



## Special Education Needs and Disability Policy for Primary Schools

**Version 3.0**

**We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the schools' Health and Safety, Child Protection, Security and Safeguarding policies.**

# SEND Policy

## Document Information

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|--------------------|--|
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## One-page Summary for Parents and Carers

This summary explains how we identify and support children with special educational needs and/or disabilities (SEND) across our primary schools. Our aim is simple: every child belongs, is understood, and makes good progress.

### What this policy covers

- How we identify needs and decide on support (the Graduated Response: Assess–Plan–Do–Review).
- What support your child can expect at “SEN Support” and, where needed, through an Education, Health and Care Plan (EHCP) for a child with very complex needs.
- How we work with you and your child, how progress is reviewed, and who to contact.

### How we identify needs

- Class teachers notice and discuss concerns early, using classroom observations and assessments.
- We talk with you and (where appropriate) with your child to understand strengths and needs.
- We follow Somerset’s Graduated Response and the Assess–Plan–Do–Review (APDR) cycle to put the right support in place quickly.

### What support looks like

- High-quality teaching with reasonable adjustments (adaptation and/or differentiation) so all children can access learning.
- Short-term, targeted interventions (small-group or 1:1) with clear goals, alongside classroom support.
- Pastoral support (e.g., Emotional Literacy Support Assistant (ELSA), nurture), and advice from outside specialists when needed.

### Reviews and next steps

- Individual Education Plans (IEPs) with 1–3 SMART targets are reviewed at least termly with you and your child.
- If needs are complex and long-term, we may jointly request an EHC needs assessment from the Local Authority – **see Appendix 1**.
- If your child already has an EHCP an annual review (both strengths and needs) of their plan.

### Your role and what you can expect

- Clear communication and regular updates on progress.
- Opportunities to help shape your child’s targets and provision.

**Find out more: Somerset’s SEND Local Offer and Graduated Response** (*links provided at the end of this policy*)

### Who to contact

Start with your child’s class teacher. You can also contact your school’s SENCO:

- Blackbrook Primary School: SENCO – Paula Steed and Kate Prinn.
- Ruishton C of E Primary School: SENCO – Carly Anderson and Paula Steed.
- West Monkton C of E Primary School: SENCO – Kate Prinn.
- Stoke St. Gregory Primary School: SENCO – Carly Anderson.

## SEND Policy

We are an inclusive Trust. We want every pupil to feel safe, confident and successful in our schools. Some children will need extra help because of a special educational need and/or a disability (SEND). This policy explains, in plain language, what we do and how we work with families.

### What “SEND” means

A child has SEND if they have a learning difficulty or disability that calls for special educational provision as the child ‘has a significantly greater difficulty in learning than the majority of others the same age, or has a disability\* which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age’ – SEND code of practice: 0 to 25 years (link below).

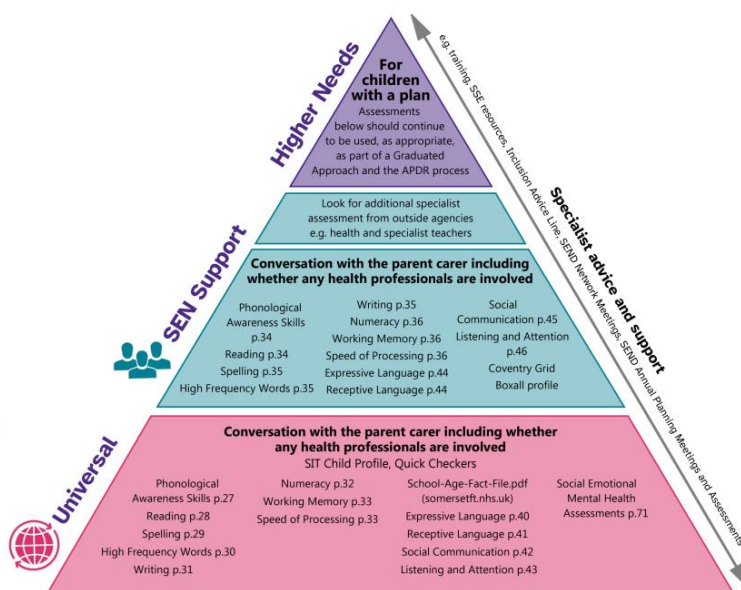
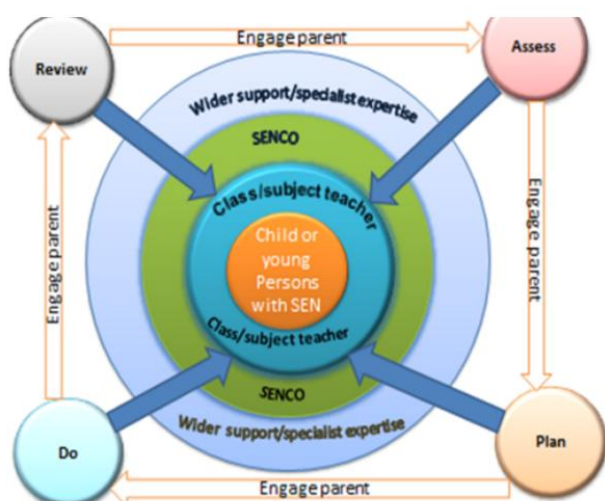
\*A person has a disability if they have a physical or mental impairment which has substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.

