St Mary's CE Primary School
Hornsey N8 7QN

Special Educational Needs and Disability Policy

Jesus said, "Love one another as I have loved you." (John 15:12)

Our Vision

As we love, we flourish
As we flourish, we aspire
As we aspire, we achieve
Together, we are a family.

Friendship, Compassion, Hope, Wisdom,

Community, Endurance.

Approved by:	Full Governing Body	**Date: March 2026**
Last reviewed on:	March 2026	
Next review due by:	March 2027	

St Mary's CE Primary School

POLICY FOR SEND

Introduction:

Through our daily school life at St Mary's CE Primary School, we encourage our children to build respectful friendships and demonstrate compassion towards others. Through this we build a strong community spirit, as together we are a family. Our teaching and learning provide the children with the wisdom and endurance they need to expand their minds socially, morally, and academically so allowing them to achieve and flourish. We encourage our children to demonstrate and develop a dignity in their work and themselves which enables them to hope to aspire to be the best they can possibly be.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 2015) 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 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework documents
- Safeguarding and Child Protection Policy

This policy was created by the Special Educational Needs Co-ordinator (SENDCO), in liaison with the Senior Leadership Team, governing body, all staff and parents of pupils with SEND.

Description of School

St Mary's is a Primary School for children aged 2-11. The school has 2 forms of entry. Our school is set on one site; at Rectory Gardens. There are approximately 309 children in the school.

Person responsible for managing St Mary's SEND Provision

The current SENCo is Zulaikha Gordon, who is a member of the Leadership Team and is class based one day per week. She has overall responsibility for the provision for Inclusion.

Our Aims

At St Mary's CE Primary School, we aim to provide an inclusive, warm, happy, secure, and caring environment in which all children can attain their full physical, intellectual and spiritual potential, giving equal importance to their social and emotional development.

We wish our children to become independent and self-motivated learners, competent in speaking, listening, reading, writing, and spelling; demonstrating a knowledge of number concepts, problem solving and logical thought; and through science, design and technology, developing inquiring minds together with

observational and investigative skills. Children will also be encouraged to fulfil their creative, imaginative, and aesthetic needs through art, music, dance and drama.

We want our children to learn to understand and value themselves and each other and to learn to be happy, confident, and contributing members of the community. We recognise the value of parental participation and partnership in order that these aims might be fulfilled.

Our objectives:

We are committed to Inclusion and strive to identify and provide for all pupils who have special educational needs and additional needs. We aim to:

- Work within the guidance provided within the SEND Code of practice.
- Work within the guidance provided in Haringey's SEND Core Standards.
- Place what is best for our children at the heart of any decisions we make in school.
- Ensure that all SEND procedures are clear and understood by the whole school community.
- Work in partnership with parents and carers.
- Create an environment in which children's individuality is celebrated.
- Adapt the curriculum and provide resources which will enable all children to access learning at their level.

Identifying Special Educational Needs

Definition of SEND in the Special Educational Needs Code of Practice (2015)

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 them. A child of compulsory school age or a young person has a learning difficulty if they:

a) *Have a significantly greater difficulty in learning than the majority of others of the same age; or*
b) *Have a disability which prevents or hinders them form making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools.*

Special Educational Needs and provision can be considered as falling under four broad areas:

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

When identifying SEN, we also consider other factors which may have an impact on progress and attainment, such as:

- Disability (the Code of practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality Legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

At St Mary's CE Primary, we aim to identify SEN as early as possible. In the Summer Term, before a child starts at our Nursery the staff carry out home visits. This is an opportunity to find out crucial information about the. During these visits, we ask parents to let us know if their child has a disability, any additional needs or if they have concerns about their development. This enables us to ensure that the right kind of provision is in place when they start.

Before starting Reception, all parents meet with class staff and a similar discussion will take place. The SENDCO and Early Years Lead aims to visit children who did not attend our Nursery in their pre-school settings.

Any children who start at St Mary's throughout the year are met by the SENDCO. All children have an induction period which includes initial assessments and observations within the first two weeks. This often highlights any difficulties they may have.

Throughout the year, class teachers meet regularly with the SENDCO to discuss the children in their class and any concerns they may have.

Our regular assessment and monitoring programme, including termly pupil progress reviews, identifies children who are not making expected progress. Further investigations will then be carried out in order to find out why.

A Graduated Approach to SEN Support

Before placing a child on the SEN register careful consideration is taken into:

- What in particular is the child having difficulty with?
- What are the possible reasons for this difficulty?
- Does their area of need fall into one of the four categories mentioned above?
- How has the class teacher tried to meet these needs through high quality teaching?

After observations, assessments and a discussion between class staff, the SENDCO, and parents/carers a decision is made about whether to place the child on the SEN register. The Code of Practice states that there should be two categories of SEN support and Education Health Care Plans. At St Mary's CE Primary, a child is first placed on the SEN register at SEN Support. Children at this stage are supported through quality first teaching, differentiation and in class interventions. Differentiation is shown on weekly planning. During this time, the child is assessed, and a primary need is identified.

After these assessments a meeting with parents will take place and a Personal Learning Plan will be written. A referral may be made to an external agency for further assessments.

Where a child continues to have significantly greater difficulty with learning and where we feel that we are not able to fully meet their needs through school resources alone, a request for an Education, Health and Care Assessment will be made to the Local Authority. This may result in the child being assessed for an Education Health Care Plan (EHCP).

Managing Pupils Needs on the SEN Register

The SEN register is a working document. It is reviewed and updated at least termly by the SENDCO.

