Special Educational Needs Policy 2025

St Stephen's Church of England Primary School

At St. Stephen's CoE Primary School we promote caring, supportive relationships based on mutual respect, and nurture the partnership between home, school and parish.

1.Introduction

At St. Stephen's we respect the rights of all children and aim to develop the whole child and embrace their individual needs. The school is committed to providing a broad, relevant and balanced curriculum for all children, appropriate to their needs and abilities. We believe that all children should be fully included in all aspects of school life and we endeavour to adapt our teaching and resources to enable this.

We believe that building positive relationships with children is the key to supporting all children. The children will thrive in an environment in which they are happy, challenged, and secure; secure in the knowledge that they are safe and cared for, challenged to achieve their best and happy in the knowledge that they are each appreciated for their

individuality and their achievements. We aim to embed St Stephen's ASPIRE school curriculum and Christian Values throughout our SEND provision.

This SEND Policy will be used alongside and in conjunction with Tameside SEND Local Offer and various other school policies namely; The Attendance Policy, The Parental Involvement Policy, The Pupil Premium Policy, The Behaviour Policy, The Positive Mental Health and Wellbeing Policy and is embedded in the Teaching and Learning Framework of the school. It ensures that the SEN and Disability Act and relevant code of practice are implanted effectively across the school. Provision for children with special educational needs is a matter for the whole school. In addition to the Governing Body, the Head teacher and the SENDCO this policy applies to all other members of staff, both teaching and support staff, in their day-to-day responsibilities.

2. Objectives

All teachers are teachers of children with special educational needs.

- To reach high levels of achievement for all children
- To provide high quality teaching, which is adapted and personalised for all our children.
- To create an inclusive environment that meets the special educational needs and disabilities of each child
- To ensure that the special educational needs and disabilities of children are identified, assessed and provided for as early as possible
- To ensure full entitlement and access for SEND children to high quality education within a broad, balanced and relevant curriculum so that they reach their full potential and enhance their self-esteem
- To work in partnership with other children, parents/carers and other agencies
- To achieve a level of staff expertise to meet all childrens' needs

3. Curriculum access and provision

All children have an entitlement to a broad and balanced curriculum, we therefore support children with SEND in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy, considering the use a range of strategies and teaching styles to meet the needs of all children. Lessons have clear learning objectives; we adapt teaching and work appropriately, and we use assessment to inform the next stage of learning.

Quality first teaching is adapted, personalised, and meets the individual needs of most children. Some children and young people need educational provision that is additional to, or different from this.

Teachers set high expectations for every child whatever their prior attainment and they use appropriate assessment to set targets which are deliberately ambitious.

Quality first teaching (QFT) adapted for pupils needs, Is the first 'wave' in responding to pupils who may have SEND (SEND code of practice)

Where children are identified as having SEND, the school takes action to remove barriers to learning and put effective special educational provision in place.

We aim for all children to enjoy and understand the relevance of learning and experience levels of understanding and rates of progress that bring feelings of success and achievement

The school provides for these additional needs in a variety of ways;

- Lessons are planned to address potential areas of difficulty and to remove barriers to children's achievement
- Teachers use a range of strategies and practices to meet the special educational needs and disabilities of children
- Staff use trauma informed approaches to support pupils' social and emotional development
- lessons have clear learning objectives; steps to success; Appropriate differentiation of work; Activities and outcomes reflect individual learning needs; formative and summative assessment is used to inform next stage of learning
- In class support for small groups with additional teacher or teaching assistant (TA)
- Small group work with specific outcomes planned by/with class teacher
- Individual plus support or individual withdrawal for specialist provision where appropriate
- Possible deployment of extra staff to work with the child on specific areas of need
- Reasonable adjustment to the learning environment
- Provision of alternative learning materials techniques and special equipment
- Access to specialist teaching, educational psychology service or other support services for advice on strategies, equipment, or staff training
- Class teachers can refer to 'Tameside's Thrive' Document for QFT support and advice SCHOOL-AGE-(Tameside).pdf

The provision for children is related specifically to their needs. The school, in conjunction with parents/carers and child decide on the most suitable provision for everyone who has SEND. A whole school provision map records the needs of children with SEND and their provision.

When SEND training needs are identified, teachers, teaching assistants may be involved in either whole staff training or specific individual training.

