Sutton Veny CofE Primary School
Special Educational Needs and Disability (SEND) Policy

Together, through **friendship**, in **peace** and with **courage**, we reach for the stars.

Colossians 3:12: '**clothe yourselves** with **compassion**, **kindness**, **humility**, **gentleness** and **patience**.'

At Sutton Veny CofE Primary School we want the very best for every child and so we provide an environment where they will be safe, happy, thrive and succeed. We adopt a fully inclusive approach to teaching all pupils, including those with special educational needs and disabilities (SEND). Each teacher is responsible for teaching every pupil in their class including pupils who have additional needs. This policy reflects the guidance as set out in the SEND Code of Practice. It was developed by the SENCo, senior leadership team, teaching staff and school governing body.

Aims/Vision

As a school, we provide high quality teaching to meet the needs of all our pupils. We aim to provide a learning environment where pupils are challenged to maximise their potential and to recognise their value and contribution to the school, the wider community and society. Our vision is for every child to flourish and thrive within the primary school setting.
We set high expectation for all pupils, including those with additional needs, and understand the impact this has on raising aspirations of both teachers and pupils. Our aim is that all children with special educational needs will have full access to the National Curriculum and participate in activities compatible with the education of all pupils. This approach aims to develop the whole child, taking into account their social and emotional wellbeing, their confidence and self-worth.

Objectives

To achieve these aims our objectives are:

- to provide a fully inclusive environment for all pupils.
- to identify the needs of pupils at the earliest possible stage of their education.
- to use accurate assessments to help meet the needs of all pupils.
- to plan effectively to meet the needs of pupils with a special educational need.
- to provide effective, target-based provision for all pupils with special educational needs.
- to regularly review the quality of provision and pupil progress.
- to actively involve parents and carers in decisions regarding their child / children.
- to develop and maintain positive relationships with all involved in a pupil's development.
- to, where appropriate, involve the children in decisions about their education.
- to work within the guidance provided in the SEND Code of Practice 2014.
- to provide a SENCO (Special Educational Needs Co-ordinator) who will manage, lead and oversee the provision for pupils with SEND.
- to provide support and advice for all staff working with children with SEND.
- to raise the self-esteem of pupils with SEND by recognising and sharing their success with them.

Special Educational Needs Co-ordinator (SENCO)

Currently the SENCO is Mrs Hazel Bell. She is responsible for co-ordinating the provision of special educational needs throughout the school. Our Headteacher, Mr Adam Lewis, holds the National Award for SEN Co-ordination.

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The Responsibilities of the SENCO Include:

- overseeing the day-to-day operation of the school's SEND Policy.
- co-ordinating provision for children with SEND.
- liaising with the relevant Designated Teacher where a looked-after pupil (children in care to Wiltshire) has SEND.
- advising on the graduated approach to providing SEND support.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- liaising with parents of pupils with SEND.
- liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- ensuring that the school keeps the records of all pupils with SEND up to date.
- contributing to the continued professional development of staff.
- monitoring, evaluating and reporting on provision to the Governing Body in conjunction with the designated responsible person.

Identifying Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability that 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:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) 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 or mainstream post-16 institutions (*SEND Code of Practice 2014*)

Special educational needs and provision can be considered to fall under four broad areas. There are many difficulties that fall within each area:

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

While the four broad areas of SEND help identify the primary areas of need for pupils with additional needs, we identify the needs of pupils by considering the needs of the whole child. This involves looking beyond the educational provision of a child.

There are other factors that are not a special educational need but may impact on progress and attainment. They include:

- disability (the Code of Practice outlines 'reasonable adjustment' duty for all settings and schools provided under the current disability equality legislation – this alone does not constitute SEN).
- attendance and punctuality
- attendance linked to medical conditions
- health and welfare
- English as an additional language (EAL)
- being in receipt of pupil premium
- being a looked after child
- being a child of a serviceman / woman
- behaviour concerns (behavioural issues alone are not an indicator of SEND)

A Graduated Approach to SEN Support

All teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils receive support from support staff. High quality teaching, adapted for all pupils, is the first step in responding to pupils who may have SEND. Pupils should only be identified as having SEND if they do not make adequate progress, once they have had the intervention and adjustments associated with quality-first teaching. If a pupil doesn't make the desired progress after initial intervention, they may require SEND Support and be placed on the school's SEND register. This means they will have a Tailored Individual Education Plan (IEP) to meet their needs. This plan will be developed along-side parents and the child. On some occasions, to support the needs of pupils, a one-page profile may be created to give an overview of a child's needs and to identify what helps the child in the classroom.

