

Spaxton CofE Primary School

‘Together we flourish and achieve’



SEND policy

LINKS WITH OTHER POLICIES: Accessibility plan, Supporting pupils with medical conditions policy, Behaviour policy, The Quantock Education Trust SEND Statement

DATE: June 2025

POSTHOLDER RESPONSIBLE: Rebecca Skews

MONITORED BY: Local Governance Committee

DATE RATIFIED BY GOVERNORS: September 2025

AUDIENCE: Staff, parents, pupils

REVIEW DATE: June 2026

Approved on behalf of Governing Body:  (Chair of Governors)

Approved on behalf of School:  (Head of School)

Contents

Introduction.....	3
What are Special educational needs?	3
Aims and Objectives.....	3
Educational Inclusion	4
Identification and Assessment.....	4
Access to the Curriculum	5
Interventions.....	5
Provision and Funding.....	6
Education and Health Care Plan (EHC Plan).....	7
Roles and Responsibilities.....	8
Allocation of resources.....	9
Partnership with Parents and Children	9
Monitoring and Reviewing.....	10

Special Educational Needs and Disabilities (SEND) Policy

'Together we flourish and achieve'

Inspired by: I Corinthians Ch 13 Vs 4-8

Those who belong to our school: protect, trust, have hope, persevere, show courage and respect.

At Spaxton we strive:

To provide a safe, happy and motivational environment where **all** children and adults are respected, accepted, valued and included, enabling children and adults, as individuals, to confidently achieve their full potential.

Our vision for children with special educational needs and disabilities is the same as for all children – that they achieve well at school and lead happy and fulfilled lives.

Introduction

Spaxton Cof E Primary School has a named SENDco, Mrs Rebecca Skews and a named SEND Governor, Mr Andrew Watson, whom work together to ensure that the Spaxton Special Educational Needs policy works within the guidelines of the Code of Practice (2015), The Quantock Education Trust, The Local Educational Authority and other policies current within our school.

At Spaxton, it is the belief that **all children** have an equal right to a full and rounded curriculum, which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils whom it is required. This something that is 'additional to and different from' that which is already provided within the differentiated curriculum to better respond to the four broad areas of need identified in the Code of Practise (2015)

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and or/Physical needs

What are Special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is **additional to, or different from**, that which is made generally for others of the same age in a mainstream setting.

Code of Practise 2015

Aims and Objectives

- a. To create an environment that meets the special educational needs of each child in order that they can achieve their full potential and engage in activities alongside their peers.

- b. To ensure that the special educational needs of children are identified at the earliest possible stage, understood, assessed and provided for.
- c. To ensure that our children are involved in the process, views sought and considered
- d. To identify the roles and responsibilities of all involved in process (home, school, external agencies)
- e. To provide adjustments to enable all children to have full access to all elements of the curriculum.

Educational Inclusion

- a. At Spaxton, we have high expectations of our children, and we aim to provide excellence and enjoyment through our curriculum for **all**. We endeavour to achieve this through the removal of barriers to learning and participation. We intend all children at Spaxton to feel valued. Through appropriate curricular provision we respect the fact that children:
 - i. have different educational needs and aspirations
 - ii. require different strategies for learning
 - iii. acquire, assimilate and communicate information at different rates
 - iv. need a range of different teaching approaches and experiences.
- b. This policy builds on our equal opportunities policy, which recognises the entitlement of all pupils to a broad and balanced curriculum and reinforces the need for teaching which is fully inclusive.
- c. We designate a member of staff to be the Special Educational Needs Co-ordinator (SENDCo) and ensure that she is a member of the school's Senior Leadership Team.

Identification and Assessment

- a. Provision for children with special educational needs is a matter for the whole school.
- b. The governing body, the Head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.**
- c. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need a School Entry Plan meeting will be held. Information will be transferred from colleagues in the Early Years setting, from parents, the class teacher and SENDCO will use this information to:

- i. Provide starting points for the development of an appropriate curriculum.
 - ii. Identify and focus attention on action to support the child within the class.
 - iii. Use the assessment processes to identify any learning difficulties.
 - iv. Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- d. All staff are responsible for identifying children who may have special educational needs and early identification is considered a priority.

Access to the Curriculum

- a. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.
- b. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives. Staff differentiate work appropriately, and use assessment to inform the next stage of learning. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children have individual targets in English and Maths.
- c. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Interventions

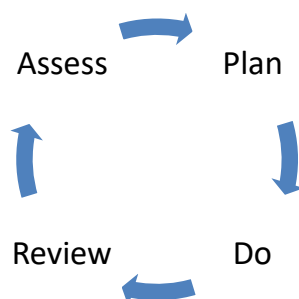
- a. The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment.

This may include:

- i. Different learning materials or special equipment.
- ii. Some group or individual support.
- iii. Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- iv. Staff development and training to introduce more effective strategies.
- v. Access to LA support services for one-off or occasional advice on strategies or equipment.

Provision and Funding

- a. The SEN code of practice advocates a graduated response to meet the needs of children with special educational needs, using an assess, plan, do, review cycle:



- b. When it becomes clear that a child is failing to make appropriate progress within the quality first teaching, additional or alternative support will be provided through this cycle. Interventions will be offered that are different to or additional from those provided in the classroom through quality first teaching. Children receiving this level of support are identified as requiring **SEN Support**.