All clubs, trips and activities offered are available to children with SEND. For some children reasonable adjustments may need to be made, this is always done in partnership with families and carers.

4. Assessment

Early identification is vital for our children. It is crucial that the class teacher informs the child's family at the earliest opportunity to alert them to concerns and enlist their active help and support.

The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENDCO works closely with parents and teachers to plan an appropriate programme of support that ensures the best learning opportunities for our children.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The school system includes reference to information provided by:

- baseline assessment results
- progress measured against National Curriculum Year group objectives and end of key stage expectations, including pre-key stage expectations and the engagement model
- standardised screening and assessment tools
- observations of behavioural, emotional and social development
- an existing Statement of SEND
- assessments provided by a specialist service such as educational psychology
- previous schools that have provided for a child's additional needs

5. Strategies

Children are identified as having a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age starting from the same baseline.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them." (Code of Practice September 2014)

The SEND code of practice (2015) states that SEND is generally found in the following four broad areas of need and support;

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6.Provision

At St. Stephen's we follow these three steps in order to provide the best learning opportunities for all our children.

Graduated approach to special educational needs and disabilities SEND

- **See appendix 1**

The school adopts a 'three wave' model of intervention to identify the level of support a child is receiving, below is a table showing the three different types of support for both categories the three waves of support;

- Wave 1- inclusive quality first teaching for all pupils
- Wave 2- quality first teaching plus time limited additional small group intervention to enable children to work at age-related expectations or above
- Wave 3- quality first teaching plus additional highly personalised more specialist intervention that is often one to one this will be designed following external agency advice



STEP 1 (wave 1 universal provision)

- Many children can experience a delay in their learning and may not make expected progress for a variety of reasons.
- These children will have adapted work prepared for them by their class teacher, in conjunction with support staff, which will be additional to the curriculum available to enhance their learning opportunities and enable them to access our full and varied curriculum to the best of their ability.
- The children's progress at this stage will be continuously tracked throughout the year by the school's tracking systems and parents will be kept fully informed.
- Staff will show professional curiosity in learning styles
- Our school relationship and behavioural system will be paramount at this stage to encourage self-esteem and ensure that all our children are proud of their achievements and remain enthusiastic and ready to learn.

STEP 2 (wave 2 targeted support)

- Despite high-quality targeted first quality teaching (QFT) and additional limited small group (wave 2) intervention, some children may continue to make insufficient progress. At this point the child is likely to require further, highly personalised provision that is additional to, or different from that made for other children of the same age.
- When we identify a child who is requiring some extra support the class teacher will notify the SENCO of the concern (via note of concern form)
- Teacher/SENDCO will work with the child and their family to create a personalised plan of support. This will show the short-term targets set for the child and the teaching strategies that will be used. It will also indicate the planned outcomes and the date to be reviewed. Adaptions will then be made in class and additional support or strategies put into place.
- This plan will be reviewed once a term and will involve the child and their family.

STEP 3 (wave 3 specialist support)

- If classroom teachers have evidence that a child is still not making good progress the special needs and disabilities coordinator SENDCO will become involved at this point and following consultation with parents/carers and class teacher, may identify the child as requiring 'SEN support' due to the SEND and child will be placed on the SEN register.

- Parents/carers are consulted on plan support and interventions and where appropriate parental involvement is encouraged to reinforce progress at home

- We will then undertake consultations and seek advice from outside agencies in any or all of the four areas: Communication and Interaction, Cognition and Learning, Social, mental and emotional health and Sensory and /or physical.

- We recognise the importance of early identification, assessment and provision for any child who requires SEND support. We manage this by applying the graduated approach an assess, plan, do, review cycle which is revisited to identify the best way of securing good progress for the child and which takes into account their individual learning needs
- This will be measured using an individual learning programme (ILP) devised by the class teacher and shared with parents
- Specialist Services and teachers with additional specialist qualifications may become involved to provide the best possible support for the child. Parental consent is sought before external agencies are involved.

- Where a pupil is receiving Additional SEN Support, we will ensure that appropriate staff will review progress and set new targets for the child at least once a term. This process will identify the responsibilities of the parent, child and the school. With this in mind, the review will also include the child's voice, where possible.

- Individual pupil progress at Additional SEN Support Level will be intensively monitored throughout the year by the school tracking system by the SLT in conjunction with the SENDCO.

