

St Mary's Bryanston Square CE Primary School



Special Educational Needs and Disabilities Policy
January 2026

Excellence with Compassion

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IS THIS WORKING?

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St Mary's Bryanston Square School Offer.

SEND Statement – St Mary’s Bryanston Square.

At St Mary’s we want to make sure that every child gets the best support we can offer in order to help them to enjoy their learning, feel confident and happy among their friends and make the best possible progress.

We work towards the goal of supporting all children to become as independent as possible through securing learning and life skills. We want children to be able to use a wide range of strategies in order to achieve well.

Westminster City Council’s Vision for SEND

We are ambitious for our children and young people with SEN and Disabilities. We want them to experience an education system which is welcoming and inclusive whatever their needs. We want them to achieve success in their early years, at school and in further education so that they feel valued and supported and can lead happy and fulfilled lives.

This means:

Attending good quality inclusive local educational settings with timely support for the things they find difficult and seamless transitions between phases of learning

Having positive relationships and social networks

Accessing short breaks that are fun as well as giving parents/carers planned breaks from caring

Support to develop skills that underpin their independence, to get and keep a job or enjoy a more relevant regular occupation in their adult lives

Having support to choose where they want to live

A healthy lifestyle and having any health needs identified early and met

Being safe in the community they live in, free from hate and hate crime

Feeling included and living without discrimination. Being welcomed and having an active voice in decision making at every level in society

1. What are Special Educational Needs?

i) Definition of Special Education Needs

The Code of Practice 2014 quotes the 1996 Education Act :

Children have special educational needs if they have a learning difficulty which calls for special provision to be made for them over and above the expected levels of differentiation within the class.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the areas of the Local Educational Authority.
- Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision were not made available 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 are taught.

(ii) Special educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

2. St Mary's School Principles for Special Educational Needs and Disabilities (SEND).

At St Mary's Primary School we believe that:

- The needs of all pupils should be met within an inclusive, safe, secure and positive environment. All pupils have a right to positive self-esteem and high self-worth.
- Individual needs and access to Quality First Teaching should be respected.
- All pupils should have the opportunity to achieve the best possible educational and other outcomes.
- All pupils should take an active part in the wider life of the school.
- All pupils should be involved in the decision making about their learning needs where possible.
- Parents have a vital role to play and are encouraged to work in partnership to meet the needs of their child.
- All staff should have information and continued professional development to enable them to successfully meet the needs of pupils with SEND.
- The needs of all pupils with SEND should be met within the school environment unless the effective education and safety of others is compromised.
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Aims and objectives:

Through the implementation of this policy we aim to:

- Make sure that all of our pupils make the best possible progress.
- Identify, as early as possible, those pupils whose needs are additional to or different from their peers.
- Focus on inclusive practice and removing barriers to learning.
- Provide appropriate high quality support to meet those needs in collaboration with health and social care.
- Promote individual success and positive self-esteem.
- Ensure that pupils with special educational needs make expected progress.
- Enable successful transition between classes and key stages.

We achieve these aims by:

- Providing high quality classroom teaching which meets the needs of pupils.
- Ensuring a consistent approach across the school.
- Having high expectations and setting Specific, Measurable, Achievable, Realistic Targets and outcomes for individuals in consultation with pupils, parents and all staff involved.
- Planning to meet specific needs by deploying teaching approaches and resources effectively
- Tracking progress against agreed long and short term targets
- Monitoring, evaluating and reviewing these targets against agreed success criteria
- Creating a positive environment where differences are respected
- Involving pupils in their learning and target setting.
- Working in partnership with parents.
- Encouraging peer support.
- Working with external agencies.
- Ensuring effective systems of communication and regular feedback between all parties involved.
- Developing staff knowledge and expertise.
- SAT's and Phonic screening test.

PROCEDURES

3. Inclusion at St. Mary's

At St. Mary's we celebrate difference and diversity. We treat all children equally whether they are boys or girls and whatever their ethnic origin, culture, faith, or social group. All children are equal whatever their medical or physical needs. Children defined by law as having "special educational needs" are seen as children who need additional help and support to access the curriculum and reach their full potential.

We are committed to high achievement for all pupils and every pupil having the opportunity to maximize their potential. We focus on a pupil's strengths and abilities. We recognise that pupils have diverse needs. The curriculum is differentiated and personalized to meet the needs of the majority of pupils. We respond to the pupils' diverse needs by creating an effective learning environment with appropriate learning objectives based on the assessment of each individual child and the aim of addressing potential areas of difficulty. Class teachers have a wide range of teaching strategies to include all pupils in the curriculum. They aim to respond to encourage motivation and concentration, provide equality of opportunity and to overcome barriers to learning.

