

Andrews' Endowed Church of England Primary School

Special Educational Needs and Disabilities (SEND) Policy



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Policy Reviewed: March 2026

Our School Values are Love, Courage and Respect

These core values provide us with a firm foundation for living, loving and learning together at our school. Within a Christian ethos, we aim to create a caring community where high standards of teaching and learning enable all our children to develop the skills and knowledge that they will need for life long learning. We foster the spirit of enquiry in our children, coupled with a sense of self-worth. Individual talents and contributions are valued and celebrated.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting children at school with medical conditions (2014 - last updated 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- The EYFS Framework (2021)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2011 – updated 2013 and 2021)

Hampshire County Council have published their 'Local Offer', which provides information about services that are available for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities.

The Special Needs Co-ordinator (SENCo) is Mrs Rachel Soysa and the Special Needs Governor is Mr Charles Walters. The SENCO regularly attends the Local Authority's SENCO circle network meetings in order to keep up to date with local and national updates in SEND

1. Our aims

- At Andrews' Endowed School we value the abilities of all the pupils.
 - At our school we will provide all pupils with access to a broad and balanced curriculum.
 - We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.
 - We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.
 - All children should be valued equally, regardless of their abilities and behaviour;
 - All children are entitled to have access to a broad, balanced, relevant curriculum which is differentiated to meet individual needs;

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- All children should, wherever possible, be fully integrated into the life of the school;
- All children should be healthy, stay safe, enjoy and achieve to their full potential.

2. Our Objectives

- To ensure that all children with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum
- Identify and provide for pupils who have special educational needs or additional needs.
- To designate a member of staff to be responsible for co-ordinating SEN provision – the SENCO
- To inform parents when the school is making special educational provision for their child.
- Regularly review and monitor the progress of the children on the SEN register
- Provide support and advice for all staff working with special educational needs.
- Work within the guidance of the Special Educational Needs and Disability (SEND) Code of Practice

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

4. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

The Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 (2015) provides an overview of the range of needs, which is divided into 4 broad categories:

The four broad areas of need are:



Communication and interaction, which may include difficulties speaking, understanding or communicating as well as autism spectrum conditions

Cognition and learning, which may include mild learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) where children may require varying support to access their learning as well as specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia

Social, emotional, and mental health, which may include a range of mental health difficulties such as anxiety, depression, eating disorders or physical symptoms which are medically unexplained - this could include behaviour you may find challenging, as well as conditions such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

Sensory and or physical needs, which may include a physical disability (PD) which hinders their ability to access standard provision - this may also include visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)

5. Roles and responsibilities

5.1 The Headteacher is responsible for:

- Working closely with the SENCO to ensure provision for pupils with SEN in the school
- Overall responsibility for the provision and progress of learners with SEN and/or a disability
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Working with the SENCO and Governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

5.2 The SENCO is responsible for:

- Working with the Headteacher and SEN governor to determine the SEN provision in the school
- The day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Monitoring the impact of support and interventions and how they can be linked to classroom practice
- Providing professional guidance to colleagues to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advising on the graduated approach to providing SEN support using the 'Assess – Plan - Do – Review' cycle
- Being the point of contact for external agencies, especially the local authority and its support services. Parents will be kept fully informed of any outside agency involvement with their child.



- Liaising with pre – schools and secondary schools to ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensuring the school keeps the records of all pupils with SEN up to date
- Providing staff with appropriate regular in-service training in SEN matters
- Monitoring the differentiated curriculum provided for pupil with SEN and support the team with their planning.
- Providing information to the governing body as to the number of pupils identified as having SEN at each stage. The achievement of SEN pupils will be summarised.
- Liaising with the SEN Governor to discuss current SEN concerns.

5.3 The SEN Governor is responsible for:

- Monitoring the effective implementation of the SEN policy
- Regular liaison with the SENCO
- Working with the Headteacher and SENCO to report to the Governing Body.

5.4 Class teachers are responsible for:

- The progress and development of all pupils, including those with SEND.
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how the provision can be linked to classroom teaching
- Ensure plans and records are up to date to provide evidence for the support provided.
- Children's Pupil Passports and Individual Behaviour Plans (IBPs) are reviewed termly or more often if needed and work with the SENCO to review targets and create new ones
- Staff and parents will work together to ensure a positive partnership of support for pupils identified with SEN through regular liaison.
- Class teachers set suitable targets, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment for both individuals and groups of pupils. They will use a range of strategies to develop the Ordinarily Available Provision.

6. Identifying children with SEN and assessing their needs

The Code of Practice outlines a Graduated Approach to SEN Support, providing a model of assessment and identification. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum.

Teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from learning support assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Class teachers, supported by the Headteacher make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress



- fails to close the attainment gap between the child and their peers widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

7. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

Assess: The Class teacher, working with the SEND team, should begin by carrying out a clear analysis of the child's needs, drawing on teacher assessment, previous progress and attainment, the views and experience of parents/carers, the child's own views and if relevant advice from external agencies.

Plan: The class teacher, with the support of the SEND team, should agree in consultation with the parents/carers and child, 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. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. All teachers and support staff working with the child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do: The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve a small group or 1:1 support away from the classroom, they should still retain responsibility for the child. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SEND team should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review: The effectiveness of the support and interventions and their impact on the child's progress should be reviewed in line with agreed date on the Learning Plan. The impact and quality of the support and interventions should be evaluated, along with the views of the child and their parents/carers. This should feed back into the analysis of the child's needs. The class teacher, working with the SEND team, should revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parents/carers and child.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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Monitoring and Evaluation

We will evaluate the effectiveness of this policy by monitoring:

All staff's awareness of pupils with SEND at the start of the autumn term.

How early pupils are identified as having SEND.

Pupils' progress and attainment once identified.

Feedback from pupils and their parents/carers.

8. Complaints

- We strive to provide a good service to all pupils. We aim to work with parents and solve problems co-operatively. We always value comments and constructive criticism.
- Comments or complaints should be addressed to the class teacher in the first instance, and followed up with the SENCO where it is deemed necessary. Our school has a Complaints Policy which details the procedures parents can follow if they remain unsatisfied with any issues. The complaints Policy is available on our website.

9. Links with other policies and documents

This policy links to the following policies:

Control Box

Version	5	Date/Effective	March 2025
Author	Gemma Gundry	Review Date	March 2026
		Responsibility	Full Governing Body

Associated Policies, Documents, Agencies:

This policy links to the following policies:

Accessibility plan

Behaviour policy

Equality policy

Supporting children with Medical Conditions Complaints Policy

Complaints Policy

SEND Information report