'So in everything, do to others what you would have them do to you.' Matthew 7:12

SEN and Disability Policy

We at St Mark's CE Primary School are committed to meeting the special educational needs of all our pupils, ensuring that they make progress. In line with our Christian Vision we believe that everyone is uniquely created by God and we provide opportunities to recognise our gifts that He has freely given to us.
Our caring, nurturing community fosters the growth of Christian values through following Jesus' Golden Rule.

'So in everything, do to others as you would have them do to you' –Matthew 7:12

Building on this firm foundation, allows us to flourish, support one another in reaching our individual potential and encourages us as life-long learners.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values (love, peace, equality, responsibility, trust, forgiveness through the experience it offers to all its pupils.

At St Mark's School we aim to:

- Create a safe, happy and caring community where all individuals feel valued and special.
- Offer a relevant and balanced curriculum, which will provide every child with the knowledge, skills and confidence they need to reach their full potential.
- Develop lively and enquiring minds by encouraging natural curiosity and imagination, promoting a love of life and learning.
- Maintain high standards of behaviour, encouraging children to take responsibility for their own actions.
- Establish an effective partnership between home, school, church and the community.
- Promote the growth of Christian values so the children learn to show tolerance, self-discipline, compassion and respect for themselves and for others.

Objectives

In order to achieve our aims and to ensure that all children, whether or not they have SEN, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs we will;

- Ensure early identification, assessment and provision for any child who may have special educational needs.
- Help every child realise his or her full potential and optimize their self-esteem.
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN inclusion policy.
- Provide support and advice for all staff working with special educational needs pupils.
- Encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- Encourage and support children to participate in all decision making processes that occur in their education i.e. their views are sought and taken into account.
- Ensure the policy is implemented consistently by all staff.
- Ensure any prejudice or discrimination is eradicated.

Identifying Special Education Needs

Definition of special educational needs (SEN) (Children and Families Act 2014).

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 or disability 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 from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or

c) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

It is the belief of the school that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

- Cognition and learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

- Social, mental and emotional health

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Sensory/physical

This includes children with sensory, multi-sensory and physical difficulties.

The four categories are used by teachers to aid the process of understanding, assessing and setting provision for a child, rather than to label and categorise them. Some pupils have needs which may overlap several of the four categories. We view each child as a unique individual with their own specific set of needs and we respond with a personalised programme of support accordingly.
Other factors can influence a child's attainment and progress whilst not being a SEND need. Factors such as

- Poor attendance or punctuality
- Health and Welfare issues
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After
- Being the child of a Service man/woman
- Pupils who are potentially vulnerable to family circumstances (bereavement, separation etc)
- English as an additional language

Alternatively, a child may have a disability, but not fall into the SEND category if they do not require any substantially different support with their learning. We make reasonable adjustments to support these pupils in accessing the curriculum and participating as fully as is possible in school life, but this is not necessarily SEND support.

Graduated approach to SEN support

At St Mark's school we recognise that high quality teaching is the best provision to ensure that all pupils make good progress. The quality of our teaching is regularly reviewed to ensure that it is of the highest standard and is addressing all pupils' needs through differentiation and challenge. Training is provided for teachers and teaching assistants to

further develop their knowledge and understanding of the needs of all pupils including those with SEND. Strategies to identify and support vulnerable pupils are regularly reviewed.

Slow progress and low attainment do not necessarily mean that a child has SEN, however, they may be an indicator of a range of learning difficulties or disabilities.

In deciding whether to make SEN provision, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of pupils' progress. This includes high quality and accurate formative assessment. For higher levels of needs we have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathered usually includes an early discussion with the pupil and their parents. These early discussions are structured in a way that they develop a good understanding of the pupils' areas of strength and difficulty, the parent's concerns, the agreed required outcomes and the next steps.

Consideration of whether SEN provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help them determine the support that is needed and whether it can be provided by adapting the school's core offer of whether something different or additional is required. Where a pupil is identified as having SEN we take action to remove barriers to learning and put effective SEN provision in place. This SEN support takes the form of a four-part cycle (assess, plan, do and review) through which decisions and actions are revisited, refined and revisited with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. This graduated approach draws on more detailed approaches, more frequent reviews and more specialist expertise is successive cycles in order to match interventions to the SEN of the child.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress, attainment and behaviour.

Assessments are reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their effect is developed.

In some cases outside specialists from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO contacts them, with parental agreement.

Plan

Where it is decided to provide a pupil with SEN support, parents are formally notified. The teacher and SENCO agree the support and interventions to be put in place as well as the expected impact on progress, development or behaviour, along with a date for review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching approaches or strategies that are required.

