



**South Marston C of E Primary School**

**Special Educational Needs and Disability (SEND) Policy 2025-2026**



This policy has been updated by the SENDCO in line with the **SEND Code of Practice (0-25 years) 2014**, with regard to the **Equality Act 2010, Safeguarding Policy** and **Accessibility Plan**, and in liaison with the Senior Leadership Team. It should be read in conjunction with our **SEND Information Report**, which can be found on our website.

This policy has been written with reference to the following documents:

- Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for Education, Health and Care Plans (EHCPs), SEN Co-ordinators (SENCOs) and the Special Educational Needs (SEN) Information Report
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose EHCP names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Teachers Standards 2012
- This policy also complies with our funding agreement and articles of association.

## 1. Introduction

At South Marston C of E Primary School, we are committed to identifying and supporting the needs of all pupils with SEND at the earliest possible stage, working collaboratively with parents, carers, and external agencies. Guided by our Christian vision, ***“Encourage one another and build each other up” (1 Thessalonians 5:11) – Flourishing together with community, hope, perseverance and friendship”***, we aim to ensure that every pupil is included, valued, and enabled to thrive. We are dedicated to providing a supportive and nurturing environment in which all children are encouraged to develop their strengths, overcome barriers to learning, and flourish as part of our school community.

In line with the **Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)**, we define a child as having Special Educational Needs 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; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Our approach to supporting pupils with Special Educational Needs and Disabilities is firmly grounded in our Christian vision: ***“Encourage one another and build each other up” (1 Thessalonians 5:11) – Flourishing together with community, hope, perseverance and friendship”***. Guided by these values, the school is committed to ensuring that all pupils, including those with SEND, are supported to achieve their full potential. We promote an inclusive environment in which every child is valued, encouraged, and equipped to succeed. Through high-quality teaching, personalised support, and strong partnerships with families and external agencies, we work to remove barriers to learning and nurture each child’s academic, social, and emotional development. In doing so, we seek to uphold our vision by fostering a community where all pupils can grow, persevere, and flourish together.

## 2. Aims:

- a. Provide guidance which ensures that the statutory legislation regarding pupils with SEND is implemented to a high, consistent standard at South Marston CofE Primary.
- b. Ensure a child-centred approach to each child’s provision for SEN

- c. Outline how we will implement our vision for inclusion that enables all pupils with SEND to:
  - i. experience a high quality, inclusive education
  - ii. access a broad and balanced curriculum in a calm learning environment which is supportive of children's additional needs
  - iii. achieve at least good outcomes
  - iv. access all aspects of school life
  - v. be the best that they can be.
- d. Provide an overview of our graduated response and other procedures regarding SEND so that all staff, parents, pupils, Academy Council and any other relevant stakeholders have clear expectations of SEND provision at South Marston CofE Primary school.
- e. Outline expectations for clear communication and partnership working for all stakeholders including school staff, parents / carers, the child and any external professionals involved in supporting the child.

### **3. Definitions**

#### **3.1 Special Educational Needs (SEN)**

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### **3.2 Disability**

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

A pupil has a learning difficulty or disability if they have a significantly greater difficulty in learning than most others of the same age.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

#### **3.3 Inclusion**

Inclusion is seen as a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need. It is about giving equity of access and opportunities; getting rid of discrimination and intolerance (removal of barriers).

## **4. Roles and Responsibilities**

### **Local Academy Council**

The Local Academy Council is responsible for ensuring that the academy fulfils its statutory duties under the SEND Code of Practice (2015), the Equality Act (2010) and all relevant government guidance. The Council will:

- Appoint a named SEND Governor to monitor the effective implementation of the SEND Policy.
- Ensure that appropriate staffing, resources and funding are in place to enable high-quality SEND provision and to promote full participation of pupils with SEND in all aspects of school life.
- Monitor and evaluate the effectiveness of SEND provision and provide an account of SEND arrangements and resource allocation in the Annual Report to parents.
- Ensure that the academy website contains current and compliant SEND information, including the SEND Policy and SEN Information Report.

### **SEND Governor**

The SEND Governor has specific oversight of the academy's SEND arrangements. They will:

- Monitor SEND provision, including the effective deployment of SEND funding and the quality assurance of the graduated response.
- Ensure that SEND is fully integrated within the School Development Plan.
- Champion and advocate for high-quality SEND provision across the academy.
- Meet with the SENCO at least three times per year to remain informed about SEND developments, priorities and practice.
- Provide an annual report to the Local Academy Council and parents on the implementation of the SEND Policy and any changes made during the academic year.

### **Head Teacher**

The Head Teacher works in partnership with the Local Academy Council, Senior Leadership Team and SENCO to determine the strategic direction of SEND provision. The Head Teacher will:

- Allocate roles, responsibilities and resources to ensure that high-quality SEND provision is delivered for all pupils with additional needs.
- Maintain effective communication between senior leaders and the SENCO.
- Ensure that the SENCO is provided with sufficient time, training and resources to carry out their statutory duties.
- Report to the Local Academy Council and Trust leadership on the needs of pupils with SEND and the effectiveness of current provision.

## **Special Educational Needs/Disabilities Coordinator (SENDCo)**

The SENDCo must be a qualified teacher and will either hold, or be working towards, the National Award for SEN Coordination. The SENDCo is responsible for the strategic and operational leadership of SEND provision. The SENDCo will:

- Oversee the day-to-day implementation of the SEND Policy and coordinate provision for pupils with additional needs, including maintaining the academy's SEND Register.
- Lead and support colleagues in delivering an effective graduated response in line with the SEND Code of Practice.
- Work in partnership with parents, carers and pupils to ensure a child-centred approach to planning and reviewing support.
- Liaise with the local authority and external agencies to secure high-quality provision for pupils with SEND.
- Prepare and submit applications for Education, Health and Care Plans (EHCPs) and associated funding where appropriate.
- Ensure the effective use of SEND funding and quality assurance of any provision delivered through Alternative Learning Providers.
- Plan and oversee enhanced transition arrangements for pupils with SEND joining, leaving or moving within the academy.

## **5. Visions for Inclusion:**

We are an inclusive school committed to building a strong sense of community where every child feels valued. We foster belonging through our shared values, a broad and balanced curriculum, high expectations for all, and clear systems for early identification and removal of barriers to learning and participation.

Our curriculum reflects our understanding that children:

- have varied educational and behavioural needs and aspirations;
- benefit from different learning strategies;
- develop and communicate understanding at different paces;
- may require reasonable adjustments under the Equality Act 2010;
- need diverse teaching approaches and rich learning experiences.

Teachers are responsible for the progress and development of every pupil in their class, including those supported by teaching assistants or specialist staff. High-quality, well-adapted teaching is our starting point for meeting the needs of pupils with special educational needs or disabilities, with additional support and targeted interventions provided where appropriate.

## **6. Curriculum:**

At South Marston C of E Primary, all children are entitled to a broad, balanced and engaging curriculum that helps them understand the purpose of their learning and experience progress that fosters confidence and achievement. We are committed to

equity of opportunity and to creating an inclusive environment where every pupil, regardless of need or ability, can thrive and reach their aspirations.

We recognise that some pupils may require additional provision to fully engage in school life. Through reasonable adjustments to teaching, the curriculum and the learning environment, we ensure that pupils with SEND are included in all aspects of school. Teachers use a range of strategies to meet individual needs, including appropriately adapted tasks and ongoing assessment to guide next steps in learning.

Further details about our curriculum can be found in our Curriculum Policy on the school website.

## **7. Identifying Special Educational Needs/Disabilities**

At South Marston C of E Primary, we are committed to the early and accurate identification of pupils who may have special educational needs or disabilities. Identifying needs as soon as possible allows us to put the right support in place promptly, ensuring that every child can access learning effectively and make strong progress.

Our approach to identification is rooted in a strengths-based philosophy. While we carefully monitor and respond to any barriers to learning, we place equal importance on recognising each child's individual strengths, interests, talents and emerging skills. By understanding what a child can do, as well as what they may find challenging, we are better equipped to plan meaningful support that builds confidence, encourages independence and promotes a positive attitude towards learning.

This focus on strengths helps pupils to develop resilience, feel valued as individuals, and engage more fully in school life. It also ensures that the support they receive is personalised, purposeful and designed to help them thrive both in the classroom and in wider school experiences.

In accordance with the **SEND Code of Practice (2015)**, we recognise four broad areas of need:

- 1. Communication and Interaction** – including speech, language and communication needs (SLCN), and difficulties associated with autism spectrum conditions.
- 2. Cognition and Learning** – including difficulties such as moderate, severe or profound learning needs, and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- 3. Social, Emotional and Mental Health Difficulties (SEMH)** – which may include attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), attachment difficulties, or anxiety-related needs.

- 4. Sensory and/or Physical Needs** – including vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), or physical disabilities that affect access to the curriculum.

## **8. Graduated Response to SEND**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a four-part cycle known as the graduated response approach.

### **1. Assess**

When a concern is raised about possible additional needs for a pupil, either by a parent/carer, pupil, member of school staff or external professional, a SEN concern will be

logged by the school. The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs through a range of specific assessments .

This process will take into account the views of the pupil and their parents. The school may also seek advice from external support services such as health professionals or educational psychologists. If it is deemed that the child has SEN, a support plan or early help record will be written.

### **2. Plan**

A support plan or early help record will be written in consultation with the parents and the pupil, the teacher and the SENCO. Assessments and observations will inform the plan. The support plan or early help record will outline the key strengths and needs of the pupil; adjustments, interventions and additional support which will be put into place; the expected outcomes and a clear date for review.

The support plan or early help record will be shared with all staff who work with the pupil. It will be saved on SharePoint and will be made accessible to relevant staff.

Parents/carers will be fully aware of the planned provision and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress. Supported by the SENCO, they will ensure that the support plan or early help record is fully implemented.

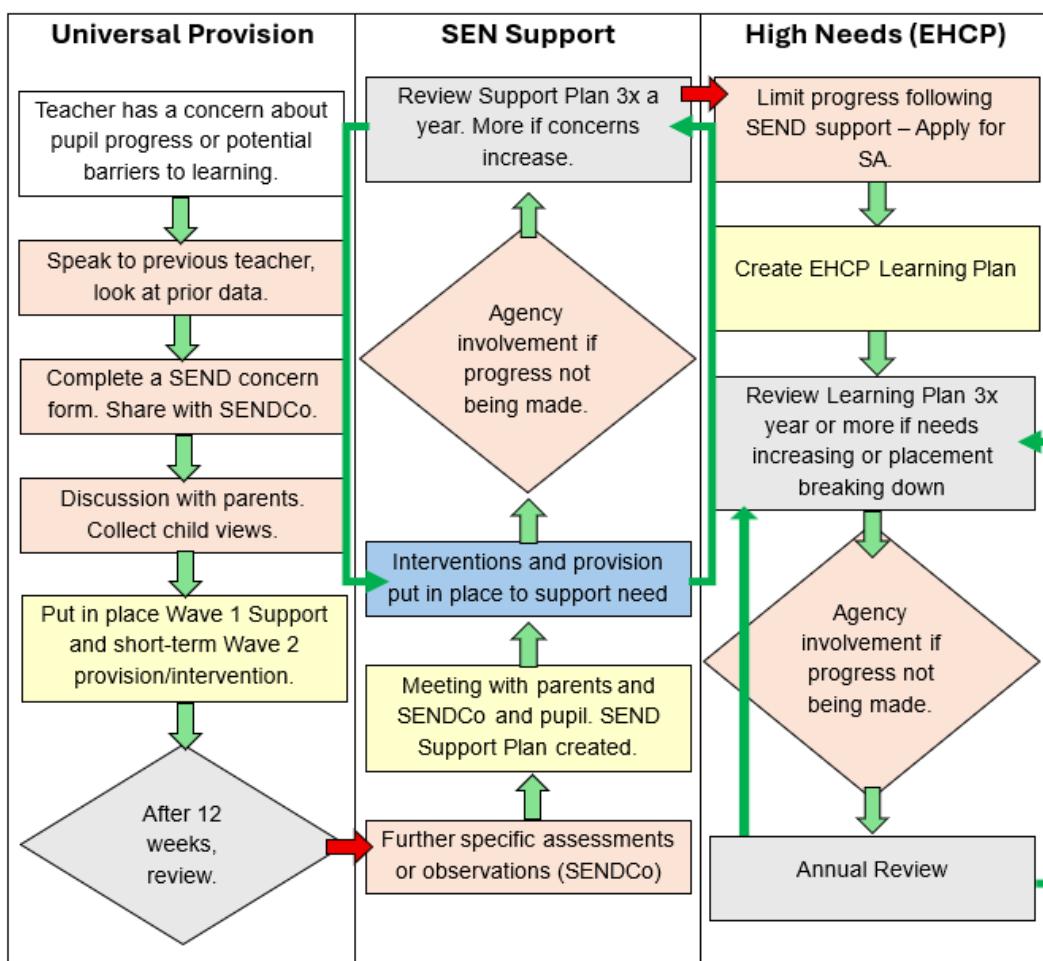
Where the support plan or early help record involves group or one-to-one teaching away from the main class or subject teacher, the teacher still retains responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

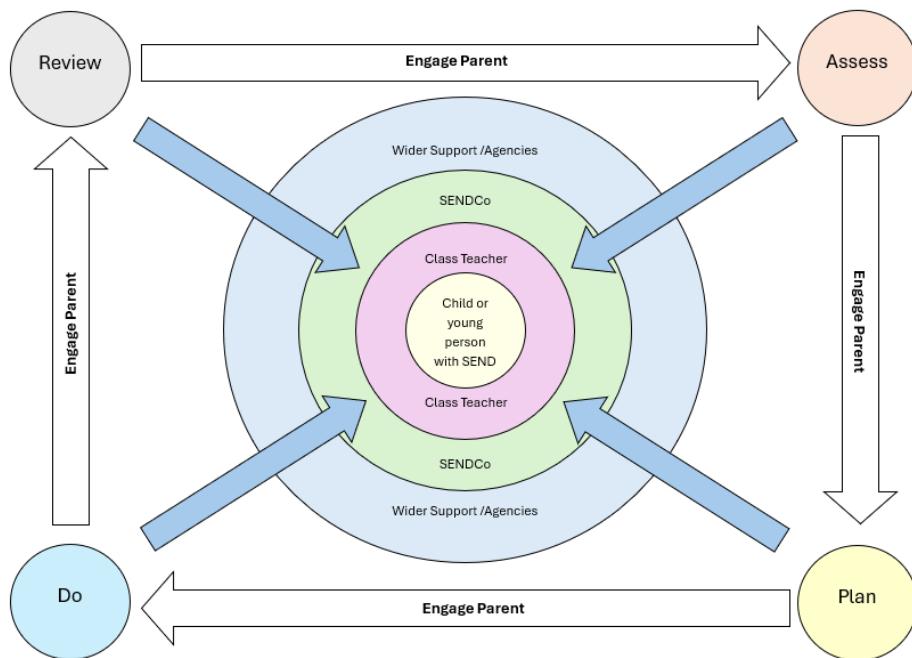
#### 4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. SEN Reviews will take place three times a year. The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents. The support plan or early help record will be updated accordingly.

As part of the SEN Review process if it is identified that the child is needing a very high level of complex provision which cannot be met through SEN Support provision, submitting an application for an Education, Health and Care, Needs Assessment will be considered. At this point the school will begin recording the pupil's SEN needs and support on a support plan or early help record.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially with additional funding from the Local Authority. On the school census these pupils will be marked with the code E.





## 9. Levels of Support

### SEN Support

Pupils receiving SEN provision will be placed on South Marston's SEND Register. The majority of pupils will have needs that can be met by the school through carefully planned additional provision which is implemented through the graduated response cycle and funded through the school's notional SEND budget. On the school census these pupils will be marked with the code K to identify they are identified as SEN Support. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

### Education, Health and Care Plan (EHCP)

Pupils who need a very high level of complex provision which cannot be met through SEN Support may be entitled to an EHCP. An EHCP is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. EHCPs are put in place by the local authority. A comprehensive Education, Health and Care Needs Assessment (EHCNA) process takes place which takes up to 20 weeks to complete. In addition to two standard SEN Reviews, pupils with an EHCP have an Annual Review to see whether the plan needs amending.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially with additional funding from the Local Authority. On the school census these pupils will be marked with the code E.

