



# Special Educational Needs and Disabilities policy

**Loving God – Serving others – Flourishing together**

**RESPECT – ASPIRE – REJOICE**

**Approved by:**

Full Governors

**Date:** 18 September 2025

**Next review due by:**

September 2026

***“Encourage one another and build each other up.”***

1 THESSALONIANS 5:11

## VALUES

Our vision: **“Loving God – Serving Others – Flourishing Together”** and linked bible reference: *“Encourage one another and build each other up.”* 1 Thessalonians 5:11, are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Our values: **Respect, Aspire** and **Rejoice** were chosen as verbs, as they are what our St. Mark’s Community **do** to support us living out our vision daily.

**All** teachers are responsible for teaching children with Special Educational Needs and Disabilities. It is the role of the Inclusion Coordinator (alongside the class teachers, phase leaders, and Assessment Coordinator) to identify, monitor and track progress of children who are not achieving their full potential, and to ensure the correct support and provision is in place to meet each child’s individual needs.

## AIMS

- To enable all children to access and be involved in all aspects of school life
- To provide opportunities for each individual to succeed
- To respond to the specific needs of the individual pupil
- To make learning accessible for all regardless their SEND needs

## PRINCIPLES

We endorse the principles of BCP Council’s SEND and Inclusion Strategy.

At St. Mark’s our aim is to recognise any additional needs as early as possible through observations, tracking and the monitoring of children’s attainment and progress.

We are committed to identifying and delivering positive **outcomes** for all children and we believe that children with SEND should be entitled to an inclusive education. We ensure all staff receive regular training and updates for the main areas of SEND.

## Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

- The [Equality Act 2010](#) (section 20), which sets out the school’s duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school’s responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don’t share it

- The governance guide for [academy trusts](#) which sets out governors' responsibilities for pupils with SEND
  - The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- This policy also complies with our funding agreement and articles of association.

## **Inclusion and equal opportunities**

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

As a school our role is to:

**'Support the child or young person and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.'** SEND Code of practice 2015 (1:1)

## **DEFINITIONS**

### **Special educational needs**

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **Disability**

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## **SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND)**

SEND provision is educational provision which **is additional to** or **different from** the provision made for the majority of children of similar age in a mainstream school. Children with SEND may display difficulties in one or more of the following areas:

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

## Step One

If, in consultation with parents, the class teacher and the Inclusion Coordinator, it is felt that a child with SEND is not making sufficient progress despite access to universal provision and general intervention, more individualised support may be agreed as necessary and an Individual Education Plan (IEP) may be initiated. This records agreed targets for development (which are Specific-Measurable-Attainable-Realistic-Timed (SMART)) that can be worked on each week during 1:1 and small group sessions. These are reviewed termly with parents/carers, class teacher and child. Children with IEPs are placed on the SEND register.

## Step Two

SEND provision at St. Mark's (in line with the 2015 SEND Code of Practice) follows a graduated approach of **Assess – Plan – Do – Review (APDR)**. If, after one or more cycles of Assess, Plan, Do, Review it is felt that despite what has been put in place the child continues to make no or little progress, the Inclusion Coordinator, in consultation with parents, will refer the child to an outside agency or specialist service for further assessment and support.

At St Mark's we have an entitlement to an agreed number of hours of support from Bournemouth Inclusion Services. These are used for individual assessments, Inclusion support, teacher support, Team Around the Child (TAC) meetings, parent interviews or staff development opportunities. The updated list of outside agency support can be found in the schools 'Local Offer' which can be found on the school website.

The outside agencies will assess your child by observing them in class and working with them directly and will then provide a written report outlining how we in school can further support your child. We will arrange a meeting for the outside agency to share this report with parents, class teacher and Inclusion Coordinator, which gives everybody an opportunity to discuss the suggested recommendations and make a plan for going forward.

