St Andrew's CE VC Primary School

'Roots to grow, Wings to fly'
They will soar on wings like Eagles.
Isaiah 40:31

SEND Policy

Signed (chair):	Name: Anthony Parker	Date: October 2026
Signed (Head):	Name: Graham Pike	Date: October 2026
Ratified by:		Next Review: 1/10/2027

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

X	*The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.*

SEND Policy

The following policy sits within our school vision and ethos, so should be read with this context in mind.

Our school vision applies to every child, including those identified as SEND:

Key People:

Our SENCo is Mrs Jackie West. Our SENCo will:

- Provide support, advice and facilitate training for all staff working with pupils with SEND.
- Develop and maintain partnership and high levels of engagement with parents and effectively liaise with outside agencies.

Our SEND Governor is Mrs Laura Denton, who has an additional focus on SEND, although the governing body as a whole is responsible for making provision for pupils with special educational needs.

Rationale:

At St. Andrew's CE Primary School, we ensure that all children, including those identified as having a special educational need, have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life. All children at St. Andrew's CE Primary School are valued, their self-esteem promoted and their uniqueness celebrated. We work in close partnership with outside agencies and professionals, parents and carers who play an integral, active and valued role in their child's education.

Aims and Objectives:

- All children in school are accepted equally, encouraged, respected and valued regardless of their ability and/or behaviour.
- To provide children with the best possible outcomes in preparation for life-long learning and be encouraged to achieve their full potential.
- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To enable all children to have access to all elements of the school curriculum.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To make clear the expectations of all partners in the process, including the child.

We aim to help children achieve more by giving them the support they need to achieve through promoting the 5 ways to wellbeing:

- Connect
- Be Active
- Keep Learning
- Give
- Take Notice

Identifying Special Educational Needs

The SEND Code of Practice (page 94-95) explains the identification of SEN in school as:

“A Pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

How children with SEND are identified

- Visits to pre-school and home visits before children start school.
- Reception entry assessment.
- Discussions with parents.
- Formal and informal assessments.
- Monitoring impact on individual provision plans.
- Collaboration with home and with other professionals.

The progress of each child is continually monitored and progress meetings led by the class teacher, head teacher and SENCo are held three times a year. Children who are not making enough progress, despite quality first teaching, are identified. These children are discussed with the SENCo and a plan of action is agreed.

Class teachers regularly monitor the progress of children against the school curriculum. If they observe that a child is making less than the expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers, starting from the same baseline.
- fails to match or better the child’s previous rate of progress.
- fails to close the attainment gap between the child and their peer.

The class teacher, working with the SENCo, will assess whether the child has a SEN or disability. The SENCo may decide to implement a range of standardised tests with the pupil. These assessments can then be used to add to and inform teachers’ own understanding and assessments of the child.

The SEN Code of Practice identifies four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

These four categories broadly identify the aspects of SEND needs for pupils at our school however we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person.

Other issues that may impact on progress and/or attainment but are not solely SEND include:

- Disability
- Attendance
- Punctuality
- Underachievement
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium

- Being a looked after (or previous looked after) child
- Being a child of a service member
- Unexplained behaviour difficulties

Although these do not constitute SEND themselves, the school will have systems and procedures in place to support these children where appropriate.

A graduated approach to SEND support

SEN support is provided following a four-part cycle which is called the graduated approach.

- Assess
- Plan
- Do
- Review

Assess

In identifying a child as needing SEND support, the class teacher, with assistance from the SENCo, carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, the child's previous progress and attainment, observations carried out, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. A conversation of concern may be had when a teacher has identified a pupil as not making adequate progress. Their concerns, observations and any individualised assessments will be discussed with the SENCo. This may be during a pupil progress meeting, or at any time when requested by the class teacher.

Plan

Once the specific areas of need and gaps in learning and development have been identified, additional or different provision targeted at these key areas can be planned. Where it is decided to provide a pupil with additional support, the parents will be notified. The teacher and SENCo in consultation with the parent and the pupil, will agree the support to be put in place. This support and intervention provided will be selected to meet the outcomes identified for the pupil.

Do

The class teacher will remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain 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. The SENCo will support the class in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. An individual support plan will be written.

Review

The effectiveness of support and interventions, and their impact on the pupil's progress, will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. Teachers consider the following when discussing the progress of pupils identified with SEND:

- Have the pupils met their expected targets?
- Are the pupils on track to meet their end of year/ key stage target?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEND and all pupils?

