



SEND Policy

'I have come that they may have life, and have it to the full.'
John 10:10

Definition of special educational needs stated in the 'SEN Code of Practice' (2014)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.*

For children aged 2 or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

Introduction

**We will provide "Quality First Teaching".
All teachers are teachers of children with Special Educational Needs.
We will ensure the needs of all children are met – we are each
accountable for the progress of every child we teach.**

Aims

The aims of this policy are: -

- To identify pupils with SEN as early as possible and ensure that all their needs are met
- To maximise opportunities for pupils with SEN to join in with all the activities of the school
- To provide a broad, balanced, relevant and adapted curriculum, with equal access to meet the needs of all pupils
- To encourage pupils to develop confidence and promote self esteem
- To encourage regular and effective communication between parents and school, keeping parents informed of all actions
- To promote effective links with all external agencies

Roles and responsibilities

The SENCO is Mrs Helen Massey and her responsibilities include overseeing the day to day operation of the SEN policy.

The SENCO will:

- Oversee the running of the provision for pupils with special educational needs.
- Organise and manage the work of the school's teaching assistants in conjunction with the class teachers and senior leaders.
- Maintain the school's SEN list and any other required paperwork regarding SEN.
- Keep records on pupils who have special educational needs and ensure their progress is regularly monitored and reviewed.
- Liaise with teachers, parents and external agencies.
- Ensure annual reviews for EHC Plans are completed.
- Discuss any early concerns with class teachers. If the class teacher raises concerns, they will fill in a cause for concern sheet and share this with parents. This child and any interventions will then be closely monitored to measure impact.
- Organise meetings as appropriate with designated teachers at regular intervals in respect of special needs issues.
- Regularly review and monitor SEN provision within the school.
- Take part in formal meetings with external agencies regarding individual pupils to be assessed.
- Provide access to in service training to meet the needs of the school and individual members of staff, in line with the school's professional development programme.
- Produce termly reports for the designated SEN Governor and an annual report for the 'Governors' Report to Parents'.

Class teachers will:

- Continually assess all pupils and monitor their progress.
- Provide quality first teaching to all pupils in all lessons.
- Use teacher assessments to inform planning and delivery of quality lessons that meet the needs of all pupils.
- Plan to overcome any barriers to learning from the outset so that all pupils can achieve.
- Raise any concerns, using the cause for concern sheet straight away with parents and the SENCO.
- Plan quality interventions for pupils and monitor the impact of these interventions.
- Keep parents informed of any concerns, interventions or SEN provision being provided for their child.

It is our policy that all children receive the same high-quality first teaching from a qualified teacher. Learning will be adapted as necessary to meet individual needs. In addition, well-planned interventions may be put in place by the class teacher to close gaps in learning or remove barriers to progress.

To be reviewed: September 2026