

The Mortimer Federation of St John's and St Mary's

Special Educational Needs and Disability Policy			
Policy Number	Curriculum	Date of Issue	June 2026
Status	Statutory	Review Date	June 2027
		Issue Number	7

THE MORTIMER FEDERATION OF ST JOHN'S AND ST MARY'S
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

INTERIM EXECUTIVE HEADTEACHER : Miss Jeni Pearson

SENDCO: Mrs Gemma Rook (MSJ) and Miss Jeni Pearson (MSM)

SEND GOVERNOR: Ms Charlotte Baggley

This policy supports information that is clearly explained in the "SEND Code of Practice 0-25" 2014 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

Additional information on West Berkshire SENDIASS (Special Educational Needs & Disability Information Advice & Support Service) which can be found at <https://westberkssendiass.info/>

SECTION A: SCHOOL ARRANGEMENTS

Introduction

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disability (SEND) at The Mortimer Federation of St. John's and St. Mary's, taking into account the schools Accessibility Plan and Equality Policy.

LA guidelines and SEND Code of practice have been taken into consideration in the formulation of this policy. *"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 of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND code of practice p15)*

This policy is written for the benefit of all members of the school community to ensure that the potential of every child is fulfilled, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

Intent

- To involve parents/carers and children in developing a partnership of support enabling full confidence in the strategies as adopted by the school.
- To establish good relationships with a wide cross section of organisations and agencies such as Educational Psychologists, Therapeutic Thinking Support Team, Cognition and Learning Team, Speech and Language Team and School Nurse.
- To help each child achieve their highest educational standards by careful monitoring of the Support and Achievement Plan (SAP), Graduated Approach Plan (GAP) or short term targets and intervention programs.
- To ensure all staff and parents/carers are aware of our school's policies, where they can be obtained and how they interlink for the benefit of every child.
- To be aware of the needs of all individuals and act in accordance with Government guidance and legislation to safeguard and promote the welfare of all our pupils.
- To ensure that every child is given the support and resources they need to achieve their potential regardless of any disabilities.
- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To ensure that all children are given appropriate support to enable them to access the National Curriculum or EYFS Framework.

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- To ensure that all children are fully included in all activities of the school in order to promote the highest levels of achievement, and to make it possible for them to access as much of the school as is feasible.
- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practical arrangement to achieve maximum impact and outcomes.
- To use information from the child's previous educational experience to provide starting points for the development of an appropriate curriculum.

ROLES AND RESPONSIBILITIES

All members of the school community work towards The Federation's aims by:

- Using school procedures for identifying, assessing and making provision for pupils with special educational needs.
- Sharing a commitment to inclusion and partnership approach to provision.
- Involving parents/carers by discussing concerns, provision and ways that they can support their child.
- Ensuring that parents/carers and children are involved in the review process.

The governing body in co-operation with the Executive Headteacher determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring overview of the school's work.

The SEND Governor is the governor who takes a particular interest in and monitors the school's work on behalf of children with special educational needs.

CO-ORDINATING AND MANAGING PROVISION

The Executive Headteacher is responsible for:

- Strategic oversight of the provision for children with SEND.
- Keeping the governing body fully informed.
- Monitoring and evaluating the success of this policy and ensuring necessary revisions are undertaken.
- Meeting regularly with the SENDCO.

The SEND Co-ordinator (SENDCO) is responsible for:

- The daily implementation of the school SEND policy and the school's Local Offer (SEND Information report).
- Liaising with and advising staff and TA's (Teaching Assistants) on SEND matters.
- Managing TA's.
- Co-ordinating the provision for children with SEND in collaboration with the Heads of School.
- Monitoring the teaching and learning of children with special educational needs, in consultation with the class teacher
- Monitoring the impact of SEND intervention and support strategies.
- Overseeing the records of all children with SEND.
- Contributing to the in-service training of staff.
- Liaising with parents/carers and external agencies including the LA's support and Education Psychology Service, Health & Social Services and voluntary bodies.

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Class Teachers are responsible for:

- Planning to ensure all activities are accessible for children with identified SEND, within the constraints of their individual difficulties and the classroom.
- Assessing the needs of children identified as having special educational needs so that suitable provision can be made for them.
- Working with parents/carers to ensure that their child is happy, secure and makes as good progress as they are able.
- Supporting SAP/GAP implementation by setting challenging yet realistic learning targets and attending meetings as reasonably required.
- Monitoring the progress of SEND children.
- Working with the SENDCO, Executive Headteacher, TA's and other professionals to ensure provision is effective.
- Seeking and implementing the recommendations of specialist professionals when necessary.
- Integrating children with special educational needs into the daily organisation of the school and class as fully as possible.

Governors are responsible for:

The school governors will ensure that:

- They meet regularly with the SENDCOs. During these meetings, SEND progress and areas of need are discussed
- They review the SEN policy, in collaboration with the SENDCO, and how this is implemented across the school
- The necessary provision is made for any pupil who has special educational needs, ensuring the quality and effectiveness of the provision is monitored
- They communicate with parents on the implementation of the school's policy for inclusion and Special Educational Needs through the annual report and parent questionnaires
- They have regard for the SEND Code of Practice and how this is embedded in the school

All teaching and non-teaching staff are involved in the development of the school's SEND policy and must be fully aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with SEND. Teachers have the responsibility for managing the day to day work of the TA's.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

ALLOCATION OF RESOURCES

The majority of needs of the children with SEND are met through the main school budget allocation. Specific funds are allocated to pupils with statements of SEND, known as Education, Health and Care Plans (EHCP).

IDENTIFICATION

Identification of pupils with special educational needs is part of the structure of termly pupil progress meetings between class teachers, the SENDCO and the Executive Headteacher.

