



SEND Policy 2026

Date approved:	July 2026
Review date:	July 2027

At St Andrew's CE School and Nursery, we seek for all of our pupils to live positive lives based on our three key values.

1. We seek to enable children to learn the attitudes, values and discipline to succeed. **Key value - perseverance**
2. To find joy, people need to connect in a meaningful way with others, their community and with the world around them. **Key value - friendship**
3. To live with peace, people must feel safe and develop a sense of inner belonging and security. To achieve this, our pupils and staff are taught to develop healthy relationships and live by values which allow trusting relationships to develop. **Key value - Respect**

At St Andrew's CE School and Nursery our shared vision for supporting pupils with Special Educational Needs and Disabilities (SEND) is that all children, irrespective of ability, are valued equally in a caring and nurturing environment.

Our vision is for everyone in our community to learn and flourish. We grow together through perseverance, friendship and respect creating a supportive environment where we find hope, joy, and peace.

- Provide a mainstream learning environment suited to the needs of all children
- Set suitable learning challenges
- Respond to pupils' diverse learning and behavioural needs
- Help students overcome potential barriers through the early identification of additional needs.

At St Andrew's, all staff have a responsibility to support pupils with Special Educational Needs and Disabilities.

- Miss Ruth Handley – SENDCo (Special Educational Needs and Disabilities Coordinator)
- Mrs Michelle Heydon – Early Years SENDCo (Special Educational Needs and Disabilities Coordinator)
- Mrs Karen Boers - Pastoral Lead and SENDCo Assistant
- Mrs Jo Bayliss – Pastoral Lead
- Mrs Sally Taylor – Pastoral behaviour lead
- Mrs Julie Westlake – SEND Governor

To ensure we meet the aims for our pupils with SEND, at St Andrew's we:

- Provide high quality teaching, adapted for individual pupils as the first step in responding to pupils who have SEND;
- Work within the guidance provided in the SEND Code of Practice 2014;
- Provide support and advice for all staff working with pupils with Special Educational Needs and Disabilities.

Identifying Special Educational Needs

Individual special educational needs are identified within the four main categories specified in the 2014 SEND code of Practice ([CLICK HERE](#) to view)

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

These four broad areas give an overview of the range of needs that we, as a school plan for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At St Andrew's we identify the needs of pupils by considering the whole child, which are not exclusive to the Special Educational Needs of the child or young person.

There are factors that, **whilst not being a Special Educational Need in itself**, may impact on progress and learning:

- Disability (At St Andrew's, we acknowledge and fully comply with the "reasonable adjustment" duty for all settings and schools, provided under current Disability Equality legislation as set out in the Code of Practice)
- Attendance and Punctuality

- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

Behaviour, of itself, is not a SEND. At St Andrew's, we see behaviour as an underlying response to a need which we as a school endeavor to recognise and address. We acknowledge that behaviour takes place in a wider context and that children who are taught and nurtured effectively, find it easier to control their behaviour appropriately. The school is committed to supporting and educating the whole child for their next stage in education and to be a 'successful citizen' of the next generation, with all staff developing their understanding of attachment and trauma informed practices, through induction and ongoing CPD, to deal with social and emotional needs. We provide a nurture facility where at least one trained member of staff, supports identified and vulnerable students in developing their social and emotional skills. This approach has many benefits in developing young learners who are able to recognise their own potential barriers to learning and help in the process of overcoming them.

If teachers have an initial concern over a child's learning or behaviour over a period of time, identified paperwork is completed (e.g IPM, IPS, PSP, My Plan) and the first cycle of the graduated response should be implemented, in conjunction with discussions with the SENDCo and/or Pastoral lead. Parents should be notified about concerns early on to build a home/school working relationship.

A Graduated Approach to SEND Support

Wave 1 Support

The class teacher is ultimately responsible for the progress and attainment of all children in their class. Whilst it is recognised that all children have needs, a minority of children will nevertheless have special needs and as such will require adapted support in their learning. We apply an '**ASSESS-PLAN-DO-REVIEW**' cycle. When we identify that a child has a special educational need the child is added on to **the register of SEND** and the class teacher implements strategies and makes adaptations as identified in Wave 1 of the **Worcestershire Local Offer** ([CLICK HERE](#) for further details).

