Whole School Policy for Special Educational Needs/Disability (SEND)

Formally adopted by the Governing Board of:-	**Magdalen Gates Primary School**
Approved by:-	**Kathryn Davenport, Jude Corbett and Orla Kennelly**
Chair of Governors:-	**Paul Guille and Orla Kennelly**
Last updated:-	**July 2026**
Next review date:-	**July 2028**

Introduction

At Magdalen Gates Primary School, we are all **working together to give every child the best.** In order to do this, the school provides a broad and balanced curriculum for all children in a safe, stimulating and caring environment. We value all of our pupils and celebrate our children's diversity of experience, interest and achievement. In planning and teaching, therefore, our staff set suitable learning challenges for, and respond to this diversity of need, which includes, but is not limited to, Special Educational Needs. Everyone needs to experience praise, recognition and success, and we recognise that this is a crucial aspect of education for pupils with SEND. This policy builds on our Accessibility PLan, which recognises the need for equal opportunities for all learners. Additional information about the implementation of this policy can be found in our SEN Information Report. This is part of the Local Offer for learners with SEND. (www.norfolk.gov.uk/children-and-families/send-local-offer)

Definitions

The 2015 SEND Code of Practice states that:
"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he/she:

- *has a significantly greater difficulty in learning than the majority of others of the same age: or*
- *has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"*

Although there is a lot of overlap between the groups, children who have special educational needs do not necessarily have a disability; disabled children do not necessarily have special educational needs. The use of the terms SEN and SEND in this report reflect this inter-relationship; each are utilised according to their relevance.

Areas of special educational need

At Magdalen Gates Primary School we make provision for pupils with the following four areas of need as outlined in the 2015 SEND Code of Practice:

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

Needs are identified in order to ascertain what action the school needs to take, not to fit children into a category, and we recognise too that children's needs may fall into more than one of these categories.

Legal Framework

To make this provision, this policy will have due regard to legislation, including, but not limited to:
The Children and Families Act 2014 (and related regulations).

- Health and Social Care Act 2012.
- The Equality Act 2010.
- The Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- The 2015 SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

These documents are readily available online, and can be accessed through the school office.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child, enabling them to make progress to achieve their best, become a confident individual leading a fulfilling life and begin to acquire the skills needed for a successful transition to adulthood.
- to ensure that the special educational needs of children are identified early, assessed comprehensively and provided for effectively.
- to make clear the expectations, roles and responsibilities of all partners in the process.
- to enable all children to have full access to the school curriculum.
- to ensure that parents are enabled to support their child's education.
- to ensure that our approach to planning and provision is person-centred, and that children and parents have an active voice in the process.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with SEN and Disability legislation, we will make all reasonable adjustments to provide effective educational provision. (Please see

school's Admissions Policy.) We welcome applications for admission from parents of children with mobility difficulties – our school building has complete wheelchair access. The Governors would make every effort to accommodate a child's particular needs, working with the LA to improve facilities where necessary.

Management of SEND within school

The governing body has delegated the responsibility for the day- to- day implementation of this policy to the incoming SENCO, Chloe Demeuzois. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure 'Quality First Teaching', with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). Adults in school show a positive and sensitive attitude towards all pupils; while support is deployed to meet individual needs, the skills to develop independence are also fostered. All staff are encouraged to attend courses and engage in training that help them to acquire the skills and expertise needed to help them overcome children's individual barriers to learning.

In our school the SENCO:

- oversees the day-to-day operation of the policy.
- co-ordinates the provision for and manages the responses to children's special needs.
- advises on the graduated approach to providing SEND support.
- supports and advises colleagues.
- oversees the records of all children with special educational needs.
- liaises with parents of children with SEND, in conjunction with class teachers.
- acts as link with external agencies and other support agencies.
- monitors and evaluates the special educational needs provision and reports to the governing body.
- contributes to the professional development of all staff.

Governors

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

Identification and Assessment

We recognise the benefits of identifying need at the earliest point so that we can make effective provision to improve long-term outcomes.
Needs may be identified by a number of indicators:

- Whole school tracking data.
- Teacher assessments and tests.
- Concerns raised by class teaching staff.
- Concerns raised by parents.

- Concerns raised by child.
- Information received from pre-school settings and from previous schools if pupils transfer.
- Information received from other services (eg health care).

