



St Andrew's CE Primary School Special Educational Needs and Disability (SEND) Policy

Policy agreed (date):	Autumn 2025
Policy published (including on website) (date):	Autumn 2025
Next review (date):	Autumn 2026

1.0 COMPLIANCE

This policy complies with the statutory requirements laid out in the **SEND Code of Practice: 0–25 years (January 2015, paras 3.65–3.70)** and has been written with reference to the following guidance and documents:

1. Equality Act 2010: advice for schools (DfE, May 2014)
2. SEND Code of Practice: 0–25 years (Jan 2015)
3. Schools SEN Information Report Regulations (2014)
4. Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
5. The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
6. Accessibility Plan

This policy was created by the SENCO in liaison with the SEND Governor, staff, and parents of pupils with SEND.

1.1 Contact Details for SENCO

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1.2 St Andrew's Beliefs and Values around SEND

St Andrew's CE Primary School is committed to ensuring that all pupils with SEND are identified and supported so they can participate fully in school life. The school will use its best endeavours to ensure that teachers and teaching assistants are able to identify

and provide for pupils with SEND, enabling them to engage in the curriculum alongside their peers, as far as is reasonably practical.

Partnership with parents/carers is key. Parents are viewed as partners in the child's education, contributing knowledge and experience to inform decisions about support and provision.

2.0 AIMS AND OBJECTIVES

2.1 Aims

- Recognise that children may require additional support at any stage due to learning, physical, sensory, social, emotional, or mental health needs.
- Provide all children with the opportunity to maximise their potential through a broad, balanced, and appropriate curriculum.
- Develop self-esteem and recognise personal achievements.
- Promote social, moral, spiritual, and cultural development.
- Ensure pupils with SEND are fully involved in classroom and school life.

2.2 Objectives

- Ensure pupils with SEND have access to the school's universal provision alongside **Individual Learning Passports** or **My Support Plans** for targeted support.
 - Identify and monitor individual needs at the earliest possible stage.
 - Plan and deliver an effective curriculum tailored to pupils' SEND, with SMART targets in learning plans.
 - Work closely with parents/carers and involve pupils in reviewing their learning targets.
 - Raise self-esteem by recognising and celebrating progress.
 - Ensure all staff understand how best to support each child.
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3.0 IDENTIFYING SEND

3.1 Types of SEND

SEND is divided into four areas:

1. **Communication and Interaction** – e.g., speech and language delay, hearing impairment, autism spectrum.

2. **Cognition and Learning** – e.g., moderate, severe, or specific learning difficulties (dyslexia, dyscalculia, dyspraxia).
3. **Social, Emotional and Mental Health (SEMH)** – e.g., anxiety, withdrawal, hyperactivity, or concentration difficulties.
4. **Sensory and/or Physical Needs** – e.g., sensory impairments or physical disabilities.

3.2 Other Needs Not Classified as SEND

- Behavioural difficulties
- Disability (as defined under the Equality Act 2010)
- Slow progress or low attainment
- English as an additional language
- Attendance and punctuality issues
- Health and welfare concerns
- Pupil Premium, Service Children, and Adopted from Care grant considerations

Schools must **not discriminate** and must make **reasonable adjustments** for disabled pupils.

4.0 A GRADUATED APPROACH TO SEND SUPPORT

4.1 Identification, Assessment, and Review

- SEND support is additional to or different from quality-first teaching.
- Pupils not making expected progress are assessed collaboratively by class teacher, SENCO, parents, and where appropriate, external professionals.
- Information is recorded via **Pupil Progress Meetings, SEND Register, Individual Learning Passports, and My Support Plans.**

4.2 Quality First Teaching

Key characteristics include:

- Highly focused lesson design
- High pupil involvement and engagement
- Appropriate use of teacher questioning, modelling, and dialogue
- Encouragement of independent learning
- Scaffolded approaches to remove barriers for SEND pupils

4.3 Assess, Plan, Do, Review (APDR) Cycle

- **Assess:** Identify SEND needs using teacher assessments, parental input, and professional advice.
- **Plan:** Agree interventions with parents, pupils, and staff; record on Learning Passports or My Support Plans.
- **Do:** Teachers implement support; teaching assistants contribute under teacher guidance; SENCO advises on strategies.
- **Review:** Evaluate progress, update plans, and adjust support; EHCP reviews occur annually with Local Authority involvement.

