



Diocese of Salisbury
Academy Trust

'Beyond expectations for all of God's children'

Special Educational Needs and Disability Policy Blandford St Mary CE Primary School



Blandford St. Mary
CE Primary School

'Let all that you do be done in love'

'Love, Hope, Respect, Perseverance, Responsibility'

Policy Date: September 2026

Review Date: September 2027

"God created mankind in his own image, in the image of God he created them."

Genesis 1:27

At Blandford St Mary C of E Primary School, we highly value all of our children and recognise that every child is unique. We aim to provide the support and opportunities children need to make the best possible progress from their individual starting points and achieve positive outcomes and to participate fully in school life.

We recognise that some children may experience barriers to learning and may require additional support at different points in their school journey. We are committed to identifying and responding to children's needs through a graduated approach and by working in partnership with parents, carers and where appropriate, external professionals.

As a Christian school, our ethos underpins all that we do. Our belief that every child is uniquely created and valued supports our commitment to inclusion and meeting the needs of children with Special Educational Needs and Disabilities (SEND). Guided by our school vision and values of hope, perseverance, love, responsibility and respect, we strive to ensure that all children are supported, nurtured and enabled to flourish academically, socially and emotionally.

The school has regard to the SEND Code of Practice (2015), fulfils its duties under the Children and Families Act 2014 and Equality Act 2010 and seeks to provide an inclusive education for all pupils.

Aims

The aims of this policy are:

- To identify and respond appropriately to pupils with SEND.
- To ensure that pupils with SEND have access to a broad, balanced and ambitious curriculum.
- To provide high-quality teaching that is appropriately adapted to meet individual needs.
- To work in partnership with parents, carers and pupils when making decisions about SEND provision.
- To seek and consider the views of children and young people.
- To work collaboratively with external agencies and professionals where appropriate.
- Ensuring staff receive regular updates and professional development relating to SEND and inclusion.
- To monitor and review provision regularly to ensure it remains appropriate and effective.
- To promote inclusion and ensure that pupils with SEND are able to participate fully in school life.

Definition of SEND

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child 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 generally provided for others of the same age in mainstream schools.

Children with SEND may have needs in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health

- Sensory and/or Physical Needs

Identification of SEND

Our aim is to identify children who may have SEND as early as possible so that appropriate support can be considered and put in place.

All teachers are responsible and accountable for the progress and development of all pupils in their class. Teachers use the graduated approach of Assess, Plan, Do, Review as part of high-quality teaching for all pupils.

Additional needs may be identified through:

- Information shared by parents/carers.
- Liaison with previous schools or early years settings.
- Teacher observations and professional judgement.
- Assessment and progress information.
- Concerns relating to behaviour, social interaction or emotional wellbeing.
- Advice or assessments from external agencies.
- Information from health professionals.

The school is needs-led rather than diagnosis-led. A medical diagnosis does not automatically mean that a child requires SEND Support or inclusion on the SEND register. Decisions are based on whether a child requires educational provision that is additional to or different from that normally available through high-quality teaching and the school's universal provision.

Where concerns persist despite appropriate support, the class teacher may seek advice from the SENDCo. The school will work with parents, carers and, where appropriate, the child, to determine whether SEND Support is required.

The school is committed to ensuring that pupils with SEND are not treated less favourably than their peers. Reasonable adjustments will be made where required to support access to learning, school activities and wider school life.

Provision and Monitoring

Support for pupils with SEND is tailored to individual needs and is reviewed regularly.

Provision typically includes high-quality teaching that is appropriately adapted to meet individual needs and may include:

- Adapted teaching approaches.
- Targeted adult support where appropriate.
- Small-group or individual interventions.
- Assistive technology.
- Specialist resources or equipment.
- Advice from external professionals.

Depending on need, the school may work with services such as:

- Educational Psychology Service.
- Speech and Language Therapy.
- Special Educational Needs Support Service (SENSS).
- Hearing and Vision Support Services.

- School Health Services.
- Mental Health Services.
- Other relevant specialist services.

Pupils receiving SEN Support will have a Pupil Learning Plan (PLP). A Pupil Learning Plan (PLP) is a working document that outlines a child's strengths, identified needs, agreed provision, support strategies and intended outcomes. The PLP helps staff, parents/carers and pupils to understand the support being provided and forms part of the graduated Assess, Plan, Do, Review process.

PLPs are reviewed and updated regularly to ensure provision remains appropriate and effective.

Progress is monitored through:

- Teacher assessment.
- Reviews of progress and attainment.
- Pupil Learning Plan reviews.
- Discussions with pupils and parents/carers.
- Analysis of attendance, behaviour and wellbeing information.
- Advice from external agencies where appropriate.

Relevant staff are informed about pupils with SEND and have access to the information required to support them effectively.

The views of pupils are sought and considered when planning, implementing and reviewing support. The school recognises that children and young people should be involved, wherever possible, in decisions that affect them.

Graduated Response to SEND

The school follows the graduated approach described in the SEND Code of Practice:

Assess

Information is gathered to develop a clear understanding of a child's strengths and needs.

Plan

Appropriate outcomes, support and adaptations are agreed with parents and carers.

