



ST. THOMAS OF CANTERBURY CHURCH OF ENGLAND PRIMARY SCHOOL

"Let all that you do be done in love." 1 Corinthians 16:14

Special Educational Needs Policy

It is the policy of St. Thomas of Canterbury Church of England Primary School to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 years – January 2015, Children & Families Act 2014 and the Equality Act 2010.

Intent: Aims and Objectives

At St. Thomas of Canterbury Church of England Primary School we have high ambitions for our learners. We aim to provide a curriculum that is appropriate to the needs and abilities of all our children encompassed within the school's mission statement – *'A Christian community where children are known by name and loved, which empowers them to learn and grow in faith, knowledge and fellowship.'*

We recognise that all children are individuals with their own strengths and weaknesses, gifts and talents. We value the individuality of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We recognise the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfillment and eventual development into active and responsible adults.

Our aim is for every learner to experience a curriculum rich and varied, challenging and inspiring, which will help every individual to fulfil his or her potential to the highest possible standard, whether or not they have special educational needs. We believe that every child has the entitlement to this.

At St. Thomas of Canterbury Church of England Primary School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive, confident, successful life-long learners with high aspirations, who know how to make a positive contribution to their community and wider society.

It is our intent that educational inclusion is about equal opportunities for all learners.

Our objectives in making provision for pupils with SEND are to ensure that:

- All pupils have access to a broad, balanced curriculum which is adapted/differentiated to meet individual needs and abilities;
- All staff have high expectations of what pupils with SEND can do and achieve;
- All staff understand what 'high expectations' should look like for pupils progressing from different starting points;
- All teachers carry out their responsibility to identify and meet the special educational needs of pupils;
- Pupils are carefully assessed and tracked, responding with interventions when there are indications of underachievement;
- High quality support is employed to meet the needs of all pupils;
- Pupils and parents/carers are fully involved in order to make provision more effective by taking account of their views.

Definition

The Special Educational Needs and Disability Code of Practice: 0 to 25 years – January 2015, states the following as a definition of special educational needs:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- 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.

Special educational provision means:

‘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.’

Implementation: Curriculum Provision at St Thomas of Canterbury Church of England Primary School for SEND Pupils

At St. Thomas of Canterbury Church of England Primary School, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

At St. Thomas of Canterbury Church of England Primary School, pupils with SEND will:

- Be included in all aspects of the school day.
- Be provided with high expectation Quality First Teaching, adapted/differentiated to their needs.
- Be respected and their contributions valued and acknowledged.

At St. Thomas of Canterbury Church of England Primary School, pupils with SEND may:

- Have specific 1:1 or small group intervention to support their learning.
This may include:
Attention Autism 'The Bucket' and Attention Building Activities
Colourful Semantics
Speech and Language Intervention (SALT Care Plans)
Pioneers Cooking Club
Pioneers Gardening Club
Musical Worship
Sensory Music and Movement
Gym Trail
Lexia Club
Touch Typing Club
Handwriting
Intensive Interaction
Lego Therapy
Literacy skills
Talk Boost and Core Word Intervention
Reading Fluency
Maths skills
ELS Phonics
Precision Teaching
Pioneers Lunchtime Hub
- Take part in social and emotional support interventions such as Nurture Group, Socially Speaking and Boxall Profiling.
- Receive additional support with their speech and language development from a Learning Support Assistant.
- Carry out some of their learning in 'The Pioneers Room' – our Sensory Play Space and Intervention Room.
- Access pre-teaching, double teach and coaching opportunities.
- Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist and Behaviour Support to develop specific targets/programs tailored to the child's individual needs.
- Access the Sensory Cabin for Sensory Diet and Emotional Regulation support.

We are fully committed to the principle of educational inclusion and the good practice which makes this possible. Our policy and practice enables pupils with SEND to be an integral part of our school community. Regardless of the stage pupils have reached, all pupils will be given full access to the full range of activities the school has to offer. This will be

achieved by careful consideration of the needs of each pupil, and by either modifying activities or by providing support that will help the pupil to participate in them.

- Provision is made through accurate adaption/differentiation by the teacher by modifying skills based learning objectives, teaching styles and strategies.
- Targets are set termly by teachers and the SENCo. They are recorded on an Individual Provision Plan (IPP), a Provision Map of interventions and within lesson planning.
- There are additional opportunities throughout the day for children on the SEND register to work with SEN teachers or Learning Support Assistants on their individual targets.
- Children with physical or social difficulties that we have concerns about at playtime are monitored by the staff on duty.