In deciding to make special educational provision for a pupil, the teacher and SENCO will consider all the information gathered by the school, regarding the pupil's progress, along-side national data and expectations of progress. This includes accurate assessments, using effective tools and early assessment material. For higher levels of need, the school may draw on the experience of external agencies and professionals.

Schools in Wiltshire follow local guidance, as set out in the Wiltshire Graduated Response to SEND Support document, to help them identify, plan for and review the provision for children with SEND.
This document follows the: **Assess - Plan - Do - Review** cycle as set out in the Code of Practice.

Assess

- Accurate assessments will be used to identify a child's needs.
- Assessments will be reviewed regularly to ensure any provision is matched to the child's needs.
- In some cases, outside agencies will be involved in assessing a child's needs.

Plan

- Parents will be involved in planning for their child's needs.
- Support and intervention will be selected to meet the agreed outcomes identified for the child.
- All teachers and support staff will be made aware of the pupil's outcomes, needs and provision.
- Support, intervention and teaching strategies will be recorded on school documents.
- A review date will be agreed with parents or carers.

Do

- The class teacher and support staff in that class will be responsible for working with the child on a daily basis.
- Class teachers take responsibility for the progress of the pupil and lead support staff to assess and plan for the next steps in provision.
- The SENCO will provide support for the class teacher in further assessment of a child's strengths and areas for development, helping to problem solve and advising on effective implementation of support.

Review

- The effectiveness of support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- Individual education plans will be reviewed with parents or carers three times a year.
- Provision will be evaluated along with the views of parents and the child.
- The review process will feed back into the analysis of a pupil's needs.
- The impact of the intervention must be shared with parents, enabling them to be involved in planning the next steps.
- Where a child has an Education, Health and Care Plan, the Local Authority must review the plan every twelve months.

Education, Health and Care Plans

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. If a child is not meeting the agreed outcomes, - despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child - a non-statutory support plan may be put in place as part of the graduated response. If a child continues to not make expected progress - the school or parents will consider requesting an Education, Health and Care needs assessment. To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEND support.

This plan provides the pupil and the family with statutory rights and comes attached with funding to support the provision of the pupil. In some cases, the family will be granted a personal budget to support them in achieving their outcomes. This

plan must be reviewed annually by the Local Authority. At the annual review, a decision will be made as to whether the pupil still has the level of need required to continue with the Education, Health and Care Plan.

Managing and Responding to Pupils' Needs

When meeting the needs of pupils on the school SEND register, we adopt a person-centred approach to supporting pupils with additional needs. This approach focuses on clear outcomes for the pupil and takes full consideration of the views and opinions of parents and the pupil. When the outcomes are clear, all parties will work together to agree the needs of the child. These needs will then help form the intervention and teaching strategies used to develop the provision and help the child to achieve the desired outcomes.

The level of provision is decided by the class teacher, the SENCO and, in some cases, the Headteacher. Outside agencies will also contribute to the development of provision when the school feel they need to seek external advice to fully meet the needs of a pupil. In this instance, parents will always be consulted and asked to grant their permission for the school to discuss their child with other professionals.

To access outside agencies, which provide additional support for pupils, the SENCO, parents and teachers, the school will work together to complete a referral form along with supporting evidence. The agency will then make a decision about how best to offer support for the school and the family.

Training and Resources

Most of the resources used by children having special educational needs are available within the classroom. The school will match any resources to the need of the child and will evaluate the effectiveness of the resources used. In some cases, this may mean purchased specialist equipment to enable pupils to access the curriculum. The members of staff who support the pupils are our most valuable resource. To ensure they have the skills and expertise to meet the needs of the pupils, we are committed to their professional development. This can take place internally or externally.

Any training will develop staff in order to help them work effectively with pupils who have a special educational need and will be linked, where appropriate, to the School's Development Plan. Members of staff who attend professional development courses will feedback to other staff to share best practice. The effectiveness of such training will be monitored and evaluated by the SENCO and the school's Senior Leadership Team.

Roles and Responsibilities

Governing Body: The Governing Body has statutory responsibilities for SEND provision. This duty can be delegated to the headteacher, a committee or an individual governor. Currently, the SEND Governor is Mrs Anna Frapwell. SEND provision is not exclusively the domain of the SEND Governor. It is a shared responsibility and all members of the governing body should have good general knowledge of SEND throughout the school.

