



Diocese of Salisbury

Academy Trust

*'Beyond expectations for all of God's children'*



St. Andrew's CE

Primary School

## **Special Educational Needs and Disability Policy**

Love one another: as I have loved you. (John 13:34)



Make a difference for you, for me, for everyone.

Policy Date: September 2026

Review Date: September 2028

### **Definition of Special Educational Needs and Disability (SEND)**

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability that 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; or
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Many children and young people who have SEN may also have a disability under the Equality Act 2010. The school will make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage.

### **Roles and Responsibilities**

The people with specific responsibility for SEND at the school are:

- Headteacher: Clare Tantrum
- SEND governor: Georgiana Menzies
- Special Educational Needs and Disabilities Coordinator (SENDCo): Jay David

The SENDCo is responsible for coordinating the day-to-day provision for pupils with SEND at the academy.

### **SEND Support and the Graduated Approach**

#### **Levels of provision**

The school uses three broad levels of provision to describe how pupils' needs are met:

1. Universal provision and quality first teaching: inclusive classroom teaching, reasonable adjustments, adaptations and ordinarily available support for all pupils.
2. SEN Support: special educational provision that is additional to, or different from, that ordinarily available to pupils of the same age.
3. Support through an EHCP: provision specified in an Education, Health and Care Plan for a pupil whose needs require coordinated statutory support.

These are levels of provision rather than categories of need. High-quality teaching and reasonable adjustments remain essential at every level.

#### **Quality First Teaching**

Quality first teaching, including appropriate adaptations and scaffolding, will meet the needs of most children in the classroom. This may also involve interventions. Teachers are responsible and accountable for the progress and development of

every pupil in their class, including pupils who receive support from teaching assistants or specialist staff.

Teachers will plan and adapt teaching in response to pupils' individual strengths and needs. When a child is not making expected progress, the class teacher will gather evidence, review the support already provided and work with the SENDCo to consider whether further action is needed.

### **Identifying Special Educational Needs**

The school will take a clear and consistent approach to identifying and responding to emerging special educational needs. Early identification and effective provision are important in improving outcomes for children.

Class teachers, supported by the Senior Leadership Team and SENDCo, will regularly assess pupils' attainment, progress and wider development. This will include considering:

- assessment information from previous settings and key stages;
- the pupil's current attainment and rate of progress;
- whether progress is significantly slower than that of peers starting from the same baseline;
- whether progress matches or improves upon the pupil's previous rate of progress;
- whether gaps between the pupil and their peers are closing or widening;
- progress in social, emotional, communication and physical development;
- the pupil's response to high-quality teaching, reasonable adjustments, adaptations and targeted support;
- the views of the pupil and their parents or carers;
- whether the pupil may have a disability requiring reasonable adjustments; and
- relevant advice from external professionals.

Where a pupil is making less than expected progress, the first response will be high-quality teaching targeted at the pupil's areas of difficulty. The class teacher will review the teaching, adaptations and support already provided and will work with the SENDCo where concerns continue. The school will not delay putting appropriate teaching or other rigorous interventions in place while evidence is being gathered.

Slow progress or low attainment will not, by itself, result in a pupil being identified as having SEN. Equally, attainment in line with age-related expectations will not be taken to mean that a pupil does not have a learning difficulty or disability.

When identifying and assessing possible SEN, the school will consider whether the pupil's presentation may be affected by other factors, including:

- limitations in their command of English;
- attendance;
- gaps in previous education;
- changes in family, housing or other domestic circumstances;
- bereavement or bullying;

Difficulties arising solely from limitations in English as an additional language are not SEN. Persistent disruptive or withdrawn behaviour will not automatically be regarded as SEN. Where such behaviour causes concern, the school will assess whether there are underlying factors, including learning, communication, social, emotional or mental health needs. Where wider circumstances may be contributing, a multi-agency response may be considered.

Initial concerns, evidence, support and the pupil's response will be recorded through the school's identification and referral process. The decision to place a pupil on SEN Support will be made collaboratively by the class teacher and SENDCo, with the pupil and their parents or carers involved and informed.

## **SEN Support**

When a child is identified as having SEN and requires provision that is additional to, or different from, that ordinarily available to pupils of the same age, they will be placed on SEN Support.

This may be considered when a child:

- makes little or no progress despite targeted teaching approaches and interventions;
- shows significant difficulty in developing literacy or mathematical skills;
- has social, emotional or mental health needs that are not sufficiently addressed through the school's ordinarily available provision;
- has physical or sensory needs and continues to make little or no progress despite appropriate equipment, adaptations and support; or
- has communication and interaction needs that significantly affect their access to learning, participation or progress.

