Seagry

CE Primary School



Special Educational Needs and Disability (SEND) Policy

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Next Review Date: September 2027

Special Educational Needs and Disability (SEND) Policy

SENDCO: Catherine Frost
SEND Governor: Kathryn Nicholas
Updated: November 2025

This policy was created by the SENDCO of Seagry CE Primary School, along with the Advocate for SEND, the SEND Local Board Member and in liaison with the Senior Leadership Team. All staff and parents of children with SEND are entitled to make an input to this policy and any future SEND policies.

The SENDCO of Seagry CE Primary School is Mrs Catherine Frost (National SENDCO award). Please contact, via the School Office (01249 720213) or email: cfrost@thevineschools.bluekitetrust.org

The SEND Advocate is Mr Shaun Carter and Mr Sam Austin who are the Co-Head teachers and members of the Senior Leadership Team. They can also be contacted via the School Office.

The SEND Local Board Member is Kathryn Nicholas. She can also be contacted via the School Office.

Seagry CE Primary School offers high quality teaching for all children, adapted for individual pupils, including pupils who may have additional needs. This policy reflects the changes made in the SEND Code of Practice 0-25 guidance.

1. Definition of Special Educational Needs and Disability (SEND)

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age.
- have 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 or mainstream post-16 institutions (SEND Code of Practice January 15).

This policy complies with the statutory requirement laid out in the SEND (Special Educational Needs and Disability) Code of Practice 0-25 (Sept 2014) and has been written with reference to the following guidance documents:

- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (January 2015)
- Schools SEN information Report Regulations (2014)
- The National Curriculum in England Key Stages 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

2. Aims and Objectives

Our aim is to raise aspirations and expectations for all pupils including those with SEND. Seagry CE Primary School provides a focus on individual outcomes to reflect children's needs. We work in close partnership with parents/carers who play an active and valued role in their child's education.

The objectives of the policy together with the success criteria in each case are:

- To identify and monitor pupils' individual needs at the earliest possible stage so that appropriate provision can be made and their attainment is raised.
    - Pupils' individual needs are identified through formative summative and diagnostic assessments as well as liaison with Early Year's settings or previous schools (e.g. Wiltshire Graduated Response to SEND Support WGRSS).
- To plan an effective curriculum to meet the needs of children with special educational needs and ensure that the targets set are specific, measurable, achievable, realistic and time related (SMART).
    - Class Teachers plan the curriculum to meet all needs and an adapted or supported curriculum is put in place when needed as soon as possible when children are not making progress. Class Teachers and the SEND Team work together to describe in our Provision Map what provision we make for pupils with SEND in our school. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To monitor and evaluate the progress made from any interventions put in place.
    - Baseline Assessments are carried out prior to the commencement of any intervention to assist in measuring the progress made. This is recorded by the Class Teacher onto the pupil's plan and this is monitored and evaluated by the SEND Team.

- To work in close partnership with, and involve, parents/carers of pupils who have special educational needs.
    - Parents are involved at every stage of a child's education and regular meetings allow parents to understand about and participate in planning for their child's education.
- To involve pupils and parents/carers in setting their targets and monitoring their progress regularly.
    - All target sheets and plans are shared and written with parents/carers and children.
- To ensure that the self-esteem of pupils having special educational needs are positive by acknowledging the progress they have made.
    - All pupils have high self-esteem demonstrated through pupils' responses to discussion and questionnaires.
- To ensure that all staff involved with pupils are aware of the procedures for identifying their needs, supporting and teaching them.
    - SEND Team monitors the understanding and demonstration of all staff through discussion, observations, and questionnaires. Teachers use the support materials supplied by the SEND Team and understand what to do at each stage of a child's education.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
    - 'NLA Action Plans', 'Pupil Passports', 'SEN Support Plans' and 'EHCPs' include strategies recommended by outside agencies and reviews undertaken demonstrate progress towards targets.

3. ROLES AND RESPONSIBILITIES

Role of the Academy Council:
Kathryn Nicholas is the link Academy Councillor for Special Educational Needs and Disability.

The Academy Council will:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the "responsible person" – the Head teacher, or the SEN Governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;

- Consult with the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.