Do

Support is implemented by staff, with the class teacher remaining responsible for the progress of the pupil.

Review

Progress is monitored and reviewed to evaluate the effectiveness of the provision and determine next steps.

This cycle is ongoing and helps to ensure that support remains responsive to a child's changing needs.

Roles and Responsibilities

SENDCo

The SENDCo is responsible for:

- Overseeing the day-to-day operation of SEND provision across the school.
- Advising and supporting staff regarding SEND.
- Monitoring the effectiveness of SEND provision.

- Maintaining accurate and confidential SEND records.
- Liaising with parents, carers and external agencies.
- Contributing to staff training and professional development.
- Supporting the statutory review process for pupils with Education, Health and Care Plans (EHCPs).
- Contributing to the development and review of SEND policies and procedures.

Governing Body

The Governing Body is responsible for:

- Ensuring that the school fulfils its statutory duties in relation to SEND.
- Having regard to the SEND Code of Practice.
- Monitoring the effectiveness of SEND provision.
- Supporting the development and review of SEND policies.

Teachers

All teachers are teachers of pupils with SEND.

Teachers are responsible for:

- Delivering high-quality teaching.
- Identifying and responding to emerging needs.
- Implementing agreed support strategies and adaptations.
- Monitoring progress.
- Working in partnership with parents, carers and the SENDCo.
- Maintaining appropriate knowledge and understanding of SEND.

Headteacher

The Headteacher is responsible for:

- The overall management of SEND provision within the school.
- Working closely with the SENDCo and Governing Body.
- Ensuring appropriate resources are available to support pupils with SEND.
- Promoting an inclusive culture throughout the school.
- Ensuring parents and carers are appropriately involved in decisions affecting their child.

The Local Offer

The Local Authority publishes information about services available for children and young people with Special Educational Needs and Disabilities through the Dorset SEND Local Offer. Information about the Local Offer can be found on the Dorset Council website.

Admission Arrangements

The school's admission arrangements for pupils with SEND are the same as for all pupils. Blandford St Mary welcomes applications from children with SEND and does not discriminate on the grounds of disability or special educational needs. Where a child has an Education, Health and Care Plan (EHCP), admissions are managed in accordance with the Local Authority's statutory procedures.

Reviewing Progress

Pupils receiving SEN Support have their provision reviewed regularly through the Assess, Plan, Do, Review cycle. Pupil Learning Plans are reviewed and updated regularly to reflect progress, changing needs and agreed outcomes. For pupils with an EHCP, a formal Annual Review is held within twelve months of the previous review in accordance with statutory guidance

Strategies for Raising Achievement

Strategies used to support pupils with SEND may include:

- High-quality adapted teaching.
- Additional classroom support.
- Small-group teaching.
- Individual interventions.
- Assistive technology.
- Reasonable adjustments.
- Specialist advice and support.
- Additional monitoring of progress and outcomes.

The support provided will depend on the individual needs of the child and may change over time.

Transition Arrangements

The school recognises that periods of transition can be particularly significant for pupils with SEND.

Support may include:

- Additional visits.
- Enhanced information sharing.
- Transition booklets and visual supports.
- Meetings with parents/carers and receiving staff.
- Liaison with external agencies where appropriate.

The school works closely with early years providers, secondary schools and other educational settings to support successful transitions.

SEND Register

Children receiving provision that is additional to or different from that ordinarily available through high-quality teaching may be placed on the school's SEND Register under the category of SEN Support. The decision to place a child on or remove a child from the SEND Register will be made in consultation with parents/carers and following careful consideration of the child's needs and provision.

The decision to place a pupil on the school's SEND Register is made by the school, following careful consideration of the child's strengths, needs, progress and the provision required. Advice and recommendations from external agencies and professionals are valued and taken into account as part of this process. However, recommendations from external professionals do not automatically determine whether a pupil is placed on the SEND Register. Decisions are made in line with the SEND Code of Practice and the school's assessment of whether special educational provision is required.

Evaluating the Effectiveness of SEND Provision

The school evaluates the effectiveness of SEND provision through:

- Pupil progress and attainment information.
- Reviews of provision and interventions.
- Feedback from pupils.
- Feedback from parents and carers.
- Staff discussions and monitoring activities.
- External professional advice.
- Leadership and governor monitoring.

Partnership with Parents and External Agencies

The school values strong partnerships with parents and carers and recognises the important role they play in supporting their child's development. We aim to involve parents and carers in decisions about identification, assessment, provision and review. We encourage open communication and seek to work collaboratively to achieve positive outcomes for children. Where appropriate, the school works with external agencies and professionals to support pupils with SEND and ensure provision is informed by specialist advice.

The school also works closely with early years settings, secondary schools and other educational providers to support successful transitions between phases of education.

Monitoring and Review

This policy will be reviewed annually by the SENDCo and Headteacher and approved by the Governing Body.

The policy may be reviewed sooner if there are significant changes to legislation, guidance or school circumstances.

Complaints

The school aims to work positively and collaboratively with parents and carers. Should concerns arise regarding SEND provision, parents and carers are encouraged to discuss these initially with the class teacher and/or SENDCo. If concerns remain unresolved, the school's Complaints Policy should be followed.