Impact

Through our high quality teaching and learning provision we:

- Pride ourselves on early identification and intervention for SEND to ensure progress and opportunities are maximised.
- Ensure that all children have access to a broad and balanced curriculum with targeted outcomes.
- We enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment, tailored to the individual needs of all pupils.
- Develop children's independence and life skills.
- Regularly monitor the progress of children with SEND, using a child-centred approach.
- Provide relevant and good quality training opportunities for all staff members supporting children with SEND.
- Work in partnership with parents and carers.
- Work closely with external agencies and other professionals to hone and develop our provision for children with SEND.

As a result:

- Children at St. Thomas of Canterbury Church of England Primary School feel happy, safe and respected.
- Behaviour is good and diversity is celebrated.
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Every learner has experienced a curriculum rich and varied, challenging and inspiring, which enables every individual to fulfil his or her potential to the highest possible standard.
- Children with SEND make good progress from their starting points due to high expectation Quality First Teaching targeting individual needs and outcomes.
- On leaving St. Thomas of Canterbury Church of England Primary School, children with SEND have developed good independence and life skills.

Roles and Responsibilities

In attempting to achieve the above objectives, the Governors, the Headteacher and the staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

Governors will fulfill their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the school's SEN Policy and ensure provision is an integral part of the School Development Plan. All governors, with the SEND governor or committee of governors taking the lead, will be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified.

SEND Governor – Mrs Hayley Pallett

The Headteacher has overall responsibility for the day to day management of SEND provision. S/He will work closely with the school's SEND Co-ordinator (SENCo) and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. S/He will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCo achieves the statutory requirements for the performance of her duties.

Headteacher – Mr Dean Moran

The SENCo has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation. The SENCo will be responsible for: the day to day operation of this policy; coordinating provision for pupils with SEND by working closely with staff, parents/carers and other agencies; providing related professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement; collaborating with curriculum co-ordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

The SENCo may also have additional duties in relation to managing staff who work specifically with pupils who have special education or medical needs and overseeing any intervention programs. These are detailed in the relevant job description. In considering section 6.91 of the Code of Practice, time and admin support will be made available.

The SENCo is supported in their role by a SENCo Support Assistant. The SENCo Support Assistant works Wednesday to Friday.

The SENCo works Monday to Friday.

SENCo – Mrs Chloe Moran

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All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Role of the Support Team

SENCo, SENCo Support Assistant + 32 Learning Support Assistants

The agreed role of the Learning Support Assistant team is to support the work of class teachers by offering specific and general support to children who are experiencing learning difficulties in either the long or short term.

The team will have regard to the Code of Practice and Provision Guidance Toolkit. We will work closely with and support class teachers in the early recognition, assessment and testing of children. We will work closely with parents, SENCo arranging meetings as and when necessary.

SENCo will coordinate the writing of Individual Provision Plans (IPPs) and all contributions of those involved. We will regularly test and set new outcomes (long and short term) when appropriate and work with the named children within the class, a group or 1:1 as appropriate.

The objectives are:

To help children to cope with a broad-based curriculum and to make progress through the National Curriculum 2014 by:-

- testing, assessing and reviewing the needs of the individual child and the writing of the IPP
- setting achievable outcomes in a 'small steps' approach
- working in partnership with children, parents/carers, staff and any relevant outside agency
- giving access to appropriate resources and encouraging independent use
- giving support in the classroom with a variety of tasks where appropriate
- providing additional encouragement and praise to promote self-esteem, motivation and concentration
- following all school procedures to promote consistency

Stages of Intervention and Provision

St. Thomas of Canterbury Church of England Primary School will retain the stages of intervention and provision that are presently being used in the school as the internal monitoring and support system for all stakeholders.

The Governing Body, Headteacher and SENCo are aware that access to the school's broad and balanced curriculum is achieved for pupils by adaption/differentiation of work by teachers through high expectation Quality First Teaching (Wave One). Pupils falling just below national expectations will usually benefit from catch-up programs (Wave Two). When a pupil is consistently and significantly falling behind normal expectations, personalised interventions will be implemented (Wave Three).

Triggers for Classroom Support Intervention (Class Monitor)

Wave One is to provide high expectation quality first teaching in each lesson delivered. It is normal to adapt/differentiate each lesson taught in class for differing ability groups. Every child is assessed half-termly in Reading, Writing and Mathematics; Speaking & Listening and Science are currently assessed at the end of the academic year. When a child falls below the level of their peers and is not achieving their potential it may be necessary to start Wave Two interventions.