Children can be highlighted as needing SEN Support and intervention can be triggered through concern that despite differentiated teaching pupils:

- i. make little or no progress, despite targeted teaching of weakness
 - ii. demonstrate difficulty in developing English or Maths skills
 - iii. show persistent emotional, social or mental health difficulties which impact on successful learning
 - iv. have sensory/physical problems and despite the provision of specialist equipment make little progress
 - v. experience communication and/or interaction difficulties and despite experiencing a differentiated curriculum make little or no progress.
- c. The class teacher will discuss her concerns with the SENDCo and parents/carers in order to build a profile of the child's strengths and weaknesses. This may be achieved using observational assessment, discussions, formal assessment etc.
- d. The information acquired will then be used to plan appropriate provision and monitor progress through the assess, plan, do, review cycle. The strategies employed to support a child at SEN Support will be based on information from the child, parent and adults working with them in class and will be recorded on an individual support plan (ISP)

- e. At Spaxton, the class teacher and parents meet regularly to review children's progress. In some cases, the SENDCo and other colleagues may also attend this meeting. The views of the child (pupil voice) are always considered and are actively sought in this process.
- f. A copy of the child's individual support plan will be shared with parents and they are offered the opportunity to meet with the SENDCo if they have not already done so and wish to discuss any questions or concerns.
- g. The class teacher remains responsible for working with the child on a daily basis but planning a more individualised programme may include interventions supported by the SENDCo or outside agencies.
- h. If the review or liaison between class teacher, parent and SENDCo identify a need for support, advice will be sought from Somerset Support Services. Actions may then be agreed, which may include individual assessment by an outside agency.
- i. For children who are 'SEN Support' and identified as having Higher Needs an Annual Review will be held at which parents, the SENDCo and any outside agencies involved with a child will meet. The child is also involved in this review. The Annual Review forms the body of the application for an Education Health Care plan (EHCP)

Education and Health Care Plan (EHC Plan)

- a. When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Somerset.
- b. The Local Authority will need to have:
 - i. information about the child's progress over time
 - ii. documentation in relation to the special educational need
 - iii. details of action taken by the school to meet the child's special educational needs
 - iv. particulars of any special resources or arrangements put in place.
- c. This information includes where relevant:
 - i. Individual support plans for the child
 - ii. records of regular reviews and their outcomes
 - iii. health reports, including medical history where relevant

- iv. assessment levels and reports or records of progress complied by the teachers
 - v. educational and other assessments, for example from an advisory teacher or an Educational Psychologist
 - vi. reports from other professionals involved with the child (Social Services, Educational Attendance Service, Health and Education services).
- d. The views of the parent and child are sought. Parents may also make a request for Statutory Assessment. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who are involved with the child and the EHC Plan is prepared.
- e. EHC Plans are subject to annual review, which will include parental views about the child's progress.

Roles and Responsibilities

- a. The Headteacher, Governors and SENDCO are responsible for the strategic development of the SEND policy and provision to raise the achievement of SEN pupils. The SENDCO meets each term with the SEND Governor to review policy and plan future developments.
- b. The responsibilities of the SEND Co-ordinator (SENDCO) include:
 - i. Overseeing the day-to-day operation of the school's SEND policy.
 - ii. With the class teacher, ensure provision for children with special educational needs to allow them to access all curriculum areas and subjects and all other aspects of school life, including PE, sports days, participation in the school council, extracurricular activities and school visits
 - iii. Liaising with, and advising fellow teachers
 - iv. Managing Teaching and Learning Assistants where applicable
 - v. Overseeing the records of all children with special educational needs
 - vi. Liaising with parents of children with special educational needs
 - vii. Contributing to the in-service training of staff
 - viii. Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies

- ix. Liaise with designated teacher for Looked After Children
 - x. Liaise with Medical Needs Co-ordinator
 - xi. Liaising with preschools prior to entry and with receiving schools on transfer.
- c. The governing body:
- i. challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask challenging questions to ensure all teachers are aware of the importance of providing for children with SEND and ensuring that funds and resources are used effectively.
 - ii. ensures that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.
 - iii. reviews this policy annually and considers any amendments in light of the review findings. The Head teacher reports the outcome of the review to the full governing body.

Allocation of resources

- a. The Headteacher, in consultation with the SENDCO, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC plans.

Partnership with Parents and Children

- a. At Spaxton we work closely with parents and recognise that they have much to contribute to our support for children with special educational needs. We encourage an active partnership through an on-going dialogue with parents.
- b. Through our school SEND offer we strive to inform and engage with parents to ensure that their vital contributions are an active part of our policy and provision.
- c. At Spaxton parents' evening meetings are held in the autumn and spring terms. The SENDCO is available to meet with parents of children with special educational needs to discuss their child's progress if required.
- d. At Spaxton we encourage children to take responsibility and have a key role in their learning. This is part of the culture of our school and relates to children across the school.
- e. Children are actively encouraged to make judgements about their own performance against learning objectives and against their targets.
- f. When children with Special Educational Needs are about to transfer to Secondary/Key Stage 3 education we work closely with parents to ensure that there is confidence that the transfer will be made as successfully as possible.

Complaints about SEND provision

If there is anything, you are unhappy with regarding your child's SEND provision please speak initially to the class teacher who can then refer the complaint on to Mrs Rebecca Skews (SENDco) Parents will then be referred to the school's complaints policy.

Parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that Spaxton School has discriminated against their child. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Monitoring and Reviewing

- a. The SENDCo monitors the movement of children within the SEN system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- b. The SENDCo is involved in supporting teachers involved in drawing up individual plans for children.
- c. The school SENDCo and the named governor with responsibility for special needs hold termly meetings.
- d. The governing body reviews this policy annually.

R Skews

SENDCo