

St Alban's C.E Primary School



SEN and Disabilities (SEND) policy

November 2025

Review November 2026

Our school vision



Our vision is that all our pupils should grow in:

Faith in God, or be inspired by faith, and in their own ability to fulfil their potential,

Hope to be the best of examples, to work to change themselves and the world for the better, and

Love, reflecting God's love in unselfish love for others.

Our vision is based on the God given virtues of:

FAITH, HOPE AND LOVE

1 Corinthians 13:13

Inclusion Rationale:

Our vision underpins our approach to inclusion at St. Alban's CE Primary School. We are rigorous in ensuring that all our students, and especially those who are most vulnerable, are supported to achieve their full potential and be the best examples of themselves; St Alban's is committed to providing a tailored, creative and high quality education to all the children in our school that is delivered through our vision of Faith, Hope and Love without exception of exclusion. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St Alban's School is committed to inclusion, we rejoice at each other's successes, and work together to achieve aspirational outcomes for **all children**, including the most vulnerable. We reflect this in our worship, in our life and in our learning. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic, faith groups, those of no faith, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress
- Any learners who are at risk of disaffection and exclusion

We achieve educational inclusion by continually reviewing and assessing what we do, through asking ourselves these key questions:

- Do all children achieve as much as they can? How can we

- further support them to ensure they reach their full potential?
- Are there differences in the achievements of different groups of children? If so, what can we do to minimise this and close the gaps?
 - What are we doing for those children who we know are not achieving their best? We decided what tailored support do they need in order to flourish and be the best example of themselves?
 - Are our actions effective? If they are not, we collaborate with others in the school and outside agencies until they are.

Teaching and Learning style:

In line with our school vision of Faith, Hope and Love, we aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of each child in their class and work closely with the SEN/D co to draft personalised provision if and when appropriate. For some children, we may use the programmes of study from earlier Key Stages or year groups.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers may use materials from a later Key Stage or year group, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering all 9 equal opportunities areas.

Teachers ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Are taught in groupings or 1:1 situations that allow them to experience success;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We

believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At St. Alban's CE Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Policy for SEN and Disabilities

Legislation: Maintained schools – The Education (Special Educational Needs) (Information) Regulations 1999: SI 1999/2506.

Academies and free schools – Section 1(8) of the Academies Act 2010.

Also see The Special Educational Needs Code of Practice 2014

Aims and Objectives

This policy accepts the definition of SEN as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

The Governing Board and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the headteacher or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with SEND. (This is mandatory).

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

Responsible Persons

The 'responsible person' for SEN is Jayne Andrews Head of School and SENCO and the Inclusion link Governor. The person co-ordinating the day to day provision of education for pupils with SEND is Jayne Andrews

Admission and Inclusion

All children with SEND are afforded the same rights as other children in terms of their admission to school.

- In line with our admissions policy, **children with an EHCP** naming the school will automatically be admitted, *provided the school are able to show they can make reasonable adjustments* in order to adequately meet the child's needs.
- In line with our admissions policy, pupils with a SEND that is not an **EHCP**, will be admitted to the school through the same process as other children. In these instances, once the application form is received and a SEND has been identified, the SEN/Dco will then speak directly with the parent and/or outside agencies involved, to find out further information about the needs of the child and the provision required.

Governors will also give special consideration to an applicant who can demonstrate that admission to St Alban's School is necessary on the grounds of a professionally supported medical condition or special educational need/disability.

Where the school is aware that a child coming to St Alban's has SEND, the SEN/Dco and class teacher will meet with the child's current school or setting to ensure a smooth transition. All the teachers in the school are teachers of children with Special Educational Needs. As such, St Alban's adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice. This is based on Quality First Teaching, specific 1:1 and small group intervention programmes and outside agency support (when and where appropriate). The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Camden Local Authority.

Specialist Provision

St Alban's is a one form entry school that is mostly on one level, but has two classrooms on the first floor. It has access to all areas of the building on the ground floor that link to the outside. It has disabled toilet facilities, located next to the school office, that is equipped with a shower and handrails to support those pupils with physical needs. St Alban's has close links with many outside agencies, such as The Bridge, PLSS Outreach service, EP, CAMHS, Social Care in order to support the wide range of needs in the school.

Access to the Curriculum

The Curriculum will be made available for all pupils, including those with predictable SEND. Where pupils have SEND, a graduated response will be

adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SEN/DCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

St Alban's also operates an inclusive approach to playtimes. Each area of the playground is separated into "zones" and is monitored by an adult at every playtime. In each zone there is a wide range of activities. Examples of these are: football, basketball, hoops and skipping, tennis. We employ professional sports coaches who lead activities before and during school in order to provide children with additional physical exercise opportunities. Many of the activities are supported by our PE leads (Y6 pupils). We also have The Den (indoor activities), for those children who prefer to be in a very quiet space during playtimes.

Providing the graduated response: SEN Support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follow an 'Assess, Plan, Do, Review' approach.

Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place (depending on the needs of the child) detailing the provision required and any appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher or TA
- Small group work
- Home/school reading schemes
- Behaviour modification programmes

- Use of specialist equipment
- Alternative teaching strategies

The plans will be outcome focused.

The resources deployed to help the child achieve the agreed outcomes will be captured in a Provision Map / Pupil Passport/ SEN plan as appropriate. Parents and children will be involved in developing the plan.

The plan will also set out review arrangements.

Where more than one agency is involved, the school, in discussion with parents and other agencies will initiate a CAF to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SEN/DCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, Key Stage attainment tests. Where necessary, pupils will be referred to the SEN/Dco for diagnostic testing to construct a profile of strengths and weaknesses.

Additionally, the progress of any child receiving exceptional needs funding, or with an EHCP will be reviewed annually.

Resources

The school is allocated a notional SEN budget. These funds are devoted to the needs of all SEN pupils in the school. The school supplements this with base budget funding and Pupil Premium funding.

The principles which guide the governing body in allocating resources are SEN/Dco recommendations, teacher assessments, outside agency assessments and guidance, EHCP/SEN support plan/Pupil Passport targets and needs.

Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND, where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with Parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the

earliest stage.

Multi-agency working

Regular liaison is maintained with the following external agencies:

- Outreach Support Services
- Educational Psychologist
- Occupational Therapist
- Family keyworkers
- Speech and Language
- Child Adolescent Mental Health Service (CAMHS)
- Education Welfare Service
- Health Service (school nurse, dietician, therapists)
- Families First/ Early Help
- Alternative Education Provision (ie Pupil Referral Units)

Arrangements for the treatment of complaints

If a parent has a complaint, then they should firstly speak with the child's class teacher and/or SEN/Dco. If they would like to make a formal complaint, then they should follow the guidelines and procedure set out in the school's complaints policy (copies of which can be obtained from the school office).

Workforce Development

In-service training needs related to special educational needs will be identified by the SEN/Dco (in consultation with staff, both teachers and TAs) and then discussed with the Headteacher. This will then be planned into the SDP (School Development Plan).

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early help intervention (e.g. the effective use of CAF)
- Academic progress of pupils with SEN
- Monitoring the impact and effectiveness of specific intervention programmes
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements (Pupil Voice feedback)

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and

reporting. The accessibility plan and SEND Information Report are integral to this policy.