

Special Educational Needs and Disabilities (SEND) Policy



Policy Date:

November 2025

Review Date:

November 2026

Senior Members of Staff Responsible:

Warrick Barton (Head), Jo Cowin (SENDCO)

SEND Governor:

Helen Stockwell

Required Level of Approval:

Local Governing Committee

Ratified by the Governing Body:

November 2025

Legal References

This policy complies with the following legislation and guidance:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2014)
- Equality Act 2010 and Public Sector Equality Duty
- UK General Data Protection Regulation (UK GDPR)

Policy Content

Our Commitment

At Pensford Primary School, we are committed to ensuring that all children, including those with special educational needs or disabilities (SEND), have access to an inclusive, broad and balanced academic and social curriculum. We believe that every teacher is a teacher of every child, including those with SEND.

Aims and Objectives

We aim to ensure equal acceptance and respect for all children, regardless of ability or behaviour. Our objectives, aligned with the SEND Code of Practice (2014), are to:

- Identify SEND at the earliest opportunity.

- Plan, monitor, and review personalised provision with SMART targets.
- Adopt a whole school, inclusive ethos.
- Provide training and support for all staff.
- Develop partnerships with parents, carers, and external agencies.
- Involve children in setting and assessing their targets.
- Ensure the SENDCO is appropriately qualified and experienced.

Roles and Responsibilities

At Pensford Primary School, everyone has a role in supporting pupils with Special Educational Needs and Disabilities (SEND). Staff work together to make sure every child can take part in learning and reach their full potential.

Headteacher

The Headteacher is responsible for monitoring and evaluating the progress of all pupils in the school and for making strategic decisions to maximise their opportunity to learn. The Headteacher will be informed of any vulnerable learners and any issues related to the school's provision through analysis of whole-school tracking systems, pupil progress meetings with individual teachers, regular meetings with the SENDCO, and discussions with parents and pupils.

SENDCO (Special Educational Needs and Disabilities Coordinator)

The SENDCO is responsible for organising and coordinating support for pupils with SEND. They work closely with teachers and support staff to make sure provision is effective and tailored to each child's needs. The SENDCO keeps the SEND register up to date and helps create and review One Page Profiles and Learning Plans. They arrange Annual Reviews for pupils with Education, Health and Care (EHC) Plans and make referrals to the Local Authority when additional assessment or support is needed. They also work closely with parents, carers, and outside professionals and regularly evaluate interventions to ensure that support helps pupils make good progress.

Teaching Staff

Class teachers are responsible for the progress and wellbeing of all pupils in their class, including those with SEND. They use high-quality, adaptive teaching and follow the strategies in each pupil's One Page Profile and Learning Plan. Teachers work closely with the SENDCO and support staff and meet regularly with parents to review progress and plan next steps.

All teaching assistants have a line manager within the school (normally the class teacher with whom they work). Their role is to ensure that under the guidance of the class teacher they are providing rich and varied learning opportunities for the children in their care and are giving appropriate feedback on progress and future needs. In some cases, a teaching assistant will be allocated to an individual child. Teaching Assistants and professionals from outside agencies are invited to attend and/or contribute to a child's Annual Review process and termly learning plan review meetings if appropriate.

SEND governor

The SEND governor will offer support and challenge to the school SENDCO. They will meet at least three times a year to discuss strategic changes and developments using the SEND action plan as a guide. The SEND governor will then report back to the Local Governing Committee regularly.

Categories of Need

Under the SEND Code of Practice 0-25 (2014), a child's needs can be categorised in two ways: SEN Support or an Education, Health and Care Plan (EHCP). The main difference between the two is that pupils with an EHCP have statutory rights protected by law, whereas those receiving SEN Support have their needs met through in-school arrangements tailored to their individual requirements.

At Pensford we recognise the following broad areas of SEND:

Communication and Interaction

This includes pupils with speech, language and communication needs and those with Autism Spectrum Disorder (ASD), who may have difficulties understanding or using language and interacting socially.

