

Stanton St Quintin Primary School



To Motivate Educate and Nurture

Langley Fitzurse C of E Primary School



Amaze, Excite and Inspire

**Let us help each other to love others
and do good. Hebrews 10:24**

Stanton St Quintin Primary School
Langley Fitzurse C of E School

SEND Policy

Policy and Procedure: SEND Policy

Date of Approval: October 2026

Review date: October 2028

At Stanton St Quintin Primary School and Langley Fitzurse C of E Primary School we value all pupils and celebrate diversity of experience, interest and achievement. We believe that all pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. All pupils have a right to a broad, balanced, inclusive and engaging curriculum that nurtures and encourages learners and promotes self-esteem good mental health. We recognise that those with additional needs may struggle to access learning and make expected progress, which can affect their mental wellbeing. This policy outlines procedures for identifying need, removing barriers to learning and supporting individuals with Special Education Needs/Disabilities (SEND) to thrive at our schools with adaptations that are additional to/different from our ordinary available provision

At our schools, we aim to ensure that the curriculum is accessible to all and promotes good self-esteem, resilience and independence, in line with each school's ethos and values. We work closely with parents/carers, pupils and external agencies to help meet the needs of pupils through a graduated approach in accordance with the SEND Code of Practice 2015.

Pupils are supported with quality-first teaching, targeted interventions and adaptations and when needed, Individual Education Plans (IEPs). We regularly assess pupil progress and wellbeing to ensure that pupils succeed academically, socially and emotionally and feel included as part of the school community.

[SEND Code of Practice 2015](#)

The SEND Code of Practice states that, "a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her; has a significantly greater difficulty in learning than the majority of others of 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 schools."

Special Educational Needs and Disability in schools is considered under four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical needs

1. Objectives

- To ensure all pupils with SEND are able to join in with all activities in school and have full access to the school curriculum.
- To identify, at the earliest opportunity, any barriers to learning and participation for pupils with SEND and aim to remove or reduce these barriers.
- To identify children who need SEND support following a process of careful monitoring and assessment to ensure the best possible progress is made for all.
- To work closely and collaboratively with parents and carers to identify their children's strengths and difficulties, alongside recent assessments and plan together to achieve the desired outcomes.
- To take into account pupil's views and wishes in order to develop high levels of pupil confidence and a closer partnership with pupils and support them to take ownership of their learning and progress.
- To follow a graduated approach to interventions, to follow a four-part cycle of "Assess, Plan, Do, Review".
- To choose the most effective intervention available and to regularly and carefully monitor the impact of this on pupil's learning and progress.
- To ensure a high level of staff expertise to meet pupil need, through well targeted professional development and for all staff to have access to training and advice to support Quality First Teaching for all pupils.
- To work closely with external agencies and the Local Authority, where appropriate, to support the needs of individual pupils, ensuring there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To ensure support for pupils with medical conditions, ensuring full inclusion in all school activities through consulting with health and social care professionals as necessary.
- To identify the roles and responsibilities of all staff in providing for children's SEND.
- To prepare pupils for the next stage of their academic journey and prepare them for adulthood.

2. Identifying SEND

In accordance with the Children and Families Act 2014, Stanton St Quintin Primary School and Langley Fitzurse CoE Primary School are committed to identifying SEND at the earliest possible stage. Early identification enables the schools to implement effective provision that supports improved long-term outcomes for the child.

The schools have a clear approach to identifying and responding to SEND, detailed in the schools graduated approach (see appendix A), which follows the assess, plan, do, review cycle, as outlined in the SEND Code of Practice (2015). This graduated approach includes:

- Assess: Identification and regular review of the pupils needs to ensure provision remains appropriate.
- Plan: Collaborative planning between parents/carers and school staff to determine suitable support and interventions.
- Do: Implementation of the agreed strategies by the class teacher and support staff with ongoing monitoring from the SENCo.
- Review: Evaluation of the pupil's progress and effectiveness of the support, with adjustments made if necessary.

With the support of the SLT, classroom teachers will conduct regular progress and attainment assessments for all pupils, with the aim of identifying pupils who are making less than expected progress, based on comparison with baseline data, data from previous years and comparison with age related expectations and class peers. Schools also consider parent/guardian concerns and the child's concerns as well as external agency reports when identifying need.

At our schools, all teachers are responsible for the progress and attainment of their pupils. When staff or parents have concerns, staff liaise with the SLT, SENCo to identify needs and then work with the SENCo to remove barriers to learning through a graduated approach. Quality-first teaching is the first step to supporting the needs of children with SEND, along with universal provision.

Should the needs of the child still not be met, targeted support such as interventions, scaffolds for learning or assistive technologies may be used and staff would discuss this with parents.

Should the needs of the child still not be met, staff would discuss concerns with the SENCo and SLT as well as parents/carers and the child may need to be placed on the SEN register, with additional support and advice sought from external agencies ([Wiltshire Council Local Offer](#)). The child would then have an IEP with specific targets to support their progress and an additional three meetings per year would be held with parents/carers. The child would also have a one-page profile detailing their strengths and how they like to be supported. This would be shared with parents/carers, the child and any adult working with the child. If parents/carers or the child feel that their needs are due to neurodivergent needs, the SENCo may discuss this with the parents/carers and, if appropriate, child to support them if they wish to make a referral to the Neurodevelopmental Pathway.

