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## SPECIAL EDUCATIONAL NEEDS POLICY

<b>Date:</b>	November 2024	<b>Review Date:</b>	November 2025
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<b>Special Needs Co-ordinator (SENCO)</b>	<b>Governor for SEN</b>
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## 1. Statement of Intent

Charlton Mackrell C of E Primary School is committed to providing all pupils with an education that helps them achieve their best, grow into confident individuals, and transition successfully into adulthood. This policy outlines the school's approach to supporting pupils with SEND, ensuring equal opportunities and eliminating discrimination.

The school will collaborate with the local authority to uphold the following principles:

- Involving pupils and parents in decision-making
- Early identification and intervention
- Inclusive practices that remove learning barriers
- Cooperation between education, health, and social care services
- High-quality support tailored to SEND needs
- Greater choice and control for pupils and parents
- Preparing pupils for adulthood, independence, and employment

Under the Equality Act 2010, a disability is defined as a long-term physical or mental impairment affecting daily activities. For the purposes of this policy, a pupil has SEND if they have:

- significantly greater difficulty learning than peers
- a disability or health condition that prevents or hinders access to mainstream educational facilities
- special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

## 2. Objectives

Schools must identify and address the SEND needs of their pupils. This policy ensures the school will:

- Provide the necessary support for pupils with SEND to access the full curriculum.
- Enable pupils with SEND to participate in all school activities.
- Offer high-quality, inclusive support to remove learning barriers.
- Fulfil statutory duties as outlined in the SEND Code of Practice.
- Promote equality for disabled pupils in line with the Equality Act 2010, making reasonable adjustments as needed.
- Appoint a SENCO to coordinate SEND provision.
- Inform parents of special educational provision.
- Publish key information, including accessibility plans, SEND admission arrangements, and a SEN information report.



### 3. Roles and Responsibilities

<p>The <b>governing board</b> will be responsible for:</p>	<ul style="list-style-type: none"> <li>• Ensuring this policy is implemented fairly and consistently across the school.</li> <li>• Ensuring the school meets its duties in relation to supporting pupils with SEND.</li> <li>• Ensuring that there is a qualified teacher designated as SENCO for the school.</li> <li>•</li> </ul>
<p>The <b>headteacher</b> is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.</p> <p>In enacting this policy, the <b>headteacher</b> will:</p>	<ul style="list-style-type: none"> <li>• Ensure the school holds ambitious expectations for all pupils with SEND.</li> <li>• Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.</li> <li>• Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.</li> <li>• Ensure the school fulfils its statutory duties with regard to the SEND code of practice.</li> <li>• Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.</li> <li>• Ensure the SENCO has sufficient time and resources to carry out their functions.</li> <li>• Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.</li> <li>• Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.</li> <li>• 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.</li> <li>• Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.</li> <li>•</li> </ul>
<p>The <b>SENCO</b> will be responsible for:</p>	<ul style="list-style-type: none"> <li>• Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.</li> <li>• The day-to-day responsibility for the operation of SEND policy.</li> <li>• The coordination of specific provision made to support individual pupils with SEND.</li> <li>• Liaising with the relevant designated teacher for LAC with SEND.</li> <li>• Advising on a graduated approach to providing SEND support.</li> <li>• Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.</li> <li>• Liaising with the parents of pupils with SEND.</li> <li>• Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.</li> <li>• Being a key point of contact for external agencies, especially the LA and LA support services.</li> <li>• 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.</li> <li>• Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.</li> <li>• Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the school's Data Protection Policy.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.</li> <li>• 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.</li> </ul>
<p>Teachers will be responsible for:</p>	<ul style="list-style-type: none"> <li>• Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.</li> <li>• Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.</li> <li>• Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.</li> <li>• Ensuring every pupil with SEND is able to study the full national curriculum.</li> <li>• Being accountable for the progress and development of the pupils in their class.</li> <li>• Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.</li> <li>• Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.</li> <li>• Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.</li> </ul>

#### 4. Identifying SEND

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

#### 5. Safeguarding

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The school recognises that pupils with SEND are at a higher risk of abuse and maltreatment. Staff will be aware that these pupils:

- Are more vulnerable to bullying and additional online risks (e.g., grooming, radicalisation).
- Face greater risks of abuse, including neglect and sexual violence.

There are also barriers to recognising abuse, such as:

- Assuming behaviour, mood, or injury is related to their condition.
- Increased isolation or bullying.
- Difficulty in reporting or understanding online risks.

The headteacher and governing board will ensure the Child Protection and Safeguarding Policy addresses these challenges. Staff will monitor changes in behaviour, mood, or injuries, and the DSL and SENCO will investigate concerns. The school will provide tailored safeguarding education for SEND pupils, with early help when needed, and reports of abuse will involve close coordination between the DSL and SENCO.

## 6. SEND Support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions

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are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

### **English as an additional language (EAL)**

The school recognises that pupils with EAL do not necessarily have learning difficulties. However, if a pupil with EAL makes slow progress, SEND will also be considered. The school will assess the pupil's performance across subjects and take their home, culture, and community context into account to determine whether challenges are due to language barriers or SEND.

## **7. Early years pupils with SEND**

All early years providers must identify and support children with SEND, promoting equality of opportunity as outlined in the EYFS framework. The school will ensure staff are alert to emerging difficulties and respond early by:

- Listening to concerns from parents and children about development.
- Monitoring the progress of all early years children.
- Providing necessary support for children with SEND.
- Ensuring inclusion in school activities.
- Appointing a SENCO.
- Providing SEND support information to parents.

The school will prepare a report on SEND policy implementation, admissions, efforts to prevent discrimination, and plans to improve accessibility. Parents will be informed of special provisions, following the 'assess, plan, do, review' approach.

## **8. Admissions**

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

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- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- 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.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

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

## 9. Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

## 10. Pupil and parent involvement

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO when appropriate, will meet with the parents three times each year. The planning that the school implements 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.

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- 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 parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

## 11. Funding for SEND support

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

## 12. EHC needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

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If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

### 13. Reviewing EHC Plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

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#### 14. Supporting successful preparation for adulthood

The school recognises that fostering independence and employability can be life-changing for pupils with SEND. It will support pupils early, based on their aspirations and needs, to ensure a smooth transition to their next steps, such as higher education.

The school will:

- Understand pupils' interests and strengths to plan support.
- Help pupils form friendships and be included in social groups.
- Ensure pupils with SEND participate fully in school and community activities.
- Collaborate with secondary schools to plan transitions.

#### 15. Managing complaints

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

#### 16. Staff training and improving practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

#### 17. Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

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The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

### **Confidentiality**

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

## **18. Publishing information**

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

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## 19. The Local Offer

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up to date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

For more information, visit Somerset Local Offer: [Somerset's SEND Local Offer](#)

## 20. Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

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 November 2025.