Curriculum Access and Provision

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We meet this need, in the first instance by ensuring high quality teaching, differentiated for individual pupils, throughout the school. (Teaching and Learning Policy)

In this teaching, we respect the fact that children:

- have different educational, behavioural and emotional 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 organise their classroom environments using the principles of dyslexia friendly, communication friendly and autism friendly practice. In order to meet the learning needs of all pupils, teachers differentiate work and resources. They work to meet individual learning needs and to mark work and plan next steps in learning effectively. (Marking and Feedback Policy).

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of provision may include:

- In class support for small groups with a Teacher or Teaching Assistant.
- Small group withdrawal for the further differentiation of whole class learning objectives or as an additional intervention programme.
- Individual class support or individual withdrawal for the above.
- Further differentiation of resources.
- Peer group learning partners.
- Provision of alternative learning materials/ special equipment.
- Staff development/training to undertake more effective strategies.
- Access to Specialist Teaching and Educational Psychology Service, or other support services for advice on strategies, equipment, or staff training.

Record Keeping

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are kept updated by the SENCO. These records are stored securely, in line with our Confidentiality Policy and Data Protection Policy, and

with the General Data Protection Regulation (GDPR) 2018. Pertinent information is shared with teaching staff, and other professionals involved in the child's care and support and with parents in an accessible format. The School uses CPOMS (Child Protection Online Monitoring System) and Sharepoint to facilitate good communication between staff, ensuring that all issues relating to children with SEND are shared and actioned appropriately.

SEN plans

When a child is added to the SEND register, their class teacher may consult with parents to produce a SEN plan. This will detail any provision which is additional to or different from usual classroom practice which is deemed necessary for the child to reach desired outcomes.

The SEN plan will include:
Strengths and Successes.

Realistic, time limited, measureable targets.

The nature of the provision made.

Pupil, parent and teacher views.

The SEN plan is a working document which is reviewed termly as part of our graduated response to SEND.

Request for Statutory Assessment

If, despite this individualised programme of sustained intervention, the pupil remains a significant cause for concern, the school, in consultation with parents, will request a Statutory Assessment from the Local Authority, in line with 'The Local Offer'. A Statutory Assessment might also be requested by a parent or outside agency.
In making this application the school will include:

- Records from past interventions.
- Individual Learning Plans.
- Information on the pupil's health and relevant medical history.
- National Curriculum attainment information.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- The views of the pupil, where this is appropriate.
- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals.

Education, Care and Health Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what schools would normally offer to pupils at the level of SEN Support. A request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP may state that an alternative educational

setting is more appropriate to the pupil's needs. An EHCP will include details of learning objectives for the child. These are used to develop targets and establish provision.

EHCPs must be reviewed annually and can be reviewed at any time should the child's circumstances change, or concerns raised about the nature of provision. The SENCO will organise these reviews and invite:

- The pupil's parent.
- The pupil if appropriate.
- The relevant teacher.
- Any other person the SENCO or parent/carer considers appropriate including health or educational professionals.

At Key Stage transition reviews, receiving schools are invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Partnership with parents

At Magdalen Gates Primary School, we believe that education is most successful when parents are closely involved in their child's development; this is particularly in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents.
We keep parents informed by:

- giving parents and carers opportunities to play an active and valued role in their child's education.
- giving support during assessment and any related decision-making process about SEN provision.
- working effectively with all other agencies supporting children and their parents.
- making parents and carers feel welcome.
- holding regular events 'café style' events as a forum for discussion
- providing all information in an accessible way.
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- instilling confidence that the school will listen and act appropriately.
- focusing on the child's strengths as well as areas of additional need.
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- agreeing targets for the child with parents.
- making parents and carers aware of further support which can be accessed through local services and voluntary agencies.
- displaying relevant information on a noticeboard for parents in the school reception and on the school website.

Pupil participation

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). As a school, we encourage children of all ages and abilities to take responsibility for their own learning at an appropriate level; stating their views, sharing in the identification of personal targets, self-assessing and evaluating progress, recognising success and reviewing performance.

Review of SEND Policy

This policy has been written and agreed in conjunction with the Governing Body. The provision for SEND is extremely important to the community of Magdalen Gates Primary School and the policy will be updated every two years to reflect current legislation and practices.

The best people to contact for further information would be:
Dhinasha Balachandre, Headteacher
Chloe Demeuzois, incoming SENCO
Rupert Ephithite, SEND governor