

SPECIAL EDUCATIONAL NEEDS POLICY



ACADEMIC YEAR 2026/2027

LOVING, GROWING and SUCCEEDING TOGETHER

SPECIAL EDUCATIONAL NEEDS POLICY

Academic Year 2026/2027



AIMS

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Set out the vision, values and broader aims of your school's arrangements for pupils with SEN and disabilities. Expand this section to explain what your school's efforts to achieve the best outcomes for pupils with SEN and disabilities look like in practice.

LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

DEFINITIONS

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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THE FOUR BROAD AREAS OF SEND

In accordance with the SEND Code of Practice (2015), we recognise that pupils' needs and requirements may fall into one or more of the following broad areas:

Communication and Interaction

Children and young people with speech, language and communication needs may find it difficult to communicate with others. This includes pupils with Autism Spectrum Condition (ASC), speech and language difficulties and social communication needs.

Cognition and Learning

Children may learn at a slower pace than their peers or experience specific learning difficulties such as dyslexia, dyscalculia or developmental coordination difficulties.

Social, Emotional and Mental Health (SEMH)

Children may experience difficulties with emotional regulation, social relationships, anxiety, attachment, trauma, conduct disorders or other mental health needs that affect learning.

Sensory and/or Physical Needs

Some children require additional support due to a sensory impairment, physical disability, medical condition or multisensory impairment that impacts upon their ability to access learning.

The purpose of identifying a pupil's primary area of need is to enable staff to select the most appropriate provision and support. Many pupils may have needs that overlap more than one area.

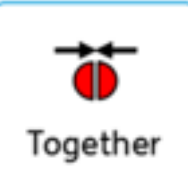
OUR VISION FOR SEND

At St Mark's CE Primary School, we are proud to be a highly inclusive community where every child is valued, supported and encouraged to succeed. Inclusion is embedded within our ethos, decision-making and everyday practice. We place the child at the centre of everything we do and work proactively to remove barriers to learning so that all pupils, including those with special educational needs and disabilities (SEND), can thrive academically, socially and emotionally.

We believe that SEND and inclusion are not separate initiatives but a golden thread running through all aspects of school life. Every member of staff shares responsibility for supporting pupils with SEND and ensuring that they feel valued, safe and that they belong within our school community.

Our approach is underpinned by four key principles:

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	Inclusion is underpinned by positive relationships and we share a collective responsibility to help children flourish.	SEND and inclusion are not separate initiatives but a 'golden thread' running through all aspects of school life. Our culture focuses on keeping the child at the centre and doing what we can to support each member of our school community. Every single member of staff contributes to supporting pupils with SEND. Every interaction, lesson and support strategy helps pupils feel valued, safe and that they belong.
	All children access the full life of the school so they can grow and thrive.	We ensure that every pupil can access the wider opportunities the school provides, including trips, clubs, enrichment activities and visitors. This supports pupils' wider development and ensures that children with SEND are fully included in all aspects of school life.
	We celebrate individual success from their starting points.	We value and celebrate progress in all forms, whether academic, social or emotional from a child's starting point. We may see a child growing in confidence, improving communication, have a greater engagement in learning or making small steps towards their learning goals.
	We reflect, learn and continually grow by working in partnership for our children.	We work collaboratively with parents, colleagues in other settings, the local authority and external agencies to ensure the best possible support for the children in our care. We seek out best practice and strengthen inclusive provision.

ROLES AND RESPONSIBILITIES

SENCo: Mrs. G Smith

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

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- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

SEN Governor:

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Headteacher: Mr K. Rondeau

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Creating learning plans and reviewing these termly
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow the SEN policy

We recognise parents and carers as key partners in their child's education. We actively seek their views, involve them in decision-making and work collaboratively to identify effective strategies for support. We recognise that parents and carers know their children best and that successful outcomes are achieved through effective partnership working.

Parents and carers are encouraged to:

- Share concerns at the earliest opportunity.
- Contribute to the assessment, planning and review of support.
- Attend review meetings and contribute to target setting.
- Work collaboratively with school staff and external professionals.