Needs often sit within one or more of four areas:

- Communication and interaction (for example, speech, language and communication needs, or autism).
- Cognition and learning (for example, specific learning difficulties such as dyslexia).
- Social, emotional and mental health (SEMH).
- Sensory and/or physical needs (for example, hearing or vision impairment, or a physical disability).

### How we identify needs and decide on support

- We closely monitor progress and well-being from the early years onwards, and we act quickly if we have concerns.
- We discuss concerns with you and agree next steps. We listen carefully to your views and your child’s views.
- We use the Graduated Response (below right) and Assess–Plan–Do–Review (APDR, below left) to tailor support. Where necessary we involve outside specialists (for example, Educational Psychology or Speech and Language Therapy).



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### ADPR key points

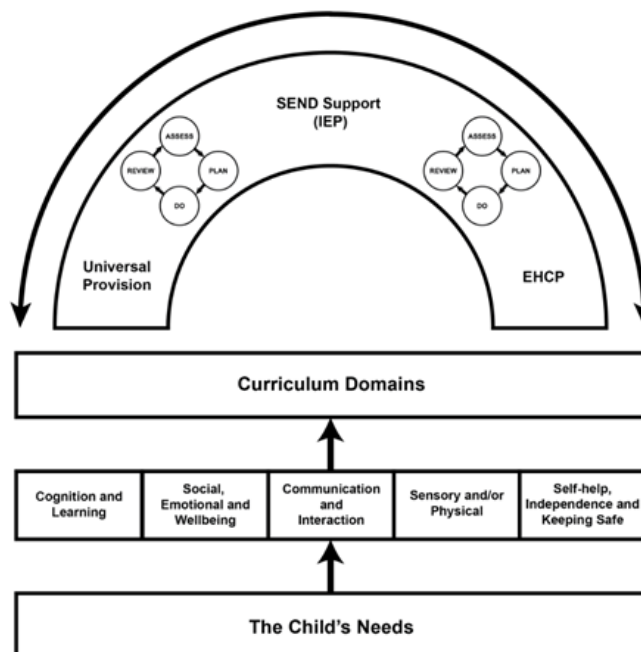
- Cycles will typically be termly. However sometimes may be shorter, for example: a half-term in line with a specific intervention duration or even just a few weeks in response to a significant negative impact of the current 'Plan/Do'.
- Parents are involved at each stage. This could be in the form of a face-to-face meeting with class teacher and/or SENCo at a SEND review meeting or a parent consultation meeting; via email, for example sharing an update of a current plan or sharing the progress a child has made against a plan.
- Remember, a child's class teacher holds responsibility for this process with the SENCo and other professionals, where appropriate, supporting.

### SEND Register

Where it is identified that a child has a specific need in one, or more of the four broad areas of need, and that these needs cannot be met through adapted and/or differentiated 'high-first quality teaching', it may be appropriate to add the child to the SEND register.

- Teachers and/or SENCo will proactively consult parents/carers to agree this decision so that the child will be entitled to receive SEN Support.