Wave Two – additional programs and/or planned support that are designed to accelerate learning. Wave One plus additional, time limited, tailored intervention support programs. If a child does not catch up after a Wave Two intervention then they may take part in a Wave Three intervention.

Wave Three interventions – additional highly personalised targeted interventions.

Children on the SEND Register as Class Monitor do not require an Individual Provision Plan (IPP). Provision is made through accurate adaption/differentiation by the teacher.

Triggers for Additional Need Intervention (SEN Support)

If a child on Classroom Support (Class Monitor) is still not achieving their potential then we may ask for advice from an outside agency such as the Learning Support Service or Educational Psychologist. Children on the SEND Register as SEN Support will have their objectives and provision recorded on an Individual Provision Plan (IPP). Following consultation, advice would be taken as to future and further action. If then the child met the necessary threshold and criteria, as determined and set by the Local Authority, it may be deemed appropriate to request a statutory assessment (EHCP – Education, Health and Care Plan).

SEN Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1. An important feature of SEN Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher or SENCo identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO and DIFFERENT FROM those provided as part of the school's usual adapted/differentiated curriculum offer. Consideration will be given when setting homework that it is also adapted/differentiated according to the pupil's need and speed of working. The responsibility for planning lies with the class teacher.
2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - makes little or no progress over time
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment
 - persistent emotional and/or behavioural difficulties which continue despite management techniques generally used in school
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue despite adapted/differentiated approaches to the curriculum.
3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought. (Note: this may be the class teacher, Year Group Leader or SENCo.)
4. All information about the pupil from within the school, together with any additional information from the parents will be considered.
5. The SENCo will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.
6. The SENCo will facilitate the collection of all available information about the pupil. Information will be collected from;
 - within the school
 - progress tracking information

- parents/carers and the pupil.

7. The class teacher, working with the SENCo, should agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved, monitored and reviewed. This should be recorded in an Individual Provision Plan (IPP) . The SENCo will take the lead in meeting with parents for an Initial Review; subsequent Reviews will be led by the SENCo and/or class teacher.
8. The pupil's teacher will be responsible for working with the pupil on a daily basis and for planning and delivering the IPP.
9. All staff will be involved in providing further help to pupils. (Note: For this reason the arrangements for recording IPPs should be planned and agreed with all staff and endorsed by the SENCo.)
10. The IPP will be reviewed on a termly basis.
11. The pupil and parents will be invited to take part in the review process and will be involved in setting further targets. The pupil's views will be ascertained and considered in any discussion. Subsequent IPPs will reflect strategies to meet their needs and show a graduated response to those needs.
12. Many pupils with SEN will be catered for satisfactorily by high expectation Quality First Teaching. Some will need further assessment and provision at SEN Support.

A request for additional advice from external services will be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENCo in consultation with teaching staff, parents and pupil.

Specialist assessment arrangements may need to be made and the Educational Psychology Service involved at this time.

13. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual adapted/differentiated curriculum available to all pupils.
14. If the pupil or young person:
 - continues to make little or no progress in specific areas over a long period of time
 - continues working at National Curriculum Grades substantially below that expected of pupils of a similar age
 - continues to have difficulty in developing English and maths skills
 - has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme
 - has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
 - has on-going communication or relationship difficulties which impedes social development and acts as a barrier to learning
 - is receiving at least £6,661 - £7,006 (12 hour equivalent) of support and any Pupil Premium to which they are entitled

then a Statutory Assessment may be sought from the Local Authority (EHC Request).

School Request for a Statutory Assessment (EHC Request)

The SENCo will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve month period
- an individual Provision Map
- the pupil's health, including a medical history where relevant
- tracking of progress
- attainments in literacy and numeracy
- educational assessments from an advisory specialist, support teacher or educational psychologist where available
- views of the parent and child

- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan (EHCP)

If the Local Authority does draw up an Education, Health and Care Plan then the school's role is as follows.

1. The SENCo will implement the recommendations.
2. Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO and DIFFERENT FROM the adapted/differentiated curriculum.
3. Progress will be formally reviewed by holding an Annual Review Meeting.

The SENCo will seek;

- written advice from parents and professionals
- ascertain the views of the pupil
- convene the review meeting
- prepare a review report for the Local Authority

Those to be invited at least two weeks before the meeting are;

- the pupil's parent/carer
- relevant teacher/s and LSA/s
- representative of the LA
- the pupil
- where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to Key Stage 3/Secondary School, SENCo or representatives from the receiving school.

The Review report will be copied to parents, Local Authority and other relevant professionals no later than 10 days after the meeting.

