Aston St Mary's

Church of England (VA)
Primary School

ASTON ST MARY'S
CHURCH OF ENGLAND
(VOLUNTARY AIDED) PRIMARY SCHOOL

Every child is a treasure – small in size, growing in God's love.

The Diocese of St Albans

Policy for Special Educational Needs and Disabilities

Effective from:	February 2026
Review Date:	February 2028
Author:	Lianne Holmes

At Aston St Mary's School we believe all of God's children should feel safe at all times. Every child is a treasure – small in size, growing in God's love. In our school, our Christian values will support us to keep our children safe and to allow them to grow up surrounded by God's love. This policy, along with the others in school, will help us to do this.

Aston St Mary's School Policy

Subject: SEND	**Author: Lianne Holmes**
Effective date:	**February 2026**
Review date:	**February 2027**

At Aston St Mary's School, we know all of us are God's children and surrounded by his love. Our school vision states, 'every child is a treasure – small in size, growing in God's love.' The policy is particularly important to our whole school community at Aston School. We want and expect all children to be kept safe from harm when in and out of school. All children have the right to continue to grow in a safe environment, surrounded by God's love.

1. Purpose

This policy sets out how provision for Special Educational Needs and Disability is implemented at Aston St Mary's School.

2. Scope

This policy applies to all teachers, ancillary staff and governors

3. Definitions

SEND: Special Educational Needs and Disability
INCO: Inclusion Co-ordinator
SENCO: Special Educational Needs Co-ordinator
ESP: Education Support Plan
SEN: Special Educational Needs
LSAs: Learning Support Assistants
EPS: Educational Psychologist
SA: School Action
SA+ : School Action Plus
CAF: Common Assessment Framework
TAF: Team around the Family
PPMs: Pupil Progress Meetings
EHCP: Education Health and Care Plan, sometimes called Pathfinder
Pupil Premium: A sum of money allocated to the learning provision for specific pupils (based on the entitlement to free school meals over a period of time)

4. Development of Policy

This policy is in accordance with the fundamental principles of the SEND Code of Practice 2014, the school's inclusion policy and the school's Local Offer.

5. Aims

At Aston St Mary's School we believe that every pupil has a right to achieve their full potential. We work to adapt a balanced, relevant and challenging curriculum to the needs of all our pupils. We recognise that there is a continuum of needs and a continuum of provision which may be made in a variety of forms. We also recognise that the needs of most children will be met in a mainstream school. We celebrate and encourage Christian and British values.

We aim to

- Address the needs of all children who may have SEND either throughout or at any time during their time at Aston St Mary's School.
- Provide access to a broad and balanced curriculum including the National Curriculum
- Ensure equality of educational opportunity
- Provide for the early identification and assessment of pupils with SEND
- Value and take into consideration the knowledge, views and experience of parents
- Take into account the views of the pupil, considered in the light of his/her age and understanding and involve the pupil at every opportunity
- Liaise with other agencies when necessary to ensure a fuller assessment and more appropriate provision
- Work in partnership with all staff, governors and parents

The School's SEND Provision

6. The Role of the SENCO

The SENCO is responsible for the administration of this policy. She keeps the SEND register which is updated termly. The SENCO attends PPMs with the SLT to consider the progress of groups of pupils including those with SEND and ensures that provision for interventions is planned, resourced and reviewed on a termly basis. She ensures that class teachers complete termly Pupil Profiles and ESPs for pupils requiring intervention outside normal classroom differentiation and is available to support and advise on all SEND matters. The SENCO is available to meet parents alongside the class teacher when required. She is responsible for referrals to outside agencies such as advisory teachers and the EPS and will liaise with these professionals, co-ordinating and supporting meetings and appointments. The SENCO is also responsible for initiating actions where there is a significant need or difficulty such as the co-ordination of a CAF, TAF or application for EHCP. The SENCO is responsible for the purchase of resources required to improve access to the curriculum for pupils with SEND.