The Academy Council play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the School Development Plan if a priority;
- The quality of SEND provision is continually monitored.
- The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:
- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Role of the SEND Academy Councillor:

- to keep up to date and be informed of all relevant documentation and legislation
- liaise with the SENDCO to be informed about the school's policy, practice and provision
- by arrangement, and within the school's agreed policy, visit classrooms to gain a better understanding of the provision
- monitor, on behalf of the academy council, successes, use of resources, and staff training needs where gaps are identified
- maintain good communication between SENDCO/Head teacher and Academy Council on provision for SEND

- ensure parents are kept fully informed of the provision – reports, newsletters, school prospectus & website
- report back to Academy Council decisions which have implications for SEND provision
- question any Academy Council decisions which have implications for SEND
- join SEND working parties on behalf of the Academy Council
- attend training sessions when available – school or LA or other
- arrange training for whole of the Academy Council on its own or in cluster of schools
- with agreement of the Academy Council, make representation on its behalf to the local authority.

Role of the SENDCO:

The SENDCO is Mrs. Catherine Frost and she is responsible for coordinating the provision of special educational needs throughout the school. The SENDCo, under the direction of the Trust Director of SEND and working with each Academy's SLT, will:

- Work collaboratively to determine the strategic development of special educational needs and disabilities (SEND) policy and provision in the academy.
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- Provide line-management for Operational SEND Leaders, and SEND teams in Academies where these posts exist.
- Have an overview of provision for pupils with SEND across the academies, monitoring and reviewing the quality of provision.
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in each academy improvement plan.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the academy's policy and practice.
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- To develop the SEND strategy across the assigned Academies to ensure growth of provision, sharing of best practice, development of opportunity, and alignment of approach to provide outstanding support to all children and families.
- Maintain an accurate SEND register and provision map.
- Work with the Academy SLTs, (where applicable) the Operational SEND Lead, and the Academy Council (as required) to ensure the academy meets its responsibilities

under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.

- Prepare and review information the Academy Council is required to publish on behalf of the Trustees.
- Contribute to the academy's improvement plans and whole-academy policy.
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff, and seek out opportunities for joint training and provision across the Academies.
- Share procedural information such as the academies SEND policies.
- Promote an ethos and culture that supports each academy's SEND policy and promotes good outcomes for pupils with SEND.
- Lead and manage the SEND team.
- Provide information to Senior Leaders for staff appraisals and reviewing staff performance on an ongoing basis.
- Provide guidance to colleagues on teaching pupils with SEND in line with Trust policy and expectations.
- Advise on the graduated approach to SEND support, and ensure this is implemented and employed effectively.
- Advise on the use of each academy's SEND budget/provision and other resources to meet pupils' needs effectively, including staff deployment.
- Be aware of, and actively engaged in the provision in the local offer.
- Work collaboratively and efficiently with other schools, educational psychologists, health and social care professionals, and other external agencies.
- Be a key point of contact for external agencies, especially the local authority.
- Analyse assessment data for pupils with SEND.
- Implement and lead intervention groups (as required) for pupils with SEND and evaluate their effectiveness.
- Identify a pupil's SEND need using the academy systems in place.
- Co-ordinate provision that meets the pupil's needs and monitor its effectiveness.
- Secure relevant services for the pupil.
- Ensure records are maintained and kept up to date.
- Manage monitoring systems for SEND outcomes for pupils.
- Co-ordinate and overview the Key Worker system in place for SEND pupils.
- Review the education, health and care plan with parents or carers and the pupil.
- Ensure there is regular communication with parents or carers in relation to SEND needs and support.
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.

- Promote the pupil's inclusion in the academy community and access to the curriculum, facilities and extracurricular activities.
- Work with the designated teacher for Children in Care, where a looked-after pupil has SEND.

