



Diocese of Salisbury

Academy Trust

'Beyond expectations for all of God's children'

Special Educational Needs and Disability Policy

Policy Date: September 2025

Review Date: September 2026

Special Educational Needs and Disability Policy

Vision and Ethos

As a Church school, our commitment to inclusion is rooted in our Christian vision. We believe that every child is uniquely created, valued, and deserving of dignity, opportunity, and belonging. Guided by our biblical foundation, we strive to remove barriers to learning so that all pupils can flourish academically, socially, emotionally, and spiritually.

Our approach reflects a culture of compassion, high expectations, and ambitious outcomes for every learner. Inclusion is not an initiative; it is the daily work of the school.

Aims

At Spetisbury CE Primary School we aim to:

- Ensure every pupil, including those with SEND, receives high-quality, adaptive teaching.
- Identify needs early and respond with precision and care.
- Enable pupils with SEND to achieve ambitious outcomes alongside their peers.
- Promote independence, resilience, and self-advocacy.
- Work in strong partnership with parents, carers, and external professionals.
- Foster a school community where difference is respected and celebrated.

Legislative Framework

This policy complies with the statutory requirements set out in:

- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014

Definition of SEND

A pupil has Special Educational Needs and Disabilities if they have a learning difficulty or disability that calls for special educational provision to be made for them.

Special educational provision is provision that is additional to or different from that normally available to pupils of the same age.

Needs may be long-term or may change over time; provision is reviewed regularly to ensure it remains appropriate.

SEND is understood within four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Inclusion

SEND provision is a whole-school responsibility. Through high-quality teaching, careful assessment, and strong relationships with families, we aim to remove barriers to learning and participation.

All teachers are teachers of pupils with SEND and are accountable for the progress and development of every child in their class.

Roles and Responsibilities

The responsible persons for SEND at the academy are:

- Sam Orth – SENDCO
- Bethany Moody - SENDCO
- Pam Elliott – Governor with SEND responsibility
- Andrew Brown - Headteacher

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

The Governing Body

The governing body ensures that:

- Appropriate provision is made for pupils with SEND.
- The school meets its statutory duties.
- SEND funding is used effectively.
- Provision is monitored for impact.

A named governor for SEND maintains strategic oversight.

The Headteacher

The Headteacher has overall responsibility for promoting an inclusive culture and ensuring the effectiveness of SEND provision across the school.

The SENDCo

The SENDCo coordinates day-to-day provision and:

- Supports staff in identifying and meeting pupils' needs.
- Advises on adaptive teaching strategies.
- Oversees Pupil Learning Plans.
- Coordinates external agency involvement.
- Monitors progress of pupils with SEND.
- Leads SEND-focused professional development.

Class Teachers

Class teachers:

- Deliver high-quality, adaptive teaching.
- Identify emerging needs promptly.
- Implement agreed provision.
- Monitor progress closely.
- Maintain regular communication with families.

Early Identification

Early identification is critical to improving outcomes. Concerns may arise through assessment data, classroom observation, parental insight, or pupil voice.

Where a potential need is identified, staff will assess, plan, implement, and review support without delay.

The Graduated Approach to providing SEND support

Where a pupil is identified as having SEND, the school follows the graduated approach:

Assess

A clear analysis of need is undertaken using teacher assessment, prior attainment, behaviour data, and, where appropriate, specialist advice.

Plan

Support is discussed with parents and the pupil. Outcomes are agreed and recorded within a **Pupil Learning Plan**, detailing the provision required.

Do

The class teacher remains responsible for the pupil's learning. Support staff supplement — not replace — teacher input.

Review

Provision is reviewed regularly with parents and pupils. Adjustments are made in response to progress and evolving needs.

The graduated approach is cyclical and responsive rather than linear.

Levels of SEND Support

Universal Provision

High-quality, adaptive teaching forms the foundation of our inclusive practice.

Additional School Support

Some pupils may require short-term provision that is additional to universal practice but may not have SEND. These pupils are monitored carefully to prevent gaps from widening.

