Saint Nathaniel's Academy

Special Educational Needs and Disability (SEND) Policy 2026/27

Review date: September 2027

'With God all things are possible' Matthew 19:26

SEND POLICY

Aims

Our SEND policy aims to:

- Work within the guidance provided in the SEND Code of Practice 2014
- Define special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Set out how our school will support and make provision for pupils with SEND

Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) 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 SEND if they have a learning difficulty or disability which 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 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 provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO

Saint Nathaniel's Academy's SENCO is Mrs Eleanor Pattinson and Assistant SENCO is Mrs Sophie Barrell

The SENCO will:

- Work with the Principal and the Governing Body to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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, including the local authority and its support services
- Liaise with potential high schools to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and Governing Body 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

The Governing Body

The Governing Body will:

- Raise awareness of SEND issues at Governors meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body on this
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school

The Principal

The Principal will:

- Work with the SENCO and Governing Body to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

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
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

SEN Provision

Categories of SEN

Our school provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, speech and language difficulties, autistic spectrum disorder
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, physical disabilities

Identifying pupils with SEN and assessing their needs

Before a child enters our school, our staff meet with the child and parents and contact their previous setting to discuss whether the child has already received any support for their needs. If a teacher or parent has concerns about a child, they would meet with the SENCO to complete a 'Record of Concern'. This may lead to further assessments and information gathering, an intervention or support plan being implemented or a referral to an external agency. Class teachers will make regular assessments of progress for all pupils and identify those whose progress is causing a concern. This may include progress in areas other than attainment, for example, social or emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our provision, or whether something different or additional is needed.

Consulting and involving pupils and parents

We work hard to include parents/carers in their child's education. We firmly believe that home and school should work together in partnership and we are always happy to answer any questions or concerns. We encourage the support of parents/carers at home, in school and with specific events and visits.

We have regular discussions with the pupil and their parents when identifying their needs and provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents'/carers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other assessments, where relevant
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

These assessments will be reviewed regularly. Class teachers, the SENCO and parents/carers meet to agree on adjustments, interventions and support that is to be put into place, as well as expected progress. Once the agreed support has been undertaken and the planned timescale has been reached, the effectiveness of the support and interventions is reviewed as agreed at the planning stage. Any changes to the plan and outcomes are made.

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. This is recorded on the child's Pupil Passport. We will review the effectiveness of the support and interventions and their impact on the pupil's progress termly.

Supporting pupils moving between phases and preparing for adulthood

All children in the Foundation Stage receive a home visit prior to starting Saint Nathaniel's. Parents/carers are supported to complete a profile about their child. Contact is made with private settings/Health Visitors/external agencies where appropriate. We hold 'Stay and Play' sessions in the summer term to ensure a smooth entry into school. We also offer induction sessions for parents and parent workshops on various aspects of the curriculum.

For children transferring to secondary school the SENCOs of both schools meet to ensure that they are prepared to meet the needs of the children joining their school. High School SENCOs are also invited to EHC review meetings in the summer term of Year 6, where individual transition plans will be agreed. We have close links with The Co-Operative Academy of Stoke-on-Trent. Some extra visits to the high school may be arranged for children with SEND in the summer term prior to transition to the school.

Parents/carers of children who have an EHC plan are invited to discuss transition with the potential high school at a Transition Review in Year 5.

All SEN school records will be passed on to the school to which the child transfers.

Our approach to teaching pupils with SEN

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

We will also provide a range of interventions including:

- Time to Listen/Time to Talk
- Early Talk Boost/Talk Boost
- Nuffield Early Language Intervention
- Talking Time (Nursery)
- Jungle Journey (Fine & Gross Motor Skills Programme)
- Attention Autism
- Speech and Language Therapy
- Nessy Reading and Spelling
- Power of 2
- Plus One
- Paired Reading
- Read Write Inc Fresh Start
- Socially Speaking
- Pet Therapy

Adaptations to the curriculum and learning environment

We make a range of adaptations to ensure all pupils' needs are met including:

- Using adaptive teaching and reasonable adjustments to enable all pupils, including those with SEND, to access the curriculum and achieve their potential. This may include flexible grouping, targeted support, adapted resources, and adjustments to teaching approaches and lesson content.
- Adapting resources, equipment and staffing arrangements to meet individual needs.
- Using recommended aids and assistive resources, such as coloured overlays, visual timetables, pencil grips, larger print materials, and writing slopes.
- Using accessibility features and assistive technology, including iPad functions such as VoiceOver, Speak Screen, Magnifier and Text-to-Speech.
- Adapting teaching methods where appropriate, for example by providing additional processing time, pre-teaching key vocabulary, chunking instructions, using visual supports, modelling tasks, and reading instructions aloud.

Additional support for learning

We have a large number of teaching assistants and support staff who are trained to deliver a range of interventions. We also have a full-time learning mentor who supports children with their social and emotional development. Teaching assistants will support pupils in small groups as directed by the class teacher. Children with EHC plans will receive 1:1 or small group support as specified on their plan.

Expertise and training of staff

Our SENCO is Mrs Eleanor Pattinson. She is a current and experienced teacher and gained the Master's-level National Award for Special Educational Needs Co-ordination in November

2022 with Distinction. Our Assistant SENCO, Mrs Sophie Barrell, is also an experienced teacher with a degree is Psychology and a passion for Special Educational Needs.

We have a large team of teaching assistants, including a number of higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff receive ongoing training and professional development to support the needs of pupils with SEND. This includes whole-school training as well as targeted training for individual staff members. We work closely with external professionals, including the Speech and Language Therapy Service and Abacus Psychology Service to support staff in delivering high-quality interventions and provision.

Securing equipment and facilities

Equipment is provided on an individual basis. Specialist equipment/resources may be loaned by specialist services such as Occupational Therapy or Inclusive Learning Services. A range of aids, such as coloured overlays, visual timetables, pencil grips, adapted scissors and rulers are available when required.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 10-12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO/Assistant SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Children with SEND enjoy a wide range of activities available to all of our children. Our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip in Year 6. All pupils are encouraged to take part in sports day/school plays/special events, etc.

No pupil is excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional, social and mental health development

We provide support for pupils to improve their emotional, social and mental health development in the following ways:

- Learning Mentor/Inclusion team support
- Anger Management Programme
- Social Skills Programmes
- PSHE Lessons & Circle Times
- Pets as Therapy

- Referrals to external agencies for counselling or support

We have a zero tolerance approach to bullying.

Staff are committed to encouraging positive mental health through creating positive relationships and giving children clear boundaries and expectations. Children are encouraged to support each other, be resilient and are taught to look after their mental health through their PSHE lessons.

Working with other agencies

We work with the following agencies to provide support for pupils with SEND and their families:

- Health Visitors/School Nurse/Pediatricians
- Children's Services
- Specialist Teachers (Hearing Impaired/Vision Impaired)
- CAMHS (Child and Adolescent Mental Health Service)
- Educational Welfare Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Services
- Inclusive Learning Services

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

Contact details for raising concerns

If you have any concerns about your child, you may wish to speak to the class teacher in the first instance. You can also arrange to speak to Miss Clarke or Miss Street, who can be contacted via the school office:

Telephone: 01782 528261

Email : office@sna.sbmat.org

The local authority local offer

Saint Nathaniel's contribution to the local offer is available on the school website: http://www.saintnathaniels.org.uk/local-offer

Our local authority's local offer is published here:

https://localoffer.stoke.gov.uk/directory-record/2610/st-nathaniel-s-academy

Monitoring arrangements

This policy will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

Links with other policies

This policy links to our policies on:

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