Role of the Head Teacher:

The Co-Head teachers are Mr. Shaun Carter and Mr. Sam Austin and they will determine the strategic development of SEND policy and provision in the school, alongside the Local board and the SENDCO. This will include:

- Allocating roles and responsibilities to staff so that special needs are met.
- Ensuring that the SENDCO has sufficient time and resources to fulfil their role.
- Liaising with the SENDCO, staff, support services, parents and pupils.
- Reporting to the Local Board and the Trust SIO on the needs of the SEND children in their care and how they are being met.
- Delegating the organization of review meetings to the SENDCO.
- Ensuring that the needs of SEND children are met within the school.
- Role of the Operational SEND Lead
- The Operational SEND Lead, under the direction of the SENDCo and working with SLT, will:
- Work collaboratively with staff to support the strategic development of special educational needs and disabilities (SEND) policy and provision in the academy
- Support the co-ordination of the day-to-day operation of the SEND provision and provide specific provision to support individual pupils with SEND
- Provide professional guidance to colleagues, working closely with staff, supporting liaison between staff and parents and other agencies
- Have an overview of provision for pupils with SEND across the academy, monitoring and reviewing the quality of provision
- Support in the day-to-day maintenance of an accurate SEND register and provision map
- Provide guidance to colleagues on teaching and supporting pupils with SEND
- Advise on and support the implementation of the graduated approach to SEND support
- Be aware of the provision in the local offer
- Work collaboratively and efficiently with other schools, educational psychologists, health and social care professionals, and other external agencies as required
- Be a key point of contact for staff

- Undertake assessments with pupils and support in the analysis of the assessment data for pupils with SEND
- Implement and lead intervention groups for pupils with SEND and evaluate their effectiveness
- Identify a pupil's SEND need using the academy systems in place
- Co-ordinate provision that meets the pupil's needs and monitor its effectiveness, providing support and guidance to staff as required
- Support in the implementation of relevant services for the pupil in school
- Ensure records are maintained and kept up to date (as appropriate)
- Support staff in the implementation of monitoring systems for SEND outcomes for pupils.
- Take part in the review of the education, health and care plan with parents or carers and the pupil
- Ensure there is regular communication with parents or carers in relation to SEND needs and support, working with the class teacher and key school staff to ensure effective communication from the class teacher
- Promote inclusion of the pupil in the academy community and access to the curriculum, facilities and extracurricular activities
- Work with the designated member of staff for Children in Care, where a looked-after pupil has SEND
- Identify training needs for staff and work with the SENDCO to address how to meet these needs
- Lead INSET for staff
- Share procedural information such as the academy's SEND policy
- Promote an ethos and culture that supports the academy's SEND policy and promotes good outcomes for pupils with SEND
- Oversee the operational day to day SEND provision.

The class teacher is responsible for:

- Know which pupils they teach are on the SEND Register and at what stage and which have Education Health and Care plans (EHCP'S). For pupils with EHCPs to be aware of the details of the plan and what they needed to do to support its implementation
- Identify the SEND of individual pupils that they teach, assessing their needs, planning, implementing and evaluating specific interventions or adjustments to address them using the approach set out in the SEND Code of Practice. (SEND Code of Practice 2015 paragraphs 6.44-6.58)

- Maintain the SEND file for their class to record this process of 'Assess, Plan, Do and Review' for all pupils identified as having SEND as well as those with EHCPs. (SharePoint)
- Ensure Teaching Assistants (TAs) are supporting pupils in their class, as directed in accordance with their needs and any EHCPs
- Writing Targets for the pupils he/she teaches in collaboration with the class Teaching
- Assistant/SENDCO;
- Ensure that the Head teacher, SENDCO and other colleagues are aware of children's needs
- Provide learning experiences which are appropriate to the needs of the child
- Teaching pupils with SEND – 'quality first teaching' and planning any support needed;
- Attending reviews and writing update reports for the review or progress meeting
- Attending appropriate in-service training;
- Informing parents if a pupil is having support and carrying out regular pupil progress meetings with parents and children.

The Teaching Assistant is responsible for:

- Carry out activities and learning programmes planned by the class teacher and the SENDCO
- Supervising, supporting and assisting children, on an individual basis or in small groups, throughout the primary age range, encompassing all areas of the curriculum including games and swimming if requested;
- Preparing resources;
- Attending appropriate in-service training;
- Keeping a record of activities/relevant observations etc. and to share these with the class teacher;
- Meeting regularly with class teacher to review and plan activities and assess pupil progress;
- Attending meetings with external agencies, e.g. Speech Therapist/Educational Psychologist with the SENDCO you may be asked to write a report for a meeting;
- Reading reports provided by external agencies;
- Following activities suggested by external agencies after discussion with the SENDCO/class teacher;
- Attending termly review / progress meetings and contributing to them;
- Encouraging the social, emotional and educational development of the pupils, in co-operation with the teacher, by offering appropriate attention, relationships, care and interest in the children and their activities.

