St. Mary's Church of England Primary School Fownhope

POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

Walking together in the Fruit of the Spirit

UPDATED SEPTEMBER 2026

A rich education is more than simply learning reading, writing and maths. It is about helping a child grow into their full potential as inquisitive, well balanced and cheerful adults. As a Church school we nurture children to display the 'fruit of the Spirit', which is "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5:22-23). At St Mary's you will find children growing in mind, body and spirit as they form good relationships with each other, the staff and discover a faith which will sustain them in a rapidly changing world.

1. Our Vision and Principles

At St Mary's C of E Primary School, Fownhope, we believe that a rich education is about much more than academic achievement. We seek to nurture children to become inquisitive, well-balanced and cheerful individuals, equipped to flourish throughout their lives.

As a Christian school, we seek to nurture the 'fruit of the Spirit': *"love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control."*
Galatians 5:22–23

We want every child to grow in mind, body and spirit, developing confidence, independence, resilience, wellbeing and a sense of belonging. We recognise that every child is unique, with individual strengths, interests, experiences and ways of learning. We celebrate these differences and are committed to ensuring that every child is valued, included and supported to achieve their potential.
For some children, Special Educational Needs and Disabilities (SEND) may create additional barriers to learning, participation or wellbeing. Our approach is therefore based on:

- inclusion and belonging;
- early identification of need;
- a strengths-based approach;
- high expectations for every child;
- high-quality teaching and adaptive teaching;
- appropriate reasonable adjustments;
- a graduated response to additional needs;
- partnership with children, parents and carers;
- collaboration with relevant professionals;
- promoting independence and participation.

Our approach is informed by the SEND Code of Practice: 0 to 25 years, the Equality Act 2010 and the Herefordshire Local Offer and graduated approach to SEND.
Our aim is not simply to help children overcome difficulties, but to ensure that children with SEND belong, participate, achieve, develop their strengths and flourish alongside their peers.

2. What is SEND?

The SEND Code of Practice states:
"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."
A child may have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Children may have needs in one or more of four broad areas:

Communication and Interaction
Speech, language, communication, social communication and interaction.

Cognition and Learning
Literacy, numeracy, processing, memory, attention and specific learning difficulties.

Social, Emotional and Mental Health
Emotional regulation, relationships, anxiety, self-esteem, behaviour and mental health.

Sensory and/or Physical Needs
Visual or hearing impairment, physical disabilities, sensory processing needs or medical needs affecting access to education.

Children may have needs across more than one area, and their needs may change over time.

Not every child who experiences difficulty has SEND. We consider the individual child, their strengths and barriers, the provision already available and the support they require.

3. Our Graduated Approach

At St Mary's, we use a graduated approach to identifying and meeting additional needs.
The approach is responsive rather than linear. Children do not have to progress through a fixed series of stages. Provision may increase, reduce or change according to the child's needs, progress and circumstances.
Ordinarily Available Provision
The foundation for every child is:

- high-quality teaching;
- adaptive teaching;
- effective assessment;
- inclusive classroom practice;
- reasonable adjustments where required.

Pupil Passport

Where a child requires particular adjustments or strategies to be used consistently, these may be recorded in a Pupil Passport. A Pupil Passport does not automatically mean that a child has SEND.

SEND Support

Where a child has identified SEND and requires provision that is additional to and/or different from ordinarily available provision, they may receive SEND Support. At St Mary's, this will normally involve a Pupil Passport and Individual Provision Map (IPM).

Additional / High Needs Funding

Where the level of provision required exceeds what can reasonably be provided from the school's existing resources, additional/high-needs funding may be considered through Herefordshire's arrangements.

EHC Needs Assessment / EHCP

Where a child's needs are severe, complex and/or long-term and the provision required cannot reasonably be met through ordinarily available provision, an EHC needs assessment may be considered.

Funding and an EHC needs assessment are not automatic next steps in the graduated approach.
At every level we use:
ASSESS → PLAN → DO → REVIEW

4. Ordinarily Available Provision

Quality First Teaching and Adaptive Teaching

Quality First Teaching is the foundation of our provision for every child, including children with SEND. Teachers remain responsible for the education, progress and development of all pupils in their class.
High-quality teaching includes:

- clear explanations and modelling;
- regular checking of understanding;
- appropriate challenge and support;
- scaffolding;
- effective use of assessment;
- appropriate visual, practical and concrete resources;
- explicit teaching of vocabulary and concepts;
- opportunities for practice, retrieval and independence;
- effective classroom routines;
- responsive adaptive teaching.

