



St Herbert's C of E Primary & Nursery School, Keswick

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY 2025

Approved by¹	
Name:	Rachel Frampton
Position:	SENDCO
Signed:	R. Frampton
Date:	25.11.25
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Governor with responsibility for Special Educational Needs: Mr D Marriott
Teacher designated as SEN Co-ordinator (SENCo): Mrs R Frampton

Approved by Governing Body:

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

1. Introduction

The school provides a broad and balanced curriculum for all children, which is adapted to meet individual needs and abilities. The majority of pupils will have their needs met through quality first teaching and appropriate adaptation, which may include short-term support such as small group work, and individual support where necessary. For some pupils, however, further measures will be necessary, for varying periods of time to help them overcome learning difficulties or to extend those with special talents.

Children may have Special Educational Needs throughout, or at any time during, their school career. This Policy ensures that curriculum planning and assessment takes account of the type and extent of the needs of each child.

Teachers take into account in their planning a child's special educational needs, and the resulting provision made enables each child to participate effectively in all appropriate curriculum and assessment activities, in addition to broader aspects of school life.

2. Aims and Objectives

The aims and objectives of this policy are:

- to identify children with special educational needs as early as possible
- to create an environment that meets the special needs of each child
- to ensure all children have equal access to a broad, balanced, adaptive, relevant and progressive curriculum through quality first teaching
- to encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning
- to encourage children to be fully involved in their learning
- to make clear the expectations of all partners in the process and provision of special needs
- to ensure parents are kept fully informed and are engaged in effective communication about their child's SEN

3. Roles and Responsibilities

The provision for pupils with special educational needs is the responsibility of all members of staff at St Herbert's Primary and Nursery School - all leaders are leaders of SEND, all teachers are teachers of SEND, all governors are governors of SEND.

The Headteacher, Mr Michael Craig

- Works with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Has overall responsibility for the provision and progress of learners with SEN and/or a disability

The Special Educational Needs Co-ordinator (SENCo), Mrs Rachel Frampton, is a member of school's Senior Leadership Team (SLT) and also works as part of the Safeguarding Team in school. The SENCo has responsibility for the day-to-day operation of the SEN policy, and meets regularly with the Headteacher, wider SLT and SEN governor to review the provision for pupils with special educational needs.

The key responsibilities of the SENCo are to:

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCPs (Education, Health & Care Plans)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach (Assess, Plan, Do, Review) to providing SEN support
- Oversee the records of all children with SEN, ensuring that they are kept up to date
- Make referrals to, and be the point of contact for, external agencies and support services where appropriate

- Work with the Headteacher , SLT and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Oversee the arrangement of timetables for pupils and support staff
- Organise and manage annual reviews of children with Education, Health and Care plans (EHCPs)
- Liaise with KS3 to ensure smooth transition processes for children with SEND (Special Educational Needs and / or Disabilities) ensuring that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The class teacher has the primary responsibility for the provision of support for children with SEN within their class. Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Identifying children within their class who are experiencing difficulty with their learning and who may have SEN
- Developing Support Plans for pupils with SEN, with the support of the SENCo and/or any specialist teachers involved as necessary
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Liaising with parents regarding the progress of their children and to identify possible barriers to learning.

The SEND governors, Mr David Marriott, will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4. Educational Inclusion

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. As such, Quality First Teaching is our first step in responding to pupils who have SEN. Quality First Teaching is high quality, inclusive teaching for all pupils in class.

In supporting curriculum accessibility, we will:

- Use adaptive teaching approaches within our quality first teaching provision to ensure access for all pupils (for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.) and ensure learning opportunities are progressive for pupils from their individual starting points
- Consider accessibility of resources, using learning aids where appropriate - laptops, adapted keyboards, coloured overlays, visual timetables, larger font, etc.
- Take into account suggested strategies from external specialists and refer to strategies on individual Emotional Regulation Plans where appropriate to ensure all pupils can participate effectively and safely in learning. Wherever possible, we do not withdraw students from the classroom; this reflects our inclusive ethos and ensures all pupils can share the same learning experiences as their peers. However, there may be times where pupils receive small group or 1:1 support outside of the classroom for limited time periods to complete focused intervention work in line with their identified learning needs. The SENCo will liaise with subject co-ordinators and class teachers to ensure that curriculum planning is accessible to all children and additional resources are available to support learning where necessary

5. Specialist Provision

The school consists of single storey buildings with access for unaided wheelchair users together with a disabled toilet facility in both KS1 and KS2 buildings. There are no steps or stairs within the buildings and all playground areas can be accessed, in some cases by using sloping pathways to the rear of one of the buildings.

