



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

Policy Date: September 2025

Review Date: September 2026

Special Educational Needs and Disability Policy

We highly value all of our children and our intention is that they will all reach their full potential. We recognise that children with Special Educational Needs and Disabilities (SEND) will require additional support in order to achieve this. Each child, regardless of their ability, is entitled to a broad and balanced curriculum, which is relevant to their educational needs. As a fully inclusive school, it is our intention to ensure that all children have their needs met within a caring and supportive environment. The school complies with the SEND code of practice 2014 and will make clear the variety of processes by which a need may be identified. Once identified, a variety of provision may be offered to children according to their particular needs.

Aims and Objectives:

- To raise levels of achievement for all children with SEND by ensuring provision meets their needs.
- To meet all the requirements and provisions contained in the 2014 SEND code of practice.
- To give children with SEND the greatest possible access to a broad and balanced curriculum.
- To involve all teachers and support staff directly concerned with the identified children in helping meet their needs.
- To work in partnership with parents at all times by encouraging parents to be actively involved in assessing needs, making decisions and monitoring and reviewing provision.
- To seek the views of our children and involve them in decision making where possible.
- To work co-operatively with outside support services and agencies as appropriate.
- To establish links with other schools in order to share good practice and experience.
- To provide regular training for all staff in matters relating to aspects of SEND.
- To foster an atmosphere in which children with SEND feel valued and can develop a sense of self-worth and achievement.
- To implement systems for careful monitoring, assessment and reporting so that the curriculum can be tailored to the needs of children with SEND and high expectations can be maintained.
- To provide a range of appropriate resources to enable achievement.
- To enable every child to be seen as an individual with differing interests, knowledge and skills.

Children with SEND may have difficulties 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

It is our aim to identify any child who has a special educational need and/or disability as soon as possible. Indicators could include:

- Concerns raised by parents/carers.
- Concerns raised through liaison with previous school.
- Concerns raised by teacher.
- When attainment outcomes indicate a lack of significant progress.
- Changes in behaviour (e.g., child begins to ask for help more frequently, behaviour begins to impact performance).
- Liaising with external agencies.
- Health diagnosis by a Paediatrician,
- Child observation indicating that they may have additional needs in one (or more) of the four areas.

Provision and monitoring

Interventions and additional support are selected and monitored for appropriateness and effectiveness.

Monitoring methods include:

- Teacher assessment,
- Tracking of progress towards intervention outcomes (Assess, Plan, Do, Review cycle),
- Learning walks,
- Book looks,
- Discussion with the child and/or parents,
- Review of tracking and behaviour logs,
- Meetings with parents, including annual reviews of Education, Health and Care Plans.

All staff are aware of the children who have SEND. Suggested strategies are provided through individual provision plans (IPPs), SEND meetings and discussions. Adaptations to the school environment are made to assist children with sensory and/or physical needs, this is overseen by the SENDCo.

Children with SEND have access to a range of different types of support and intervention dependent on their needs.

Support will always include quality first teaching and the use of a multisensory approach and can also include:

- Literacy intervention,
- Maths intervention,
- Small group or 1:1 work,
- School Nurse,

- Visual Impairment Team,
- Hearing Impairment Team,
- Child and Adolescent Mental Health Service (CAMHS),
- Special Educational Needs Support Service (SENS),
- Educational Psychologist Service,
- Assistive Technology,
- Mentoring,
- Exam access arrangements.

Systems are in place for regular monitoring and evaluation of progress for all our children and we aim to identify specific individual needs early so that interventions can start to be effective as soon as possible. Individual needs may change over time so are monitored in more depth when an intervention is in progress or alternative classroom provision is in place.

A Graduated Response to SEND

All staff have a responsibility for identifying children with special educational needs. Teachers have the overall responsibility of ensuring that curriculum subjects are delivered in an inclusive manner. If a child is not making expected progress they will be identified and a referral made to the SENDCo. They will then follow a graduated approach to intervention to provide the support required to help the child reach their full potential.