Support the children are receiving will be shown on a Class Provision Map, which will summarise the additional resources and adaptations put in place to meet that need. This will also identify specific, measurable, achievable, relevant and time limited (SMART) targets for the child.

Wave 2 Support

In some cases, the school will identify that the child needs more support. This will trigger input at Wave 2. Wave 2 support is usually delivered in small group interventions, led by a Teaching Assistant (TA). The input is focused on closing the attainment gap and/or improving levels of attainment in a given area. Wave 2 support is planned by the Class Teacher, working closely with the TA, SENDCo and Pastoral lead, if appropriate. It is monitored through the Class Provision Map and/or an Individual Provision Map (IPM) and has SMART targets.

Wave 3 Support

Some pupils have complex and significant additional needs and they may require highly adapted support. This can be within the classroom through class teacher's planning but can also be delivered on a 1:1 and/or small group basis led by a TA. The specific needs, additional resources and/or adaptations and SMART targets for these children will be outlined in an Individual Provision Map, alongside the Class Provision Map. The school seeks support from a wide range of outside agencies to meet these needs. This support may take the form of direct input with the pupil or support and advice to staff. These pupils may need direct adult input in addition to that available in class. Their specific needs and how these are to be addressed may be outlined in an Education, Health and Care Plan (EHCP).

The process of managing needs of children on the SEND Register

The class teacher is responsible for ensuring that interventions take place and that Provision Maps are up to date. The SENDCo will monitor completion of Class and Individual Provision Maps and ensure that resources are allocated effectively in order to meet identified needs.

At St Andrew's, we pride ourselves in our caring ethos and strongly believe that a shared vision by all those involved in the child's education is paramount to ensure the best possible provision can be made. Parental engagement is a vital part of this and reviewed/updated Provision Maps are shared with parents termly to discuss progress and next steps for the child.

Criteria for exiting SEND Register

If, as part of the review process, it is felt by the class teacher, SEND team and the family that a pupil no longer has additional needs, the pupil will be removed from the SEND register.

Admissions Arrangements

The school's admissions criteria does not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act. The school follows the current admissions criteria as laid down in the Worcestershire LA Admissions Team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Children with an EHCP, are supported by SEN Services with admissions to the school. This is through a consultation process, to discuss the child's strengths, needs and legal support, to advise if we are able to meet need.

Supporting Pupils and Families

The school provides a SEND Information Report, which is on our school website. This Information Report provides information for families as to how pupils with SEND are supported at St Andrew's.

Further information about the Local Authority expectations around how schools support pupils with SEN can be found in the Worcestershire Local Authority local offer. [CLICK HERE](#) for further details.

Independent support and information for families can be found via the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) ([CLICK HERE](#)) or Independent Parental Special Education Advice (IPSEA) ([CLICK HERE](#))

Supporting Pupils at School 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 may also have SEND and may have an EHCP, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Further information can be obtained from SEND Gateway (for further details [CLICK HERE](#))

Monitoring and Evaluation of SEND

At St Andrew's, we monitor and evaluate the quality of provision we offer all pupils, including those with SEND.

This is achieved through a cycle of lesson observations and learning walks; SEND monitoring of systems and provision; audits of data and sampling of family and pupil views.

Monitoring is undertaken by the SEND Team at the school alongside SLT and the school Governing Body.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Storing and managing information

All documents pertaining to SEND are stored and managed in line with the school's policies on Information Management and confidentiality, as well as complying with General Data Protection Regulations (GDPR).

Reviewing the Policy

This policy will be reviewed annually.

Accessibility

Statutory responsibility

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, places a duty on all schools and Local Authorities (LAs) to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

St Andrew's is required to produce accessibility plans and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. St Andrew's has refurbished and remodeled its accommodation to ensure compliance with these requirements. A copy of this accessibility plan is on our website under policies and on the SEND page.

Dealing with complaints

If stakeholders (all those involved in the child's education) have comments, concerns or complaints these should be addressed in the first instance to the class teacher. If the situation is not resolved, stakeholders can discuss concerns with the SENDCo or the Headteacher. If the issue continues to be unresolved, stakeholders should follow the school complaints procedure, which is on our website under policies.

Appendices of documents consulted:

- SEND Information Report

- LA Local Offer
- SEND Code of Practice (2014)
- Behaviour and relationships policy
- Information management policy
- Accessibility plan