

# Special Educational Needs & Disability Policy



This policy was reviewed in September 2025  
This policy was approved by the Governing Body in November 2024  
This policy will be reviewed and amended in September 2026  
(unless any changes are necessary prior to this date)

**The SENDCo at St. Matthew's Primary School is Mrs Helen Selinas who is Inclusion and Wellbeing.**

Mrs Selinas is available by phone at school on 020 7504 0500 or by email on via the school office – [office@stmwschool.org.uk](mailto:office@stmwschool.org.uk)

**The SEND governor is Nicola Cottier**

**The named Local Authority EHC Review Co-ordinator is Susan Blake**

This policy has been written in line with the requirements of:

1. Children and Families Act 2014
2. SEN Code of Practice 2014
3. SI 2014 1530 Special Educational Needs and Disability Regulations 2014 · Part 3 Duties on Schools – Special Educational Needs Co-ordinators ·
4. Equality Act 2010

5. Schools Admissions Code, DfE 1 Feb 2012
6. SI 2012 1124 The School Information (England) (Amendment) Regulations 2012 · SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

- SEN Information Report
- Behaviour
- Child Protection and Safeguarding
- Supporting Pupils with Medical Needs in School
- Curriculum, Learning and Assessment
- Admissions
- Complaints

These policies are available for inspection at the school office and on the website. This policy has been written in collaboration with staff and governors of St Matthew's CE Primary School.

St. Matthew's is a mainstream school. 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 Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental, and emotional health (SMEH)
- Sensory/physical

### **Aims**

**As a school, we strive to:**

- Underpin our school vision, 'You are the light of the world,' by always supporting the emotional wellbeing of our pupils
- Create a happy, safe, and stimulating working environment which encourages children to develop and fulfil their potential
- Encourage excitement and awareness of the world
- Provide equal opportunities for all children, continually responding to individual needs
- Help children acquire, through a broad and varied curriculum, the appropriate reading, writing and mathematical skills to equip them for secondary school and a wider world

- Foster and encourage children's Christian beliefs and to create a culture of understanding and respect of other religious faiths
- Encourage children to develop an awareness of self and a sensitivity to the needs of others
- Encourage every child to think creatively, to be enthused about learning and to have high aspirations
- Teach an inclusive and creative curriculum with high expectations for all children, regardless of their background, gender, ethnicity, or circumstances **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 pupils who do not have SEND
- to request, monitor and respond to parents/carers and pupils' views 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, 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 co-operation and productive partnerships with the LA and other outside agencies
- to recognise gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability, and social circumstances. It is important that at St. Matthew's 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 pupil progress meetings, meetings with our SENDCo and individual teachers to ensure all children have equal access to succeeding in all subjects.

This policy notes an understanding and acknowledgement that pupils with SEND:

- are more prone to peer group isolation than other children
- are disproportionately impacted by behaviours such as bullying, without showing outward signs of this
- have communication barriers and how the school supports them in overcoming these barriers

Thus, there will be NO assumption by school staff that any changes in pupils' behaviour will relate only to their special needs and disability and will be explored to ensure that they are not facing additional safeguarding challenges.

### **Definition of SEND**

A child or young person has special educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than most others of the same age; or
- (b) Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools... SEN Code of Practice (2014, p 4)

### **Definition of disability**

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.' SEN Code of Practice (2014, p5)

### **Code of Practice 2014**

This SEND policy details how, at St. Matthew'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.

### **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 using all available senses and experiences
- Planning for children's full participation in learning 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 through whole school approaches such as emotion coaching and zones of regulation

### **Identification, Assessment and Provision**

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

The Acting Headteacher, SENDCo and class teachers meet three times a year to discuss each individual pupil. Both academic progress and a child's overall wellbeing are discussed at these meetings. Teachers may also have initiated discussions with parents or parents may have raised issues concerning their child to the class teacher. We regularly assess pupil progress through in class and through termly Pupil Progress Meetings and SEND Progress Meetings.

Children may be referred to a specific intervention. Teachers may feel that a referral is necessary to speech and language therapy. In the first instance parents will always be consulted and should a child require further support with their learning, parents will be kept fully updated by their child's class teacher. Parents may also raise initial concerns with the class teacher.