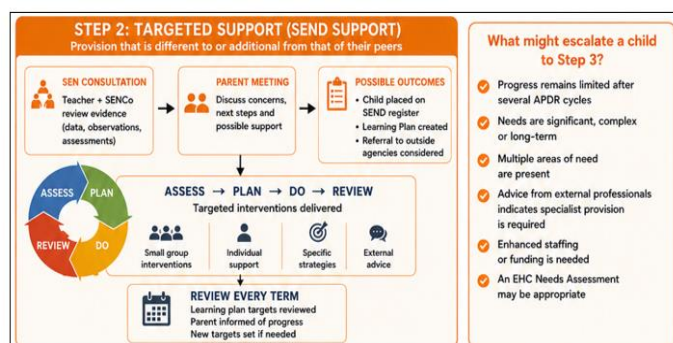
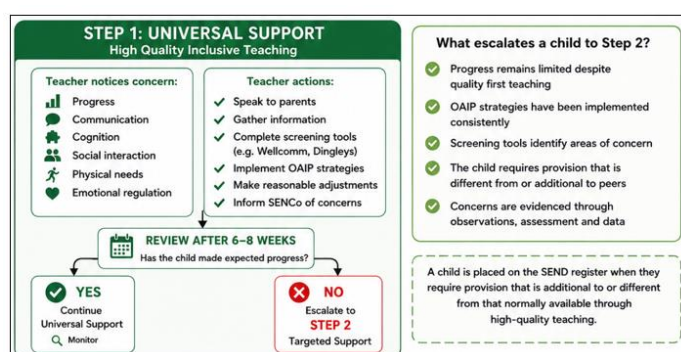
The school is committed to providing clear communication and ensuring families are involved in decision-making throughout the graduated approach and any Education, Health and Care Plan processes.

IDENTIFICATION OF SEN

Our provision follows the Assess, Plan, Do and Review cycle outlined within the SEND Code of Practice.

Where a pupil is identified as requiring additional support beyond inclusive classroom practice, the school will:

- Assess the pupil's specific strengths and areas of need.
- Plan targeted provision and reasonable adjustments.
- Implement interventions and strategies through a collaborative approach.
- Review progress regularly with pupils, parents/carers and relevant professionals.



The graduated approach sits alongside our commitment to strengthening everyday teaching. High-quality inclusive classroom practice remains the foundation upon which all additional support is built. This ensures that SEND support enhances rather than replaces quality first teaching. The effectiveness of provision is reviewed regularly to ensure that strategies remain responsive to children's changing needs. This reflects our commitment to continually strengthening inclusive provision through partnership and reflective practice.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Where appropriate, we engage with a range of external agencies including Educational Psychology Services, Speech and Language Therapy, Occupational Therapy, Specialist Teachers, Health Professionals and the Local Authority. Partnership working ensures that provision is coordinated, evidence-informed and centred

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on achieving the best possible outcomes for children. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Where a pupil continues to make less than expected progress despite receiving targeted support through the graduated approach, the school, in partnership with parents/carers and relevant professionals, may request an Education, Health and Care Needs Assessment from the Local Authority. This decision will be based on evidence gathered through the Assess, Plan, Do, Review cycle and the level of support already provided..

PUPILS WITH EDUCATION, HEALTH AND CARE PLANS (EHCPs)

The school will:

- Ensure that the provision specified within the EHCP is implemented and monitored effectively.
- Work collaboratively with parents/carers, the pupil and external agencies to support the outcomes identified within the EHCP.
- Ensure staff working with the pupil are aware of the provision and strategies required to meet their needs.
- Monitor progress towards agreed outcomes and make adjustments to provision where appropriate.
- Maintain regular communication with parents/carers regarding progress and support arrangements.
- Liaise with the Local Authority and relevant professionals to ensure the pupil's needs continue to be met effectively.

The school will hold an Annual Review for all pupils with an EHCP in accordance with the SEND Code of Practice. Annual Reviews will evaluate:

- Progress towards outcomes specified within the EHCP.
- The appropriateness of current provision.
- Any changes to needs or aspirations.
- Recommendations regarding amendments to the EHCP where appropriate.

Parents/carers, the pupil, school staff and involved professionals will be invited to contribute to the review process. Review documentation and recommendations will be submitted to the Local Authority within statutory timescales.

The school recognises that pupils with EHCPs may require enhanced transition planning and will work closely with families, educational settings and external agencies to ensure smooth transitions between phases of education.

Attention is given to transitions for pupils with SEND who may be vulnerable due to communication difficulties, sensory needs, social and emotional needs, medical needs or changes in routine. Individualised transition support will be planned according to need.

