



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

**SANDON PRIMARY ACADEMY**

Mrs R Beckett (Principal)  
Review date: September 2025

## Introduction

The Special Educational Needs and Disability Policy for Sandon Primary Academy has been written in compliance of the Equalities Act 2010 and the Special Educational Needs and Disability Code of Practice: 0 – 25 years effective from September 2014.

Children may have a special educational need or disability either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with a special educational need or disability takes account of the type and extent of the difficulty experienced by the child and is adapted appropriately to support those children with a special educational need or disability (SEND).

## Aims and Objectives

The aims of this policy are:

- To enable all children to have full access to all elements of the academy's curriculum.
- Pupils with a SEND will follow a broad, balanced and relevant curriculum which is adapted as appropriate.
- Children with a SEND will be identified as soon as possible after their entry into the academy through the use of the academy's graduated approach and early identification practices.
- Pupils with a SEND will be integrated into the educational and social life of the academy.
- Curriculum provision and learning environments will be designed to support and raise the achievements of pupils with a SEND.
- Parents will be seen as involved and informed partners.
- The academy's SEND provision will be flexible and follow a graduated approach in line with the SEND Code of Practice 2014.
- Pupils with a SEND will be the shared responsibility of all staff. The academy's SENDCo will liaise with and advise fellow teachers in the monitoring of this approach.
- Staff will have opportunities for in service training to develop appropriate professional skills.
- Resources will be deployed effectively to support SEND provision, reviewed regularly and ratified by the board of Trustees.
- Links with outside agencies will be sought and maintained to ensure best provision for children with SEND.

## Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities including extra-curricular provision;
- Helping children to manage their behaviour and to engage in learning effectively and safely. This may require making **reasonable adjustments** to the academy's behaviour system for certain pupils and will be detailed on their Pupil Passport of which all staff will be made aware;
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

## **Special Educational Needs and Disabilities**

Following the graduated approach outlined in the SEND Code of Practice, the academy distinguishes between the different levels of SEND using three categories: Academy Support, Multidisciplinary Support and EHCP. This helps the SENCo to distinguish between the amount of support in place for the child and the severity of the needs. However, support is still focused on individual needs rather than just classification as in the old system.

Miss Lyndsay Colclough and Mrs Kate Burrows (Vice Principal) are the Academy SENDCo's and they:

- Manage the day to day operation of the policy;
- Co-ordinate the provision for children with a SEND;
- Support and advise colleagues;
- Maintain the academy's SEND Register;
- Contribute to and manage the records of all children with a SEND;
- Manage the academy based assessment and complete appropriate documentation required by the outside agencies and the Local Authority;
- Act as a link with external agencies and other support agencies;
- Monitor and evaluate the SEND provision through progress and attainment checks and regular termly meetings with parents. These are then reported to the board of Trustees;
- Contribute to the in service training of staff;
- Ensure evidence of interventions is systematically recorded; establishing these procedures and supporting teachers to apply them in practice.
- Manage a range of resources, linked to children with SEND.

## **The Role of the Trustees**

The Trustees of the Academy endeavour to secure the necessary provision for any pupil identified as having a SEND by having a strategic overview of the SEND procedures in place and receiving regular updates from the SEND coordinators.

SEN Trustee: Mr D Blundred

## **Allocation of Resources**

The SENCos (Special Educational Needs Coordinators) are responsible for the operational management of the specified and agreed resourcing for SEND provision within the academy, including the provision for children with Education, Health and Care Plans.

The SENCos inform the Trustees of how the funding allocated to support SEND has been employed.

Teachers meet termly with parents to agree and discuss how resources are supporting those with SEND and Education, Health and Care Plan. Additional meetings with SENDCo can be arranged upon request.

## **Identification, Assessment and Review**

Early identification is vital by teachers, the academy SENCos or parents. Class teachers and SENCos will hold transition meetings with other settings and professionals, will complete early identification screens on entry to the academy and will closely monitor the attainment of all children each term, to identify less than expected progress as early as possible. They will also use standardised testing, pupil observations and testing carried out by other professionals to support identification of need.

Following a graduated approach, the class teacher should complete a teacher concerns form and share this with the parents to record any early concerns about pupils. SENCos will then observe the child so that advice and support can be suggested with timescales. A pupil passport can then be put into place. The assessment of children reflects as far as possible their participation in the whole curriculum of the academy using quality first teaching as the main resource for ensuring progress.

To ensure quality and personalised provision the SENCo will monitor and review SEND support through; termly data drops, intervention records / provision maps, analysis of pre and post data, observation of interventions, reviews with class teachers and parents and pupil conversations.

- **Initial Concerns:** Class teacher, SENCo or parents identify and consult with the other parties.
- **SEND Support:** The SENCos take the lead in gathering information and coordinating and monitoring the provision in the academy alongside the class teacher, parents and pupil, focusing on supporting quality first teaching. If concerns remain and progress is slow, the academy will seek the support of outside agencies and co-ordinate this support.
- **Multidisciplinary Support:** Outside agencies may be involved and have put a plan in place/ strategies to further support the progress of a child. The SENCo, class teacher and parents will discuss these plans and work together to implement and review them.
- **EHCP:** The LA may issue a formal Education, Health and Care Plan that will be supported by the academy.

## Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum which is adapted to enable children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet children's SEND. Lessons have clear learning objectives; we adapt work appropriately and we use assessment to inform the next stage of learning

Pupil passports, which outline adjustments for pupils with a SEND in lessons, feature significantly in the provision that we make in the school. These allow teachers to think about additional resources and strategies that they need to employ daily to support those with a SEND.

## Support for Pupils

The academy feels strongly that support for pupils with a SEND should come from a teacher, who is the most qualified to accelerate progress, not from just teaching assistants. Our approach to this is shown in the employment of additional teachers to reduce class sizes and ensuring that all pupils have personalised provision which is achieved through effective adaptation. Teaching assistants are employed to support those with an EHCP and to support teachers in providing personalised interventions for pupils with a SEND inside the classroom. The academy is very clear that children with an EHCP are to be supported within a group and not 1 to 1 to ensure the child remains as independent as possible.

## Partnership with Parents

At all stages of the special educational needs process, the academy keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages and encourage parents to make an active contribution to their child's education. We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs or Disabilities on the academy website. Staff meet with parents at least three times a year to review provision

## Admission Arrangements

Children with a SEND are warmly welcomed into the Academy. Children receiving SEND support are admitted into the academy in accordance with the usual admissions criteria which are available on the academy website. Induction visits and a graduated timetable will be planned for if needed alongside the pupil and parents. The

academy SENCOs will also liaise with any previous educational establishments, gather SEND files and complete observations in previous settings to support the academy in planning support.

## **Transition Arrangements**

Arrangements are in place for all children to become familiar with the setting, staff and routines before beginning full time attendance in each class. A gradual induction programme is planned for children joining the Nursery and additional arrangements are also in place for transition into Year One, Year Three and transition to secondary school. Children with a SEND may require additional support during times of transition. Their range of needs is extremely wide and therefore individual induction programmes are planned in conjunction with the child, family and academy staff where required. Where possible and appropriate, the academy endeavour for SEND teaching support staff to move with the SEND pupil to further ease transition.