### SEN Support (what your child can expect)



- High-quality classroom teaching that is adapted, and/or differentiated to meet need, resources matched to need and where necessary targeted support to access the curriculum (see diagram above).
- Targeted, time-limited interventions (small-group or 1:1) with clear goals and entry/exit criteria as described in the **Intervention Protocol – see Appendix 2**
- An Individual Education Plan (IEP) with up to three SMART targets, reviewed at least termly with you and your child.
- Access to outside agencies for advice on strategies or provision of equipment/intervention

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- Pastoral and wellbeing support (for example, ELSA/nurture and attendance support), and help to build independence.

### Education, Health and Care Plans (EHCPs)

- For a small number of children with the most complex needs, we may jointly request an EHC needs assessment from the Local Authority – **see Appendix 1**.
- If an EHCP is agreed, it will set out the provision needed to secure outcomes in education, health and social care. We will review the plan at least annually with you and your child.

### Working in partnership with you and your child

- You will be kept informed and involved at every stage - from the outset the school becomes concerned about a child's progress and/or attainment in any of the four broad areas of need until the child leaves us and transition to a new school has taken place.
- We use accessible formats and take account of your preferred way of communicating and will strive to meet these preferences.
- We actively seek your child's views using age-appropriate tools (for example, pictures, recordings or assisted communication).
- We will seek consent for any outside agency referrals/support

### How we monitor progress

Progress is the crucial factor in determining if needs are being met and provision is effective. 'Adequate progress' is that which: closes attainment gaps and/or prevents attainment gaps getting bigger between the child and their peers; is similar to that of peers from the same attainment baseline; at least matches or betters the child's previous progress; ensures access to a full curriculum; demonstrates an improvement in self-help, social or personal skills or demonstrates improvements in a child's behaviour (e.g. they are less frequently in a distressed state). **To do this:**

- Teachers track learning and well-being throughout the year and will adapt, and/or differentiate teaching accordingly.
- IEPs and interventions are reviewed termly using start and end data, alongside your feedback and your child's voice – **see Appendix 3**.
- Senior leaders and the SENCO check that support is effective and provides value for money through termly monitoring cycles, which may include involvement of other professionals and external agencies.

### Transitions (starting school, moving classes, moving on)

- We work closely with nurseries/pre-schools and secondary schools. Where needed we arrange extra visits, sharing information so support is ready from day one.
- At the end of each year, teachers meet to hand over information and agree adaptations. For children with complex needs we plan enhanced transitions with you and involved professionals.

### Accessibility and equality

- We make reasonable adjustments so disabled pupils are not placed at a substantial disadvantage, and we publish an **Accessibility Policy and Plans for each school on the school's own website**.
- We will never refuse admission because a child has SEND or a disability. However, for children with complex needs who have an EHCP, we may advise that we cannot meet their

## *SEND Policy*

needs if, in our professional judgement, the provision required under Section F cannot be delivered with our existing resources. In such cases, we may object to a placement unless the Local Authority provides the additional resources needed to ensure we can meet the child's needs as set out in their EHCP

### **Pupils with medical conditions**

- We follow national statutory guidance. Where appropriate, we agree an Individual Healthcare Plan and ensure staff are trained.
- We support full participation in trips, clubs and PE with appropriate risk assessments and adjustments and where necessary in consultation with parents/carers.

### **Storing and Managing Information**

- Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are maintained and stored securely by the SENCo.
- Only pertinent information is shared with staff and other professionals involved in a child's support and care.
- CPOMs (an online system) is used to facilitate effective and secure communication between staff.
- Online tracking tools, such as Insight may be used to track effectiveness (child's progress and cost value) of interventions.
- In line with GDPR protocol, any access to information has to be requested through a SAR (Subject Access Request).

### **SEN Information Report (published on local school websites)**

An annual, legally required report that is published on each of our school's website to share the practical implementation of this SEND policy in local contexts.

- Details specific provisions
- Staff expertise and training
- Any local specific arrangements for assessing progress

### **Key contacts**

- Blackbrook Primary School – SENCO: Paula Steed and Kate Prinn
- Ruishton C of E Primary School – SENCO: Carly Anderson and Paula Steed
- West Monkton C of E Primary School – SENCO: Kate Prinn
- Stoke St. Gregory Primary School – SENCO: Carly Anderson

### **If you have concerns or a complaint**

- Please talk to the class teacher first, then the SENCO and Headteacher. Our Trust's Complaints Policy explains next steps if issues remain unresolved.
- Independent information and advice are available via Somerset SENDIAS – link below.