Adaptive teaching is an integral part of Quality First Teaching. Teachers adapt teaching in response to pupils' prior learning, strengths, needs and current understanding.
This may include adapting:

- explanations and modelling;
- resources and scaffolding;
- questioning;
- pace;
- amount of information presented;
- opportunities for repetition and rehearsal;
- the learning environment;
- ways of recording or demonstrating understanding.

Reasonable Adjustments
Where appropriate, reasonable adjustments may be made to reduce barriers to learning, communication, participation or wellbeing.
These may include:

- visual timetables and prompts;
- seating adjustments;
- access to a quieter space;
- movement or sensory breaks;
- additional processing time;
- chunked instructions;
- reduced verbal load;
- assistive technology;
- alternative recording methods;
- organisational support;
- agreed emotional regulation or communication strategies.

Reasonable adjustments will be considered in accordance with the Equality Act 2010.

5. Pupil Passports

A Pupil Passport provides a concise record of the approaches that help an individual child to access learning and school life.
Where appropriate, it will identify:

- strengths and interests;
- needs and barriers;
- preferred approaches;
- reasonable adjustments;
- strategies that support learning, participation and wellbeing.

Pupil Passports help ensure that agreed approaches are understood and implemented consistently by the adults working with the child. They should be developed with the child and parents/carers where appropriate and reviewed when needs change.

6. SEND Support and Individual Provision Maps

Where a child's needs are persistent, significant or require provision that is additional to and/or different from ordinarily available provision, the child may receive SEND Support and, where appropriate, be placed on the school's SEND Support Register.
A Pupil Passport and Individual Provision Map (IPM) will normally be used.
The IPM will identify:

- strengths and needs;
- barriers to learning;
- desired outcomes or targets;
- additional provision and interventions;
- strategies;

- who is responsible for provision;
- frequency and duration;
- how progress will be measured;
- review arrangements.

Provision should be purposeful, proportionate and focused on improving outcomes and independence. Interventions should complement rather than replace high-quality classroom teaching.

7. Assess, Plan, Do, Review

The Assess, Plan, Do, Review cycle underpins our SEND provision.

Assess

We gather information from appropriate sources, which may include:

- teacher assessment and observations;
- progress information;
- the child;
- parents and carers;
- previous settings;
- the SENDCO;
- external professionals;
- specialist assessment.

We consider both what the child finds difficult and what helps them to learn and make progress.

Plan

The class teacher, SENDCO, child and parents/carers, as appropriate, agree outcomes and provision. Plans will identify what support is required, who will provide it and how its impact will be evaluated.

Do

The class teacher remains responsible for teaching and learning. Additional provision may be delivered by teachers, teaching assistants or appropriately trained staff.

The class teacher remains responsible for ensuring that additional provision is appropriately planned, monitored and evaluated.

Review

Pupil Passports and IPMs will normally be reviewed termly, three times during the academic year, or sooner where necessary.

Reviews consider:

- progress towards outcomes;
- impact of provision;
- the child's views;
- parent/carer views;
- staff observations;
- new assessment or professional advice;
- whether provision should continue, change, increase or reduce.

A child may move towards ordinarily available provision where their needs can be successfully met through high-quality teaching and reasonable adjustments.

8. Identifying and Meeting Different Areas of SEND

Our provision is based on individual need rather than diagnosis alone.

Communication and Interaction

Support may include visual supports, modeeling speech, explicit vocabulary teaching, structured communication approaches, social communication support, targeted interventions and advice from specialist services.

Cognition and Learning

Support may include adaptive teaching, scaffolding, explicit teaching, additional practice, targeted interventions, small-group support, assistive technology and specialist advice.

Social, Emotional and Mental Health

Support may include pastoral support, trusted adults, emotional literacy, support with emotional regulation, adapted routines, movement or sensory breaks, family liaison, Family Help and specialist referral where appropriate.