4. Arrangements for co-ordinating provision for pupils with Special Educational Needs and Disability

The needs of the majority of pupils will be met in the classroom through quality first teaching. Teachers are expected to make every effort to ensure that pupils with special educational needs are fully involved in the life of the class. For some pupils it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their individual education plans. This may be delivered by the class teacher, Operational SEND Lead or teaching assistant and will complement ordinary classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The class teacher in conjunction with the SENDCO/ Operational SEND Lead will oversee this provision to ensure it meets the objective of the policy.

The SENDCO will oversee this provision to ensure it meets the objective of this policy:

- All children are entitled to a broad-based curriculum as set out in the National Curriculum.
- Each child should be treated as an individual accepting his/her strength and areas for development.
- We recognise that each child's achievements are of equal value.
- It is essential that adaptation of work be taken into consideration when planning work. Children should always be given work to match their ability.
- Parents/carers of children with SEND should be involved and supported and should be encouraged to support their children positively.
- The class teacher should keep accurate and up-to-date records of the child's progress.
- Effective use should be made of outside agencies as and when they are required to meet the needs of the child.
- The SENDCO and Operational SEND Lead will give teachers advice when setting individual targets. They will inform teachers of the resources available in school to help teachers meet these children's needs.
- Class Teachers will inform the Operational SEND Lead of any child who causes concerns.
- When discussing the children with Special Educational Needs with others within the school and relevant outside agencies, confidentiality must be considered at all times.
- It is the delegated SEND Academy Councillor's responsibility to oversee the SEND policy is in place and is operated effectively.

Please see the attached documents at the end of this policy – SEND Teacher Guidance Pack and also our SEN Information Report which is available on our school website.

The Wiltshire Local Offer is also a service available to help parents, carers and young people to find out about the support and services available in their local area and how to access them. Wiltshire's Local Offer can be accessed through their website www.wiltshirelocaloffer.org.uk and there is a link available on the school website. For those people who do not have internet access, it is also available at local libraries and selected children's centres. The Local Offer includes information on:

- Education
- Preparing for adulthood
- Health and social care
- SEND service
- Leisure
- Travel
- Support and guidance

5. A Graduated Approach to Special Educational Support

The new Special Educational Needs Code of Practice (2014) recommends a graduated approach, initially using classroom and school resources, before bringing in specialist expertise to address specific difficulties that a child is experiencing. This means that children will receive different levels and amounts of support depending upon their individual requirements.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Pupils are only identified as SEND if they do not make adequate progress once they have had interventions and good quality adaptive practice. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. At Seagry CE Primary School, teachers, the senior leadership team and the SENDCO regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This involves reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and teachers' working knowledge of additional needs and disability.

However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve

the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEND, the decision should be recorded in the school records and the pupil's parents must be formally informed that special educational provision is being made. Arrangements for appropriate support should be made through the school's approach to SEND support.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas:

Communication and Interaction:
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism Spectrum Condition (ASC) / Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination. This can impact on how they relate to others.

Cognition and Learning:
Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), can affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health (SEMH):
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention

deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools. (The references section under chapter 6 in the SEND Code of Practice 2015 has a link to the DfE published guidance.)

Sensory and/or Physical:
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health. (The references section under chapter 6 in the SEND Code of Practice 2015 has a link to the DfE published guidance.) Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

5.1 <u>SEN Support</u>

Children in this category receive specialist intervention where provision goes beyond the adapted approaches. In identifying a child needing SEN support the class teacher, working with the SENDCO and Operational SEND Lead, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions are put in place and their effect is developed. Frequently, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

The school decides to make special educational provision available by involving the teacher and SENDCO to consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. For higher levels of need there are arrangements in place to draw on more specialised assessments from external agencies and professionals. Parents will be involved in the process.

In-class support from teaching assistants is targeted within the timetable to ensure the maximum amount of allocated curriculum time is accessed thus ensuring pupil progress. Consistency of support across year groups is taken into account. All teaching assistants offer support under the direction of the Class Teacher and SENDCO.