The class teacher, working with the SENCo will revise the support considering the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in co-operation with the school, must review that plan at a minimum of every twelve months.

St. Andrew's CE Primary School has a wide range of interventions available to develop English and maths skills, social and emotional development, speech, language and communication skills, physical and sensory needs and transition from each key stage.

We may also need to consult outside agencies for specialist advice, support and resources. If it is necessary to request support from an outside agency, an Access and Response – Request for Help Form (ART) will be completed by the SENCo with the parents/carers and key members of staff working with the child. Should advice be required from several outside agencies, then an Early Help Assessment and Plan (EHAP) may be completed. The EHAP will be opened and registered with the local authority. This document will ensure all agencies, school and parents meet, set and review targets. It encourages everyone involved to develop an understanding of strengths and challenges and considers the support needed in all areas that affect a child's development. The EHAP will be closed if the pupil's needs are met and support no longer required.

We receive/ have received regular support from the following outside agencies:

- Behaviour Support Service
- Inclusion Support Service
- Speech and Language Therapist
- Educational Psychologist
- Occupational Therapist
- School Health Nurse
- Paediatrician
- Visual Impairment
- Hearing Impairment
- Social worker
- Breakthrough Mentoring
- Primary Mental Health Specialist
- Child Adolescent and Mental Health Service (CAMHS)
- Families Plus

The role of parents/carers and children in the graduated approach

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. Parents and carers' contribution to their child's education is highly valued by the staff of the school. We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. Three meetings annually will be organised for parents, carers and children to contribute to the plan, do and

review process to ensure that the needs of the child are truly reflected in the provision being provided by the school.

Education, Health Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, and yet the child has still not made expected progress, the school or parents may request an Education Health Care Needs Assessment. An EHCP assessment will involve sending evidence to the local authority of the actions that have been taken to support the pupil. It will also include reports from the school, parents and any outside agencies that have been involved with the child. Children with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and through an annual review, where the outcomes on the EHCP will be considered.

SEND Register

A SEND register will be updated termly, using information from data analysis and pupil progress meetings.

Parents and carers will be consulted by teachers when it is felt necessary to place a child on the SEND register. At this point, parents will be fully included in the planning process.

If, following a review meeting, it was felt that a child had made significant progress and no longer required to be on the SEND register, then in consultation with the parents, an agreement will be made to remove the child from the register.

The school is responsible to provide adequate resources through the budget assigned to SEND and this is monitored closely by the Headteacher and SENCo.

The funding for pupils (who are eligible through their EHCP), is also tracked and monitored and reviewed annually, through the Annual Review process and then through the SEND case panel with the South Gloucestershire Local Authority. The panel will then identify if an EHCP will require any adjustment.

There are clear guidelines for the EHCP process through the local authority:

- South Gloucestershire's Local Offer found on their website – The South Glos Way: http://sites.southglos.gov.uk/safeguarding/children/the-south-glos-way-inclusion-toolkit/

An EHCP assessment will involve sending evidence to the local authority of the actions that have been taken to support the pupil. It will also include reports from the school, parents and any outside agencies that have been involved with the child.

Monitoring and evaluation of SEN and Disability

At St Andrew's we regularly and carefully monitor and evaluate the quality of provision. The Headteacher and SENCo monitor provision for SEND children through lesson observations, book looks, learning walks and discussions with teachers and TAs and pupils. They monitor adaptations, are involved in Pupil Progress meetings and regularly audit Pupil Profiles. The SENCo and the named Governor with responsibility for SEND meet regularly.

Training and Resources

Training needs for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs.
- Recognising specific needs for individual pupils and how staff can be trained to support that child.
- The SENCo attends regular training on updates in SEND issues/developments both nationally and locally.
- Elements of the school improvement/development plan to be addressed through training.
- Resources are purchased as and when they are required.

Roles and responsibilities

The **SEND governor is responsible for:**

- Offering support and challenge to the school SENCo.
- Monitoring and evaluating provision for children with SEND and the progress they make
- Continually evaluating the structures and procedures in place to support meeting these needs.
- Discussing any strategic changes and developments.
- Ensuring that the school meets all statutory requirements
- The SEND governor will then report back to the Full Governing Body regularly.