4.4 Managing SEND on the Register

- All pupils on the SEND Register have Learning Passports and, where needed, My Support Plans.
- Review meetings occur **three times per year**.
- SENCO monitors consistency and quality of outcomes.

4.5 Education, Health and Care Needs Assessment

- Where progress remains insufficient, the school or parents may request an **Education, Health and Care Plan (EHCP)**.
- SENCO coordinates a SEND Lead Worker to support families through this process.

5.0 Criteria for Exiting the SEND Register

- Exit is considered when progress is **sustainable**.
- Decisions involve teachers, SENCO, parents, pupils, and other professionals.
- Records are maintained and shared with the next educational setting.

6.0 Supporting Pupils and Families

- Local Authority SEND Offer: <https://www.wiltshire.gov.uk/article/1422/SEND-Local-Offer>
- Teachers liaise with SENCO to ensure assessments, transitions, and access arrangements are in place.
- Pupils with SEND are supported through transitions to secondary school, including extra familiarisation sessions if needed.

7.0 Supporting Pupils with Medical Conditions

- The school complies with the **Equality Act 2010** for disabled pupils.
- Pupils with medical conditions are supported in line with the school's **Supporting Pupils with Medical Conditions Policy**.
- EHCPs integrate health, social care, and SEND provision.

8.0 Admission Arrangements

- Normal admission policy applies; the school is inclusive and will not deny admission based on creed, race, ability, or attainment.
- Children with specific needs (e.g., wheelchair access) will have adjustments made.
- Children with EHCPs or ongoing support from previous schools are accommodated in consultation with the Local Authority.

9.0 Monitoring and Evaluation

- Classroom practice, teaching quality, pupil tracking, intervention evaluation, SEND governor oversight, self-evaluation, School Development Plan, and Ofsted inspections are used to monitor provision.

10.0 Training and Resources

- All staff receive regular SEND training.
- SENCO attends **Wiltshire SENCO conferences** and local cluster networks.
- The SENCO holds the **National Award for SEN Coordination** (statutory requirement) a BA (hons) and a PGCE with QTS.

11.0 Roles and Responsibilities

11.1 Governing Body

- Ensure provision for pupils with SEND
- Make SEND needs known to teaching staff
- Oversee inclusion in school activities

- Monitor and report on policy implementation
- Ensure SEND provision is part of the School Development Plan
- Publish an **annual SEND report** on the school website

11.2 SENCO

- Coordinate day-to-day SEND provision
- Advise and liaise with staff and parents
- Maintain SEND resources
- Liaise with external agencies
- Organise staff CPD and monitor provision
- Attend Pupil Progress Meetings

11.3 Headteacher

- Oversees statutory responsibility for medical conditions and overall SEND compliance
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12.0 Storing and Managing Information

- SEND documents are stored securely in locked cupboards and on the school network.
 - Records are passed to the next educational setting in line with **UK GDPR and Data Protection Act 2018**.
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13.0 Accessibility

- Full wheelchair access and site adaptations in place.
 - Barriers to learning are removed through scaffolded and differentiated teaching.
 - Accessibility Plan is reviewed **at least every three years**.
 - Written information is adapted for pupils with physical or sensory impairments.
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14.0 Complaints

- Initial resolution with class teacher → SENCO → Headteacher → Chair of Governors → Local Authority / SENDIAS.
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15.0 Dealing with Bullying

- St Andrew's does not tolerate bullying.
 - Incidents are managed according to the **Anti-Bullying Policy**.
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16.0 Date of Review

- Policy reviewed: Autumn 2025
 - Next review: Autumn 2026
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17.0 References and Relevant Policies

- SEND Code of Practice: 0–25 years (Jan 2015)
- Equality Act 2010 guidance for schools (DfE, 2014)
- Children and Families Act 2014
- NASEN guidance
- Supporting Pupils at School with Medical Conditions (2014)
- Accessibility Plan, Anti-Bullying Policy, Complaints Procedure
- Data Protection & Information Management policies
- Safeguarding and Child Protection Policy