



ST PHILIP'S CE PRIMARY ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Date of policy:	October 2025 Signed copy in file in school	Signed: Headteacher: Michelle Hargreaves-Swales Chair of Governors: Clare Leighton
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Safeguarding Statement

At St Philip's Primary Academy we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Philip's Primary Academy. We recognise our responsibility to safeguard all who access academy and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Statement of Intent

St Philip's C E Primary Academy has a SEND Coordinator and a named Governor responsible for SEND. They ensure that the SEND policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies current within the school.

Here it is the belief 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 2015).

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

Vision Statement

Fostering curiosity and a love of learning is at the heart of our teaching. Broadening horizons enables all children to flourish and be fulfilled. Successes are celebrated and failure learned from, allowing us to shine through challenges. Together, we develop qualities of character necessary to be positive future citizens.

Our Guiding Principles

At St Philip's Primary Academy we pride ourselves on developing a positive ethos built on the foundations of the Christian faith, whilst taking into consideration that most of our pupils, staff and community follow the faith of Islam. We endeavour to ensure we are always **'Working together with hope in our hearts'**

This ethos is based on the following principles that, as stakeholders, we all aim to uphold:

Value 1: NURTURING

We demonstrate kindness and caring towards each other so that we can find happiness and fulfilment. We promote and support children's wellbeing to support their growth and development.

Value 2: OPTIMISTIC

We believe that having a positive attitude towards situations enables us to be forward thinking and supports us in our goal of providing a good and better education for all of our pupils.

Value 3: ASPIRATIONAL

We have high aspirations for the futures of the children in our Academy. Through a high- quality curriculum and planning of lessons that are specifically tailored for our pupils, they will have the opportunity to achieve and surpass their potential.

Value 4: HOPEFUL

The value of hope is interwoven into our teaching and is and is an expression of our faith. Hope supports our spirituality, and through that, virtues such as forgiveness, empathy and compassion come to the fore.

Value 5: SINCERE

We are united as a whole to ensure integrity, honesty and trust are maintained. This quality within our academy means that we follow our values to ensure that we always do our best for pupils, staff and community.

Value 6: ASSURED

Our goal is to see our pupils confident, armed with independence and conviction, echoing 'Let your light shine' - Matthew 5:16

Value 7: RESPECTFUL

All members of our academy, including pupils, staff, governors, visitors and the wider community, should be treated with respect. We hold politeness in high regard and we are accepting of each individual's uniqueness.

Value 8: KNOWLEDGEABLE

By fostering resilience, collaboration and risk-taking, we craft an environment where pupils are ready to be lifelong learners.

Aims of our Special Educational Needs and Disabilities Policy

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside their peers
- to request, monitor and respond to parents/carers and pupil's views in order
- to evidence high levels of confidence and partnership.

- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions with full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all learners.

What are Special Educational Needs?

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2015***

We recognise that children work at a variety of levels and as part of our teaching strategy, children may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence.

This SEND policy details how, at St Philip's, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND Coordinator and individual teachers to ensure all children have equal access to succeeding in all subjects.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Roles and Responsibilities

The role of the Special Educational Needs Coordinator

The SENDCo is Mrs Fiona Nolan (Maternity Cover).

The SENDCo will:

Be responsible for coordinating SEND provision in school.

Liaise with and advise other staff on SEND related issues.

Organise and chair Reviews for children with SEND who are at SEND Support stage and above.

Liaise with external agencies and parents.

Take a lead role in identifying and planning training.

Advise the Headteacher and Governors on SEND related issues.

Arrange additional provision for children with SEND and evaluate the impact of that provision.

Maintain documentation related to SEND, including individual pupil records and the SEND Register.

Order and deploy resources for use with children with SEND.

Arrange and support transition within school, on entry into school and at the end of Key Stage 2 for children with SEND.

Monitor the progress made by children identified with SEND.

The role of the SEND Governor

The designated SEND Governor is Mrs Clare Leighton.

The Governors are responsible for deciding how best to provide for children with SEND and will monitor the work of the school on behalf of children with SEND.

The designated Governor will meet with the SENDCo to be updated on SEND related issues and will feedback to the Governing body at least annually.

The role of the Headteacher

The Headteacher has responsibility for:

Overseeing the implementation of this policy.

Delegating budgets as appropriate for general SEND provision and for that of specific children with SEND.

Liaising with Governors and updating them on all SEND issues.

Monitoring the quality of teaching in school, including teaching of children with SEND.

Supporting the SENDCo.

The role of Teachers

To provide quality first teaching for all children, including those with SEND.