### **Contact Details of Support Services available to Parents/Carers of children with SEND**

For information on the services available for children and young people up to 25 years with special educational needs and/or disabilities (SEND) and how to access them, you can access Somerset's SEND Local Offer here:

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- **Somerset's SEND Local Offer:** <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>
- **Somerset's Graduated Response Tool:** <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education-and-learning-support/graduated-response/>
- **Somerset Parent Carer Forum:** <https://somerseparentcarerforum.org.uk/>

### Where to find more information (statutory and local links)

- **SEND Code of Practice: 0 to 25 years (statutory guidance):** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Children and Families Act 2014, Part 3:** <https://www.legislation.gov.uk/ukpga/2014/6/contents>
- **SEND Regulations 2014, Part 1:** [https://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi\\_20141530\\_en.pdf](https://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf)
- **SEND Regulations 2014 – SEN Information Report (Schedule 1):** <https://www.legislation.gov.uk/uksi/2014/1530/part/3/crossheading/sen-information-report>
- **Equality Act 2010 – advice for schools:** <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- **Supporting pupils at school with medical conditions (statutory guidance):** <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- **Mandatory SENCO qualification – NPQ from Sept 2024:** <https://www.gov.uk/government/publications/mandatory-qualification-for-sencos/transition-to-national-professional-qualification-for-special-educational-needs-co-ordinators>
- **Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support):** <https://somersestendias.org.uk/>

## **Annex A – Operational requirements for staff (how we implement this policy)**

### **1. Roles and responsibilities**

- Class teacher: is responsible for the progress of all pupils, including those with SEND; adapts teaching; sets and reviews IEP targets with families; ensures interventions run and are evaluated.
- SENCO: strategic lead for SEND; coordinates provision and IEP/EHCP processes; quality-assures interventions and provision mapping; trains and advises staff; liaises with external agencies; reports to governors and works with other senior leaders to monitor effectiveness (through Learning Review Weeks) of policy implementation
- Headteacher: ensures the policy is implemented (through rigorous monitoring) and resourced; reports to governors; promotes an inclusive culture.
- Teaching assistants: deliver targeted support as directed; provide feedback on progress and independence; keep records.
- Local School Committee / Governing Body: has due regard to the Code; receives an annual report; monitors effectiveness.

### **2. SENCO qualification (mandatory from Sept 2024)**

- All new SENCOs in mainstream schools must complete the National Professional Qualification (NPQ for SENCOs) within 3 years of appointment (existing NASENCO remains valid).
- Leaders must support time for training and implementation tasks.

### **3. Graduated Response (APDR) – minimum expectations**

- Assess: gather teacher assessments, standardised measures where appropriate, observations, pupil/parent views; use Somerset tools; record baseline.
- Plan: co-create up to 3 SMART IEP targets; agree provision, adjustments, and entry/exit criteria for any intervention; set a review date (at least termly).
- Do: deliver agreed support; ensure fidelity to any selected programme; promote independence; capture formative notes.
- Review: collect end data and pupil/parent voice; evaluate impact and cost-effectiveness; decide continue/adjust/exit; update provision map.

### **4. IEP protocol – See Appendix 3**

- IEPs are required for pupils receiving provision that is additional to and/or different from classmates; they must be concise, measurable and accessible.
- IEPs are reviewed termly with parents and the child; updated plans are shared and stored on the child's record.

### **5. Intervention protocol – see Appendix 2**

- Choose evidence-informed interventions that match need; set group size, frequency, duration; gather start/end data; monitor session-by-session; stop/adjust if not effective.

## **6. EHCP processes – see Appendix 1**

- Consider an EHC needs assessment where, despite relevant and purposeful SEN Support over time, the child is not making expected progress or requires provision beyond the school's ordinarily available offer.
- SENCO coordinates contributions; ensures advice from relevant professionals; keeps parents fully involved; tracks statutory timelines; holds Annual Reviews where a plan is in place.

## **7. Record-keeping and data protection**

- Maintain secure SEND records (digital and/or paper) in line with GDPR and Trust policy; use CPOMS or equivalent for safeguarding and key communications; share on a need-to-know basis.