The support and intervention provided is selected to meet the outcomes identified for the pupil based on evidence of effectiveness and is provided by staff with sufficient skills and knowledge.

Parents are fully aware of the planned support and interventions and plans seek to involve parents at home to reinforce or contribute to the progress.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve one to one teaching or group teaching away from the main class they still retain responsibility for the pupil and work closely with the teaching assistant or specialist teacher to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses. The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date.
Where a pupil is receiving SEN support, we talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.

Review

The impact of the support and interventions are reviewed and evaluated, along with the views of the parents and pupil. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCO, revises the support in light of the pupil's outcomes in consultation with the parents and pupil. Parents should have clear information about the impact of the support and interventions provided enabling them to be involved in the next steps.

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, we then consider involving specialists including those secured by the school or outside agencies such as IDSS (inclusion and disability support service), educational psychologists, child and adult mental health services (CAMHS) and therapists including speech and language and physiotherapists.

The CAF (common assessment framework) is used when we consider a child has needs which cannot be met solely by those services and resources which can be accessed directly by school and where following an assessment of the situation we believe that a co-ordinated intervention is required. The request for co-ordinated support services for a child with SEN is always discussed with parents prior to making the request.

Requesting an Education, Health and Care needs assessment

Where, despite our school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child has not made expected progress, the school would consider requesting an Education, Health and Care assessment (EHC). This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.
The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual support plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example, from an advisory specialist support teacher or educational psychologist.

Managing Pupils' Needs on the SEN Register

At St Mark's school children with SEN are supported through the use of individual support plans (ISP). Following assessment, ISP targets are set by the child's class teacher in consultation with the school SENCO, the child's parents and, if appropriate, the child. The targets focus positively on the child's progress so far and then outline the child's next steps in the form of achievable, short-term targets. The individualised support and resources made available to the child together with ways that parents can offer support at home are also outlined on the individual support plans. Individual support plans are reviewed monthly, half-termly and termly depending on the special educational needs of the child. Teaching Assistants are used to support pupils, where appropriate, either in class or by withdrawal but always under the direction of the class teacher.
If appropriate, and with the permission of parents, children on the SEN register are supported through sessions with specialist teachers from the Inclusion and Disability Support Service (IDSS). As a school, we maintain close links with the Educational Psychologist Service, the Local Authority, medical and social services. Where concerns are raised about a child's progress or performance, these agencies provide advice and support upon the request of the school. For children with EHC plans or Statements of SEN, a statutory annual review is conducted, to which other agencies are invited to contribute. Records of these meetings are kept.

Criteria for exiting the SEN register

The assess, plan, do, review process not only establishes if a child needs additional support but also if they no longer require SEN support i.e. that they are making sufficient progress in their learning. This happens when there is evidence of:

- The attainment gap closing between the child and his peers.
- Improvement in the child's previous rate of progress.
- Access to the full curriculum.

- An improvement in self-help, social or personal skills.
- Improvements in the child's behaviour.

Partnership with Pupils and Families

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition period. The school's website contains details of our policy for special educational needs, the special educational needs information report including the arrangements as detailed in the Local Offer made for children in our school with special educational needs.
At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each half term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENCO through a school email address. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Supporting pupils at school with medical conditions

St Mark's 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. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and SEND Code of Practice (2014) is followed.

At St Mark's school arrangements are in place to support pupils with medical conditions to ensure that children can access and enjoy the same opportunities at school as any other child. The school meets its statutory responsibility by ensuring that policies, plans, procedures and systems are properly implemented.

Monitoring and evaluation

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Support Plans for children. The SENCO holds regular meetings to review the work of the school in this area and the SEN Governor who has responsibility for special needs meets regularly with the SENCO for the purpose of making regular reports back to the Governing body Curriculum committee, which meet termly.
In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils. Pupil progress is monitored regularly and shared with parents on a termly basis.
At St Mark's School our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and resources

The SENCO ensures any specific resource needs are met from the school budget and approves the necessary curriculum priority spending that supports moving inclusive practice forward. The SENCO organises and plans the amount of additional in-class and external specialist support required for pupils with an EHC plan and those on the SEN register. The support provided for pupils on the SEN register is covered from within the school's existing SEN budget, and these children receive in-class support from teaching assistants and/or direct small group teaching from their class teacher under the direction of the SENCO.
The SENCO reports annually on the efficient and effective use of resourced for all pupils on the SEN register including those with EHC plans.
In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCO regularly attends meetings and training in order to keep up to date with local and national updates in SEND.