Some pupils need educational provision which is additional or different. As well as those with special educational needs there are those who have additional needs. Such pupils include those who experience social deprivation, social, emotional and behavioural difficulties or those from other vulnerable groups

As far as possible we aim to include all pupils in the learning environment. When specialist help is brought to them through high quality teaching and support they can experience high quality learning. In some circumstances, if the quality of learning and safety of others is compromised, it may be necessary to provide strategies to support a pupil with severe difficulties outside of the classroom.

Our facilities in school include wheelchair access throughout the building, plus a toilet and a sensory room.

See also our Supporting Pupils with Medical Conditions Policy.

4. Admissions

At St. Mary's children with specific special educational needs are admitted if they meet our admissions criteria. If pupils have an Education Health Care Plan the LA will submit the application to the school for our consideration.

Each applicant is viewed against the background of the learning needs of the peer group, the capacity of the teaching staff to cater for the needs of all individuals within the class, and the potential for extra help that could be provided by the school, the LA and other agencies.

See also our Admissions Policy.

5. IDENTIFICATION and ASSESSMENT.

Identifying pupils with SEND

Throughout the school, ongoing, whole school assessment and attainment tracking procedures, alert staff, as early as possible, to any pupil who is experiencing difficulty with their learning and may therefore have special educational needs. There is a continuum of need, to which we implement a graduated response.

In the Foundation Stage, practitioners work closely with parents to build on and provide opportunities for all pupils to develop in the seven areas of learning: communication and interaction, physical development, personal social and emotional development, literacy, maths, understanding of the world, expressive arts and design.

The Practice Guidance for the Foundation Stage sets out what *most* children will have achieved by the end of the Foundation Stage from a planned approach to early education that integrates play and learning.

The National Curriculum, for Years 1 to 6, sets out expectations for pupil's achievement as they move through the school.

Assessing pupils with SEND.

Individuals progress at different rates, have different strengths and different areas of need. Where a pupil has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders them from making use of the facilities in the setting, special educational provision is made.

Our whole school assessment and tracking procedures include:

- Pupil progress meetings.
- School transfer records.
- Early Years Foundation Stage Profile assessments and observations.
- Early Years Outcomes Guidance.
- Progress against Baracks 'I Can' statements when pupils are in KS1 and KS2 and are not working within their key stage.
- Progress against Individual Learning Plan's (ILP's). These are targets set by class teachers, assessed termly and shared with parents- ILP's are accessed via Insight.
- Progress against the National Curriculum (Insight data).
- High frequency word test using the words from the National Curriculum – both reading and spelling
- Observations.
- Initial and final intervention assessments.
- Running record using the Bench Mark Kit.
- Unaided writing sample.
- KS1 phonics testing.
- Ongoing formative teacher assessments and observations.
- Summative assessments eg SATs.

The assessment process for all children will begin using the National Curriculum outcomes by the class teacher. Children will be assessed using their current year group outcomes. Where a pupil is significantly struggling in an area of learning or has a specific learning need the class teacher will use outcomes from previous year groups to accurately assess their current level of learning.

Children's progress and attainment is tracked using the assessment tool, Insight. At the end of each term (Autumn, Spring, Summer), class teachers submit assessment data for the children in their classes. The assessment marks are rated using E- emerging, D- developing, S- secure and M- mastery. The number before each letter represents the current year group the child is working within, for example 1E represents Year 1 emerging. Children are expected to make one step of progress each term throughout the year. A typical level of progression for a Year 2 child would be: Autumn- 2E, Spring- 2D and Summer- 2S.

Where a child is not making the expected level of progression, this will be picked up by the class teacher, SENCO and SLT through pupil progression meetings. The child will be monitored and this will be communicated with their parents. Their learning and assessment will be closely tracked and an Individual Learning Plan (ILP) will be put in place to support their progression and attainment.

A child with an EHCP may require individualised tracking and assessment. If a child is currently not working within the National Curriculum outcomes for their key stage or require their learning to be specific to their needs and based on recommendations from specialists then their progress will be tracked

against Baracks 'I Can' statements. Their progress is tracked through the Baracks level system. We would expect children to progress through one level each term, across the different areas of learning.

These assessments are supported by consultations with parents.

Information may also be gathered from previous settings and/or outside agencies, with parental agreement.

Parental concerns about a child's performance, academic or behavioural, should initially be raised with the class teacher, who may then involve the SENCO.

The SENCO may make further assessments of the child and then a meeting will be arranged with the parents, class teacher and SENCO to discuss the future plan for the pupil.