When a child is placed on SEN Support, an Individual Learning Plan (ILP) will be created to record their needs, intended outcomes and the provision required to support them.

The ILP will be developed collaboratively with the child, their parents or carers, the class teacher and the SENDCo. Relevant external professionals may also contribute where appropriate. The child will remain at the centre of the planning process, with their strengths, needs, views and aspirations informing the support provided.

Longer-term outcomes will be considered before the smaller, achievable, short-term targets needed to work towards them are identified. Targets will be specific, measurable and directly linked to the child's identified needs.

The ILP will identify:

- the child's strengths and needs;
- the outcomes being sought;
- the provision and adjustments that will be put in place;
- any relevant short-term targets; and
- how and when the provision and progress will be reviewed.

Where appropriate, external agencies may be consulted to provide further advice or support. This may include referrals, assessments, professional advice, Joint Action Plans (JAP) or staff training. Reports and recommendations from external professionals will be shared with parents or carers.

The child's ILP will be reviewed at least three times each year. The child, their parents or carers, school staff and relevant external professionals will contribute to the review where appropriate.

### **The Graduated Approach to SEND**

Support for children with SEND will follow the four-part graduated approach:

**Assess:** The child's strengths and needs will be identified using information from the child, their parents or carers, school staff, assessments and relevant external professionals.

**Plan:** The intended outcomes, provision, adjustments, responsibilities and review arrangements will be agreed and recorded.

**Do:** The agreed provision will be implemented. The class teacher will remain responsible for the child's progress and will work closely with any staff or professionals providing additional support.

**Review:** The effectiveness of the provision and the child's progress towards the agreed outcomes will be reviewed. Support will then be continued, adapted or increased in response to the child's needs.

The assess-plan-do-review cycle will be repeated and refined as the school develops its understanding of the child's needs and the support that is most effective.

### **Requesting an EHC Needs Assessment**

When a child continues to make limited progress despite appropriate cycles of assess, plan, do and review, the SENDCo will discuss the next steps with the child and their parents or carers.

With parental consent, advice may be sought from the school's link educational psychologist, specialist teacher or other relevant professionals. This may lead to additional support, a JAP or a request for an Education, Health and Care (EHC) needs assessment.

Dorset Council will consider the evidence and decide whether to undertake an EHC needs assessment and, following the assessment, whether to issue an Education, Health and Care Plan (EHCP).

An EHCP sets out the child's needs, intended outcomes and the provision required. It will be reviewed at least annually, with contributions from the child, their parents or carers, the school, Dorset Council and relevant professionals. A SEND provision lead may be allocated by Dorset Council as the local authority's named contact.

## **Criteria for Exiting the SEN Register**

A pupil may be removed from the SEN register when evidence shows that they no longer require provision that is additional to, or different from, the school's ordinarily available provision.

This decision will be made in consultation with the parents or carers, the class teacher and the SENDCo. If concerns arise, the pupil's needs and provision will be reviewed.

## **Supporting Pupils with Medical Conditions**

The school recognises that pupils with medical conditions must be properly supported so that they can access all aspects of school life, including physical education and school trips. Where a pupil also has SEND, provision will be planned and delivered in a coordinated way. The school will comply with its duties under the Equality Act 2010 and follow its policy for supporting pupils with medical conditions.

## **Pupil, Parent and Carer Voice**

Parents or carers are important partners in supporting each child's education and progress. The school will involve them in identifying, assessing, planning and reviewing the child's needs and provision.

Their views, knowledge and contributions will be valued, and they will be kept informed about the child's progress and decisions relating to SEND support.

## **Complaints Procedure**

If parents or carers have a concern or complaint about the provision made for their child, they should initially discuss it with the class teacher. If the matter is not resolved, they should follow the academy's complaints procedure, which is available from the school and on its website.

## **Evaluating the Success of this Policy**

The effectiveness of this policy will be evaluated against its stated objectives through:

- analysis of the curriculum, support and resources deployed to meet pupils' needs;
- analysis of pupils' academic, social and emotional information and the interventions in place to address identified barriers or gaps, including evidence from learning walks and relevant staff appraisal processes;
- the involvement of pupils, parents, carers and external agencies in discussing, developing and reviewing provision through ILP and EHCP reviews;
- monitoring meetings and visits involving the SEND governor and SENDCo; and
- monitoring and accountability visits from the academy trust.