A child would move to SEN Support if it is necessary to make provision which is additional to, or different from, that which is already provided, for example, if the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches used in school;
- Has physical or sensory problems, and despite specialist equipment being provided still makes little or no progress;
- Has communication and/or interaction difficulties which adversely affect the child's progress.

The decision to place pupils on the SEND register is taken by applying the ASSESS-PLAN-DO-REVIEW cycle. This is known as "The Graduated Response to SEND":

Assess: In identifying a child as needing SEND support the teacher and SENDCO and Operational SEND Lead will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and their previous progress and attainment. It will also draw on the views of the parents and the child and, if relevant, the advice from external support agencies.

Plan: Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher and the SENDCO will agree, in consultation with the parents and the pupil, the interventions and support that will be put in place.

Do: The class teacher will remain responsible for working with the pupil on a daily basis. The SENDCO and Operational SEND Lead will support the class teacher in advising on the effective implementation of the support.

Review: The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The class teacher and the SENDCO will revise the support in the light of the pupil's progress and development.

5.2 Education, Health and Care Plan (EHCP).

Where, despite the school's best endeavours, the child still makes little or no progress in the areas targeted and their level of need is either so complex or so severe as to require further action, the school will consult with parents/guardians and the child and a SEN Support Plan will be put in place. This document will provide a clear picture of what is working and not working for this child along with any other additional support or intervention that has been put in place to date. The SEN Support Plan can be amended and added to regularly and can support a child from 0-25. An approach to the local authority through the SEND lead worker can then be made to request an Education, Health and Care Plan needs assessment, with the SEN Support Plan as evidence. This may or may not result in the issue of an Education, Health and Care Plan (EHCP). The progress of children with an EHC plan is reviewed annually with parents/guardians, the child, outside agencies, the SENDCO and any other appropriate member of staff. This review monitors the progress against the objectives of the EHCP and any actions to support them. This meeting has a child centred approach and involves all parties equally in the discussion that takes place.

6. Resources for pupils with SEND

Most of the resources used by children having special educational needs are available within the classroom. Money will be spent on additional resources and staffing costs to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENDCO. Resources, both consumable and non-consumable, will be purchased following recommendations from Subject Leaders and other external agencies.

Provision mapping is undertaken by the SENDCO annually identifying pupils requiring provision and resources. Some pupils may be allocated a named pupil allowance by the LA if they have a 'Education, Health and Care Plan (EHCP)'. The majority of children with SEND are supported within the main school budget. The school may receive some additional funding from County to support pupils with complex needs if they have been given an Education, Health and Care Plan (EHCP). The SENDCO will liaise with parents to discuss the use of this funding so that it best meets the needs of the child.

7. Admission arrangements

Normal admission arrangements apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his/her characteristics.

We uphold the principle of positive inclusion and where a pupil has a particular need, the governors will make reasonable adjustments to ensure that the child's needs are fully met. Our school building is fully accessible. If a child is transferring into the school with a Education, Health and Care Plan (EHCP), or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure that their needs be met.

8. Specialist facilities/expertise

There are no specialist facilities or a Specialist Learning Centre in the school. The SENDCO attends termly Cluster Group meetings and also keeps up-to-date with new initiatives at county and national level. All the TA's have had County SEN training and some have achieved national accredited qualifications (e.g. HLTA). Mrs. Shelly Malia, is our trained Emotional Literacy Support Assistant (ELSA).

9. Identification and Assessment Arrangements and Review Procedures

In accordance with the Children and Families Act 2014, Seagry C E Primary School aims to identify SEND at the earliest point and then make effective provision that improves the long term outcomes for the child. Children with SEND are identified through the following:

- The attainment and progress of each child is continually monitored and termly progress review meetings with the senior leadership team take place. Those pupils not making expected progress are identified and a cycle of Assess-Plan-Do-Review is used.
- Class teachers are constantly aware of their children's learning. If they observe a child is making less than expected progress, given their age and individual circumstances, they will inform the SENDCO and seek to identify the cause. This can be characterised be progress which:
- Is significantly slower than that of their peers, starting from the same baseline.
- Fails to match or better the child's previous pace of progress.
- Fails to close the attainment gap between the child and their peers.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENDCO. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through individual targets and the implementation of our Provision Map, highlighting the entitlement to support that the child will have. Please see our SEN Information Report and teacher guidance details which explains these clearly.