LA guidelines and SEND Code of practice does not assume that there are 'set' formal categories of SEND but recognises 4 broad areas:

- Communication & Interaction (Speech Language & Communication needs, ASD)
- Cognition & Learning (Moderate, Severe, Profound & specific Learning Difficulties)
- Physical and Sensory
- Social, Emotional and Mental Health Difficulties

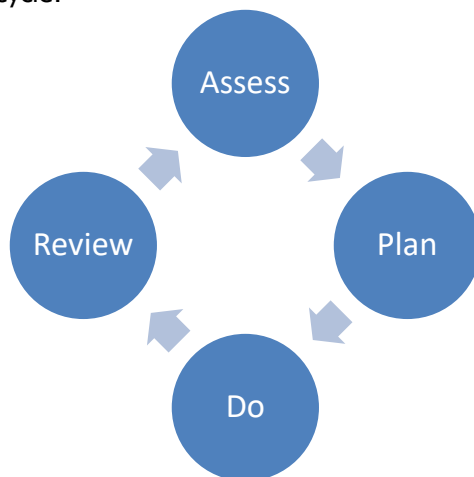
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PROVISION

Support and Achievement Plans (SAPs)/Therapeutic Plans (TP's)/Graduated Approach Plans (GAPs).

The school will use the Code of Practice's Graduated Approach to ensure continuous and monitored provision. This process is based on the following cycle:



This process is embedded in The Mortimer Federation's identification and monitoring procedures.

Plans detail measurable outcomes and how these outcomes will be achieved. They will be written on a termly basis by the class teacher, in conjunction with the parents/carers. Children contribute to the plans at an age appropriate level. Class teachers are responsible for the writing of these plans, with the support of the SENDCO when requested. The school will work with professionals both from within and from outside of our community to ensure children receive the most effective provision we are able to offer.

Provision in school can take many forms including:

- Intervention programmes including targeted small group work.
- TA support and 1:1 support.
- Social and Emotional support.

Staff will take into account the child's emotional and social well-being as well as their academic progress when planning support.

Further information about the school's SEND provision can be found through our Local Offer, this is accessible from the school website. It is also available through the West Berkshire Local Offer website.

ARRANGEMENTS FOR MONITORING AND EVALUATION

The success of the school's SEND Policy and provision is evaluated through:

- Early identification through pre-school information, liaising with parents/carers and external professionals, ongoing assessments and observations by class teachers and staff.
- Analysis of pupil tracking data and test results for individual pupils and for cohorts.
- Value-added data for pupils on the SEND register.
- Monitoring the impact of SEND intervention and support strategies.
- Monitoring of procedures and practice.
- Liaison with SEND governor.
- The school's strategic plan and SEND action plan, which is used for monitoring provision in the school.

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- Visits from the LA personnel and Ofsted inspection arrangements.
- Feedback from parents/carers and staff, both formal and informal, following meetings to produce SAPs and targets, revise provision and celebrate success.
- Feedback from parents/carers, staff and the community on the access arrangements and the provision for children with disabilities.

ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher or is not satisfied with the teacher's comments should ask to speak to the SENDCO.

For a problem that might need time to explore fully, we ask that parents/carers should make an appointment with the SENDCO, as the issue may require advance warning so that it can be investigated fully before the meeting. This should result in a more satisfactory conclusion for the parent/carer.

In the event of a formal complaint, parents/carers are advised to contact the Executive Headteacher. West Berkshire SEND Information Advice and Support Service is available to parents/carers.

SECTION C: PARTNERSHIP WITHIN AND BEYOND SCHOOL

ADMISSIONS

Mortimer St. John's is a Voluntary Controlled school and follows the LA admissions policy. Mortimer St. Mary's is a Voluntary Aided school with a separate Admissions Policy. Children with exceptional social or medical needs are prioritised over children living in the catchment area.

STAFF DEVELOPMENT

- The SENDCO, teachers and TA's will attend SEND courses which are of interest and have a particular bearing on children they are supporting.
- Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEND children. Training may be provided by outside agencies such as the Cognition and Learning Team, the Autism Team, Educational Psychologists, the Therapeutic Thinking Support Team and Speech and Language. Governors will be informed of school-based training and are invited to attend where appropriate. Staff will be involved in developing practices, with Whole School approaches to SEND.
- ECT's (Early Career Teachers) will access specific training and induction programmes.

THE VOICE OF THE CHILD

In our schools we encourage pupils to participate in their learning by respecting their views and incorporating them where possible and where practical.

THE VOICE OF THE PARENTS/CARERS

We encourage and welcome the support of parents/carers.

The school will:

- Involve parents/carers in the writing of SAPs.
- Meet with parents/carers to discuss progress.
- Support parents/carers in working with other professionals to ensure the best outcomes.
- Seek support for children and their families when needed.
- Consider meeting parents/carers at their reasonable request at additional times.

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Parents/carers will:

- Share knowledge of their child's needs to ensure effective provision can be implemented.
- Attend Parents' Evenings and SAP meetings.
- Work with the school to complete agreed home learning tasks.
- Talk with their child's teacher about concerns.
- Help their child develop a positive attitude towards his/her learning

LINKS WITH OTHER SCHOOLS

Liaison is extremely important when children transfer to our school from their early years setting, and from our school to other schools, so every effort will be made to ensure a smooth transition.

- We will ensure that all transfers between schools are planned, monitored and supported to ensure successful outcomes for children
- We will consult the LA and governing bodies of other schools, when it seems necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole.
- We will collaborate with all other support services and agencies involved with the child and with parents/carers and where appropriate make joint planning arrangements.

Chair of Curriculum and Standards Committee

Date

Approved by the Full Governing Board: 1st July 2026

Chair of Governors

Share Your Light

John 10:10 "Life in all its fullness"