Roles and Responsibilities

Responsibilities of the Special Educational Needs Co-ordinator (SENDCo)

The SENCo plays a strategic role in developing and delivering appropriate educational programmes for children with SEND. Responsibilities include:

- Implementing, revising and updating the school's SEND Policy.
- Developing and implementing IPPs and co-ordinating provision and allocation of resources.
- Developing and implementing effective systems for assessment, recording and reporting for children with SEND.
- Liaising with teachers.
- Ensuring systems are in place for effective record keeping.
- Liaising with parents and carers.
- Delivering training on aspects of SEND.
- Ensuring that children with Education, Health and Care Plans have annual review meetings in accordance with the requirements of the 2014 code of practice.
- Liaising with external agencies.

Responsibilities of the Governing Body

The Governing Body have a responsibility to ensure that the needs of children with SEND are met by overseeing the implementation of the SEND Policy. This is done in the following ways:

- Ensuring that a responsible person for SEND is identified by the Governing Body.
- Having regard to the 2014 code of practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing the SEND policy.

Responsibilities of the Teacher

Teachers have the responsibility to plan and implement provision for children in their classroom. This is done in the following ways:

- Being aware of the school's procedures for the identification and assessment of pupils with SEND.
- Keeping knowledge, skills and training up-to-date.
- Providing learning to meet the needs of all the children.
- Working with the SENDCo to help implement strategies to enable the children they teach to make progress.
- Being fully aware of the school's SEND Policy.

Responsibilities of the Headteacher

Through the appointment of a suitably qualified SENDCo, the Head Teacher has the overall responsibility for the successful delivery of support programmes for children with SEND throughout the school.

Specific responsibilities include:

- The day-to-day management of all aspects of the school including SEND provision.
- Keeping the Governing Body informed about SEND within the school.
- Working closely with the SENDCo to make the best use of expertise within the school.
- Ensuring that parents are fully informed about the SEND provision that has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education.
- Ensuring, through allocation of budgets, that sufficient resources are allocated to ensure that pupils with SEND reach their full potential.

Referral by Teachers

Initial identification procedures for new-intake children at the school and communication with previous settings allows us to identify the potential presence of a Special Educational Need. This enables teachers and the SENDCo to adapt provision to meet individual needs and identify children who may need specialist support. If a child

works below Age Related Expectations and does not make expected progress, despite quality first teaching, a referral is made by the teacher to the SENDCo.

Parents and other professionals may also raise concerns via the teacher or SENCo which may also lead to the identification of children with SEND. Records of all children with SEND will be formally recorded on a SEND register for the inspection of staff at any time; this is a working document and will be constantly updated by the SENDCo. We are needs led and not medical led so a child will only be added if their needs are beyond what is part of our universal offer, for example a child may be diagnosed with autism but their needs can be met within universal offer they will not appear on the register. However, the teachers will be aware of children with medical diagnosis during handover.

Reviews of Progress for children with SEND

The school will review the progress of children with SEND at each assessment point and more frequently as deemed appropriate. IPPs are updated when new information becomes available and the SENDCo monitors progress during and at the end of each intervention cycle.

Formal reviews for children in receipt of an Education, Health and Care Plan are held within a twelve-month period of any previous review. All staff involved with the child will be expected to contribute to a formal report of their progress for this review process.

Strategies for Raising Achievement for children with SEND

A range of strategies are used to provide for children with SEND in the various learning areas of the curriculum.

The following methods are currently used within the school:

- Quality first teaching,
- Priority live marking,
- Additional support in the classroom,
- Small group or 1:1 work within lessons,
- Small group or 1:1 interventions outside of the classroom,
- Adapted classroom provision
- Additional monitoring of progress by the SENDCo.

Evaluation of the success of the School's SEND Policy

The following procedures provide evaluative points for judging the effectiveness of the school's SEND Policy:

- Assessment data,
- Feedback from teachers on the effectiveness of the SEND Policy and practice,
- Parent feedback and comments,
- External agency feedback/interaction,

- SLT monitoring.

Partnership and Liaison with Outside Agencies

The school believes that close working partnerships with parents/carers of children with SEND is essential if the learning process is to be maximised. In keeping with the guidance contained in the 2014 code of practice, the school aims to ensure that parents/carers are fully involved and consulted over their child's progress and SEND provision.

The teacher and SENDCo and will act as the link between primary and secondary or nursery and primary school during the transfer stage for any children identified as having a SEND. The school also maintains professional links with special schools to facilitate training and information sharing.