Sensory and/or Physical Needs

Support may include environmental adjustments, adapted resources, sensory resources, movement breaks, specialist equipment and advice from relevant specialist services.
The school building is on one level, provides wheelchair access and has a wet room.

9. Inclusion and the Curriculum

All pupils are entitled to a broad, balanced, ambitious and relevant curriculum.
Children with SEND will be taught alongside their peers wherever possible.
Inclusion does not mean that every child receives exactly the same provision. We seek to ensure that children receive the support and reasonable adjustments they need to access the same opportunities.
This may include:

- individual or small-group support;
- specialist intervention;
- additional resources;
- assistive technology;
- access to a quieter working environment;
- reasonable adjustments to activities or routines.

Interventions should complement high-quality teaching and should support children to develop independence.
Children with SEND are entitled to participate in:

- educational visits;
- trips and residential activities where applicable;
- sporting activities;
- clubs;
- performances;
- church activities;
- celebrations and wider school life.

Reasonable adjustments and individual arrangements will be considered to reduce barriers to participation.

10. Assessment and Access Arrangements

Assessment is used to identify strengths, understand needs and inform teaching.
Where appropriate, reasonable adjustments may enable pupils with SEND to demonstrate their knowledge and understanding.
For formal national assessments, the school will follow the relevant national guidance and ensure that arrangements are supported by evidence of the child's normal way of working.
Where permitted, arrangements may include:

- additional time;
- rest breaks;
- modified materials;
- a reader;
- a scribe;
- assistive technology.

11. Working with Children, Families and Professionals

We believe that children should have a voice in decisions about their education.
Children will be encouraged to:

- understand their strengths;
- identify what helps them learn;

- contribute to their Pupil Passport and IPM where appropriate;
- discuss their progress and next steps;
- express their views about support.

Parents and carers are valued partners. We will involve them, as appropriate, in:

- identifying concerns;
- understanding strengths and needs;
- developing and reviewing provision;
- considering interventions;
- reviewing progress;
- referrals to external agencies;
- applications for additional funding;
- consideration of an EHC needs assessment.

We may seek advice from external services including:

- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- School Nursing;
- Paediatric services;
- specialist teaching services;
- Child and Adolescent Mental Health Services;
- Social Care;
- Family Help
- Educational Psychology;
- other relevant health, education and care professionals.

Appropriate specialist advice will be incorporated into provision where relevant.

12. Additional / High Needs Funding and EHC Needs Assessment

Most children with SEND will have their needs met from resources ordinarily available to the school. Where the provision required exceeds what can reasonably be provided from existing resources, the school may consider applying for additional/high-needs funding through Herefordshire's relevant arrangements.

Applications will be evidence-based and may include:

- Pupil Passports;
- IPMs;
- Assess–Plan–Do–Review records;
- assessment and progress information;
- intervention records;
- evidence of impact;
- specialist advice;
- the child's views;
- parent/carer views;
- details of the provision required.

An EHC needs assessment may be considered where, despite appropriate provision through the graduated approach, a child's needs continue to have a significant impact and the provision required cannot reasonably be met from resources ordinarily available within a mainstream school.

An EHC needs assessment is not an automatic consequence of receiving additional/high-needs funding. Where a child has an EHCP, the school will deliver the specified provision, monitor its impact, work with the child and family and participate fully in the annual review process.

13. Transition

Transition arrangements will be planned according to individual need.

Where appropriate, this may include:

- information sharing;
- additional visits;
- visual transition resources;
- meetings with parents/carers;
- meetings between current and receiving staff;
- liaison with external professionals;
- additional support during transition.

The SENDCO will coordinate additional arrangements for pupils with more complex or significant needs where appropriate.

14. Accessibility

St Mary's is committed to improving accessibility for pupils with disabilities.
We consider accessibility in relation to:

- the physical environment;
- the curriculum;
- communication and information.

Reasonable adjustments will be made where appropriate in accordance with the Equality Act 2010.
Further information is contained within the school's Accessibility Plan.

15. Staff, SENDCO and Governance

All staff have responsibility for contributing to an inclusive school environment.
The school provides appropriate professional development in areas including:

- Quality First Teaching and adaptive teaching;
- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory needs;
- autism and neurodiversity;
- reasonable adjustments;
- safeguarding and medical needs.

