMS) too.

18. Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENDCo
- discuss the problem with the Headteacher
- more serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chair of the Governors.

The school's complaints procedure is available from the school office. Parents are informed about Information Advice and Support Services (formerly Parent Partnership).

19. Success Criteria

- ✓ Staff are aware of the signs of SEND and can identify children or seek advice when unsure.
- ✓ Children with SEND are identified and assessed.
- ✓ Well defined, realistic and achievable targets are drawn up as part of the child's ILP
- ✓ Children with SEND achieve to the best of their ability
- ✓ Children have access to support appropriate to their needs - subject to availability of resources.
- ✓ Resources are targeted accurately and fairly through planned assessment of need.
- ✓ School maintains effective partnerships with parents and external agencies.
- ✓ Every child is valued and their contribution to the school is valued.