7. Admission Arrangements

Aston St Mary's School does not discriminate against any pupils with SEND

8. Allocation of Resources for Pupils with SEND

For the vast majority of children in mainstream schools including those with SEND, money is allocated to the school to meet their needs through the school budget. Part of the budget is used to enable Aston St Mary's School to offer targeted support for all pupils with SEND, usually via learning support in small groups. Individual support is offered only occasionally for specific interventions. We aim to enable all pupils, including those with SEND, to become independent learners. Support for learning is usually provided by LSAs working under the direction of the class teacher. Occasionally 1-1 tuition is provided by a teacher, through the allocation of the Pupil Premium. The SENCO will work with parents to apply for EHCPs, which has funding attached. Support for each group or individual pupil is allocated on a termly basis following PPMs and recorded on the School's Provision map, written by the SENCO.

9. Entitlement, Access and Modification

We offer a continuum of provision to meet a diversity of pupil needs. The support offered may include differentiated learning activities, the support of a LSA, the provision of different resources and variations in approach to suit different learning styles. Pupils with SEND will normally work alongside their peers in their classrooms. Occasionally it may be necessary to use a separate area for a specific intervention.

10. Identification and Assessment Procedures

Pupils may enter the school with an already identified SEN. If this is the case then liaison with the previous setting, including transfer of documentation should enable a continuum of provision. Identification usually takes place when concern is expressed about a child, and is assisted by evidence gathered in school, taking into account the views of the parents. Once identified, provision is put into place, via an ESP and the school's provision planning, to support the pupil. All interventions are fully considered with a view to the expected outcomes which are evaluated at their duration. Assessments take place normally through PPMs held termly, and half termly where there is a concern. More specialised assessments, in the case of significant need, may take place after a pupil has been referred to a specialist service.

Education Support Plans

These are in the school's own format, see appendix 1

They are drawn up each term by the SENCO, in consultation with the pupil and class teacher. They indicate specific targets, or 'next steps' in learning and/or behaviour for the pupil. Each target is achievable and the ESP will show the provision for working towards a successful outcome, (who, what, when). ESPs are reviewed each term with parents when outcomes and actions are discussed.

11. Complaints Procedure

We hope to avoid complaints through our policy of positive communication with pupils and parents. In the first instance concerns about SEND provision should be discussed with the class teacher, and /or SENCO. If these cannot be resolved at this point then the Head Teacher should be consulted.

12. Staff Policies and Partnerships within the School

Professional Development

Staff training needs are identified through performance management and these take into account school priorities as well as personal professional development. Our LSAs are a skilled and motivated team who, as well as our teaching staff, have all benefitted from specialist training in many areas of SEND and intervention provision.

Governors Training

Governors are regularly advised of opportunities for training opportunities including SEND. One governor is linked with the SENCO and is developing this area of expertise. All governors are aware of their responsibility for the school's provision for SEND, and keep this in mind when making school and class visits.

13. Parent Partnership

We promote parental partnership by

- Working collaboratively with parents on the Governing Body and the PTFA
- Keeping in touch via our newsletters, parent mail and website
- Seeking the views of parents through questionnaires
- Providing opportunities for parents to talk about their children's progress both at parents consultation evenings and, by appointment, whenever there is a need or concern
- Providing information about planned learning within the child's class
- Providing homework at an appropriate level to support learning
- Providing a comprehensive annual report on their child's progress
- Agreeing an individual education plan for children with SEN
- Welcoming parental support both at home and within school
- Notifying parents of courses available to them

14. Collaboration with Other Agencies

Other Schools

Liaison with professionals from other schools takes place through regular meetings such as the SENCO cluster group and the Primary Heads Forum. On transition there are meetings between staff at Aston St Mary's School and the next school to ensure that a clear picture of a pupil's SEND is communicated and all relevant documents are transferred.

Children, Schools and Families

The SENCO will make referrals to many different single agencies and may also be required to attend/convene multiagency meetings such as CAFs or TAFs.

The need for confidentiality in these matters is recognised and the Head Teacher is responsible for these arrangements. Social services and education welfare services have responsibilities under the Children Act 1989, and we will endeavour to act in accordance with their advice.

15. Evaluation and Review

This policy will be reviewed annually. The quality of provision will be monitored by the head teacher and the SENCO who will report to governors.

AUTHORISATION

Signed by the Chair of the Curriculum Committee on behalf of the Governing Body, who approved this policy:

Date: February 2026

Signed: