



Special Educational Needs and Disabilities (SEND) Policy

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Reviewed Annually



Special Educational Needs and Disabilities (SEND) Policy

This policy provides information and guidance for parents, teachers, teaching assistants, non-teaching staff and Governors on our approach to the provision and additional support required by the SEND Code of Practice 2014 for children with Special Educational Needs and Disability. The Code of Practice reflects the changes introduced by the Children and Families Act 2014. The Code of Practice covers 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEND.

Definition of Special Educational Needs and Disability (SEND)

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they: -

- (a) Have a significantly greater difficulty in learning than the majority of the children of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

We are committed to keep up to date with current legislation and continue to train our staff in areas of SEND so that we can meet the needs of all our pupils.

SEND Provision

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Schools must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by 'quality first teaching' and is not compromised by anything less.

If a child is considered to have a Special Educational Need or Disability, we will always require the consent from their parents or carers. Once agreed we will make reasonable adjustments to teaching so that the child will be able to fully access the **Early** Years Foundation Stage or National Curriculum.

This will be achieved by: -

- Carefully adapting teaching and learning to a child's specific need.
- Creating Individual Support Plans for all children who require additional support and who may be on the SEND register.
- Creating targets for children to work towards, to allow them to access the curriculum.
- Working with the support plans daily, assessing and reviewing appropriately.
- Keeping support plans in a place where all staff can easily access them
- Carrying out all SEND provision that has been agreed with parents/carers, Special Educational Needs and Disability Co-ordinator and the Head
- Informing the SENDCo of children who may require additional support.
- Contacting outside agencies when additional specialist support is necessary and carry out all targets and strategies that have been implemented by outside agencies.
- Involving the child in decision making about their special education provision
- Working in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

Partnership with Parents and Carers

Local authorities must ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision.

This will be achieved by: -

- The class teacher is the initial point of contact for responding to parental concerns.
- Class teacher will ask the child what support they feel they need.
- The SENDCo will be available for meetings with parents and carers who have concerns about pupil progress or about the support they are receiving. At these meetings the SENDCo will record parent views and will inform parents of the level of support they are receiving
- Parents and carers will always be consulted if a child is identified as having Special Educational Needs or a Disability and may be involved in devising strategies for their child.
- Parents and carers will be asked for their consent for any involvement by medical or other outside agencies

Individual Support Plan

A support plan will be drawn up collaboratively by the class teacher, teaching assistant and SENDCo. It will consist of achievable targets that are specific to the child's needs. The progress of pupils identified as requiring additional support will be closely monitored by the class teacher and TA and targets will be worked with on a daily basis. Termly reviews of programmes and progress will then take place and will be discussed between parent, child and class teacher.

The SEND process:

The process: Encourages the participation of pupils and their families
Integrates the work of education, health and care providers
Follows a cyclical, graduated approach



Provision Maps

Provision maps will be completed and evaluated termly by class teachers. These will show interventions in place for children who may not be on the SEND register but who require additional support to narrow the gap. These will be in conjunction with support plans which are written, evaluated and updated on EDUKEY termly by the class teacher. Interventions are evaluated and pupils progress tracked and followed through termly RAMS (raising achievement meetings).

Education Health Care Plans (EHCP)

In cases where needs are exceptional, the school, parents/carers may request that the Local Authority make an assessment of educational and health needs and consider whether or not to issue an EHCP. If an EHCP is issued the Local Authority may consider the child to require specialist provision for their education. The parents' views will always be part of this decision-making process.

In-School Review (or School Based Review)

Any pupils whose progress gives cause for concern will be discussed at the In-School Review. This is a termly meeting with outside agencies, the class teacher and the SENDCo who will discuss these children and appropriate ways forward will be suggested.

Assessment Procedures

To assist the school in identifying children with SEND and for monitoring progress there are a variety of assessment procedures in place.

- Progress is monitored regularly through teacher assessment of the pupil against their support plans throughout the year. If a teacher feels a pupil gives cause for concern they may discuss it with a senior teacher, SENDCo and/or parent.
- The SENDCo may use other tests to assess a pupil's needs, when it is felt necessary and can approach external agencies for help.

Responsibility for SEND

- The class teacher shows provision for all the children in their planning through careful differentiation. Their classroom management ensures that resources such as people, time and materials are used efficiently so that children with SEND can access the National Curriculum.
- All adults supporting SEND children are involved in the review of support plans.
- Class teachers have responsibility for all children in their class.
- Provision for some children will involve other agencies. This is coordinated through the SENDCo in discussion with the class teacher. It is the class teacher's responsibility to implement any specialist programme that has been given to a child in their class.
- When a child has an EHCP, the SENDCo works closely with all the professionals involved. EHCPs are also reviewed annually by all concerned including the pupil, parents/carers and SENDCo.
- The Head has overall responsibility for all the children in their care.

SENDCo Responsibilities

The SENDCo is responsible for co-ordinating the day-to-day provision of education for children with special educational needs.

The day-to-day operation of SEND Policy

Special Educational Needs and Disabilities (SEND) Policy

- Monitoring the movement of children within the SEND system in school
- Co-ordinating provision for children with special needs and disabilities including time-tabling support
- Allocating resources for children with SEND
- Maintaining the school database and overseeing record keeping for children with SEND
- Contributing to the in-service training of staff
- Liaising with and advising staff and parents/carers
- Liaising with external agencies
- Organising in School Reviews, EHCP monitoring and other multi agency meetings
- Maintaining records for SEND children and passing them on when pupils leave
- Reporting to Head and Governors
- Gaining further knowledge skill through attending courses
- Evaluating and facilitating the implementation of new initiatives in consultation with the Head and Governors
- Reviewing and updating the SEND policy in consultation with staff and Governors

Role of Governors

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The Governors are kept informed and consider the overall provision and development for children with SEND. The Head and Governors review SEND expenditure annually through the budget setting process. The SENDCo's report to the governing body includes a SEND update.

There is an identified Governor with the responsibility for overseeing the school's provision for pupils with special educational needs, who meets regularly with the SENDCo for an update as to the latest developments. The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The Governors ensure that the policy for special educational needs is regularly reviewed.