To monitor the progress of children with SEND closely.

To consult with the SENDCo about concerns they may have about individual children.

To implement strategies and interventions suggested by the SENDCo.

To manage Support Staff on a daily basis.

To provide assessment data and written reports as needed.

To be responsible for the implementation of IEP targets for pupils with SEND.

To attend SEND INSET as directed.

The role of Support Staff

To work under the direction of Teachers or SENDCo as appropriate.

To support in delivering intervention programmes

To feedback to Teachers about children's progress.

To provide written feedback on progress towards IEP Targets.

To attend SEND Reviews for pupils they work with.

To complete Pupil Questionnaires prior to SEND Reviews.

To work alongside external agencies as needed.

To make and store resources used with SEND pupils.

To attend INSET on SEND matters as requested.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SEND Coordinator and all other members of staff, particularly class teachers and support staff, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SEND Coordinator will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Meeting the needs of Children with SEND

We apply the ASSESS-PLAN-DO- REVIEW cycle as described in the 2014 Code of Practice.

Assess: How we identify children with SEND

The quality of teaching is closely monitored on a half termly basis through: lesson observations, book scrutiny, data analysis and pupil interviews.

At St Philip's, we endeavour to identify children who may have Special Educational Needs early in their school career. It is our belief that if a child is identified at an early stage, then provision can be made which may improve the child's future attainment and life chances.

When deciding whether a child has SEND, the teacher and SENDCo will collate and consider all information gathered from within school about the child's progress. This information could include observations and assessment data.

For some children, this will also include information from external agencies and parents as applicable.

Before placing a child's name on the SEND Register, the SENDCo will look at the information in conjunction with Education Bradford's SEND Matrix of Need. This will inform us of the level of Provision and need a child is at.

Parents will be informed, and their views sought if the child is identified as having SEND. This is the responsibility of the class teacher.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.

- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Plan

After the initial assessment/collation stage, we will consider the best way to meet the needs for the child. This will involve setting targets for each child. These targets will be SMART and will be documented and shared with pupils and parents. Provision for all SEND pupils will be reviewed at least termly. SEE REVIEW SECTION BELOW.

When planning for children with SEND, it is the class and subject teachers' responsibility. Advice may be sought from the SENDCo, external agencies or other key staff.

Children who have **Education Health Care Plans** will be reviewed at least termly. One review will be a statutory Annual Review, when long and medium targets will be set.

Children with a **My Support Plan** will have long, medium and short-term targets set.

Any child who is at **SEND Support** on the SEND Register will have targets recorded on an Individual Education Plan (IEP's).

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP) which will include information about:

- The short-term targets set for the child,
- The teaching strategies to be used,
- The provision to be put in place,
- Who is responsible for the implementation,
- How the child can be successful,
- Review arrangements.

These targets will be set as part of the review process and will be done in collaboration with key adults (SENDCo, Class Teacher, Support Staff and External Agencies as appropriate).

Targets for all pupils will be recorded and reviewed termly.

Do

'Special Educational Needs provision means educational or training provision that is different to or additional from, that made for others of a similar age in a mainstream setting' Code of Practice 2014.

At the heart of our school ethos is the core belief that quality first teaching is essential when ensuring children make good and outstanding progress, whatever their needs. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Support Staff and other specialist staff.

At Quality First Teaching Level, the child's needs will be met mainly through differentiation of task or by additional adult support.

Pupils at this stage may also access some interventions to support them further. Class Teachers are responsible for planning and assessing for these pupils.

If the child's progress still gives cause for concern, a decision may be made, in line with our graduated approach to meeting SEND, to offer support to the child at **SEND Support Level**.

This decision will be informed by Bradford Matrix of Need.

At SEND Support Level, children will have an Individual Education Plan (IEP) which records both targets and actions needed for the child to achieve them.

The level and type of support needed will be determined by the child's individual need. At termly Provision Planning Meetings, each child's provision is discussed and future provision is planned. We have a range of interventions in school which are provided for children with all need types.

For more detailed information on provision for children with SEND, please refer to our [SEND Local Offer](#).

If concerns still remain about the child's progress, or if they have an identified need which is significantly below their peers, the decision may be taken, considering Bradford's Matrix of Need, to instigate **SEND SUPPORT + Level**.

At SEND SUPPORT + Level, provision usually includes working alongside external agencies. Their support might involve directly assessing and working with the child. We will ensure that their specialist advice is used and will inform future planning for the child.

In some cases, after consulting with other professionals, it may be appropriate to consider an application for a **My Support Plan** or an **Education, Health and Care Plan**. Parents and the child will be fully involved in this process, which will be overseen by the SENDCo.

