



ORCHARD
—Community Trust—
Courage - Unity - Equity



Special Educational Needs and Disability Policy

Last Approved: January 2026

Review Date: January 2027

1. Mission, values and aims for pupils with SEND

At St Mark's CE Primary School, **Respect** is our core value. It underpins our other school values – Responsibility, Equality, Spirituality, Perseverance, Enthusiasm, Commitment and Trust – and shapes everything we do, guided by our Christian vision and inclusive, child-centred ethos.

In relation to pupils with SEND we aim to:

- identify and assess pupils with SEND as early as reasonably possible
- secure access to a broad and balanced curriculum through high-quality, inclusive teaching and reasonable adjustments
- use a graduated approach (Assess–Plan–Do–Review) to meet needs
- work in partnership with parents/carers, pupils, the Local Authority and other agencies
- use available resources efficiently to support positive outcomes for pupils with SEND.

This policy describes what happens in practice at St Mark's to meet statutory duties for pupils with SEND.

2. School information and context

St Mark's CE Primary School (including St Mark's Nursery) is a mainstream setting providing education for pupils aged 3–11. Every teacher is responsible for the learning and progress of all pupils, including those with SEND.

School Address Main site

Wood Terrace
Shelton
Stoke on Trent
ST1 4LR

St Mark's Nursery

College Road
Shelton
Stoke on Trent
ST4 2DQ

Head Teacher- Mrs D Sadler

Deputy Head Teacher with Inclusion responsibility (SENDCo) – Mrs V Bradbury

Teacher in charge of Nursery – Mrs L. Bradbury

Home School Links Worker(s) – Mrs S. Khan (Main site) & Mrs S. Malik (Nursery)

School website – www.stmarksprimary.org.uk

The SENDCo was appointed April 2025 and can be contacted via the school office on 01782 234411 or office@stmarks.orchardct.org.uk.

3. Legal framework

This policy is based on and should be read alongside:

- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) Regulations 2014
- SEND Code of Practice: 0–25 years (2015)
- Equality Act 2010
- School Admissions Code
- Supporting pupils at school with medical conditions (DfE, 2015)

4. Development, consultation and sharing of the policy

This SEND Policy has been developed by the SENDCo and Senior Leadership Team (SLT), drawing on current legislation and guidance. It has been:

- discussed with staff and the SEND link governor
- shared with the Local Governing Board for approval
- informed by feedback from parents/carers of pupils with SEND where available.

5. Identifying special educational needs

We follow the four broad areas of need set out in the SEND Code of Practice:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health difficulties (SEMH)**
4. **Sensory and/or Physical needs**

The following may impact on progress and attainment but do **not** in themselves constitute SEND (though pupils may also have SEND):

- disability (where reasonable adjustments may be required)
- attendance and punctuality
- health and welfare
- English as an Additional Language (EAL)
- being in receipt of Pupil Premium Grant
- being looked after or previously looked after

Behaviour is viewed as a possible response to underlying needs and is not treated as a standalone SEND category.

Parents who have concerns about their child's progress or potential SEND can speak to the class teacher in the first instance or request a meeting with the SENDCo.

6. Broad and balanced curriculum and inclusion

St Mark's is committed to providing a broad and balanced curriculum for all pupils, including those with SEND, in line with the National Curriculum and the EYFS Framework.

- Class teachers are responsible for planning and delivering high-quality, inclusive teaching, with differentiation and reasonable adjustments as needed.
- Pupils with SEND are taught mainly in mainstream classes, with support and interventions determined through the graduated approach.
- In line with the Equality Act 2010, reasonable adjustments are considered to reduce barriers to learning and participation.

Educational visits, clubs and other wider opportunities are planned with consideration of pupils' needs and appropriate risk assessments. In rare circumstances where a particular activity cannot be made safe or appropriate, alternative arrangements will be discussed with parents/carers on an individual basis.

7. A graduated approach to SEND support

Where a pupil is identified as having or potentially having SEND, we use the Assess–Plan–Do–Review (APDR) cycle in line with the SEND Code of Practice.

- **Assess:** Class teacher, supported by the SENDCo as needed, gathers information (observations, school assessments, previous settings, views of parents and the pupil, and, where appropriate, other professionals).
- **Plan:** Outcomes and the support required are agreed and recorded in school documentation. Parents are informed of the planned support and review date.
- **Do:** The class teacher remains responsible for the pupil's progress, working with any additional adults and implementing any specialist advice.
- **Review:** Provision and outcomes are reviewed regularly (normally at least three times per year) and adjusted as needed. Parents are updated and their views considered.

Where, despite relevant and purposeful support over time, a pupil does not make expected progress, the school may request an Education, Health and Care needs assessment (EHCNA) from the Local Authority.

8. Managing pupils' needs on the SEND register

Pupils identified as receiving SEND Support are placed on the school's SEND register. For these pupils:

- Outcomes and provision are recorded in school documentation
- Reviews are held with parents/carers and, where appropriate, the pupil
- Where outcomes are achieved and needs can be met through universal provision, a pupil may be removed from the SEND register; this is agreed with parents and monitored through normal school systems.

For pupils with Education, Health and Care Plans (EHCPs):

- The statutory Annual Review process is followed
- Interim reviews may be held when there are significant changes in need, provision or placement.

9. Resources, facilities and efficient use of resources

St Mark's uses its delegated and notional SEND funding to provide support for pupils with SEND. The Headteacher and SENDCo decide how resources are allocated, taking account of needs across the school and the efficient use of resources.

10. Working with external agencies

Where appropriate, and with parental consent (or the young person's consent, where applicable), advice and support may be sought from external agencies such as:

- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapy/Physiotherapy
- ILS
- School Nursing and other health services
- Social Care and Early Help services
- Local special school outreach

Recommendations from external professionals will be considered as part of the APDR process.