## **8. Meetings and monitoring cycle**

- Class SEND Review Meetings between SENCO and each class teacher, at least twice per year.
- Individual children's SEND Review meetings with parents/carers for those children without an EHCP but have SEND. Conducted by class teacher/and or SENCo where appropriate and more complex cases. Held termly, or more frequently if necessary.
- Learning Review/quality assurance across the year to check provision and impact; report to Headteacher and governors.

## **9. Working with external agencies**

- Request consent and share relevant information; implement strategies advised; follow Somerset pathways (e.g., neurodevelopmental, SEMH).

## **10. Medical conditions**

- Agree and review Individual Healthcare Plans where needed; maintain training logs; ensure reasonable adjustments and emergency procedures are in place (including for trips).

## **11. Publishing and statutory compliance**

- Website must include: SEN Information Report (updated annually), this SEND Policy, Accessibility Plan, and contact details for the SENCO.
- Policy is reviewed annually by the Trust's Directors and shared with Local School Committees; updates reflect changes to national or local guidance.

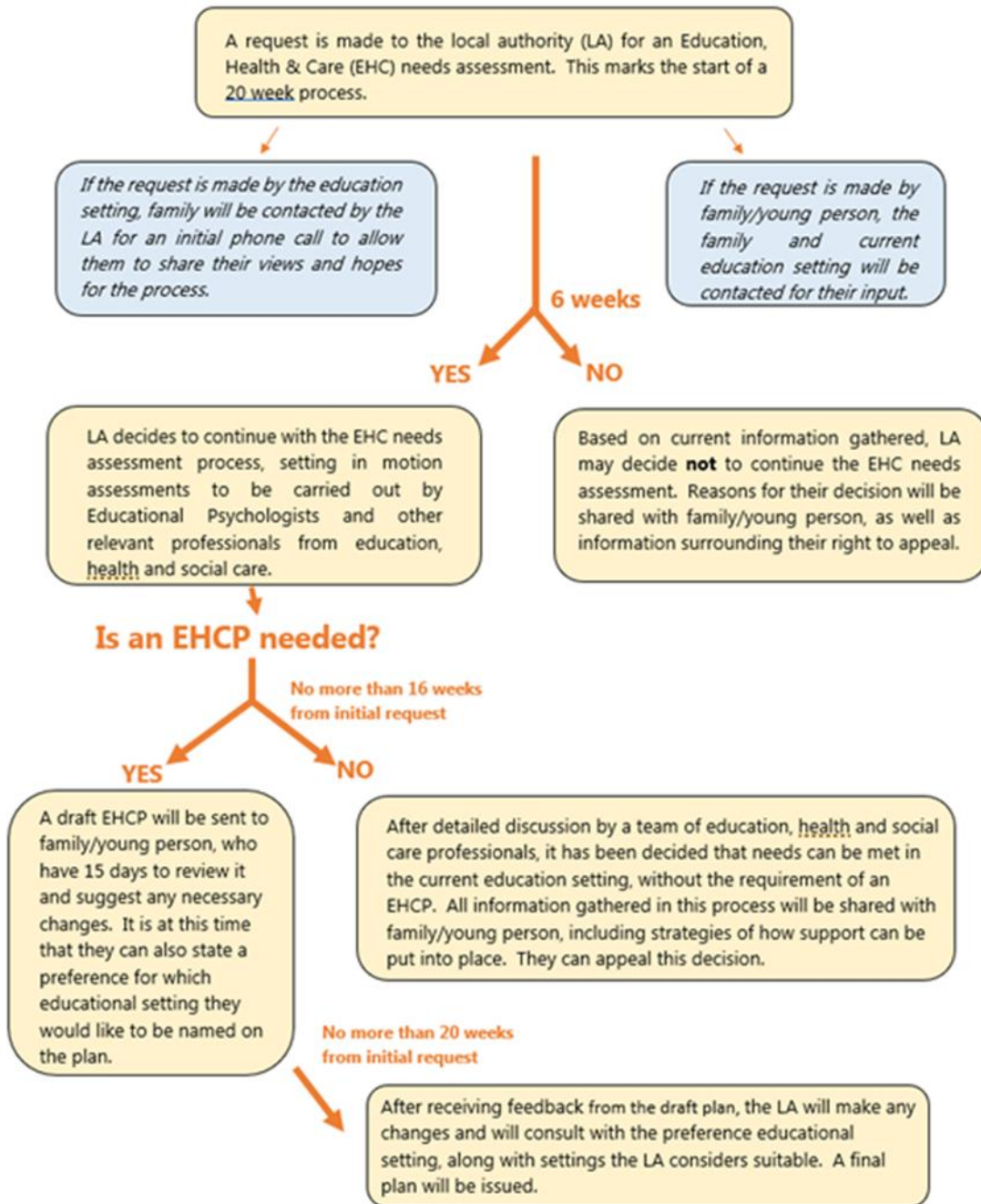
## **12. Local appendices (contacts and facilities)**

