



Diocese of Salisbury

Academy Trust

*'Beyond expectations for all of God's children'*

## Special Educational Needs and Disability Policy



Archbishop Wake

CE Primary School

Policy Date: September 2026  
Review Date: September 2027

### **Special Educational Needs and Disability Policy Rationale**

All children have the right to a broad and balanced curriculum that is relevant and differentiated, and which demonstrates progression and coherence. As such, the school is committed to identifying and support all pupils who experience difficulties and, subject to the overall constraints of the school budget, provide such children with the levels of resources to meet their curricular needs.

Archbishop Wake CE Primary School is fully committed to upholding the SEND Code of Practice (2015).

The school's Inclusion Strategy outlines how funding, including delegated SEND funding and any additional allocated resources, is used to improve outcomes and remove barriers to learning for pupils with SEND.

### **Definition of Special Educational Needs and Disability (SEND)**

*Children have special educational needs if they have a communication and interaction, cognition and learning, social, emotional and mental health, or sensory and/or physical needs.*

Children have a *special need* if they:

- Have a significantly greater difficulty in learning that the majority of children 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 children of the same age in the academy.

SEND can affect a child's:

- Cognition and learning
- Communication and interaction
- Social, emotional or mental health
- Sensory or physical development

### **Objectives**

The objectives of our policy are:

- To identify and monitor children's individual needs to ensure that the necessary provision is established and then monitored;
- To plan a personalised, appropriate and innovative approach to learning and to ensure that all targets set are specific, measurable, achievable, realistic and time related;

- To involve parents/carers and children in the identification and review of any targets/outcomes and where necessary those targets identified in a child's Individual Learning Plan (ILP);
- To work in partnership with, and involve, parents/carers and outside agencies;
- To ensure that all who are working with the children are aware of the procedures for identifying their needs, supporting and teaching them.

### **Roles and Responsibilities**

The responsible persons for SEND at the academy are:

- Mr Daniel Carter - Headteacher
- Mr Ben Fryer - Governor

The SENDCo at the school is Mrs Jenny Sampson.

The SENDCo is responsible for co-ordinating the day-to-day provision of education for pupils with SEND at the school.

**The Governing Body** play an important role in ensuring that:

- They are fully involved in developing and monitoring the Academy's SEND policy.
- They are up to date and knowledgeable about the Academy's SEND provision, including how funding, staffing and resources are deployed. - The quality of provision is continually monitored.

**The Governing Body** will:

- Ensure that the necessary provision is made to meet the needs of all our pupils.
- Ensure that teachers in the academy are aware of the importance of identifying and providing for all pupils in their care.
- Ensure that parents/carers are notified of a decision by the Academy that specific provision is being made for the child.
- Have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils in the academy.
- Have a written SEND policy containing the information as set out in the Special Educational Needs Regulations 1999 (reproduced in the SEND code of practice, 2015).

**The Senior Leadership Team** will ensure that procedures are in place to identify pupils' needs, including:

- Ensuring that all staff are supporting the identification, teaching and assessment of pupils with SEND;
- Overseeing and maintaining resources for a range of SEND.
- Ensuring that all staff have continued professional development relating to SEND.
- Working in close partnership with parents/carers and external agencies.

- Monitoring, evaluating and reporting on the provision for all pupils to the governing body.
- Co-ordinating the range of support and interventions available to children.

### **The Role of the SENDCO:**

The SENDCO has overarching leadership of SEND provision in the school. The SENDCO is a vital member of the school's Senior Leadership Team (SLT) and their role includes (but is not exhaustive to):

- advising teachers
- coordinating provision
- liaising with external agencies
- maintaining SEND records
- overseeing APDR
- supporting staff CPD
- monitoring impact of provision

### **SEND Principles:**

We are committed to:

- ensuring that children with SEND achieve the best possible educational and wider outcomes;
- identifying needs early and responding promptly;
- valuing and acting upon the views, wishes and feelings of children and their families;
- removing barriers to learning and participation;
- promoting independence and preparation for adulthood;
- maintaining high expectations for every pupil, regardless of need or starting point.

Persistent low attainment or slow progress does not automatically indicate SEND. The school will consider a range of information, including quality of teaching, attendance, mobility, disadvantage, English as an Additional Language and wider circumstances before identifying SEND.

The school's SEND Information Report is available on the school website and should be read alongside this policy.

### **Access to the Curriculum**

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. In all cases, class teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately planned and differentiated. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make reasonable adjustments, including curriculum adaptations, assistive technology, environmental modifications and access arrangements, to ensure disabled pupils can fully participate in school life.

## **SEND Support and The Graduated Approach to providing SEND support**

### **Levels of SEND Support**

At Archbishop Wake CE Primary School, pupils receive high-quality teaching through our ordinarily available provision, which we refer to as our *universal offer*. We are proud to offer a secure and extensive universal offer that supports every child. This provision is in place for all our pupils.