Cognition and Learning

This includes pupils who may find certain aspects of learning more challenging and require additional support to develop understanding and skills. The school recognises and supports pupils with specific learning difficulties such as dyslexia, dyspraxia and dyscalculia, ensuring early identification and appropriate intervention.

Social, Emotional and Mental Health

This includes pupils who may experience difficulties in managing their emotions or behaviour, which can impact on learning and relationships. Support may include pastoral intervention or additional specialist guidance.

Sensory and/or Physical

This includes pupils with physical disabilities or sensory impairments, such as those affecting vision or hearing, who may require adapted resources or additional support to access learning.

These four categories broadly identify the aspects of SEND needs for pupils at our school however we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person. We also consider other factors that may affect progress and wellbeing, such as attendance, EAL, health conditions, and family dynamics. While not categorised as SEND, we offer support in these areas when appropriate

Graduated Approach: Assess-Plan-Do-Review

Parents and carers will be consulted by teachers when it is felt necessary to place a child on the SEND register. Parents/ carers and pupils will be fully included in the planning process. This section of the policy sets out the principles behind our approach to supporting our pupils within the cycle of Assess→Plan→Do→Review. For the practical ways in which we approach this through our system of learning plans.

Assess

Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress despite high quality teaching.

Information that teachers may draw upon include:

- Teachers' assessment and experience of a pupil
- Pupil progress, attainment and behaviour
- The individual's development in comparison to their peers
- The views and experience of parents
- Pupils' own views
- Advice from external support services

Plan

Initial responses to assessment involve high-quality teaching and differentiated instruction.

Every child with SEND has a One Page Profile created collaboratively with the child and parents/carers. The One Page Profile details adaptive provision and classroom strategies used to support the child. This is shared with all adults working with the child to ensure consistency of support and understanding across all learning environments.

Children with SEND typically also have a Learning Plan with 2–4 SMART (Specific, Measurable, Achievable, Relevant and Timed) targets, detailing provision, strategies, resources, and support frequency. Some children may require ongoing strategies without a formal Learning Plan

Do

Class teachers remain central to the delivery and evaluation of support, even when interventions are delivered by other adults. Teachers are responsible for ensuring that strategies outlined in the child's One Page Profile and Learning Plan are consistently applied within everyday practice. This is monitored and supported by the SENDCO.

Support may include adaptive teaching, use of visual aids, multi-sensory learning approaches, and targeted small group or 1:1 interventions. All staff are encouraged to use dyslexia-friendly and SEND-aware strategies—such as clear instructions, scaffolded tasks, and accessible resources—to ensure that all pupils can fully participate in learning activities.

In addition to this, pupils identified with SEND at Pensford Primary School will have a 'communication book' allocated to them. The purpose of this book is to provide a consistent and accessible means of communication between home and school, ensuring that important information, progress updates, and daily reflections are shared effectively. School staff, parents/carers, and pupils are encouraged to use this book, as well as Class Dojo Portfolios, to share achievements, celebrate successes, and highlight any concerns or areas where further support may be needed.

Review

Teachers continually monitor and review the progress of all pupils through ongoing assessment, marking, feedback, classroom observations, and regular discussions with support staff. This process takes place throughout the year, both formally and informally, to ensure that every child receives timely and responsive support.

For pupils with recognised SEND, progress is assessed and reviewed more frequently through dedicated review meetings. Parents and pupils are invited to participate in these meetings each term (six times per year), ensuring that the child's voice and family perspectives are central to the review process.

Progress is evaluated based on:

- Achievement of expected targets
- Progress towards end-of-year and key stage goals
- Rate of progress over time
- Narrowing of attainment gaps
- Appropriateness and effectiveness of current provision

Following a review meeting, new targets will be set for the pupil. If it is felt that a child has made significant progress and no longer requires additional support, the decision to remove the child from the SEND register will be made in consultation with the parents or carers.

Additional support

Using the Assess, Plan, Do, Review process teachers will plan to provide for the needs of each child using the skills and expertise both within the classroom and across the school. However, on occasions, following the review and assessment process, school may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral.