## Step Three

If, despite additional support put in place by school and outside agencies, insufficient progress is being made OR where a child has complex and long-term needs, a formal request for an EDUCATION HEALTH CARE NEEDS ASSESSMENT may be made. In line with the 2014 Code of Practice and 'The Local Offer', the Local Authority, Health, Social Care (where necessary) and Education, alongside parents (and the child where appropriate), will meet to devise a support package with identified responsibility for funding.

## DISABILITIES

Children with disabilities are entitled to an inclusive education and are encouraged to try all experiences alongside their peers. Some children may require additional support such as;

- a designated adult
- class based teaching assistants
- additional equipment, adjustments and adaptations to the environment
- an adapted timetable to allow more time for rest breaks or movement between lessons

Children with physical disabilities will receive support from outside agencies or may have an EHCP in place to meet their needs.

## **Facilities at St. Mark's School for children with disabilities**

- We have two toilets designed for children with physical disabilities in school. There are also hand rails, toilet steps etc in designated toilets for children to use.
- Access to the upper levels of school have been addressed by the implementation of a stair lift. There is also a shower room and physiotherapy table located in a separate room. Access to the school building has been addressed through the implementation of ramps and slopes with acceptable gradients.
- There is a hoist to aid access to the swimming pool and there is an independent changing room in the swimming pool area should a child require it.
- Transport to and from school is organised through BCP Council for a child with associated needs.
- Hearing Loops are fitted in school where necessary – rooms are sound proofed where possible with the assistance of the Hearing Impaired Service.
- The Inclusion Coordinator, Head teacher and Site Manager carry out ongoing assessments of the school building in terms of access to and throughout it, in line with the needs of the child. Further information and action planning can be found in the ['Accessibility Policy'](#).
- Equipment is available on loan from the Children's Development Centre (Poole) and Poole Hospital when requested.

## **THE ROLE OF THE GOVERNING BODY**

The Governing Body have legal responsibilities with regards to SEND and the roles outlined within this policy.

The Curriculum & Standards Committee is responsible for overseeing the provision for SEND and reports back to the Governing Body once each term and the Inclusion Coordinator meets with the SEND Governor termly. Mrs Lisa McGaw is the named Governor for SEND.

## **ADMISSION ARRANGEMENTS**

Children with SEND, Looked After Children (LAC) or those with Refugee status are admitted without bias through the usual admission arrangements. This is clarified in the School's Admissions Policy – see 'vulnerable children'.

Where a child has an education, health and care plan (EHCP) which names St Mark's as their school, then that child will be admitted to the school and the number of available places in the PAN will reduce correspondingly. Admission of children with an EHCP is dealt with by the home Local Authority (LA) (which is where you reside).

The Inclusion Coordinator may contact parents who have accepted a place for their child at St Mark's School when they have raised concerns regarding their child's development. This ensures a smooth transition and the correct support strategies in place prior to the child starting school.

## **LINKS WITH OTHER SCHOOLS**

We have close links with local pre-schools and secondary schools to ensure effective transition. We also use local special schools' advisory teachers and facilities to support children in an outreach capacity, and for staff training where necessary. Eg. Winchelsea, Linwood, Longspee Schools

## **PARTNERSHIP WITH PARENTS**

There is an 'open-door' policy to talk to the Inclusion Coordinator however if the matter will take some time to discuss we would encourage you to book in an appointment.

## **THE SCHOOL 'SEND INFORMATION REPORT'**

The school produces an annual updated 'SEND Information Report' which can be found on the school's [website](#). The purpose of this is to inform parents about what support is available for their child at St Mark's.

## **SAFEGUARDING**

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

## **REVIEWING THE POLICY**

The effectiveness of this policy is monitored and reviewed annually by the Inclusion Coordinator and Governors and is checked against current procedures and legal requirements. Consultation in the early stages of review involves all teaching staff, support assistants and Governors, and is shared with parents of SEN children at St Mark's to gather parent insight to inform both our SEND Policy and SEND Information Report.

## **COMPLAINTS**

Any complaints with regards to this policy should follow the Complaints Procedure, which is available on our [website](#).