Managing pupils on the SEN register:

The teacher holds the responsibility for evidencing progress according to outcomes relating to the child's specific needs. The teacher completes the relevant paperwork and reviews it with parents, three times a year at parents' evenings or review meetings. The SENDCO and Operational SEND Lead are also available to meet with parents of pupils with SEND as requested.

The provision required for each pupil will be specific to that pupil's needs and where possible school will seek and follow advice from additional professionals such as Educational Psychiatrists, Occupational Therapists, Physiotherapists, Paediatricians and Specialist Teachers.

Stage 1: SEN support will be reflected through the use of a Pupil Passport. Parents will be given a copy of this paperwork and discuss their child's needs at meetings. A One Page Profile will reflect the child's voice and "how best to support" their needs.

Stage 2: A SEN Support Plan may be introduced by the class teacher if a child's needs become more complex. All parties working with the child will meet three times a year to review and ensure a cohesive approach towards supporting outcomes for the child. The Operational SEND Lead can support this process as required.

Stage 3: If the pupil continues to have difficulty making progress and is showing significant lack of progress after outside agencies and school have implemented strategies to support the child, an Education, Health and Care Plan can be requested. The SENDCO submits the child's "SEN Support Plan" to County, evidencing the level of need and provision that has been put into place by the school. A panel of professionals and an Education Officer will consider if a statutory EHCP

should be provided to further support the needs of the child. For further information on this process, please refer to the Code of Practice 2014. This can be viewed as a hard copy in school or found on the “Local offer” website.

Criteria for exiting the SEND register:

If the provision put in place to support a child on the SEND register is no longer required and Quality First Teaching is resulting in progress being made, then a pupil may be removed from the SEND register. This will be in consultation with parents and other professionals involved with the child’s learning. It is expected that children will move on and off the SEND register during their time in school as needs are identified and met.

10. Arrangements for SEN in-service training

Training needs of staff are identified through the school’s appraisal system, in conjunction with teacher/SEND team meetings and staff development meetings throughout the year. In order to maintain the quality of teaching provision for all pupils, staff are encouraged to undertake training and development.

All teachers and support staff undertake induction in taking up a post and this includes a meeting with the Operational SEND Lead to explain the systems and structures in place around the school’s SEND provision and practice and to discuss the needs of individual pupils.

The SENDCO will maintain the nationally required SENDCO qualification and engage in ongoing professional development in line with DfE expectations.

11. Supporting Pupils and Families

Parents/carers are important partners in the effective working relationship with the school in raising their child’s attainment. They are fully involved in the identification, assessment and decision-making process in their school. Parents/carers contribution to their child’s education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children’s views and implementing and reviewing targets, SEN Support Plans and EHCP’s. The school will also update parents/carers with relevant information.

Seagry CE Primary School sets out how it makes provision for those on the SEND register through its SEND Information Report (see Seagry CE Primary School website).

Enhanced transition between classes and settings is provided for children on the SEND register. Extra visits, photos, and a transition book can help children to feel secure. Passing on important information such as medical conditions of pupils is part of the transition process (see the Medical Conditions of Pupils policy).

Parents/carers are informed by the Class Teacher and Operational SEND Lead prior to special educational provision being made for their child. Parents/carers have many opportunities and are encouraged to discuss their child's progress informally and at designated parent interviews throughout the year. Parents/carers of children that have a SEN Support Plan will also be invited to give input and attend meetings with external agencies. Parents/carers of a child with a Education, Health and Care Plan (EHCP) will also be invited to contribute and attend Annual Review Meetings and attend meetings with external agencies.

Parents/carers are asked to contribute their views to their child's target and can request access to the information in their child's SEN file. Parents'/carers' contribution to their child's education is highly valued by the staff of the school and they are encouraged to involve their child in the decision making processes such as recording pupils' views and in implementing and reviewing their targets.

The Local Authority, Wiltshire Council, has a legal duty to make arrangements to provide information and advice on SEND matters to parents/carers of children with SEN. This is known as the Wiltshire Local Offer. See the Wiltshire Council website or our school website for further details on the Wiltshire Local Offer. The Local Authority must also make arrangements for avoiding or resolving disagreements that parents/carers have either with them or with the School about SEND matters. Parents/carers can make a request to the LA for a Education, Health and Care Plan (EHCP) (EHCP) and also have a right to appeal if the LA refuse the School's request for a statutory assessment.