The SENDCO coordinates the school's SEND provision. This includes overseeing identification, the graduated approach, Pupil Passports and IPMs, SEND monitoring, external agency liaison, funding applications, EHC needs assessment requests, staff development and strategic SEND development.

The SENDCO does not have sole responsibility for pupils with SEND.

The class teacher remains responsible for the education, progress and development of every pupil in their class.

The governing body monitors SEND provision, resources, outcomes, equality and accessibility and provides appropriate challenge and support to school leaders.

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16. Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- assessment and progress information;
- Pupil Passport and IPM reviews;
- intervention monitoring;
- classroom observations;
- pupil voice;
- parent/carer feedback;
- SENDCO monitoring;
- external professional advice;

- analysis of outcomes.

The SENDCO and Headteacher review the effectiveness of provision and use of SEND resources.

17. Complaints

We encourage parents and carers to raise concerns at the earliest opportunity.
The usual route is:

1. Class Teacher
2. SENDCO
3. Headteacher
4. SEND Governor, where appropriate

Where a concern cannot be resolved informally, the school's formal Complaints Policy should be followed.

18. Information, Advice and Support

Parents and carers can find further information through the Herefordshire Local Offer, which provides information about education, health and social care services and support for children and young people with SEND and their families.
https://www.herefordshire.gov.uk/localoffer
Families can also access independent information, advice and support through Herefordshire and Worcestershire SENDIASS. https://www.worcestershire.gov.uk/sendiass
The school will signpost families to appropriate sources of advice and support where required.

19. Related Policies and Documents

This policy should be read alongside:

- SEND Information Report;
- Accessibility Plan;
- Equality Policy;
- Behaviour Policy;
- Safeguarding Policy;
- Admissions Policy;
- Complaints Policy.

20. Review

This policy will be reviewed annually, or sooner where there are significant changes to legislation, national guidance, Herefordshire Council arrangements or the school's SEND provision.

Our Graduated Approach at a Glance

Provision / response	What this means	Documentation
Ordinarily Available Provision	Quality First Teaching, including adaptive teaching, inclusive practice and reasonable adjustments	Ongoing assessment and monitoring using the school's assessment system
Pupil Passport	Consistent individual strategies and adjustments where appropriate	Pupil Passport
SEND Support	Provision that is additional to and/or different from ordinarily available provision	Pupil Passport + IPM
Additional / High Needs Funding	Additional resources where the level of provision exceeds what can reasonably be provided from existing school resources	Pupil Passport + IPM Highlighted Herefordshire High Needs Matrix and Application Form

EHC Needs Assessment / EHCP	Considered where needs cannot reasonably be met from ordinarily available mainstream provision	Pupil Passport + IPM Family Conversation and EHCP if agreed

At every level:
ASSESS → PLAN → DO → REVIEW
Our graduated approach is designed to ensure that every child receives the right support at the right time, while maintaining high expectations, promoting independence and ensuring that children with SEND can belong, participate, achieve and flourish as part of our school community.

In line with government guidelines this policy will be reviewed annually.

This policy was approved by the Governing Body on:	22-09-26
Headteacher	Tim Milne
Chair of Governors	Amanda Gunn
SENDCO	Demelza Gibbs dgibbs@stmarys.hereford.sch.uk
SEND Governor	Trixie Clarke tclarke@stmarys.herefordshire.sch.uk
Pastoral Support Coordinator	Communication via the SENDCO Demelza Gibbs dgibbs@stmarys.hereford.sch.uk
Review Date	September 2027

School office email address: admin@stmarys.hereford.sch.uk

Inclusion Strategy

We are currently developing an Inclusion Strategy which will set out how St Mary's will continue to strengthen inclusion across the whole school. It will build on this SEND Policy and consider areas such as inclusive teaching, accessibility, pupil voice, wellbeing and belonging, participation, staff development and removing barriers to learning and school life. The strategy will also set out how we identify and respond to the commonly occurring and predictable needs of our pupils and how we use our available resources to strengthen inclusive provision. In line with Department for Education requirements, our Inclusion Strategy will be published on the school website by 31 December 2026 and will be reviewed and updated annually.