Quality First Teaching, ensures that the needs of the majority of children are met within the classroom environment. Through carefully planned lessons, adaptive teaching strategies, and appropriate levels of challenge and support, pupils access a broad and engaging curriculum, make sustained progress, and achieve positive outcomes alongside their peers.

- In all classes, teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.
- **Monitor** - a child requires a short term graduated response. If requirement for additional to, and different persist, after two cycles, a child is likely to be considered as SEND support level.
- Pupils at Monitor stage are not automatically identified as SEND and receive enhanced monitoring and classroom adaptation prior to any decision regarding SEND identification.

This information is communicated with parents during parents' evening appointments or through a meeting with the class teacher.

**SEND Support** - a child requires something additional and / or different to the core provision and a short term graduated response (monitoring) has not resulted in sufficient progress. For all children at SEND support an ILP will be generated that has the child and their needs at the centre. Initiate 'Assess, Plan, Do, Review' cycle with SENCO support. An ILP will be created with learning targets linked to identified learning need/s.

- Use evidence-based interventions (EEF guidance).
- Share targets and strategies with parents/carers and pupils.
- Adjust provision based on outcomes.

**Education and Health Care Plan (EHCP)** - a child requires more additional and / or different support than is available through the school's SEND support offer.

If a child's progress remains limited despite ongoing support through an Individual Learning Plan (ILP), the school may consider requesting an Education, Health and Care Plan (EHCP) needs assessment. Parents, the child, school staff, and any involved professionals will be invited to contribute their views and evidence, which will be submitted to the Dorset Council SEND Panel for consideration.

### **The Graduated Approach to SEND**



Where a pupil is identified as having SEND, our school will take action to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four-part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.

#### **Assess** - Class teacher and SENDCO

will carry out a clear analysis of a pupil's needs, drawing on teacher assessment, experience of the pupil, previous progress and attainment and information from the school's core approach to pupil progress, attainment and behaviour. Assessments will be reviewed regularly to ensure that support and intervention are matched to needs.

**Plan** - If it is decided to place a pupil on SEND support, the parents will be formally notified.

**Do** - The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant or specialist teacher works with the pupil either one to one or with a group the class teacher remains responsible for overseeing the planning and assessment of the intervention and feeding back to parents.

**Review** - The effectiveness of the support and the impact of this support on the pupil's progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupil's needs and inform the revised support in light of the pupil's progress. Where a pupil has an EHCP, the LA and school must review the plan at least once a year.

Pupil voice will be sought and recorded through ILP reviews, annual reviews, classroom discussions and SEN pupil surveys. Pupil views will inform planning and review of provision and support.

## SEND Support

Following a review of the strategies, it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:-

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour policy used in school.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

The ILP will evidence:-

- What the child needs to belong and learn
- Pupil voice
- What adults supporting the child notice
- Areas of strengths and identification of needs
- Support/ provision required
- Long term outcomes and short term targets
- Review against targets

The ILPs will be reviewed four times a year (July, October, December and March). They will be shared with Parents/ Carers.

## Impact

The impact of SEND provision will be evaluated through:

- progress and attainment information
- attendance and behaviour information
- participation in wider school life
- pupil voice
- parent feedback
- provision reviews and intervention evaluations

Provision which does not demonstrate impact will be adapted, replaced or discontinued.

### **Requesting an EHC plan**

Where a child continues to make little or no progress despite targeted support, including at least two cycles of the Assess, Plan, Do, Review process and Individual Learning Plans (ILPs), the school will discuss with parents/carers and the child whether it is appropriate to request an Education, Health and Care (EHC) needs assessment from the Local Authority. The Local Authority will consider the evidence provided and may or may not issue an EHCP. For pupils with an EHCP, an annual review will be held inviting parents/carers, the child, the Local Authority, relevant professionals, SENCO and class teacher. If Dorset Council declines an EHCP request, parents/carers have the right to appeal the decision.

If issued, an EHCP will ensure a collaborative, joined up approach to support the child. There will be a single point of contact appointed (through Dorset Council) called the SEND Provision Lead who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information.

### **Nursery SEND provision**

This policy also includes the provision for SEND in the school's dedicated nursery. This includes the following (but is not limited to):

- 2-year-olds (provision and statutory checks)
- communication and language
- early identification
- partnership with health services
- progress checks
- transition arrangements

The nursery has its own dedicated SENDCo who works alongside the school leadership and SENDCo on all provision and support.

### **Dorset Local Offer:**

Information about services available through Dorset Council's Local Offer can be accessed via this [link](#).

### **Criteria for exiting the SEND Register**

Where specific planned provision has been evidenced and the learning concern has been addressed, a child will be removed from the SEND support level of the register and placed at monitor stage in order to monitor ongoing progress. There will be continuation of monitoring for a further six weeks (half a term) at least. Parents/ Carers will be informed and this communication recorded under Pastoral notes on Arbor.