Additional information on the Code of Practice for SEND is available on the DfES website – www.dfes.gov.uk, however, parents/carers with specific concerns can contact the Operational SEND Lead or visit the school website which has lots of SEND information.

12. Links with other Mainstream/Special Schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years' settings. Pre-school children are invited to visit the school for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, Operational SEND Lead, SENDCO and by classroom buddies to ensure that they have a smooth transition.

All children experience secondary induction programs in Year 6. SEN children are discussed at length with the secondary SENDCO's during the summer term. For children transferring to secondary schools, it is the responsibility of the Year 6 Class teacher and the SENDCO to ensure that the school has been informed of the child's needs and that records have been sent.

When SEN children leave mid Key Stage, it is the responsibility of the SENDCO and Operational SEND Lead to ensure that the receiving school is informed and records sent. Summaries of these records are kept on file for 18 months.

Supporting pupils at school with medical conditions:

Seagry CE Primary School recognises that pupils at school with medical conditions should be supported to have full access to education, including school trips and PE. Some children with medical conditions may be classified as disabled, and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Seagry CE Primary School also has a medical conditions policy which should be followed in conjunction with the SEND policy for those children who have a medical condition and special educational needs.

13. Links with other agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENDCO will make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Authority team including the Educational Psychologist, Cognition and Learning team, Physical and Sensory Impairment Support Service team, Speech and Language Therapist, Behaviour Support team, social services, health and LA personnel. Any or all of these agencies may be involved in the construction,

delivery or review of individual targets set to ensure children's attainment is raised and progress made.

The Local Education SSENs Team provides a full range of services to support children's learning and behaviour needs and staff's professional development.

Children requiring daily medication to address their needs will have a Health Care plan that will be reviewed with the School Nurse and parents annually. The School Nurse will also provide training at this time. Referral to outside agencies is made through the SENDCO and Operational SEND Lead.

14. Monitoring and evaluating

At Seagry CE Primary School we carefully and regularly monitor and evaluate the quality of provision we offer to all pupils, including those on the SEND register. This is carried out through staff consultations, meetings with parents and pupil voice. The SEND Local Board Member meets with the SENDCO three times a year and monitors and evaluates provision for children with SEND through class observations, reporting to the Local Board Members. This process provides regular evaluation and monitoring arrangements that promotes an active process of continual review and improvement of provision for all pupils.

The implementation and success of the SEND Policy will be measured by:

- The graphing of the register of each year group, which will be reviewed on an annual basis to determine the overall progress of the pupils. The aim will be to improve the development of the children so that they can be removed from the register.
- An analysis of all teachers' planning by Subject Leaders / managers / subject leaders ensures that a adapted approach is taken and that the targets and learning objectives are identified and reflected in planning.
- Parents/carers being aware of individual targets set for children by discussing, receiving and having their views recorded.
- Children being involved in discussing, constructing, reviewing and having their views recorded.
- Individual targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART).
- Ensuring that outside agencies, where appropriate, have their comments recorded on My Support Plan/SEN Support Plan documents.
- The Governors' Annual Report to Parents shows the success of the policy or any changes needed for the subsequent year.

- The School Development Plan priorities which include the provision for SEND.
- Undertaking a value for money review of our Special Educational Needs funding.
- Any external evaluation or inspection.
- Termly monitoring of procedures and practice by the SEND link Academy Councillor.

14.1 Success criteria will be:

- All planning reflects individual targets and any previously identified need.
- The majority of those children identified and needing SEND support reach their expected target as judged through objective testing and/or teacher's professional judgement and/or no longer need additional support.
- All targets/My Support Plans include written/recorded comments from parents and children, and where necessary outside agency involvement.

15. Storing and Managing Information

All documents relating to pupils with SEND or medical conditions are kept securely in a locked filing cabinet or in teachers' locked cupboards. Parents/carers are copied into reports and information relating to their child's needs. Parental consent must be obtained before any outside agency is involved in a pupil's learning and high standards of confidentiality are maintained. Seagry CE Primary School complies with the UK GDPR (2021). (Please see our privacy notice on our school website homepage)

16. Complaints procedures for SEND

If there is a concern, the channels for discussion are:

- The class teacher
- SENDCO
- Head Teacher

Seagry CE Primary School has a Parental Complaints Policy published on the website. Further assistance will be offered for parents who are considering going to a tribunal. (See Local Offer for more support and information)

17. Reviewing the policy

The SEND Policy will be reviewed annually in liaison with all the stakeholders.