- Blackbrook Primary School – SENCO: Paula Steed and Kate Prinn
- Ruishton CofE Primary School – SENCO: Carly Anderson and Paula Steed
- West Monkton CofE Primary School – SENCO: Kate Prinn
- Stoke St. Gregory Primary School – SENCO: Carly Anderson

Appendix 1

EHCP Process

**Stages of the Education Health & Care Needs Assessment Process**



## Appendix 2

### Intervention Protocol

#### Oak Trust Intervention Protocol

##### Assess

\*The class teacher identifies a need for intervention in order to ensure good progress and attainment – this decision may be supported by:

- formative and / or summative assessment
- discussion at Pupil Progress Meetings
- discussion at SEND Review Meetings
- Learning Review Week monitoring
- Meetings with parents / carers
- discussion at SLT
- advice from external agencies and professionals
- discussion with teaching assistants

Or

\*The SENCO, or SENCo Assistant or teaching assistants, through the use of assessment tools, identifies the need for intervention in order to ensure good progress and attainment.

##### Plan

\*With guidance from the SENCo / SENCO Assistant / Senior Leader / External Professionals, the Class Teacher selects a research-based intervention that will meet the child's needs as identified in the 'assess' stage.

Or

\*With guidance from the SENCo / SENCO Assistant / Senior Leader / External Professionals, Class Teacher plans an intervention. (Using guidance from EEF on features of effective interventions).

\*Intervention Planning Sheet is completed by the Class Teacher.

\*With support and guidance from the Class Teacher, 'Start Data' is collected by the professional leading the intervention.

\*Intervention plan, with start data, is emailed to the SENCo Assistant.

\*SENCo Assistant / SENCo Support adds intervention group, learning goal, and start data to whole school provision map, and individual children's files, on Insight.

\*Intervention begins.

##### Do (Intervention Monitoring)

\*The success of interventions is monitored session by session, via formative assessment, by the class teacher and / or teaching assistant / teacher leading the intervention.

\*If the professional leading the intervention determines that an intervention is ineffective, immediate action will be taken. The intervention will be stopped and alternative intervention found – the assess / plan phase will begin again. A new intervention will begin.

\*During Learning Review weeks (6 x per year) the SENCo, and Senior Leaders, will monitor the effectiveness of interventions and report findings to the Headteacher for action during

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the next school improvement cycle. This includes CPD for TAs / Teachers planning and leading interventions.

\*Where an intervention is found to be ineffective immediate action will be taken (see above).

### **Review**

\*At the end of the intervention cycle (usually a term), the professional leading the intervention will collect 'end data' to measure the impact of the intervention.

\*End data emailed to SENCo Assistant / SEND Support and added to the whole school provision map and individual children's files on Insight.

\*The impact of interventions will be discussed with parents / carers by the Class Teacher at parent / carer consultation meetings and at other parent / carer meetings with the SENCo – e.g. Annual Reviews.

\*The SENCo, and Senior Leaders, will review the effectiveness of interventions for individual children, and for the school – including considerations of 'value for money'. Feedback will be given to Class Teachers and the Senior Leadership Team and used to inform the next APDR cycle.

## Appendix 3

### IEP Protocol and Template

#### Oak Trust IEP (Individual Education Plan) Protocol

##### Assess

\*The class teacher identifies a need for an IEP in order to ensure good progress and attainment – this decision may be supported by:

- formative and / or summative assessment
- discussion at SEND Review Meetings
- Meetings with parents /carers
- Any child that is receiving provision that is different or additional to their peers.