SEN Support

Pupils requiring provision that is additional to or different from their peers are placed on the SEND register.

Each pupil has a **Pupil Learning Plan** which:

- Focuses on outcomes rather than tasks
- Identifies precise strategies
- Clarifies adult responsibilities
- Is reviewed at least termly

Education and Health Care Plan (EHCP) –

Where needs are significant and persistent despite well-implemented support, the school may request a statutory assessment.

EHCPs are reviewed annually in collaboration with families and professionals.

The Graduated Approach to SEND



Where a pupil is identified as having SEND, our school will act to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four-part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.

Assess - Class teacher and SENCO will carry out a clear analysis of a pupil's needs, drawing on teacher assessment, experience of the pupil, previous progress and attainment and information from the school's core approach to pupil progress, attainment and behaviour. Assessments will be reviewed regularly to ensure that support and intervention are matched to needs.

Plan - If it is decided to place a pupil on SEND support, the parents will be formally notified. At our school, parents are part of the assessment and review process for pupils. The IEP will be generated with the class teacher, SENCO, parents and pupil in order to identify the support and intervention required to meet the outcomes identified for the pupil.

Do - The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant or specialist teacher works with the pupil either one-to-one or with a group the class teacher remains responsible for overseeing the planning and assessment of the intervention and feeding back to parents.

Review - The effectiveness of the support and the impact of this support on the pupil's progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupil's needs and inform the revised support in light of the pupil's progress.

Where a pupil has an EHCP, the LA and school must review the plan at least once a year.

Generation of an IEP for a Child

Following a review of the progress, it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that 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 policy used in school.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

The IEP will be generated in full consultation with the class teacher, the SENCO, parents, the child and in some cases, outside agencies, who may be involved with the child. Together, an IEP will be generated with the child at its centre. Long-term goals will be considered and then the short-term goals that will be needed to fulfil these longer-term goals. A Pupil Passport will also be produced that gathers together all relevant information and recommendations, including the child's views, on a useful one-page guide.

The IEP and Passport will evidence:

- The child's view
- The views of their parents/carers
- What is important to the child
- How best to support the child
- Hopes and dreams for the future
- What is important for the child (e.g. health or communication needs)

- How the child learns
- What is and isn't working for the child and their family
- Shared action plan with short term targets included
- Support required • Review against targets

The IEP will be fully jointly reviewed three times a year and a meeting with the parents will be arranged.

Requesting an EHC plan

Where, despite all of our best endeavours and evidence of at least three cycles of Assess, Plan, Do and Review, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment for an EHCP. However, this may or may not result in the LA issuing a plan. Where a child has an EHCP we will carry out an annual review which parents, child, the LA, outside agencies, Head teacher, SENCO and the class teacher will be invited to attend.

The EHCP will ensure a collaborative, joined up approach to support the child. There will be a single point of contact appointed called the SEN Planner Co-ordinator.

Criteria for exiting the SEND Register

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they will be removed from the SEND register.

Supporting Pupils at school with a Medical Condition

We recognise that pupils at our school with medical conditions need to be fully supported to allow them full access to education, including school trips and physical education. If children have a disability, we will comply with the duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care Plan.

Parent/Carer Voice

Parents/carers are important partners in the effective working relationship with the academy in raising their child's attainment. The Academy strives to ensure that parents/carers are fully involved in the identification, assessment and decision making process in the academy. Their contribution to their child's education is valued highly by the staff in the academy.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, they should discuss this with either the SENCO or the Head Teacher who will issue a copy of the Academy's Complaints procedure. The complaints policy is also available through the school's website.

Criteria for Evaluating the Success of our Policy:

The policy will be evaluated against the objectives stated on page two by:

- ✓ An analysis of the curriculum, support and resources that are deployed to meet the pupil's needs.
- ✓ An analysis of the pupil's academic, social and emotional data and the interventions in place to narrow identified gaps (this analysis will include evidence from learning walks and teaching assistant appraisals). By involving the pupils, parents/carers and outside agencies in discussing, constructing and reviewing provision through the process of IEP and EHCP reviews.