18. Accessibility

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

Schools are required to produce accessibility plans for their individual setting; a copy of the accessibility plan for Seagry CE Primary School can be found as a hard copy in the office or on the school website.

Admission Arrangements: pupils with SEND apply to Seagry CE Primary School using the Wiltshire Council website online as detailed in the school admissions policy. Seagry CE Primary School treats all pupils with respect and does not discriminate against any pupil who has a special educational need or disability.

Seagry CE Primary School conducts Health and Safety checks three times a year. These also consider the current accessibility arrangements.

19. Bullying

Seagry CE Primary School publishes an Anti-Bullying Policy which can be viewed on the website. We offer increased support for our more vulnerable learners. This support will vary according to the needs of each child and can be 1:1 support or group support. Pupils with communication and interaction difficulties are offered support to understand their perception of bullying and all complaints are always investigated.

Seagry CE Primary School also offers pastoral care through the service of an “Emotional Literacy Support TA” (ELSA TA). The ELSA TA is Mrs Malia and she works with children of all ages and offers a wide range of interventions.

The PSHE curriculum covers the subject of bullying and helps pupils learn resilience. Pupils can belong to a children’s council and they are active in supporting an anti- bullying week each year and have created a worry box, anti-bullying screen savers and tree.

In ICT children are taught about internet safety and books are available to alert pupils to the dangers of cyber bullying.

On the playground there are dedicated areas for pupils who need a quiet space to play and we have a friendship bench and playground buddies.

20. Attendance and SEND

The school recognises the strong link between attendance and educational outcomes. Where attendance concerns arise for a pupil with SEND, the school will work collaboratively with families and relevant professionals to identify and reduce barriers to attendance through reasonable adjustments and supportive intervention.

21. Neurodiversity Statement

Christian Malford CE Primary School recognises and values neurodiversity. We understand that neurological differences, including autism, ADHD, dyslexia, dyspraxia and other neurodevelopmental differences, are part of natural human variation. We aim to create an inclusive environment where all pupils can participate, achieve and thrive.

22. Ordinarily Available Provision

The school delivers Wiltshire's Ordinarily Available Inclusive Provision as the foundation of support for all pupils. High-quality inclusive teaching, reasonable adjustments and adaptive practice form the first response to emerging needs before additional SEND support is considered.

Further Information:

The SEN Information Report is published on the school website.
The Local Offer provides comprehensive information for Staff, Parents and Pupils (there is a link on the SEN Information Report)
The SEND Code of Practice 2015 is available online and a hard copy is available for reference in school.

All policies that have been referred to are held as hard copies in the office and available for viewing.

Glossary of Terms:

BSS	Behaviour Support Service
LA	Local Authority
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs and Disability Co-coordinator
SMART	Specific, Measurable, Achievable, Realistic, Timely
TA	Teaching Assistant
LSS	Learning Support Service
WGRSS	Wiltshire Graduated Response to SEND Support

Additional Compliance Updates:

- Updated references to SEND Code of Practice (2015 remains current) and Children and Families Act 2014.
- Added Working Together to Safeguard Children (2026) and Keeping Children Safe in Education (KCSIE) 2026
- Replaced Data Protection Act 1998 with UK GDPR compliance.
- Added mental health and wellbeing guidance (DfE 2023).
- Ensured terminology uses SENDCO consistently and removed outdated 'Statutory My Plan' references.
- Included Universal Design for Learning principles and reasonable adjustments under Equality Act 2010.
- Added requirement for annual SEND Information Report publication.
- Strengthened pupil voice and co-production with families.
- Added Ofsted EIF impact measures for monitoring SEND provision.
- Updated CPD expectations including trauma-informed practice and mental health training.
- SEMH terminology
- Adaptive teaching/inclusion language
- Attendance and SEND paragraph
- Neurodiversity statement
- Wiltshire Ordinarily Available Provision wording