



Policy for Special Educational Needs and Disabilities (SEND) at St Margaret's Academy.

1. Statement of Intent

All children should have access to a broad, balanced and appropriately adapted curriculum in which they learn, make progress and experience success. St Margaret's Academy is committed to providing an inclusive environment and the necessary resources for early identification, assessment and support for all children with special educational needs and disabilities (SEND). The school has appointed Mrs S Essam as the SENDCO (Special Educational needs Coordinator) however, every member of staff is a teacher of SEND and takes responsibility for meeting the needs of the children with SEND in their care.

This policy was created by the school SENDCO in liaison with senior members of staff and Trustees and complies with the following statutory guidance:

- SEND Code of Practice 0-25 (2015)
- DfE Statutory guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document July 2014
- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014



Aims

- To raise the aspirations of and expectations for all pupils with SEND
- To plan for the needs of children with SEND in partnership with parents, supported by the SENDCO, the class teacher, Senior Leadership Team (SLT) and external agencies
- To promote inclusive practice and remove barriers to learning, ensuring all children have access to a broad, balanced, and relevant curriculum that is scaffolded to meet individual needs.
- To support children to make successful transitions into the next stage of their education
- To equip the children with the skills needed for their life beyond education.



Objectives





- To identify children with particular or special needs as early as practicable in their school life, ensuring we work collaboratively so parents and pupils are active participants in the decision-making process.
- To work within the guidance of the SEND Code of Practice 2015.
- To provide support and advice for all staff working with pupils with special educational needs to enable staff to provide high-quality adaptive teaching.
- To make full use of the expert support facilities available. E.g. Health services, Education Psychology services, Advisory services and Outreach Services.
- To cater wherever possible for the full range of special needs within the school.
- To foster strong communication between school, families, and external agencies, involving parents and carers in a partnership throughout the SEND process



2. Identifying Special Educational Needs

For the purpose of this policy, and with regard to the SEND Code of Practice (2015), we use the following definition of SEND: A child has special educational needs if he or she has a significantly greater difficulty in learning than their peers of the same age or a disability or health condition that creates a barrier to accessing educational provision which calls for special educational provision to be made for them.

The SEND Code of Practice (2015) identifies 4 broad areas of need and support:

- Communication and interaction 
- Cognition and learning 
- Social, emotional and mental health 
- Sensory and / or physical needs 

These four broad areas provide an overview of the range of needs that are planned for at St Margaret's Academy. The purpose of identification is to work out what action the school needs to take. The following are not SEND but may impact on progress:

- Attendance and punctuality
- Health and welfare
- EAL (English as an additional language)
- Being a 'cared for child'
- Being in receipt of pupil premium funding
- Disability (the Code of Practice details a duty for all schools to make reasonable adjustments under the current Disability Equality legislation. Disability alone does not constitute SEND, it has to provide a barrier to learning to be classified as SEND)

A Graduated Approach to SEND: Assess – Plan – Do – Review



Torbay Family Hubs

Identification of SEND may come from:

- Classroom observations
- Standardised assessments
- Parental concerns
- Reports from external professionals

Assessment involves:

- Reviewing progress data
- Gathering input from staff, parents, and specialists
- Considering the pupil's views

Class teachers, supported by the SENDCO and Senior Leadership Team (SLT), regularly review every child's progress through assessment, monitoring of teaching and learning, and discussion with key stakeholders. Pupils making less than expected progress given their age and individual circumstances are identified. The first response to slower than expected progress is high quality teaching adapted for the individual pupil. If a pupil continues to make slower than expected progress, the class teacher, SENDCO and key stage leader review the provision for that pupil. In addition to high quality teaching for all, small group or individual intervention may be required. Details of support are recorded on internal documents, such as Individual Learning Plans (ILP) and Group ILPs. If a pupil continues to make less than expected progress despite high quality teaching and additional intervention, the pupil may have a special educational need and the school may draw upon more specialised assessments from external agencies and professionals. Parents will be involved if a referral is made to any of the following external agencies / professionals:

- Torbay Educational Psychology Service
- Speech and Language Therapy Service
- School Nurse Team, who may refer to paediatricians
- CAMHS (Child and Adolescent Mental Health Services)
- Outreach support (Chestnut, Autism outreach, Occupational therapy etc.)

The school will act upon the advice and recommendations of external professionals for a minimum of two terms. If the school is still concerned about the progress of a pupil despite adaptations to high quality teaching, interventions and support from external professionals, the pupil may require the support of an Education Health and Care Plan (EHCP) and an application for an EHCP will be made. This process is designed to ensure early and accurate identification of need.



3. Supporting Pupils and Family Support

Support for pupils and their families is available within school and can be explored via the class teacher, SENDCOs or Head teacher. There are progress meetings with parents, but any parent may request a meeting with a member of staff if they have concerns. There is also the SEND Information Report available on the school website and the Torbay Local Offer is available at [Torbay Online Family Hub – Home - Family Hub](#) which provides information and support for parents. Parents can also

contact SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service www.sendiasstorbay.org.uk) for impartial advice and support. Some children with SEND will have Fair Access Arrangements (additional time / adult reader / adult scribe / transcribe/ breaks) when they take their Key Stage 2 SATs assessments and this is organised by the class teacher, SENDCO and assessment lead. Enhanced transition arrangements may be made for children transferring from Nursery, to another school, across key stages and from class to class.