- If the child makes good progress using the additional and different intervention wave 3, but would not be able to maintain this good progress without it, we continue to identify the child as having a special educational need requiring SEN support. If the child is able to maintain good progress without additional and different intervention, the child will no longer be described as having SEND and will be removed from the SEND register

Below are some of the ways we may identify children with SEND;

- Analysis of data including entry profiles, foundation stage profile, reading ages, termly and annual pupil assessment, in-house standardised assessment
- Tracking individual pupil progress over time
- Following up parental concerns
- Class teacher has identified that a child has a significantly greater difficulty learning (or any other area, such as motor skills) than the majority of children of the same age
- Additional time limited small group wave two provision has had little impact on progress
- Information from previous schools
- Information from other services

We support all our children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we ensure that

children are taught alongside their peers, however there are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation.

Should the circumstance arise that school disagrees with parents/ carers about whether a child should receive SEN support or not, the ultimate decision lies with the head teacher and the special educational needs and disabilities co-ordinator

Class teachers are responsible and accountable for the progress and development of the children in their class, even where the children access support from teaching assistants or specialist staff. Where a child is not making adequate progress teachers, the SENDCo and parents/carers will collaborate on problem solving, planning support and teaching strategies for the individual pupil.

Universal (Quality First Teaching)

All children receive their support through good classroom practice (QFT).

This will include:

- Altering the way lessons or activities are delivered to the ability / need of the child
- Being flexible and adaptive with teaching approaches
- Adapting learning materials such as worksheets, books and activities to suit your child's needs
- Targeted group support.

A child may require SEN Support, if the quality first teaching and specific interventions used to help overcome their barriers are found to be insufficient in meeting their needs.

Targeted and specialist

The SENDCO, (Kirsty McCrindle) working alongside class teachers, oversees SEN provision, different approaches to teaching and monitors progress of any child requiring additional support across the school to ensure the right support is put in place for each child. The SENCO will advise staff on how to help each child, arrange additional training if necessary and well as liaising with other professionals. The child's needs will be regularly reassessed to ensure that the provision supports their development.

Provision for pupils with SEND across the four Broad Areas of Need may include some of the following interventions;

Support for children with speech, language and communication needs:

- Quality First Teaching, accessing a broad and balanced curriculum
- Daily Speech and Language interventions.
- Attention skills intervention
- Communication skills groups
- Pre learning vocabulary

- Use of strategies e.g. visuals, mind maps, task planners
- Specialist support from outside agencies e.g. Speech and Language Therapy

Support for children with social, emotional and mental health difficulties:

- Quality First Teaching, accessing a broad and balanced curriculum
- Participation in the 'Thrive' programme
- Specialist support from outside agencies e.g. CAMHs or SOS team
- Pastoral group support
- Access to calm spaces and movement breaks

Support for children with cognition and learning needs:

- Quality First Teaching, accessing a broad and balanced curriculum
- Maths and English specific interventions
- Specialist support from outside agencies e.g. Educational Psychology Service
- Specific personalised individual support for children with specific learning difficulties e.g. dyslexia
- A broad range of curriculum and extra curriculum subjects to engage learning
- Knowledge of learning and teaching styles
- 'Scaffolding' or temporarily adding additional learning supports
- Reading and spelling interventions

Support for children with physical needs:

- Quality First Teaching, accessing a broad and balanced curriculum
- Physical supports e.g. sloping boards or sensory equipment
- Gross and Fine Motor Skills interventions e.g. motor skills united
- Sensory circuits intervention
- Specialist support from outside agencies e.g. Occupational Therapy
- Specific physical therapy planned for by specialists

Children with SEND have a Support Plan. Parents are invited into school to review and discuss support and progress with teachers every term. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, school will consider involving specialists.

Individual learning plan ILP

When a child is receiving' SEN support' and is placed on the SEND register an ILP which includes information about:

- quality first teaching strategies to remove barriers to the child's learning
- SMART Target specific, measurable, attainable, realistic, timely including targets from other professionals, such as speech and language
- type of support and adult involved
- dates and frequency of support
- possible parental involvement

The writing, implementation and evaluation of the ILP is the class teacher's responsibility and should be carried out in conjunction with the child and or parents and carers.
The ILP is shared and reviewed with the SENDCO, class teacher, support staff and parents/carers three times a year.