The school will assess each child's current levels of attainment on entry to ensure that they build on the patterns of learning and experience already established during the child's early years. A person-centred approach will be adopted to identify and focus attention on action to support the child within the class. If the child already has an identified Early Years setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- 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.

Provision will be provided in 'Waves' of support. All children at St. Matthew's will receive Wave 1 support through Quality First Teaching. Children will move to Wave 2 support if their progress is slower or below expected levels when comparing them to national average. This will take the form of class-based interventions such as Plus 1, Power of 2, Toe by Toe etc. The class teacher and SENDCo will measure the impact of additional support

regularly and adjustments will be made if progress is not made by individual pupils receiving such interventions. Children will move to Wave 3 support if intervention or outside agency involvement is required. This may be in the form of Educational Psychologist or a referral to Occupational Therapist, Speech and Language Therapy or therapeutic support.

At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil, which is additional to, and different from, what is normally available.

If the pupil can make good progress using this additional and different resource (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil can maintain good progress without significant additional and different resources, he or she will not be identified with special educational needs.

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.

#### **What Provision Looks like at St. Matthew's:**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. SEN Code of Practice (2014, 6.37).

The quality of teaching at St. Matthew's is judged as Good (Ofsted 2023). This is constantly monitored through learning walks and lesson observations by members of the Senior Leadership Team.

#### **The Acting Headteacher will:**

- Ensure this policy is carried through
- Ensure appropriate allocation of resources (including additional adults) are utilised appropriately to best support pupils with SEND

#### **The Head of Inclusion and Wellbeing will:**

- Ensure that communication with parents (especially where a change of support is necessary are informed) is clear and supportive.

**The Class Teacher will:**

- Understand the demands of the National Curriculum.
- Adapt the curriculum to meet the needs of all pupils.
- Ensure that the curriculum is accessible to all pupils.
- Be aware of the range of difficulties experienced by pupils and provide work at the appropriate level and evaluate its success.
- Inform the AHT, Head of Inclusion and Wellbeing of any concerns they have pertaining to the children in their care.
- Contribute to the IEP and update One Page Pupil Profiles regularly for those children who are on the SEND register at Wave 3.
- Liaise with and inform parents of their child's progress at the relevant stages of the monitoring process.
- Ensure the children's blue wallets (containing One Page Pupil Profiles) are accessible to all adults working with a child and to use them as an assessment tool.
- Liaise with other adults working with a child e.g. SALT, MIND, Autism Outreach team

**Teaching Assistants under the guidance of the class teacher undertake:**

- To carry out activities and learning programmes planned by the class teacher.
- To carry out activities and learning programmes planned by the speech and language therapist
- To keep records of this work as requested and update Profiles.
- To support children in class or by withdrawing individuals and small groups with reference to One Page Profiles.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

**The Special Educational Needs & Disability Co-ordinator's responsibilities include:**

- Overseeing the day-to-day operation of the school's SEND policy. Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND and holding SEND Progress Meetings.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.

- Liaising with external agencies including the LA 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 SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND register.
- Analysing data and using the analysis to provide information to support teachers to help children to make progress.
- Regularly analysing the impact of interventions.
- Supporting teachers in their delivery of quality first teaching.
- Co-ordinate adults and agencies working with a child (e.g. Annual Reviews)

*Co-produce individual Education Plans (IEPs) and One Page Pupil Profiles with staff, pupils, and families*

### **Parents should:**

- Ensure their child attends school regularly
- Work with the school to keep them informed about their child's educational progress and needs
- Attend meetings and consultations with the class teacher about the IEP
- Actively support the school in meeting their child's SEND, especially having regard to the IEP as it affects home support

### **Special Provision**

All clubs, trips and activities offered to pupils at St. Matthew's Primary School are available to pupils with special educational needs, either with or without a statement of SEND/EHC plan. Where it is appropriate, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity, sometimes necessitating a risk assessment which will be shared with and signed by, parents prior to the commencement of the activity.

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his/ her peers from widening.
- Closes the attainment gap between the child and his/ her peers.

- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

To help children with special educational needs, St. Matthew's will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children using a One Page Pupil Profile and IEP and review sheet/provision map. The SENDCo will have responsibility for ensuring that records are kept up to date and are available when needed. If we refer a child for an Education Health and Care Plan, we will provide the Local Authority with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and specific intervention put in place and monitored for an agreed period. If no progress is noted after this time the child may be added to the school SEND register, at Wave 2, with parental permission. The class teacher after discussion with the SENDCo will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCo, parents and young person. If a child's progress continues to be deemed as inadequate then they would be moved to Wave 3 and external agency involvement would be requested.

**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 English 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 despite class-based support - SALT groups and booster groups.

**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 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. Parents are expected to support the school and agree to external agency involvement if the school believes that it would be the best support for their child to ensure good progress. We encourage parents to make an active contribution to their child's education and have regular meetings with the class teacher. 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 SENDCo through a school email address or through booking an appointment through the school office.

### **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.
- Extra pastoral support arranged by the SENDCo (this could include Talking Time, Drawing & Talking Therapy, Circle of Friends)
- Some group or individual support, which may involve small groups of children being withdrawn to work with the specialist intervention such as Speech and Language Therapy, TA support or other Wave 2 intervention such as LEGO Therapy, Toe by Toe, Rink Phonics, plus 1, Power of 2
- Meeting with staff involved to ensure delivery of planned intervention and to monitor its overall impact.
- Staff will receive regular continued professional development through training and staff inset.

After initial discussions with the SENDCo, the child's class teacher/ TA will be responsible for working with the child daily and ensuring delivery of any individualised programme in the classroom. 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 the SENDCo when necessary. The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **The use of outside agencies**

These services may become involved at Wave 3 if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records 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. The child's individual targets 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 IEPs and One Page Pupil Profile 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 English 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 ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

### **School Request for an Education Health and Care Plans**

A request will be made by the school to the LA if the child has demonstrated 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:

- Views of the parents.
- Previous individual education 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 English and maths.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

The parents of any child who is referred for an Education Health Care Plan (EHCP) will be kept fully informed of the progress of the referral. Children with a statement of special educational needs/ EHCP will be reviewed each term in addition to the statutory annual review. When this coincides with transfer to secondary school, the SENDCo from the secondary school will be informed of the outcome of the review.

**One Page Pupil Profiles - the class teacher and teaching support staff update this regularly once the SENDCo completes the start of year document** Strategies employed to enable the child to progress will be recorded within a One Page Pupil Profile, which is a working document, which will include information about:

- Key information about the child

The short-term targets (in simplified form) set for the child each term (amended as the year progresses)

- The teaching strategies/ resources to be used
- The provision to be put in place
- Review sheets are stored in the Blue Wallets with One Page Profiles updated regularly by teachers and teaching assistants. *These are referred to in Pupil Progress and SEND Progress meetings to join feedback.*

**Individual Education Plans – the SENDCo has oversight of this document and uses this to document stakeholder engagement**

These documents evidence the plan-do-review approach across the full academic year and capture termly targets, outcomes and stakeholder engagement. They are used for applications to external professionals and for applications for statutory assessment:

- Autumn, Spring and Summer targets are written by stakeholders
- Who is responsible for the delivery will be detailed

The number of sessions and duration (enabling costing activities)

- The review date and review notes
- Professional engagement notes or references

*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 intentions and staff differentiate work appropriately, and use assessment to inform the next stage of learning. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. 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 statements of special educational needs and Education Health and Care plans. The AHT and the Head of Inclusion and Wellbeing inform the governing body of how the funding allocated to support special educational needs has been employed. The AHT and the SENDCo meet weekly to review provision and allocation of resources.

### **The role of the governing body**

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 has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments considering the annual review findings. The AHT reports the outcome of the review to the full governing body. **Monitoring and evaluation**

The SENDCo 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. They are involved in supporting teachers to draw up Individual Educational Plans and One Page Pupil Profile for children. The SENDCo and the AHT hold regular meetings to review the work of the school in this area. In addition, the SENDCo and the named governor with responsibility for special needs also hold regular meetings.