The Headteacher is responsible for:

- The day-to-day management of all aspects of the school, including provision for pupils with SEND
- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision within school
- Have overall responsibility for the provision and progress of learners with SEND
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND

The Headteacher is also the designated safeguarding lead

SENCo is responsible for:

As set out in the Children and Families Act 2014, the key responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the school policy
- Co- ordinate provision for children with SEND, particularly through SEN support
- Managing SEN teaching assistants
- Liaising with outside agencies, other schools, health and social care providers as well as the local authority.
- Overseeing and coordinating the completion of SEND Paperwork such as EHAP's, referrals to the other professional bodies, EHCPs and supporting documentation for annual reviews.
- In conjunction with the class teacher, liaise with the parents and carers of children who have SEND.
- Evaluating and reporting on the provision for children who have SEND, to the governing body in conjunction with the SEND Link Governor
- Updating the school's SEND register and keeping the records of SEND pupils up to date

- Liaise with local nurseries and pre-school settings to prepare and arrange assisted transfer for any children with SEND. In addition, ensuring information is collated to support Reception teachers with provision planning
- Liaising with local secondary schools, so that relevant information is passed on to the year 7 teachers and support is provided for year 6 pupils as they prepare to transfer to Key Stage 3
- Regularly observe and support intervention group work to ensure it is of a high-quality targeted provision and will monitor the progress of children undertaking intervention
- Working alongside the headteacher and the governing body to ensure the school meets its responsibilities under the Equality Act of 2010 with regards to reasonable adjustments and access arrangements

The class teacher is responsible for:

- Ensuring all pupils have access to quality first teaching from the teacher
- Ensuring there is support, scaffold and challenge for all pupils
- Ensuring teaching is adapted as needs emerge within a lesson or a series of lessons
- Having a clear understanding of the needs of all pupils
- Providing pupils with effective feedback
- Checking on the progress of each child in their class and identifying, planning and delivering any additional help a child may need whilst maintaining appropriate challenge
- Writing and reviewing SEND Support Plans with support from the SENDCo
- Utilising the graduated approach and quality first teaching strategies to meet the needs of all of their learners.
- Ensuring effective use of resources including TA support to maximise outcomes for SEND pupils
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.
- Working in partnership with parents and external agencies

All Teaching assistants will, under the guidance of the class teacher and the SENDco:

- Be involved in the development of the school's SEND policy, where possible
- Be fully aware of children with SEND
- Attend appropriate training with regards to SEND as directed
- Be aware of the school's procedures for identifying, assessing and making provision for pupils with SEND
- Ensure rich and varied learning opportunities are provided for the children in their care and give appropriate feedback on progress and future needs.
- Adapt teaching and learning, as needs emerge within a lesson or series of lessons.
- Provide learners with support, scaffold and challenge for all pupils, including provision of appropriate resources
- Use a range of questioning to engage, support and challenge

In some cases, a teaching assistant will be allocated to an individual child. Teaching partners will possibly attend and contribute to that child's annual review process.

Storing and managing information

All documentation linked to children on the SEND register is securely stored on the OneDrive (and CPOMs) with access only by the Headteacher, SBM, SENCo and teaching staff. Documents are transferred securely to a new setting during transition and copies are held in school for a retention period in accordance our school records retention policy.

Complaints procedure

We try very hard to meet the needs of all the children in our care, to help them to achieve their desired outcomes and to work in close partnership with parents and other relevant agencies. If a parent/carer has any concerns regarding their child's special needs, they should, in the first instance, speak to their child's class teacher who will share their concerns with the SENCo. If a parent/carer continues to feel concerned, they should raise the matter with the SENCo directly in person or by email:

The Parents Partnership Service is available to give advice and to put parents in contact with other support groups. South Glos Parents & Carers website: http://www.sglospc.org.uk/

SEND and You SENDIAS is a not-for-profit organisation and a registered charity to provide information, free impartial advice and support to parents and children about SEND https://www.sendandyou.org.uk/

Reviewing the policy

The SEND policy will be reviewed on an annual basis by the Headteacher and SENCo alongside the governing body and ratified accordingly.

This policy should be read in conjunction with the school's Equal Opportunities (gender, age, race, sexual orientation, religion and belief and disability), Safeguarding and Child Protection and SEND Code of Practice (2014) and the school's Disability Equality Plans.