When reviewing ILPs class teachers and SENDCo (when necessary) will meet parents/carers each term and invite the support staff and the child (when appropriate)

The review focuses on;

- progress made by the child against their individualised targets and whether the child continues to need a plan of support or needs to remain on the SEND register
- sharing any updated information and advice from outside agencies
- agreeing new targets
- parental feedback
- any next steps, including referrals to local authority foreign education healthcare plan (EHCP)

If a child has not made adequate progress, despite the school having taken relevant and purposeful action to identify, address and meet the SEND of the child, the school or parents may consider it necessary to request an education, health and care needs assessment in order to secure further funding for additional support for the child.

Education, Health and Care Plans (EHCP)

At this point, the local authority decides whether it is necessary for it to make further provision through an EHC plan. To inform its decision the local authority will expect to see evidence of the action taken by school as part of the SEN support. In the unlikely event that the school do not support the parent carer request for an EHCP the parent/carer can apply for a needs assessment themselves.

The purpose of an EHCP is to further an able special educational provision to meet the SEND needs of the child to secure the best possible outcomes for them across education health and social care and, as they get older prepare them for adulthood.

To achieve this, local authorities use the information from the needs assessment to;

- Establish and record the views interests and aspirations of parents/carers and child
- Provide a full description of the child or young person's special educational needs and disabilities and social care needs
- Establish outcomes across education, health and social care based on the child's needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an assessment may indicate ways in which the school can meet the child's needs without an EHCP

Formal reviews of the EHC plan take place annually. If a child's SEND change the local authority will hold a review as soon as possible to ensure that provision specified in the EHCP is appropriate.

Evaluating effectiveness of progress and provision

The review information from ILP 's, SENDCo tracking, external agency information, and summative and formative assessment information from the child's teacher will show whether adequate progress is being made

The SEND code of practice (2015) describes adequate progress as: similar to that of children of the same age who had the same starting point, matching or improving on the child's previous rate of progress that which allows the attainment gap to close between the child and the children of the same age

For children with an EHCP there will be an annual review off the provision made for the child which will enable an evaluation of the effectiveness of the special provision to be made
every child in the school has their progress tracked regularly. In addition to this, children with SEND have more detailed assessments to inform targets and to measure steps of progress

If these assessments do not show adequate progress is being made the ILP and planned outcomes will be reviewed and adjusted

6. Assessment

Early identification is vital for our children. It is crucial that the class teacher informs the child's family at the earliest opportunity to alert them to concerns and enlist their active help and support.

The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The school system includes reference to information provided by:

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7. The Role of the SENDCO:

• To be an advocate and voice for the children in our school who require some additional support in order to access our full and varied curriculum.

• To act as a link with our children's families to ensure that we are all working together to achieve the best possible outcomes for the children.

• To support staff in accessing the appropriate support, training and resources that they need in order to fulfil their role and meet the educational needs of all the children in their class.

• To act as a link with other agencies – using their knowledge and expertise to support the children, staff and families where needed.

• To manage the day-to-day operation of this policy so that we have a whole school approach in meeting the needs of all our children.

• To oversee the achievement and attainment of all children with a special educational need.

• To regularly monitor and evaluate the SEN provision throughout the school working closely with senior leaders and reporting to the governing body via liaison with the SEND Governor.

• To manage a range of resources, human and material, to enable appropriate provision for children with special educational needs.

• To identify staff training needs and contribute to professional development.

8. The Role of the Governing Body

- The governing body has due regard to the Code of Practice 2014 when carrying out its duties toward all children with special educational needs.
- The governing body does its best to secure the necessary provision for any child identified as having a special educational need. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with SEN. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.
- The governing body has identified a governor to have specific oversight of the school's provision for pupils with SEN. The head teacher ensures that all staff who teach a child with an Education, Health and Care Plan (EHCP) are aware of the nature of the plan and are able to meet the requirements set in their classroom.
- The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

9. Allocation of resources

- The Head Teacher and SENDCO have responsibly for the operational management of the specified and agreed resourcing for special educational needs provision within the school, including the provision for children with EHC Plans.
- The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

- The Head Teacher and the SENDCO meet annually to agree on how to use funds directly related to SEND, including the funding for children with an EHCP. The support timetable is compiled in line with current pupil needs, educational initiatives and the delegated SEND budget.