Further assessments and observations are carried out and areas of need are identified:

- Communication and Interaction- difficulties with speech, language and communication which may impede the development of social relationships and cause substantial barriers to learning.
- Cognition and Learning- not making the expected progress in specific areas over time even with appropriate differentiation.
- Social, Emotional and Mental Health - emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group despite a programme of monitoring and intervention.
- Sensory and/or Physical Needs- requiring additional equipment, advice or direct intervention from a specialist.

Consideration is given to individual pupils, the learning environment and classroom organisation, the tasks set and the teaching style.

6. Provision for pupils with SEND.

Our School Offer demonstrates the types of additional and different targeted and specialist provision available in addition to the usual classroom differentiated provision, provided as part of the usual curriculum.

(See St Mary's Bryanston Square School Offer on our school website).

Consideration of whether special educational provision is required starts with desired outcomes, including expected progress and attainment and the views and wishes of the pupils and their parents. This will help determine the support needed and whether it can be provided by adapting the school's core offer or whether something additional or different is needed.

Both the parents and the teacher are actively involved in working with the SENCO to devise an intervention or programme of support which should enable the pupil to make progress. This may include different teaching materials, a targeted intervention, and different organisation in the class, adult support, and / or outside advice from professionals.

The SEND support will take the form of a four part cycle: assess, plan, implement and review. Specialists may be involved at any stage in the cycle.

The focus is on the impact of the provision and building upon strengths to enable the pupil to make the expected progress. School staff collect observations and assessments to demonstrate the progress that has been made during an intervention. Interventions are reviewed with pupils and parents.

The progress might:

- Reduce the attainment gap between the pupil and peers.
- Prevent the attainment gap getting wider.
- Be similar to or greater than that of peers starting from the same baseline.
- Match or better a pupil's previous rate of progress.
- Ensure access to the full curriculum.
- Demonstrate an improvement in self-help, social or personal skills.
- Demonstrate improvements in a pupil's behaviour.

At the end of an intervention a decision will be made:

- To celebrate that the pupil has made satisfactory progress or better and therefore ceasing the provision
- To continue the provision with similar or different targets to enable further progress to be achieved.
- With the evidence that progress is not satisfactory acknowledging that a different intervention or higher level of support needs to be considered.

7. Monitoring and Assessment.

At St. Mary's we monitor the progress and attainment of all pupils on a daily and weekly basis, using both ongoing and summative systems. Termly Pupil Progress meetings are held for each class to review the progress and provision made for all pupils. Progress of children with additional needs is also monitored and tracked throughout their time at school.

8. Record Keeping

SEND files are maintained by the SENCO and include details of meetings, reports, interventions, assessments and planning. These files are available electronically for all staff to view.

9. Allocation of SEND provision:

The budget for SEND is reviewed and allocated annually by our Governing Body working with the Headteacher.

The SENCO in consultation with the Head Teacher is responsible for the allocation of resources on a day to day basis to meet the aims and objectives of this policy. This includes the deployment of teaching assistants to work directly with pupils with SEND and the purchase of resources.

The SENCO works with class teachers to complete an audit of SEN needs and to map provision.

10. Education Health Care Plan (EHCP)

A very small number of pupils may have long term needs which require an Education Health Care Plan (EHC plan) to be drawn up between the pupil, parents, education, health and social services.

A pupil may be brought to the LA's attention by a request for an assessment from the parents, the school or an outside agency. This is a 20 week process which secures support for children and young people between 0 and 25 years of age. This support is reviewed annually.

(See page 130 in the SEN Code of Practice 2014).

For more information regarding EHC plans please speak to our SENCO.

11. Working with Pupils and Parents.

Our partnership with pupils and their parents plays a key role in promoting co-operation between families, our school, our Local Authority and other agencies. We actively seek the involvement and support of parents in planning for and meeting the needs of pupils with SEND. This partnership is important in enabling all children and young people, including those with SEND, to achieve their potential.

We recognise that:

- Parents hold key information and have a critical role to play in their children's education.
- Parents have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them.
- Professionals input can be more effective when parents are involved and account is taken of their wishes, feelings and perspectives on their children's development. It is therefore essential that all professionals, the school, local authority and other outside agencies, actively seek to work with pupils and parents and value the contribution that they make.
- Parents of children with special educational needs should be treated as partners. They should be supported so as to be able and empowered to:
- Parents should have knowledge of their child's entitlement within the SEND framework
- Parents can make their views known about how their child is educated
- Parents should have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Key principles in communicating and working in partnership with our parents include:

- A positive attitudes to parents, user-friendly information and procedures and awareness of support needs are important.
- To have no presumption about what parents can or cannot do to support their children's learning
- For all staff should bear in mind the pressures a parent may be under because of the child's needs

To make communications effective the school will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the children's strengths as well as areas of additional need.
- Recognise the personal and emotional investment of parents and be aware of their feelings.
- Ensure that parents understand procedures.
- Ensure that parents are aware of how to access support in preparing their contributions.
- Ensure that, as far as possible, parents are given documents to be discussed well before meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers.
- Recognise the need for flexibility in the timing and structure of meetings.

Parental permission is always sought before making a referral for advice or support. Where parents do not wish to have their details passed on to third parties their wishes are respected.

Parents are welcome to make an appointment to meet a class teacher at any time during the school year.

Parents Evenings are held at least twice a year for all parents to discuss their child's progress. Various 'information sharing' meetings are also held throughout the year. These are usually advertised in our weekly newsletter.

The Local Authority has a duty to make parent partnership services known to parents and schools. This consists of information, advice and guidance to all parents of children with any type of SEND. Parents are able to attain information on their rights and roles within the SEND process. More Information can be found in Westminster's Local Offer.

Free, practical, confidential advice can be sought by parents and young people from:
Information Advice Support Service: iass@westminster.gov.uk
02076415355

12. Partnerships with Support Agencies.

The LA provides specialist support, assessment and advice for teachers, children and parents. The objective is to provide integrated, high quality and holistic support, focused on the needs of the pupil.

The school works closely with the following external support agencies:

- Speech and Language Service
- Educational Psychology Service
- Specialist Teacher Service-vision, hearing, Autistic Spectrum Disorder, occupational therapy
- Education Welfare Officer
- Health service - School Nurse, Child Development Centre, Child and Adolescent Mental Health Service (CAMHS)
- Social Services
- MHST: Mind

These can be accessed through the SENCO or by completing a Common Assessment Referral Form (CAF). Even when there are outside specialists involved the SENCO has overall responsibility for the provision for the child.

13. Secondary Transfer.

At the start of Year 6 the Headteacher will meet all parents to discuss and advise them regarding transfer to secondary school. Arrangements can be made for a member of staff to accompany SEND pupils on school visits.

For pupils who have an EHCP specific arrangements are made with Westminster SEND Department, at the Year 5 Annual Review.

14. Complaints Procedure.

Concerns and complaints are better dealt with sooner than later.
Complaints should initially be addressed verbally to the class teacher.
See also our Complaints Policy.

15. Roles and Responsibilities

The Governing Body:

- Ensures that the principles are acted upon in school and that the best possible provision is made for all the children in their care.
- Ensures that our Special Educational Needs and Disabilities Policy applies with statutory guidance.

The Head Teacher:

- Oversees provision for SEND pupils.

- Monitors SEND practice.
- Keeps the Governing Body informed.

The SENCO :

- Oversees the day to day operation of the schools SEND policy.
- Coordinates provision for pupils with SEND.
- Manages learning support assistants.
- Ensures liaison with parents in respect of children with SEND.
- Liaises with class teachers, teaching assistants, learning support assistants to plan and review provision for pupils with SEND.
- Conducts in house pupil assessment.
- Monitors the progress and provision for pupils with SEND.
- Ensures that accurate records are kept.
- Contributes to staff training.
- Liaises with external agencies including LA's support and educational psychology services, speech and language, health and social services and voluntary bodies.
- Monitors teaching and learning alongside other coordinator's and S.L.T.
- Maps provision and manages the budget alongside the S.L.T.
- Maintains links with LA/other schools to develop provision for SEND.

The Class Teacher:

- Plans to meet the needs of pupils in their class.
- Writes and reviews Individual Learning Plans each term for pupils with SEND.
- Implements provision.
- Manages the work of support staff in their class.
- Keeps records to monitor progress.
- Evaluates impact with the SENCO.
- Meets parents.
- Liaises with the SENCo and outside agencies.

The Teaching Assistant:

- Delivers interventions to support pupils with SEND.
- Monitors the day to day progress of pupils.
- Maintains records of pupil progress.
- Reports progress to teachers and the SENCO.

IS THIS WORKING ?

This policy will be monitored by the SENCO in liaison with SLT, school staff and the governing body. It will be kept under review and updated when necessary, in line with school self-evaluation processes and national guidance.

The progress of our pupils with SEND, is monitored on a termly basis in line with our assessment policy. Action is taken if any individual is not progressing.

Approved by Governors October 2024
To be reviewed by July 2026.