Following advice and support from external agencies/advisors, if the child's needs remain unmet, parents/carers, teachers and the SENCo will consider if an EHCNA (Educational Health Care Needs Assessment) should be completed, with the aim of securing an EHCP (Educational Health Care Plan). These plans are legal documents outlining the needs of

the child and the strategies needed to support those needs. EHCPs are reviewed annually.

3. Supporting wellbeing

At our schools, we recognise that those with additional needs and their families may require additional support with their wellbeing. In order to ensure we identify the most relevant service to support a family or a child, we may request to undertake an assessment of their needs. This is known as an Early Support Assessment or ESA. This is a voluntary, supportive process and helps to identify what support the child or family might require. The focus of the ESA is to formulate a plan and a support package to help the family and child move forward. The ESA is completed with the child, family and school in partnership. Further information can be found on the [Wiltshire Council website](#).

At our schools, we also offer Emotional Literacy Support (ELSA); support from a specialist-teaching assistant who is trained to support children with their emotional wellbeing. The aim of the ELSA is to remove the barriers to learning so we have happy children in school and at home. Whilst the ELSA will be working closely with your child, the school SENDCo will be providing a supportive role to the ELSA and to parents throughout.

4. Roles and Responsibilities

The governing board will be responsible for:

- Communicating with pupils with SEND and their parents when drawing up policies that affect them.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with an Equal Opportunities Policy.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the accessibility plan, showing how the school intends to progressively improve access over time.
- Publishing annual information, setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than

others, the facilities provided to assist pupils with SEND, and the school's accessibility plan on the school's website.

- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Reviewing the SEND information report compiled by the SENCo and ensuring that this is published on the website.

The Executive Headteacher/Head of School will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Consulting health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.
- Keeping parents and relevant teachers up to date with any changes or concerns involving a pupil.

- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health.

The SENCO will be responsible for:

- Collaborating with the governing board and Executive Headteacher/Head of School to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the Executive Headteacher/Head of School to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teacher where an LAC has SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Supporting staff to create a one-page profile of a pupil with SEND.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the Executive Headteacher/Head of School, identifying any patterns in the identification of SEND within the school and comparing these with national data.

- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses and advising on effective implementation of support.
- Liaising with the Executive Headteacher/Head of School to create the school Inclusion Strategy.
- Compiling and publishing the SEND Information Report on the school website.

Classroom teachers will be responsible for:

- Planning and reviewing support for pupils with SEND using the graduated approach, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND can study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

EYFS lead will be responsible for:

- Ensuring all staff who work with young children are alert to emerging difficulties and respond early.

The schools will:

- Ensure staff listen and understand when parents/carers express concerns about their child's development.
- Listen to any concerns raised by children themselves.
- Ensure that:
 - Pupils with SEND get the support that they need.
 - Pupils with SEND engage in the activities that the school offers alongside pupils who do not have SEND.
 - A designated teacher, the SENCO, is responsible for coordinating SEND provision.
 - Parents are informed when the school makes special educational provision for their child.
 - A report is prepared and sent to parents that includes the following:
 - The implementation of our SEND Policy

- Our arrangements for the admission of pupils with disabilities
- The steps being taken to prevent pupils with disabilities from being treated less favourably than others
- The facilities provided to enable access to the school for pupils with disabilities
- Our Accessibility Plan, showing how we plan to improve access over time

5. Children with specific circumstances

LAC (Looked After Child)

- Children at the schools who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.
- The schools recognise that children that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.
- The schools have a designated member of staff for coordinating the support for LAC.
- Where that role is carried out by a person other than the SENCO, designated teachers should work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL (English as an Additional Language)

- The schools give particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- It is necessary to consider the pupil within the context of their home, culture and community.
- Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.
- The schools appreciate having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.
- The schools will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English that is used there or arise from SEND.

6. Admissions

The schools will ensure it meets its duties set under the 'School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.

- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

7. Involving pupils and parents in decision-making

Parents/carers of pupils with SEND are encouraged to share their knowledge of their child; the Executive Headteacher/Head of School and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents/carers will always be formally notified when the school provides their child with SEND support. Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

The planning that the schools implement will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENCO, will meet with pupils, and their parents three times an academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

8. Joint commissioning, planning and delivery

The schools are committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.

The schools will work closely with local education, health and social care services to ensure pupils get the right support.

The schools will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The schools will draw on the wide range of local data-sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges/sources of health inequalities.

The schools' Data Protection Policy will be adhered to at all times.

The schools will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

Transition to the next stage of education will be planned for carefully, with the SENCo collaborating with the next setting, parents/carers and the child. All files will be

transferred to the next setting by the SENCo and transition days, meetings held to support the child with the move.

9. Funding

The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

The school will publish how it is spending its Inclusive Mainstream Funding as part of its Inclusion Strategy by December 2026.