Some members of the Teaching Assistant Staff have received training for Moving and Handling of Special Needs children. Some members of staff have received training in restraint techniques. Some members of the teaching staff are trained for Team Teach. Some members of staff have received training to support pupils with visual impairment.

6. Information about the school's policy for identification, assessment and review of all children with SEN.

Identifying pupils with SEN and assessing their needs

The progress made by all pupils at St Herbert's Primary and Nursery School is monitored and reviewed regularly through termly Pupil Progress Meetings.

This process may identify that a pupils' progress

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. If there are concerns regarding a pupil's progress, this will be discussed as part of termly 'Pupil Progress Meetings' with a member of the Senior Leadership Team. Class teachers may also discuss their concerns with our SENCo. Through these discussions, class teachers will identify the adaptations they have made to their Quality First Teaching approach to try to meet the pupil's needs and SENCo advice will be shared in relation to additional adaptations that could be made. Short term group or individual intervention may also be put in place to target identified gaps in learning.

If there continues to be concerns in relation to progress following adaptations to quality first teaching and short term intervention processes, the SENCo will work with staff to assess whether the pupil has SEN. This process will include classroom observation and the completion of appropriate specific assessment tools, (for example GL Assessments, Talk Boost) to assess key learning skills.

Where there are concerns surrounding a pupil's behaviour, assessments will be carried out to determine if there is an underlying special educational need (e.g. undiagnosed learning difficulty, communication difficulty, mental health issue). Persistent disruptive or withdrawn behaviour will not be assumed to be a special educational need. An Emotional Regulation Plan may be set up with the child to identify any barriers to their emotional regulation and key support strategies.

If it is decided that a pupil requires 'additional to' or 'different from' support, they will be placed on the SEN register at SEN Support level. In line with the SEND Code of Practice, we will then follow a graduated 'assess, plan, do, review' approach.

As is stated within the 2015 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', the needs of a child or young person with SEN will fall into one or more of the following four areas:

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

Once a pupil's area/s of need have been identified, a Support Plan will be drawn up. This document will identify the desired long-term outcomes for the pupil, and will include the views and the wishes of the pupil and their parents. We will work together with pupils and their parents to decide on specific, short term Support Plan targets and will identify the additional provision that is to be put in place to support progress towards these.

It is the class teacher's responsibility to draw up the Support Plan and for ensuring that all interested parties (pupil, parents, support staff) and involved in the process, being aware of the learning targets and the importance of their role in ensuring that progress can be made. The SENCo will be consulted as necessary during this process.

All Support Plans will be reviewed and outcomes recorded once each term – in October, February and May. The Support Plans will be used in class as a working document and targets may be adjusted mid review cycle to reflect progress made. All review outcomes will be recorded to inform the next cycle of Support Plan writing. Parents/carers and pupils will be invited to take part in the review and target setting process.

If a pupil is making insufficient progress despite support at SEN Support level, the SENCo may seek further advice from appropriate Local Authority specialists by completing a Request for Involvement form. The SENCO will keep parents/carers and pupils fully involved and informed about any proposed referrals or interventions. If sufficient progress is made, support from external specialists may later be withdrawn.

If a child no longer requires support that is in addition to or different from our differentiated Quality First Teaching approach, they will be removed from the SEN register.

The special educational needs of most children will be met through the process highlighted above. For children with significant or complex SEN, a Statutory Assessment may be requested. This is carried out by the Local Authority and following this, an EHCP may be put in place.