11. Supporting pupils with medical conditions

We follow DfE statutory guidance Supporting pupils at school with medical conditions (2015).

- Individual Care Plans are developed where necessary with parents/carers and relevant health professionals.
- Staff receive appropriate training where they are required to support specific medical needs.
- Medicines are managed in line with the school's Supporting children with medical conditions policy.

12. Admission arrangements for pupils with SEND

St Mark's CE Primary School is a mainstream setting and must comply with the School Admissions Code, Equality Act 2010 and Children and Families Act 2014.

- We do not refuse admission solely because a child has SEND or a disability.
- Where a child has an EHCP, the Local Authority must consult with the school and consider our response before deciding whether to name the school in Section I. During consultation, the school may set out any concerns where we believe one of the statutory exceptions (incompatibility with the efficient education of others and/or efficient use of resources, and no reasonable steps available) applies.
- If St Mark's is named in a final EHCP, the governing board and headteacher are under a duty to admit the pupil (Children and Families Act 2014, s.43).
- For pupils without an EHCP, admissions are managed through the Local Authority in accordance with the School Admissions Code and the mainstream presumption (Children and Families Act 2014, s.33).

13. Data, confidentiality and records

- SEND information is processed in line with UK GDPR and the Data Protection Act 2018.
- Records are held securely and are shared only with staff and professionals who need the information to support the pupil's education or safeguard their welfare.
- SEND records are transferred securely to the next setting when a pupil moves school and are retained in line with statutory and recommended retention periods.

14. Pupil and parent participation

- Parents/carers are informed when the school is considering whether a pupil has SEND and are invited to contribute to assessments, planning and reviews.
- Pupils, where appropriate, are encouraged to share their views about what helps them and their aspirations.
- Annual Reviews of EHCPs include the child and their parents/carers, as required by the SEND Code of Practice.

15. Development, consultation and sharing of the policy

This SEND Policy has been developed by the SENDCo and Senior Leadership Team (SLT), drawing on current legislation and guidance. It has been:

- discussed with staff and the SEND link governor
- shared with the Local Governing Board for approval
- informed by feedback from parents/carers of pupils with SEND where available.

16. Roles and responsibilities

- **Governing Board:** Ensures the school fulfils its statutory duties for pupils with SEND and monitors the effectiveness of SEND provision.
- **Headteacher:** Has overall responsibility for provision for pupils with SEND and for ensuring this policy is implemented.
- **SENDCo (Deputy Headteacher with responsibility for Inclusion):**
 - Oversees the day-to-day operation of this policy.
 - Coordinates provision for pupils with SEND.
 - Advises and supports staff.
 - Liaises with parents/carers, external agencies and the Local Authority.
 - Contributes to staff training and reports to the governing board on SEND.
- **Class teachers:** Every teacher is a teacher of pupils with SEND. Class teachers are responsible for:
 - the progress and development of all pupils in their class;
 - implementing the graduated approach;
 - working with additional adults and specialists.
- **Designated Safeguarding Lead (DSL):** Works with the SENDCo to ensure that pupils' additional needs are considered within safeguarding and child protection processes.

14. Staff training and development

The school ensures that staff receive appropriate training so they can meet their statutory responsibilities for pupils with SEND. This includes:

- Induction for new staff on SEND procedures and the graduated approach.
- Regular safeguarding and medical-needs training, in line with statutory guidance.
- Access to additional training linked to the needs of pupils currently on roll, where reasonably practicable.

Records of relevant training are kept centrally.

17. Transition

We plan transitions for pupils with SEND in accordance with the SEND Code of Practice. This may include:

- Sharing information with previous or receiving settings.
- Additional visits or phased transitions where appropriate.
- Multi-agency meetings for pupils with more complex needs, including those with EHCPs.

18. Accessibility

The governing board publishes and reviews an Accessibility Plan at least every three years, which outlines how the school will:

- increase access to the curriculum for pupils with disabilities;
- improve the physical environment;
- improve the delivery of information to pupils and parents with disabilities.

Reasonable adjustments are considered on an individual basis.

17. Access arrangements for tests

Where appropriate, access arrangements for statutory tests and examinations are applied for and implemented in line with guidance from the Standards and Testing Agency and exam boards, and following discussion with parents/carers.

18. Dealing with complaints

Concerns about SEND provision should be raised with the class teacher or SENDCo in the first instance. If the matter is not resolved, parents/carers should follow the school's Complaints Policy, available from the school office and on the school website.

Parents may also seek independent advice from the Local Authority's SEND Information, Advice and Support Service (SENDIASS).

SENDIASS

Westfield Family Hub,
Buccleuch Road,
Normacott,
Stoke-on-Trent
ST3 4RF.

Tel: 01782 234701

E-mail: iass@stoke.gov.uk

Website: www.sendiass-stoke.co.uk

Business Hours

The SEND Information Advice and Support Service Duty Phone is available Monday- Friday from 10.00am to 12.30pm or from 10.00am to 1.30pm. An answerphone service is available outside of these hours.

19. Local Offer and support for parents

Stoke-on-Trent Local Authority publishes information about services and provision for children and young people with SEND (the **Local Offer**) at:

<https://localoffer.stoke.gov.uk>

Stoke-on-Trent SENDIASS provides free, impartial information, advice and support for parents/carers, children and young people aged 0–25 with SEND. Contact details are available via the Local Offer website.

Signed.....

Mrs Deborah Sadler

Headteacher

Date.....

Signed.....

Mrs L Jones

Local Governing Board Co-Chair Date.....