OUR APPROACH TO TEACHING PUPILS WITH SEN

We passionately believe that all pupils should have access to a broad and balanced curriculum and our role in school is to adapt the way we deliver the curriculum content so that all children can access learning. We follow recommendations from the EEF and ITF which explain that High Quality teaching combined with carefully selected small group or 1:1 intervention is the most effective way to support children with additional needs. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

The first response to SEND is high-quality teaching. Every teacher is responsible and accountable for the progress and development of all pupils in their class, including those with SEND. At St Mark's, we strengthen everyday teaching through evidence-informed inclusive practices which benefit all learners whilst supporting those with additional needs. These include:

Understanding Children's Social and Emotional Needs

Staff seek to understand the underlying causes of behaviour and recognise that children must feel emotionally secure and regulated before they are ready to learn. We maintain a culture of curiosity, support and co-regulation.

Predictable Routines

Consistent classroom routines and expectations reduce cognitive demands associated with navigating the school environment and create security for all learners, particularly those with SEND.

Visual Scaffolding

Visual supports such as word mats, manipulatives, colourful semantics, communication boards, visual timetables and emotion cards are used to promote understanding, independence and effective communication. Support is gradually withdrawn as pupils develop confidence and competence.

Intentional Talk and Language Development

Opportunities for structured talk are embedded throughout the curriculum. Staff explicitly teach vocabulary, model language, use sentence stems and provide regular opportunities for discussion to support both receptive and expressive language development.

Flexible Grouping

Teachers carefully consider groupings to maximise participation, communication and access to learning. Learning environments are adapted where required to reduce distractions and support concentration.

Explicit Instruction

Learning is presented in small manageable steps through modelling, scaffolding and guided practice. Teachers make thinking visible and reduce unnecessary cognitive load to improve understanding and retention.

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Cognitive and Metacognitive Strategies

Pupils are supported to develop thinking, planning and organisational skills. Retrieval practice, reflection and self-regulation strategies are embedded across the curriculum to develop successful independent learners.

Sensory and Physical Development

Reasonable adjustments are made to meet sensory, physical, fine motor and gross motor needs. Resources and adaptations may include sensory tools, movement breaks, specialist equipment and environmental modifications.

Assistive and Educational Technology

Technology is used to remove barriers to learning and increase independence. This may include visualisers, communication aids, talking devices and other adaptive technologies that support engagement and achievement.

ADDITIONAL SUPPORT FOR PUPILS WITH SEND

- We have teaching assistants who are trained to deliver interventions such as Precision and Floppy's Phonics
- Teaching assistants may support pupils on a 1:1 basis
- Teaching assistants will support pupils in small groups when needed
- The Sunshine Room (Internal provision – see separate policy)
- The Lighthouse Learning Hub (Internal provision- see separate policy)

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology for Everyone
- Dudley Learning Support Services
- IEYS (Integrated Early Years)
- Communication, Interaction, Physical and Sensory team (CIPS)
- Speech and Language Therapy
- Occupational Therapy
- Paediatricians
- Visually impaired team
- Hearing impaired team
- CAMHs
- Reflexions

STAFF TRAINING AND EXPERTISE

All members of staff are trained to identify when there are barriers to learning and to respond appropriately as part of our CPD offer. In the last academic year, teachers were given guidance on responsive teaching strategies, which were taken from the EEF guide.

Our team have a wide range of qualifications, training and experience of working with children with a wide range of needs and specific training is sourced where needed.

In the academic year (25/26), staff have been trained in the following:

- 'Supporting children with complex communication needs in a pre-school setting' (NHS SALT)
- NHS SALT training – Get Communicating
- Attention Autism training – Bucket time (NHS SALT)
- Hamish and Milo
- ELSA (Dudley EP services)
- ECTs – Colourful semantics training (ECHO)
- Team Teach
- SENCo attends Dudley SEN network for termly updates

Please see SEN information report on the school website for a detailed approach of how we meet the needs of pupils with special educational needs.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The school recognises that pupils with medical conditions should be fully included in all aspects of school life.

Where a pupil has both a medical condition and SEND, planning will be coordinated to ensure that all needs are effectively met.

Some medical conditions may give rise to a special educational need where they impact upon learning and require special educational provision. In these circumstances, the school will follow the SEND Code of Practice and the graduated approach.

Individual Healthcare Plans (IHCPs), SEND Learning Plans and Education, Health and Care Plans will be reviewed collaboratively to ensure a consistent and joined-up approach to provision.

Further information can be found within the school's Supporting Pupils with Medical Conditions Policy.

MONITORING ARRANGEMENTS

Mrs. G Smith will review this policy and information report every year and the school governing body will ratify it. It will also be updated if any changes to the information are made during the year.

LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following documents:

- Accessibility plan
- Behaviour and Relationships policy
- Equality information and objectives
- Safeguarding policy
- Supporting pupils with medical conditions

SEN Policy reviewed: July 2026

Review date: July 2027