SEN Support:

Class teachers are responsible for ensuring that planning for and reviewing in class interventions is done on a regular basis. The children's progress is monitored and discussed at Personal Learning Plan Reviews which take place termly. These meetings are held in school and are attended by parents/carers, Class Teachers, Teaching Assistants and the SENDCO. Where possible, in Key Stage 2, we also try to ascertain the views of the child. New targets are set, and these are typed up and circulated by the SENDCO along with review notes. If it is felt that a child needs to be assessed by an external agency, a referral is made by the SENDCO. If the referral is successful, they will make arrangements to see the child and meet with parents.

EHCPs:

Children with EHCPs will also have PLPs which are reviewed termly. EHCPs are reviewed once a year during an Annual Review. As well as parents/carers and school staff, all external agencies who work with the child are invited. During this meeting we will discuss any changes to provision that is needed and evaluate objectives and targets given. After the meeting, all completed paperwork is sent to the Local Authority who will then update the EHCP.

Supporting pupils and families

At St Mary's Primary School, we strive to maintain strong partnerships with parents and carers. At all times during the special needs process, we keep parents fully informed and involved. We encourage parents to make an active contribution to their child's education. We inform parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

Staff have close contact with parents/carers at the beginning and end of the day and are always willing to discuss any queries and concerns. In addition, we have three parent consultation meetings throughout the year as well as the termly PLP meetings.

External Services

Sometimes we feel that is necessary to make a referral to an external service so that we can be given support and strategies which will enable us to meet a child's needs. These referrals are always discussed with parents/carers before being made. Services we have access to include:

Educational Psychology Service

Speech and Language Therapy Service

Child Development Centre

Occupational Therapy Service

CAMHS (Child and Adolescent Mental Health Service)

Education Welfare Service

Haringey Language and Autism Team

Audiology Service

School Nurse

Early Help

Children and Young People's Service

Admission and transition arrangements

Children with Special Educational Needs are considered for admission to the school of the same basis as all other children unless they have an EHCP. Our admissions criteria are widely available from the school offices or on our website.

We welcome children with EHCPs, provided that we can adequately meet their needs without adversely affecting the education of other children at the school. In these instances, following consultation with the governing body, the Local Authority takes the decision as to whether to name the school on the EHCP.

Supporting pupils at school with medical conditions

At St Mary's CE Primary, we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may also have special educational needs and may have an EHCP which brings together health and social care needs as well as their special educational provision.

All children with medical conditions have a care plan which is accessible to all professionals working with the child and which is written in partnership with their parent/carer. This is a detailed report which includes a photograph of the child, what their condition is, how the condition is managed and any medication the child needs to take. In addition, we keep a medical register which is reviewed and updated termly by our Medical Officer, Sally Walker.

Training and resources

Part of the school's budget is ring-fenced to be used to support pupils with special educational needs and disabilities. The money is used to buy screenings and assessments to help us identify particular areas of need, intervention programmes, fund extra adult support and buy in specialist advisors. Decisions about which assessments, intervention programmes or type of support are best for a child are made by the SENDCO in consultation with class staff, members of the leadership team and parents/carers. There may be occasions where we feel that we are not able to meet a child's needs from our own funds and we will apply to the local authority for additional funding.

Each year we have five training days. These are designed to keep all staff up to date with new initiatives in education. Some of the training is based on Inclusion. All staff have been made aware of the SEND Code of Practice. Members of staff who work with children with particular needs are given the opportunity to attend training provided by the local authority or other training establishments so that they can further develop their skills and knowledge of meeting individual children's needs. The AHT attends regular network meetings and forums in order to keep up to date with local and national initiatives in SEND.

Roles and responsibilities

The following people have responsibility for children with SEND:

- Jane O'Brien – Headteacher and Named Child Protection Officer
- Zulaikha Gordon – SENDCO/Inclusion Lead and Class Teacher
- Venetia Brown – Chair of Governors with responsibility for Inclusion and Safeguarding
- Sally Walker – Medical Officer
- All class teachers

The school has a responsibility to:

- Develop a policy on SEND which should be reviewed at least every 3 years
- Nominate a teacher to be responsible for SEND practices and policies
- Regularly review and record the students' achievements and difficulties to create a cumulative SEND record
- Where funds allow, use its delegated budget to meet the needs of children with SEND

Roles

SENCO for Inclusion:

- Manage, deploy and monitor the Inclusion Team, evaluating impact as part of the school's Self Evaluation Cycle
- Refer pupils to external agencies
- Co-ordinate and liaise with external agencies
- Carry out SEN screens and assessments
- Work with class teachers and support staff ensuring that they are informed of any new initiatives and updates
- Work with and support parents and carers
- Chair PLP meetings and distribute typed versions and review notes
- Update SEN records and the SEN register
- Ensure that SEND policy is regularly reviewed and updated
- Hold annual reviews for all children with EHCPs

Class Teachers:

- Identify children in need of support
- Make appropriate provision in class through quality first teaching, differentiation, interventions, adult support and scaffolds
- Discuss concerns with parents
- Liaise with SENDCO and external agencies
- Contribute to PLP meetings and annual reviews

Complaints Procedures

It is our aim to work as closely as possible with parents and carers and if they are concerned in any way about any aspect of their child's education, they are always welcome to approach the school.

Concerns should initially be discussed with the class teacher. Parents may also wish to raise issues with the Headteacher or the SENDCO via the school office. We hope that all complaints can be resolved at this stage within the school. If parents wish to take the matter further, they can contact the School Governors through email on governors@stmarysn8.co.uk or a representative of the local authority.