Or

\*The SENCO, or SENCo Assistant, identifies the need for an IEP in order to ensure good progress and attainment for an individual child.

##### Plan

\*IEP sheet is completed by the Class Teacher with guidance from the SENCo / SENCO Assistant.

\*Class Teacher will set SMART targets for the individual child, based on their current identified needs and areas to develop. These targets should be written in conjunction with a child's EHCP where appropriate.

\*The IEP should identify the support in place, and criteria for how success will be measured.

\*IEP, with start data/End, is emailed to the SENCo Assistant.

\*IEP cycle begins

##### Do (IEP Monitoring)

\*If the professional monitoring the IEP determines that an IEP is not appropriate, immediate action will be taken and the IEP will be reviewed.


\*SENCo Assistant / SENCo Support adds IEP data to the Trust tracking sheet each term/ end of term of IEP.

\*The IEP will be discussed with parent/carer at Parents evenings

\*The child's voice will be recorded as part of the IEP process.

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| <b>Review</b>  |
| <p>* Where a child does not achieve an IEP target steps will be taken to reflect on the suitability of the target and support in place.</p> <p>*The IEP's will be discussed at Termly SEND Review meetings.</p> <p>* Feedback will be given to Class Teachers and the Senior Leadership Team and used to inform the next APDR cycle.</p> |

|   |  |                               |                                |                                    |                      |                      |                                  |                      |                      |
|---|--|-------------------------------|--------------------------------|------------------------------------|----------------------|----------------------|----------------------------------|----------------------|----------------------|
|  | <b>Individual Education Plan- First Last</b><br>DD.MM.YYYY<br><i>School Name</i> | Year: #<br>Class:<br>Teacher: | Term:<br>Plan No:<br>Duration: | SEN Concern<br>SEN Support<br>EHCP |                      |                      |                                  |                      |                      |
| <b>Assess</b>   | <b>Area of Need</b>  | <b>Area of Need</b>           | <b>Area of Need</b>            |                                    |                      |                      |                                  |                      |                      |
| What I need some help with:   |  |                               |                                |                                    |                      |                      |                                  |                      |                      |
| <b>Plan/Do</b>  | <b>SMART Target 1</b>  | <b>SMART Target 2</b>         | <b>SMART Target 3</b>          |                                    |                      |                      |                                  |                      |                      |
| What I am going to learn:   |  |                               |                                |                                    |                      |                      |                                  |                      |                      |
| How I can show that I've learnt it:   |  |                               |                                |                                    |                      |                      |                                  |                      |                      |
| What I will do to help me learn:  |  |                               |                                |                                    |                      |                      |                                  |                      |                      |
| What I will use to help me learn:   |  |                               |                                |                                    |                      |                      |                                  |                      |                      |
| Who will help me:   |  |                               |                                |                                    |                      |                      |                                  |                      |                      |
| When I will work on my target:  |  |                               |                                |                                    |                      |                      |                                  |                      |                      |
| Additional Comments:  |  |                               |                                |                                    |                      |                      |                                  |                      |                      |
| <b>Child/Parent/Carer Views</b>   |  |                               |                                |                                    |                      |                      |                                  |                      |                      |
| Child: What I think about my targets:   |  |                               |                                |                                    |                      |                      |                                  |                      |                      |
| Parent / Carer: What my parent/carer thinks about my targets:                     |  |                               |                                |                                    |                      |                      |                                  |                      |                      |
| <b>Review</b>   |  |                               |                                |                                    |                      |                      |                                  |                      |                      |
|   | <b>Target 1</b>  | <b>Target 2</b>               |                                |                                    | <b>Target 3</b>      |                      |                                  |                      |                      |
| How did I get on?   | I still need some help with this   | I achieved my target          | I exceeded my target           | I still need some help with this   | I achieved my target | I exceeded my target | I still need some help with this | I achieved my target | I exceeded my target |
| Additional Comments:  |  |                               |                                |                                    |                      |                      |                                  |                      |                      |
| <b>Assess</b>   |  |                               |                                |                                    |                      |                      |                                  |                      |                      |
| What I am going to learn next:  |  |                               |                                |                                    |                      |                      |                                  |                      |                      |