10. Transition

To support all children with transition (within our school, as well as from and to other educational settings) we will ensure all relevant information is passed on to the gnu teacher/school and relevant staff

For children with SEND who may need further support with transition plans are made to ensure smooth transitions when needed

Class teachers of children joining from other schools will receive information from the previous school.

Management of special educational needs and disabilities within school the head teacher and the governing body have delegated the responsibility for the day-to-day implementation of the policy to the special educational needs and disabilities coordinator (SENDCo)

11. Partnership with Parents

We will work closely with our families to support all children with a special educational need. We encourage an active partnership through an ongoing dialogue with parents.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for children within our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. The Designated Governor takes a special interest in SEND.

We have regular meetings with parents/ carers. We like to celebrate all of our successes alongside providing information about a child's strengths as well as their areas of need.

Tameside provides a range of services to support families and the following websites may be useful:

Education - Tameside SEND Local Offer

Tameside Parent Partnership Service

Useful Websites for Parents of Children with SEND

- **IPSEA (Independent Provider of Special Education Advice)**
  ipsea.org.uk
  A leading UK charity offering free, legally based advice and support to help parents navigate the SEND system, appeals, EHCPs, and understanding rights in education.

- **National Autistic Society**
  autism.org.uk
  The main UK charity for autism, providing guidance, resources, training, and support for families and professionals on topics like sensory needs, communication, diagnosis, schooling, and behaviour.

- **British Dyslexia Association (BDA)**
  bdadyslexia.org.uk
  A go-to source for information on dyslexia and other literacy difficulties; they offer resources, training, screening tools, and advice for educators and parents.

- **ADHD Foundation / ADHD UK**
  adhdfoundation.org.uk / adhduk.co.uk
  These websites provide resources, toolkits, strategies, community support, and research for ADHD, including educational and parent guidance.

- **Dyspraxia Education**
  dyspraxiahelp.org.uk
  Focused on developmental coordination disorder (dyspraxia / DCD), this charity provides information, advice, training, and support for schools, parents, and individuals.

- **Family Lives**
  familylives.org.uk
  Broad-based support for parents and families dealing with all manners of parenting challenges—including SEN and disability issues—offering helplines, articles, forums, and local support.

- **Barnardo's – Support for SEND Children**
  barnardos.org.uk/get-support/support-for-parents-and-carers/support-for-send-children
  Provides guidance, SENDIASS referrals, advocacy, and help to families navigating schooling, therapies, and inclusion.

- **SOS!SEN**
  sossen.org.uk
  An independent helpline and resource site helping parents access and secure appropriate SEN provision, explaining legislation, processes, and advocacy.

- **Kids – SEN Support in Early Years**
  kids.org.uk/guides/send-early-years
  Great resource for parents of younger children (0-5), explaining what to look for, what support is available, and how early intervention works in practice.

- **Council for Disabled Children – Early Years SEND Partnership**
  councilfordisabledchildren.org.uk/about-us-0/networks/early-years-send
  A national programme providing training, resources, and networks for parents and professionals focused on inclusion and support in early years settings.

Communication & Emotional Wellbeing Support

- **I CAN – The Children's Communication Charity**
  ican.org.uk
  I CAN supports children with speech, language and communication difficulties through practical resources, advice for parents, and specialist programmes in schools.

- **Mind – National Association for Mental Health**
  mind.org.uk
  Mind offers information, support, and helplines for anyone experiencing mental health difficulties, including advice for parents supporting children's wellbeing.

- **Young Minds – Improving Children's Mental Health**
  youngminds.org.uk
  Young Minds works to improve children's and young people's mental health through resources, campaigns, and guidance for parents and educators.

12. Pupil participation

We encourage children to take responsibility and be active in their own learning. The children are involved, at an appropriate level, in deciding and understanding their targets and are encouraged to attend the review meetings.

Children who are on our SEND register are invited to share their pupil voice with us through a child-friendly survey. Their answers are incredibly valuable and are shared with their family and all relevant staff. We strongly feel that by knowing our children well, we can provide the best opportunities for them all.

13. Monitoring and evaluation Special Educational Needs (SEND) Policy

The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
The SENDCO is involved in supporting teachers, when needed, in setting new targets for the children.
The SENDCO and the Head Teacher hold regular meetings to review the work of the school in this area. The Head Teacher and the named governor with responsibility for SEND

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

Kirsty McCrindle

Date: October 2025

Date approved by the Governing Body:

To be Reviewed: October 2026