Support for children at St Margaret's Academy may include:

- High-quality, adaptive classroom teaching
- Targeted interventions
- Use of personalised support plans
- Access to pastoral support
- Differentiated curriculum

Where needed, the school may request (working in conjunction with parents/carers):

- Additional external support or specialist advice
- Statutory assessment for an Education, Health and Care Plan (EHCP)



4. Supporting Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some children with medical conditions may also have SEND and may have an Education, Health and Care Plan which brings together education, health and social care needs. The school has employed Mrs Sarah Bradley, who is our health and well-being support worker. She plays a vital role in supporting pupils' physical (including health), emotional, and social development and acts as a trusted adult for identified pupils; supporting their transition into school, and offering emotional support.



5. Monitoring and Reviewing SEND Provision

Staff at St Margaret's Academy regularly monitors and evaluates its provision offered to all pupils. This takes the form of learning walks, regular reviews of interventions, regular reviews of pupil attainment and achievement data, looking through learning books, sampling of parent and pupil views and discussions with Trustees. These monitoring arrangements contribute to promoting an active process of continual review and improvement (Assess, Plan, Do, Review) of provision for all pupils. For children with an EHCP, the school prepares and holds an Annual Review meeting to detail the progress made towards the specified targets and discuss the provision the child receives. These meetings are held earlier than annually if:

- The child's needs have changed significantly and so the EHCP no longer reflects their needs correctly
- The support and provision outlined in the EHCP is not working, insufficient, or no longer suitable in meeting the child's needs
- A change in circumstances or named school placement is anticipated

The SENCO, Senior Leadership Team, class teachers and Trustees meet periodically to review effectiveness and progress.



6. Accessibility and Inclusion

We ensure:

- The physical environment is accessible to all.
- Curriculum materials are adapted where needed.
- Information is available in alternative formats if required.
- All pupils have equal opportunities to participate in school life.

Please refer to our Accessibility Policy.



7. Budgeting and Resources

The school allocates its SEND budget in line with the SEND Code of Practice (2015) to ensure that pupils with special educational needs and disabilities receive appropriate support. Funding is used flexibly and strategically to provide targeted interventions, additional adult support, specialist resources, training for staff, and where necessary, advice from external professionals. Decisions about the use of SEND funding are informed by regular assessment, progress reviews, and pupil need, ensuring resources are directed where they have the greatest impact. The SENDCo works closely with the senior leadership team and governors to monitor expenditure, evaluate the effectiveness of interventions, and ensure that funding is used efficiently to promote inclusion and positive outcomes for all pupils.



8. Training and Resources

In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to discuss the needs of individual pupils. The SENDCO regularly attends Torbay's SEND Forums as well as other Local Authority-led meetings. Mrs Essam has achieved the National Award for SEND Coordination.



9. Roles and Responsibilities

The SENCO, Mrs Sophie Essam will:

- Oversee the school's SEND provision.
- Co-ordinate support and liaise with staff, parents, and external agencies.
- Advise and support colleagues.
- Ensure records of pupils with SEND are maintained.



The Headteacher, Mrs Nikki O’Dwyer, is responsible for:

- Ensuring SEND provision is well-managed and effective.
- Supporting the SENCO in delivering the policy.



The Trustee responsible for SEND is Mrs Sara Pike. She will:

- Monitor the school’s SEND provision.
- Ensure compliance with statutory obligations



Teachers are responsible for:

- Providing high-quality teaching for all pupils, including appropriate adaptations.
- Identifying emerging concerns and sharing these concerns with the SENCO.
- Implementing support strategies and personalised planning and monitoring these with the SENCO’s support through the Assess-Plan-Do-Review cycle.



Parents and carers are partners in the process and will be:

- Involved in the decision-making process, including planning and reviewing support.
- Encouraged to share insights about their child’s needs and share feedback.



Children at St Margaret’s Academy will be:

- Supported to express their views and contribute to decisions about their support.



In addition, the school employs several teaching assistants who are an integral part of classroom life. They are line managed by senior leaders who are responsible for their deployment and development. The Deputy Head Teacher (Mrs N Turner) is the Designated Safeguarding Lead and is responsible for the school’s cared for children.



10. Complaints Procedure

If parents/carers have concerns about SEND provision at St Margaret’s Academy, they should follow the procedure detailed below:

1. In the first instance, they should speak with their child’s class teacher.
2. If unresolved, they may contact the SENCO sessam@st-margarets.torbay.sch.uk
3. Formal complaints can be compiled by following the school’s Complaints Policy



11. Links with other school policies

This policy should be read alongside:

- Safeguarding Policy
- Child Protection Policy
- Anti-Bullying Policy
- Language That Cares: A Trauma-Informed Behaviour & Relationships Policy
- Equality Duty Statement
- Medical Needs Policy
- Accessibility Plan



10. Policy Monitoring and Review

This policy will be reviewed **annually** or sooner if significant changes to legislation or guidance occur.

Reviewed:

January 2015

April 2016

September 2016

December 2017

July 2019

July 2020

July 2021

December 2022

January 2024

January 2025

March 2026