My Support Plans

My Support Plans are documentation which are used as a stage in 'the graduated response' as described in the Code of Practice.

School can choose to implement one for any child deemed to have complex needs. These are unfunded.

School Request for Statutory Assessment or Education Health and Care Plans (From September 2014)

A request will be made by the school to the LA if the child has demonstrated a significant cause for concern. 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, including any resources or special arrangements put in place.

The evidence will include:

- Previous support plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's attendance.
- 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.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SEND Coordinator from the secondary school will be informed of the outcome of the review.

Review

The progress of all children with SEND is reviewed and monitored at least termly. For children at **Quality First Teaching** Stage parents are consulted termly at parent's meetings. Children at this stage will have targets set by their class or subject teacher in consultation with other appropriate key staff.

Any child who is at **SEND SUPPORT** on the SEND Register will have their targets recorded on an Individual Education Plan (IEP's). These IEP's will be reviewed with parents and key adults at least termly.

Children on **MY SUPPORT PLANS** will have long, medium and short-term targets reviewed and set as part of the termly review.

Children who have **EDUCATION, HEALTH AND CARE PLANS** will be reviewed at least termly. One review will be a statutory Annual Review, when long and medium targets will be set.

We encourage parents to make an active contribution to their child's education and have regular meetings each 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.

The Nature of Intervention

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with TA support.
- Extra adult time to devise/administer the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCo, the child will receive a tailored individualized programme in the classroom organized by the class teacher. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet termly with the class teacher and SENDCo and they will have specific time slots to discuss Individual Learning targets and progress.

The SENDCo will support further assessment of the child and where necessary, assist in planning for their future needs in discussion with colleagues and parents.

The Use of Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The child's IEP will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the support plan continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.

- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of their peers.
- The child's views will be sought and considered, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to understand the relevance and purpose 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 adapt work appropriately and use assessment to inform the next stage of learning. All staff receive regular training on teaching and learning styles and they endeavour to meet each child's needs.

The use of IEPs allow the child to access the curriculum using smaller steps that are appropriate to their needs.

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.

Allocation of Resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SEND Coordinator meet annually to agree on how to use funds directly related to EHCPs.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND 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 and will be 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 process.

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.

Admissions

Our school Admissions Policy entitles placement for any child who fulfils the criteria laid down. *Refer to School's Admission Policy.

Record Keeping

All SEND records, including individual pupil records are held securely on the SEND drive of the school system. A central store of individual pupil paper records is kept in a locked filing cabinet.

In addition, each class has an electronic file, which has copies of records eg IEP's, external reports, Provision Plans for all children with SEND in that class.

School Transfer

When children move schools either at phase transfer or at any other time, school is required to transfer school records for all pupils. However, when transfer arrangements are made in advance it is good practice for information to be provided in time for appropriate planning by the receiving school. Secondary schools or a new primary school should receive the school records for all pupils identified by their primary schools as having special educational needs. When such a pupil is admitted to a new school, the school should be in possession of information about the child, including any detailed background information collated by the SENDCo.

It is good practice for the SENDCo of the receiving school, where possible, to attend the final annual review in primary school of pupils with special educational needs for whom the particular school has been named. School will give the receiving school the opportunity for this and will expect that liaison to be made.

It will then be possible for the receiving school to be suitably prepared for the child. It will also enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Where applicable, school will arrange additional transition visits to ensure a smooth and effective transition for each pupil.

Training

We recognise the importance of participating in training as a key part of meeting the needs of pupils with SEND.

The training needs of staff are identified and planned as part of the schools INSET programme and through Performance Management processes. Whole staff, group and individual staff training is accessed by staff attending courses, whole staff INSET and by key staff working alongside specialist agencies.

Newly Qualified Teachers meet with the SENDCo as part of their induction during their first term at school.

Monitoring and Evaluation

The SEND Coordinator monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. Termly meetings are held by all involved in the education of a child and support is given to teachers in drawing up IEPs for children. The SEND Coordinator and the head teacher hold regular meetings to review the work of the school in this area. In addition, the SEND Coordinator and the Named Governor with responsibility for SEND also hold regular meetings.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Complaints procedure

The school is committed to resolving complaints early and informally wherever practicable. Complaints relating to SEND provision should be directed to the SENDCo or Headteacher. Where necessary, the governing body and local authority may be involved. Please refer to the school Complaints Policy.

Review

This policy should be reviewed and ratified by the Governing Body of St Philip's CE Primary Academy annually.