Training and Resources

Training needs for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs
- Recognising specific needs for individual pupils and how staff can be trained to support that child.
- The SENDCO has regular training on updates in SEN issues/developments both nationally and locally.
- Elements of the school improvement/development plan to be addressed through training.
- SENDCO will lead or organise at least two staff meetings per year providing training and support identified on the SEND action plan.
- Resources are purchased as and when they are required.

Storing and Managing Information

In the UK, records relating to a pupil's special educational needs should generally be kept **until the young person reaches the age of 25**. This applies to their full pupil record, including SEND documentation.

Documents are therefore held in school until pupils move on to another setting, when they are transferred securely to the relevant member of staff. Any temporary working documents, or draft notes no longer required are shredded or permanently deleted.

While it is kept a Pensford, all documentation linked to children on the SEND register is securely stored with access only to school staff as required for their roles and according to Data Protection Impact Assessments in place for Third Party Data Processors.

Dealing with complaints

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our school's [complaints policy](#).

Reviewing the policy

The SEND policy will be reviewed on an annual basis by the SENDCO and Head teacher alongside the governing body and ratified accordingly.

Opportunities will be given to parents/carers, pupils and staff to respond to the policy and share their thoughts with the SENDCO and/or Head teacher.



Rationale

Where children need additional support we sometimes use learning plans to support the planning and assessment of this additional support. This allows us to:

- reflect carefully and regularly on children's needs and progress, adapting planning for individuals appropriately
- share the details of provision with parents
- share the details of provision with other agencies (such as Speech and Language Therapists and Educational Psychologists) where appropriate
- evidence a graduated approach if this is necessary, for example to support an application for statutory assessment

Who should have a learning plan ?

Not all children needing additional support for learning will need a learning plan. For example, if their need is primarily sensory and/or physical, ongoing strategies may be more appropriate than SMART targets. Provision for these children will be recorded on their one-page profile. In all cases, however, the aim of the provision will be for children to gain independence by learning strategies to help them manage their needs.

We will start a learning plan if either or both of the two criteria below are met:

- a child's personal and social development is underdeveloped and impacting on their learning;
- a child's attainment level in any part of the core curriculum is approximately 1 years behind the expected level for their age.

There may also be other exceptional circumstances in which the teacher and SENDCO decide that a learning plan is needed.

How should a learning plan be structured?

- The learning plan format that we have provides a consistent structure to the plans. Within this layout though, we know that it is important to take the following points into consideration: The child's strengths and areas for development.
- The *number* of targets required is completely flexible depending on the needs of the child. Aspects of the child's development that are *significantly* behind the expectations for their age will be a focus for targets. On the other hand, there is no need for learning plan targets to include areas where children are just slightly behind expectations. As a rule, areas in which a child's development is delayed by 2 or more years will be included; areas in which the delay is around 1 year may or may not be included; delay of less than 1 year does not warrant a learning plan target.
- Targets focused on specific curriculum areas will have numerical data associated with them (such as a number of key words that a child can spell or a percentage of maths questions of a particular type that they can answer). These targets will be measured using numerical 'entry' and 'exit' data.
- Targets to do with a child's personal, social and behavioural development, though, are less to have numerical data associated with them. The evaluation of these targets is more likely to be descriptive and this will be reflected in the way the targets are set and reviewed. However, in these cases it is still important to be clear about the types of support in place and to review their effectiveness with reference to an expected planned outcome.
- We use a clearly **graduated approach** to our target setting. This means that targets may be regularly repeated in order to embed skills and knowledge. This is particularly true where memory issues are affecting a child's learning. Where targets are increased, this is done gradually.
- We ensure that all targets are SMART (Specific, Measurable, Achievable, Realistic and Time-limited) with an expectation that 85% will be achieved due to the fact that they focus on learning within the child's Zone of Proximal Development (ZPD).
- The format of the learning plan also provides comments from pupils, parents and teachers to be recorded.

How will the learning plans be reviewed?

The targets will be reviewed by teachers 6 times per year and shared with parents (at the end of each term). This may or may not result in targets being adjusted or new targets being set, depending on the outcome.

Very importantly, we also give verbal feedback to children to reinforce whatever success they have had with their targets.