Admission Arrangements

The admission procedure for any child is outlined in the school prospectus which is available from the school website (www.stthomaspri.org). In certain cases, such as a child with a severe physical disability, special arrangements will be made before the child's admission. A disabled toilet, special ramps, lower handrails and highlighted steps are already in place.

- provision for children with SEND is a matter for the school as a whole.
- we welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- all children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary then parents are informed.
- prior to starting school, parents of children with an EHCP or EHCP pending will be invited in to discuss the provision that can be made to meet their child's identified needs.
- pupils with EHCPs are admitted into school and fully integrated, unless it would be incompatible with the efficient education of other children, and there are no reasonable adjustments that can be taken to prevent the incompatibility.
- pupils with EHCPs apply for admission to the school of parental preference – Local Authority Consultation is undertaken to determine suitability of school to age, ability, aptitude or SEN and compatibility with the efficient education of other pupils.

Disability Equality Scheme

At St Thomas of Canterbury Church of England Primary School we recognise our duties and responsibilities under the Disability Discrimination Act as outlined in our Disability Equality Scheme and Action Plan. It is our aim that through

specific and accurate planning, resource allocation, adapted/differentiated teaching and use of adult intervention and support (where necessary), that every child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all 'reasonable adjustments' are made to help both children and adults with identified special needs and disabilities to participate in the curriculum.

Integration

Children with physical disabilities are expected to carry on with normal school procedure as much as their disabilities allow. If they need extra support then the school provides as much as is needed for him/her to experience the normal curriculum. SEN teachers and LSA timetables are set accordingly. Children who are withdrawn from classes for specific interventions set by the SENCo usually work in one of the smaller rooms in the school, depending upon the activity or size of the group.

Transitional Arrangements

- All class teachers meet in the summer term to discuss pupils in their present class with the receiving class teacher for September of that year. Transition notes are prepared and concerns about particular needs are discussed at this meeting and any necessary arrangements are set in motion.
- SENCo shares EHCPs and IPP One Plans with receiving class teachers ahead of transition in September of that year.
- Present Year 2 pupils in receipt of an EHCP are invited on three formal transition visits to KS2 in July where they partake in organised activities to help familiarise themselves with the KS2 environment and for KS2 staff to get to know the pupils better – All About Me, Orienteering, It's Question Time! Informal visits are also encouraged and Social Stories/Photo Albums are created to support the transition process.
- When a pupil moves to Year 7, staff from receiving schools are invited to attend summer term IPP One Planning Meetings and Annual Reviews. Observation visits to school are encouraged and staff liaise directly with staff from the receiving schools. Additional school visits for our Year 6 SEND pupils are requested and encouraged. Social Stories/Photo Albums are created to support the transition process.
- For pupils with specific learning difficulties, the SEN team will visit and liaise with the appropriate connecting establishments.
- When a pupil moves to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Partnership with Parents/Carers

Our aim is to develop a partnership where professionals and parents work together in the best interests of the child. Parents are encouraged to participate as fully as possible in decisions and are provided with the information and support necessary to enable participation in those decisions. A record of provision will be kept and meetings are held with parents, teachers, SENCo and the child, as appropriate, to review the child's progress and the program for learning. Parents are welcome to make an appointment to speak to staff at any convenient time.

In addition, the SENCo facilitates a 'Coffee & Conversation' group which meets termly. Parents of children supported through an EHCP and/or IPP One Plan are invited to attend this informal gathering where topics/themes of interest are introduced and discussed and parents signposted to further advice and guidance as necessary.

Staff Training & Continuing Professional Development

We will continue to develop staff/governors expertise by making full use of courses provided by the Local Authority, national conferences and other agencies or INSET drawing on staff specialisation. The needs are identified by the individual, the SENCo and through the School Development Plan. The school's Performance Management system will assist in highlighting training needs as will the CPD Coordinator.

Complaints

If parents have a concern they feel has not been noted by the school, or if there is a complaint regarding the SEN provision their child is receiving, they should initially see the class teacher, who will then liaise with other staff so that concerns can be dealt with as soon as possible. Parents can also contact the SENCo. In the unlikely event that the matter is not concluded, the Complaints Procedure can be read on the school website, or a copy is available in the school office on request.

Evaluation of Policy

Our SEND Policy is a working document and is regularly reviewed as recorded in the School Development Plan. Our SEND Policy should be read in conjunction with all other school policies and SEND Information Report (School Offer).

*Policy reviewed: **November 2025***

*Next policy review date: **November 2026***