The governing body must:

- develop a close working relationship with the school's SENCO.
- oversee the strategic direction of provision and ensure SEND remains on the agenda.
- have a clear understanding of the types of need across the school.
- understand the school's approach to SEND, including the educational challenges, the interventions used and the impact they have on the pupils.
- keep up to date with the needs of the children in school.
- help monitor school systems for identifying pupils who have SEND and the quality of the provision in place to support them.
- understand their duty under the Equality Act 2010.
- be confident that the school is making the right decisions regarding Education, Health and Care Plans.
- be committed to helping staff provide the best possible outcomes for all children with SEND.
- have a written policy containing the information as set out in the SEND Code of Practice 2014.
- have regard for the SEND Code of Practice 2014 when carrying out duties for children with special educational needs.
- be involved in developing, monitoring and annually reviewing the school's SEND policy.
- ensure the SEND policy and the School SEND Information Report is shared with parents.

- have knowledge of how funding, physical resources and personnel are deployed in relation to SEND.

Support Staff: The members of support staff in school are referred to as teaching partners and are deployed in every class across the school. They work under the guidance and leadership of the class teacher, with responsibility for providing intervention and in class support for pupils with additional needs. They should be involved during every stage of the **Assess - Plan - Do - Review** cycle.

Child Protection: The designated teacher with responsibility for child protection and safeguarding is Mr Adam Lewis, the headteacher. In his absence, Miss Leah Gee or Ms Philippa Lawrence will deputise in this role.

Funding Responsibilities: Mr Adam Lewis and the Governing Body are responsible for managing the funding allocated for pupil premium, looked after children and the SEN budget.

Links with other Schools

Pre-school children are invited for induction visits in the term before they start school. Parents are invited to attend an induction meeting with the FS2 (Foundation Stage Two) teacher. If necessary, the School liaises with other agencies at this stage. Pre-school settings forward relevant assessment materials and reports to the school in preparation for transferring to school.

Close links are maintained with Secondary Schools, in particular Kingdown School, our local secondary school, to ensure smooth transition between Years Six and Seven. Secondary schools hold meetings for all parents of children in Year 6, usually during the Spring Term. Parents have the opportunity to visit the secondary school in the Summer Term and discuss any individual needs. In term five or six, the SENCO may meet with staff and the inclusion manager from relevant secondary schools. The child's needs are discussed and arrangements are made to ensure all relevant information is passed on in line with local guidance. We do advise parents to meet with the SENCO at the secondary school before their child transfers into Year Seven.

Storing and Managing Information

All data and information regarding SEND is stored in line with the school's Secure Data Protection Policy.

Admission Arrangements

Normal admission arrangements apply. The Admissions Policy is based on the agreed Wiltshire Policy. We strive to be a fully inclusive School. All children will be treated according to their needs in line with the School's Single Equalities Policy. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the Governors will make every effort to ensure the child's needs are fully met. If a child is transferring into the School with an Education, Health and Care Plan, or has been receiving extra support in their previous School, the continuation of this support will be negotiated with the LA to ensure their needs can be met. Any variation to the above will need to be agreed by the Full Governing Body.

Specialist Facilities

There are no specialist facilities, or special unit, at Sutton Veny School.

Dealing with Concerns

If parents or carers have a concern about their child's provision, they should initially attempt to resolve this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENCO and/or Headteacher. Staff at school will always aim to try and resolve any issues, or concerns, in a positive and solution focused manner. Should the matter still be unresolved, parents and carers may choose to make a formal complaint, using the schools Complaints Procedure. A copy of the school's complaints procedure is available on the school's website, or by clicking here.

Monitoring and Evaluation of the Policy

This policy will be monitored and evaluated against the objectives in the following ways:

- Monitoring quality-first teaching plans for pupils with additional needs.
- Ensuring that children's work demonstrates progress in relation to their need.
- Using school tracking systems to monitor the progress of children with SEND.
- Monitoring SEND support documents to ensure a person centred approach has been adopted that focuses on outcomes.
- Monitoring Individual Education Plans to ensure that children progress through specific, measurable, achievable, realistic, time-bound (SMART) targets
- Ensuring that outside agencies, where appropriate, have their recommendations utilised when planning intervention and provision.
- Reviewing the outcomes for pupils with SEND on the School's Self Evaluation Form.
- Outlining priorities for implementing improved outcomes for children with SEND on the School Development Plan.
- Undertaking a value for money review of our Special Educational Needs funding.
- Seeking the views and opinions of pupils, parents and their families when evaluating the impact of provision.
- Gathering feedback from external agencies, SEND Lead Workers and school inspections.
- Sharing information regarding the implementation of the SEND policy with the governing body.

Reviewing the Policy

The SEND policy will be reviewed annually. The review process will take the views of all stakeholders into account.

Approved by:	Governing Body	**Date:** May 2026
Last reviewed on:	May 2026	
Next review due by:	May 2027	