10. Local Offer

Wiltshire Council's Local Offer provides information and guidance on services for children and young people, aged 0-25, with Special Educational Needs and/or Disabilities (SEND). This website contains information about education, health, social care, preparing for adulthood and leisure. For more information, please visit the [Wiltshire Local Offer website](#).

11. Training

Relevant staff members will keep up to date with any necessary training, which will be provided by the SENCO as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance. Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given. During staff induction, all staff will receive SEND training, including the processes used as part of the graduated approach and methods of tracking progress, attainment, targets and interventions.

12. Data and record keeping

All children in the SEND register have an individual file, which holds information relating to their individual needs. The file may contain information about school-based observation, assessments and professional reports. These files are stored electronically and will be passed to the child's next setting when the child leaves our schools. The schools follow strict GDPR guidelines and will not share or disclose information regarding a child without the express permission of the parent/carer.

13. Resolving disagreements

The schools are committed to resolving disagreements between pupils, parents/carers and the school. We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience. Compliments are always gratefully received and can be passed on either directly to staff and the SENCO, or formally recorded via our questionnaire to parents or in the form of a letter to the Executive Headteacher/Head of School. We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process is outlined below.

- If you want to complain about the school's SEN support, you should do it while your child is still registered at the school.
- If you have a concern or complaint regarding Special Needs, you are encouraged in the first instance to meet with the SENCo. At Stanton St Quintin Primary School this is Mrs Susan Todd and at Langley Fitzurse CE School this is Mrs Karen Winterburn. If this matter is not resolved satisfactorily the Executive Head Teacher should be notified.
- If the concern is not resolved, you have the right to ask for an examination of the complaint by the Governing Body.
- Our Complaints Policy is available in the Policies section of the website.

14. Monitoring and review

The policy is reviewed on an annual basis by the Executive Headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with this policy as part of their induction programme. The next scheduled review date for this policy is September 2027.

15. SEN Terminology

There are many different terms used within SEN and many different abbreviations and acronyms. Please find a link [here](#) to the Wiltshire Local Offer Jargon Buster to support with reading this and any other SEN document.

Appendices:

Appendix A

The Graduated Approach

Parent/carers raises a concern		Class teacher raises a concern	
1. Parent/carers speak to the class teacher about their concerns. Concerns are logged on CPOMs.		1. Raise pupil at Pupil Progress Meeting and clarify reason for concern.	
Class Concern: Universal offer/targeted support	2. Class teacher and SENCo discuss and agree quality first teaching strategies to trial for a mutually agreed length of time (no longer than one term, depending on provision) as part of the assess, plan, do review cycle.		
	3. Concerns/strategies shared with parent/carers, pupil voice collected and recorded on CPOMs.		
	4. If useful, with parent/carers consent, use Wiltshire Graduated Response (GRSS) or Neurodevelopmental Pathway Profiling tool to identify an area of need.		
	5. Any interventions are recorded on Insights provision mapping and paper copies of each intervention kept.		

Concern remains



Targeted support	1. Liaise with SENCo/Subject leaders regarding any other targeted provision/strategies that can be tried.		
	2. Ensure that Executive Headteacher and/or Head of School are informed of any children that are at risk of underachieving.		
	3. Class teacher continues to monitor child.		
	4. Reassess child's needs using the Wiltshire GRSS or Neurodevelopmental Pathway Profiling Tool in conjunction with SENCo and parents.		
	5. SENCo may observe child in class.		
	6. Ensure assess, plan, do, review cycle/interventions are evidenced on class provision maps.		
	7. Concerns/strategies shared with parent/carers, pupil voice collected and recorded on CPOMs.		

Concern remains



Specialist Support – SEN Register	1. Class teacher, parents/carers and SENCo meet to discuss concerns and liaise on a referral for support from external agencies with parents/carers permission.		
	2. If recommendations are made, the pupil is moved on to the SEN register.		
	3. SENCo to monitor provision.		
	4. Class teacher supports child to write a one-page profile.		
	5. Class teacher writes an IEP in conjunction with parent/carers and child (using Insights) and SENCo if appropriate.		
	6. Consider the use of Wiltshire SEND Support Plan if a child is being seen by more than one service and the child's needs are more complex; persisting over time. These are written in conjunction with parent/carers and the SENCo. This document is one level below an EHCP and would follow the child if they were to move settings within Wiltshire.		
	7. Class teacher to monitor IEP targets or SEND Support Plan outcomes.		

Concerns persist



SEN Support – EHC Plan	1. If the child's needs are more complex/severe/long term, a decision on a statutory assessment will be taken in conjunction with the local authority. 2. An EHCNA (Education Health Care Needs Assessment) may be appropriate in order to secure an EHCP (Education Health Care Plan). These can be considered on the request of the parent or school. The SENCo leads on all EHCP applications in conjunction with the family, class teacher and Head of School/Executive Head Teacher. 3. If an EHCNA is successful and an EHCP secured, progress and needs reviewed annually as part of a Person-Centred Annual Review (a multi-agency meeting with the child at the centre.) 4. If the EHCNA is unsuccessful, the SENCo will discuss appeals and mitigation with parents/carers and Wiltshire Council. Current levels of support for the child will be maintained in the school.
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