## **Attendance and behaviour**

Where attendance, behaviour or emotional regulation difficulties arise as a consequence of SEND, the school will seek to understand and address barriers while maintaining high expectations and implementing appropriate support.

## **Transition arrangements for pupils with SEND**

Archbishop Wake CE Primary School and Nursery recognises that effective transition planning is essential in supporting the academic, social, emotional and pastoral wellbeing of pupils with SEND. We aim to ensure that all transitions are carefully planned, personalised and collaborative, involving pupils, parents/carers, staff and external agencies where appropriate. Transition arrangements form part of the graduated approach and help to ensure continuity of support and successful outcomes for pupils.

### **Nursery to Reception Transition**

We recognise that early identification and effective transition are critical in securing the best possible outcomes for children with SEND.

Particular attention is given to transitions into Nursery, between nursery rooms, from Nursery to Reception and from Reception into Key Stage 1, ensuring that early identification, communication and language development, and continuity of provision remain central to securing the best possible outcomes for children with SEND.

To support transition into Reception, we will:

- Engage in regular communication between nursery and school staff.
- Share assessment information, SEND records and provision plans with parental consent.
- Arrange additional visits and familiarisation sessions where appropriate.
- Work closely with parents/carers to understand the child's strengths, needs and successful strategies.
- Liaise with external agencies involved with the child, including health professionals and specialist services.
- Develop individual transition plans where required to ensure appropriate provision is in place from the start of Reception.

### Year-to-Year Transition

All pupils with SEND will benefit from enhanced transition arrangements between year groups.

These may include:

- Structured handover meetings between current and receiving teachers.
- Transfer of SEND records, Individual Learning Plans (ILPs), provision maps and external professional reports.
- Opportunities for pupils to meet their new teacher and become familiar with new learning environments.
- Additional visits or personalised transition activities where anxiety, social communication needs or other barriers to transition are identified.
- Pupil voice activities to ensure concerns, aspirations and support needs are communicated effectively.

### Transition from Key Stage 2 to Key Stage 3

The school works closely with receiving secondary schools to ensure a smooth and successful transition for pupils with SEND.

This may include:

- Early planning meetings involving the pupil, parents/carers, SENDCo and secondary school staff.
- Comprehensive sharing of attainment information, SEND records, current provision and successful support strategies.
- Additional transition visits and familiarisation opportunities.
- Attendance at transition reviews and multi-agency meetings where appropriate.
- Development of personalised transition plans for pupils with higher levels of need.
- Support to ensure pupils and families understand the next stage of education and feel confident about the move.

### Mid-Year Admissions and In-Year Transfers

Where a pupil with SEND joins the school during the academic year, the SENDCo will work closely with parents/carers, previous settings and relevant professionals to ensure a smooth transition.

This will include:

- Gathering information regarding the pupil's strengths, needs and current provision.
- Reviewing previous assessments, SEND records and professional reports.
- Meeting with parents/carers and, where appropriate, the pupil.
- Implementing suitable support and reasonable adjustments promptly.
- Monitoring the pupil's transition and wellbeing during the initial period in school.

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

For pupils with EHCPs, transition planning will form an integral part of annual review processes.

The school will:

- Support statutory annual reviews in accordance with local authority requirements.
- Ensure transition planning is discussed when pupils move between phases of education.
- Involve parents/carers, pupils, receiving settings and relevant professionals in planning future provision.
- Ensure that outcomes, provision and support arrangements remain appropriate to the pupil's needs.

### Partnership with Parents and Pupil Voice

The views, wishes and feelings of pupils and their parents/carers are central to effective transition planning. The school will work collaboratively with families to ensure pupils feel supported, prepared and confident during periods of change.

### Supporting Pupils at school with a Medical Condition

We recognise that pupils at our school with medical conditions need to be fully supported to allow them full access to education, including school trips and physical education. If children have a disability, we will comply with the duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care Plan.

### Parent/Carer Voice

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. The school strives to ensure that parents/carers are fully involved in the identification, assessment and decision-making process in the school. Parents'/carers' contribution to their child's education is valued highly by the staff.

### Complaints Procedure

If parents/carers have a complaint concerning provision for their child, they should discuss this with either the SENDCo or the Headteacher who will issue a copy of the Academy's Complaints procedure. The complaints policy is also available through the school's website.

**Criteria for Evaluating the Success of our Policy:**

The policy will be evaluated against the objectives stated on page two by:

- An analysis of the curriculum, support and resources that are deployed to meet the pupil's needs.
- An analysis of the pupil's academic, social and emotional data and the interventions in place to narrow identified gaps.
- By involving the pupils, parents/carers and outside agencies in discussing, constructing and reviewing provision through the process of ILPs and EHCP reviews.