Some children with very specific needs may also qualify for non-statutory funding from the Local Authority (e.g. toileting programmes.) This funding will be sought by the SENCo as appropriate.

In addition to the on-going review of progress and specific support through Support Plan targets, pupils with an EHCP will have an EHCP Annual Review Meeting attended by parents / carers and school staff. External specialists involved in supporting the child's needs may also be invited to attend. A report containing recommendations from the review meeting will be submitted to the Local Authority, and a decision will be taken as to whether to maintain, amend or cease the EHCP using the procedures described in Section 9 of the SEND Code of Practice

7. Allocation of Resources

The Headteacher, School Business Manager and the SENCO are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs. Parents may opt to take control of the Personalised Budget for the EHCP or nominate who is to take responsibility for it.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO and School Business Manager meet at least annually to agree how to use funds, including those directly related to EHCPs.

The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

8. Expertise & Training of Staff

The school undertakes a regular audit of staff training needs related to supporting our pupils with SEN. The SENCo provides additional support to student teachers, ECTs and new members of staff as part of their training and induction.

The SENCo, in consultation with the Headteacher and wider Senior Leadership Team will provide training through the INSET programme to ensure all staff are fully informed of relevant SEN issues and procedures within school.

9. Staffing and Partnership

We evaluate the effectiveness of provision for our pupils with SEN by:

- Reviewing pupils' individual progress towards their Support Plan targets and recording wider curriculum progress each term
- Using SEN Assessment systems (PIVATs, AET Progression Framework) to monitor small steps of progress for pupils working significantly below age related expectations
- Mapping the provision in place across each year group and reviewing the impact of interventions on a termly basis
- Carrying out monitoring activities – e.g. Support Plan audits and classroom observation completed by the SENCo; regular audit of school resources
- Holding annual reviews for pupils with EHCPs, and seeking the views of pupils and parents through this process
- Collecting pupil, parent and staff voice as appropriate through questionnaires, forums and working groups

10. Partnership with Parents

Class teachers work closely with parents throughout their child's education. Parents should in first instance contact the class teacher in case of any concern or difficulty. Parents will be informed by school staff as soon as possible if any concerns have been identified. They will be invited to come into school to talk about the needs of their child. Parents will be informed if their child is placed on the SEN register.

The school provides information about the Cumbria Local Offer and Cumbria SEND Information, Advice and Support Service to parents of pupils with special educational needs or disabilities.

At all stages of the SEN process, St Herbert's Primary and Nursery School keeps parents fully informed and involved. New and reviewed Support Plans are discussed with parents as part of the target setting process. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

11. Transition procedures and links with other schools

Transition programmes are put in place where necessary to support children with SEN. Regular meetings are held with the SENCo and class teachers at St Herbert's Primary and Nursery School and our feeder nurseries, during the summer term and a transition activity programme is put in place. Individual Transition Plans are compiled as appropriate for pupils with EHCPs and these are shared and agreed with parents. Additional transition visits are arranged for pupils as appropriate.

For pupils who transfer to St Herbert's Primary and Nursery School at other times and from other schools, discussions are held between key staff at both schools. A transition meeting will be planned for those pupils with EHCPs to ensure that appropriate individual support and resources can be put in place before the pupil starts at our school.

Transition programmes may also be put in place to support children with transitions within St Herbert's Primary and Nursery School as necessary, for example from one year group to the next.

The SENCo liaises with the SENCo of all relevant secondary schools to ensure that effective arrangements are in place to support our year 6 pupils at the time of transfer. For pupils with EHCPs or specific SEN, additional transition activities may be planned. These will be arranged in discussion with the pupil, their parents and secondary school staff.

When pupils move to another school their records are transferred in a timely manner.

The school works closely with a range of external specialists when identifying, assessing and making provision for special needs pupils. The named Local Authority EHCP Key Worker for our school is Gary Moore.

12. Complaints procedures

The school's complaint procedure can be found on the school website, or is available from the school office. Parents can request the services of an independent disagreement resolution. The SENCo will provide more information about this upon request

This policy and information report will be reviewed by Rachel Frampton, SENCo, every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board

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