Roles and responsibilities

The Governing Body has identified a SEN Governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. The SEN Governor, Mrs Jo Ellison-Adams, meets regularly with the Headteacher/SENCO.

Mrs Marilyn Freeman, Headteacher, is the SENCO and manages the school's special educational needs work. She keeps the governing body informed about the special educational needs provision made by the school.

The SENCO/Headteacher will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. They will identify areas for development in special education needs and contribute to the school's development plan. They will co-ordinate provision for children who require SEN support and for pupils with EHC plans.

All teaching and non-teaching staff will be involved in the formulation and implementation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All class teachers will review and monitor the progress made by pupils in their class and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

The Special Educational Needs Co-ordinator's (SENCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provide for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school Based strategies for the identification and review of children with SEN
- Making regular visits to classrooms to monitor the progress of SEND children
- Responsibility for and management of the medical needs of pupils

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.
The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full governing body.

Storing and managing information

St Mark's School follows Lancashire County Council procedures and its guidelines on the retention of records. The retention schedule describes how long records are kept and what to do when they have reached the end of their administrative life.

The school's confidentiality policy outlines the guidelines and management of where information is stored in school. The rationale of the policy ensures that the child is protected at all times and that all staff involved receive clear, unambiguous guidance as to their legal and professional roles ensuring good practice throughout the school which is understood by pupils, parents/carers and staff.

Reviewing the policy

This policy was prepared and accepted by the Governing Body in the Spring Term 2019. The responsible person for the implementation of the policy is Mrs Marilyn Freeman, Headteacher/SENCO. The Governor with Special Needs responsibility is Mrs Jo Ellison-Adams. The policy will be reviewed annually and amended accordingly in the Spring Term or as new legislation is passed, by the Headteacher and the Governing Body.

Accessibility

Since the SEN & Disability Act of 2001 the school has implemented plans which have increased accessibility for disabled pupils.

- The early years classroom which was added to the original layout of the school in 2012 includes a separate disabled toilet which is fully wheelchair accessible.
- Access to the front and rear of the school has been improved with all doors being wide enough for wheelchair access.
- Pedestrian gates and path have been widened for wheelchair access.
- The school has a range of ICT programmes for pupils with SEN in addition to laptops, headphones, computers and interactive whiteboards installed in every classroom.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.
- The school continually monitors the arrangements in place for communication information and responds sensitively to the needs and requests of its families. Hard copies of policies or procedures are made available through the school office or via the school's website and notice boards in addition to regular newsletters.
- The school is happy to discuss individual access arrangements and we would liaise with the EMAS (Ethnic Minority Achievement Service) who would assist us with English as an additional language and or other agencies to access specialist services or resources to support children with additional needs.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All children on the special needs register have an Individual Support Plan with individual targets.
We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of the parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

The Headteacher/SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Dealing with 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 concern cannot be satisfactorily dealt with at this stage it should be brought to notice of SENCO/Headteacher. If the Head is unable to resolve the difficulty the parents' concern should be put in writing to the SEN Governor, Mrs Jo Ellison-Adams. The Chair of Governors, Mr Gary Fairbrother, will be involved after other avenues to resolve the situation have been exhausted.
The school's complaints policy and procedures is available on the school website, a paper copy can be obtained, on request, from the school office.

Bullying

At St Mark's CE Primary School, bullying behaviour will not be tolerated. We believe that all children and young people should feel safe, be healthy and able to achieve, have the opportunity to make positive contributions and enjoy a sense of economic well-being. Bullying behaviour undermines the ability to thrive and achieve, to enjoy life and feel safe. We take bullying very seriously.

Our Anti-Bullying policy is to help ensure that children in our school feel safe and secure. It provides a co-ordinating framework for developing understanding and skills as part of a whole school approach and a framework for responding to incidents.

The Anti-Bullying policy will be consistently applied for the benefits of all pupils so that all may enjoy and achieve, participate and feel safe.

The mission statement of St Mark's School is reflected in this policy.

- All types of bullying behaviour are unacceptable and will be challenged.
- Reports of bullying behaviour will be taken seriously, acted upon and recorded.
- Pupils will be listened to, will know that it is 'OK to tell' and how to tell.
- There will be a clear and swift response to any report of bullying behaviour.
- Parents/carers will be informed of incidents as appropriate, listened to and kept appraised of how their concerns are being dealt with.

This policy has been reviewed following consultation with pupils, parents, staff and governors. This policy will link with other school and curriculum policies. Further information regarding bullying can be found in the Anti-Bullying policy and the Behaviour policy on the school website.

This policy links to previously mentioned policies and documents which can be found on the school's website.

Reviewed September 2026