## 10. Consulting and Involving Pupils and Families

Our school website provides comprehensive information about our Special Educational Needs (SEN) policy and the provision available for pupils with additional needs. A designated governor has responsibility for SEN and is happy to speak with parents at any time.

Throughout every stage of the SEND process, we ensure that parents and carers are fully informed and actively involved. We value their insights and aim to work in partnership, encouraging them to play a key role in their child's learning. When meeting with parents/carers, we aim to ensure that:

- There is a shared understanding of the pupil's strengths and areas requiring support.
- Parent/carer views are listened to and reflected in decision-making.
- The intended outcomes for the pupil are clearly identified and understood by everyone.
- Next steps for the child are agreed and communicated clearly.
- The child's own perspective and wishes are taken into account.

Children are involved at an appropriate level in setting targets. They are encouraged to make judgements about their own performance against their targets. We recognise success here, as we do in any other aspects of school life.

## **11. Monitoring Progress**

Class teachers hold primary responsibility for the learning, progress, and overall development of every pupil in their class, including those with SEND. Teachers are expected to plan high-quality, differentiated lessons that meet the diverse needs of learners and to ensure that any additional provision is well integrated into daily classroom practice.

Teachers routinely monitor the attainment, engagement, and progress of SEND pupils through a range of strategies such as ongoing assessment, regular review of work, observation, and discussion with support staff.

Monitoring of interventions or targeted support must be recorded by the member of staff delivering the provision. These records are stored on SharePoint and within pupils' SEN folders so that progress can be tracked over time and used to inform future planning, review meetings, and discussions with parents and carers.

## **12. Supporting Transitions**

The school is committed to ensuring effective transition arrangements for all pupils as they move between year groups and educational settings. Relevant information will be collected, shared, and reviewed to support forward planning and to promote continuity of provision.

Enhanced transition arrangements will be implemented for pupils who require additional support. These arrangements may include, but are not limited to: additional visits to the school; the provision of transition booklets containing photographs and key

information; attendance by the SENDCo at Early Help or other multi-agency meetings; liaison with previous or current settings prior to admission; and further opportunities for pupils to meet their new class teacher or peers.

Parents/carers who believe their child may benefit from enhanced transition support should contact the school office if the child is a prospective pupil, or the class teacher if the child is already on roll.

### **13. Bullying**

The school recognises that vulnerable learners, including pupils with SEND, may be at increased risk of experiencing bullying. In accordance with our Anti-Bullying Policy, all members of the school community have the right to learn and play in a safe, supportive, and caring environment, free from bullying in any form. The school does not tolerate bullying and will take all reports seriously, acting promptly in line with established procedures.

The principles within the Anti-Bullying Policy are embedded throughout the curriculum, including through PSHE teaching and whole-school assemblies, to promote an inclusive ethos and a culture of mutual respect. The South Marston CE Anti-Bullying Policy is available on the school website.

### **14. School Admissions**

All applications for admission to South Marston CE are considered equally and our Admissions Policy is found on the school's website. Once a new child is on roll, information will be requested from the previous setting and if applicable, a support plan or early help record will be agreed with parents as part of the child's induction program.

### **15. Access Arrangements**

Children with SEN may be identified as requiring access arrangements in public examination. Senior Leadership are responsible for making these arrangements.

### **16. Accessibility**

The Equality Act 2010 reinforces a duty on all schools and local authorities to plan for an increase in the accessibility of schools for disabled pupils over time. Schools are required to produce and implement accessibility plans. South Marston CE has an accessibility plan which details how we aim to increase access to the school curriculum, information and the physical environment. This plan is reviewed on a three-yearly basis and a copy is available on the school website.

## **17. Complaints**

In the first instance please speak to your child's class teacher. If any further concerns arise please contact our SENDCo or Headteacher.

**SENDCO: Miss Bethany Vincent**

**SEND Governor: Mrs Victoria Allan**

**Date: December 2025**

**Date for review: December 2026**