



Special Educational Needs and Disability (SEND) Policy



Compliance

All of our policies are underpinned by our Vision and driven by our Values of Friendship, Family and Fulfilment.

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014) and has been written with reference to the Code of Practice and associated update guidance (2025) as well as the following guidance and documents:

- Equality Act 2010: technical guidance for schools (EHRC, 2025)
- The current School Accessibility Plan
- The latest Wiltshire Local Authority and School SEND Local Offer (2025)

This policy explains how Pitton CE Primary School makes provision for pupils with SEND, in line with the school's ethos and with current legislative requirements. This policy is regularly reviewed to ensure alignment with emerging legislation and statutory updates.

Aims, Objectives and Targets

Pitton School is a friendly place where we always feel happy and safe.

We believe in providing every possible opportunity to help all children reach their full potential. All children will have the right to a broad and balanced curriculum, including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs and disabilities participate in activities that are compatible with the effective education of other children and the effective use of resources.

Our objectives in implementing this policy are:

- To identify and provide for pupils who have special educational needs and disabilities (SEND)
- To implement a whole-pupil, whole-school approach to the management and provision of SEND support.
- To narrow the attainment gap by ensuring appropriate and effective additional and different provision.
- To use Provision Maps, Individual Education Plans (IEPs), Education, Health and Care Plans (EHCPs), and associated recording formats to plan and evaluate intervention programmes.
- To maintain an effective monitoring programme led by the SENCO to evaluate the quality and impact of SEND provision, using provision mapping, classroom observation, and pupil profiles.

We will achieve this by:

- Maintaining strong SEND expertise among staff, supported by thorough assessments to provide tailored interventions.
- Embracing a whole-school approach that considers the whole pupil in the management and delivery of SEND support, monitored by subject leads, the SENCO, Headteacher, and governors.
- Regularly evaluating and reviewing the impact of additional and different provisions through

scheduled reviews.

- Implementing a robust monitoring system whereby the SENCO reviews SEND provision effectiveness through multiple assessment methods.
- Regular review meetings and consultations between, the SENCO, school staff and parents, where appropriate, alongside pupil tracking and progress meetings with the Headteacher.
- Conducting regular link governor meetings between the SENCO and SEN governor to monitor and challenge SEND processes and their impact.
- Ensuring targeted teaching of SEN pupils by the class teacher and SENCO.

The role of the School SENCO

The school SENCO is responsible for coordinating the provision of special educational needs and disabilities (SEND) throughout the school. This will involve:

- Day-to-day operation and implementation of the school's SEND policy.
- Providing advice and support to staff, including liaison and support in the completion of Student Passports, Provision Maps, Individual Education Plans (IEPs), and Education, Health and Care Plans (EHCPs).
- Working collaboratively with staff to identify, assess, and plan provision to ensure pupils with SEND make progress.
- Overseeing and maintaining resources dedicated to SEND provision.
- Liaising with outside agencies.
- Leading and contributing to the continuing professional development (CPD) of staff in SEND-related areas. Monitoring, evaluating and reporting on SEND provision and pupil progress to the governing body alongside designated responsible persons.
- Coordinating the range of SEND support available within the school.
- Collaborating with class teachers and liaising with parents/carers of pupils with SEND to ensure effective communication and partnership.
- To meet statutory requirements, the SENCO holds the mandatory Level 7 SENCO qualification.
- Ensures the school follows the graduated approach and promotes pupil and family involvement in SEND provision decisions.

Identification of Special Educational Needs and Disability (SEND)

A pupil is considered to have Special Educational Needs and Disabilities (SEND) when their learning difficulty or disability requires special educational provision—meaning additional or different support beyond what is typically provided to pupils of the same age (SEND Code of Practice 2014, paragraph 6.15, with 2025 updates).

The SEND Code of Practice identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The Code emphasizes that these categories are flexible, recognizing that individual children's needs may overlap or span more than one area.

The school adheres to the SEND Code of Practice (2014), incorporating the graduated approach, which involves a continuous cycle of Assess, Plan, Do, and Review to effectively identify and support pupils with SEND.

Where possible, we aim to meet children's needs within the classroom by ensuring that planning, teaching, and approaches address the needs of most pupils. If careful assessment by staff and/or parents/carers indicates a pupil is not making adequate progress, the class teacher consults the SENCO. Together with the pupil and parents/carers, they review existing strategies and explore further support measures. Where it is determined through review that a child requires help over and above

what is provided within the class, the pupil will receive targeted support under **SEN Support**.

We carefully assess whether a pupil requires provision that is additional to or different from the standard support provided. Indicators may include:

- Making little or no progress despite targeted teaching approaches;
- Significant difficulty developing literacy or mathematical skills;
- Persistent emotional, behavioural, or mental health difficulties not resolved by usual behaviour and discipline measures;
- Physical or sensory challenges, where specialist equipment is in place but progress remains limited;
- Communication and/or interaction difficulties resulting in minimal progress.

We actively gather additional information from parents/carers and any professionals involved with the pupil. After reviewing all available information, we discuss the next steps with the pupil and their parents/carers. If appropriate, the pupil may be identified as requiring additional or different support and placed on the SEN Support register. An Individual Education Plan (IEP) may be created or the pupil may remain on the class provision map, depending on the level of need. Progress and provision will be regularly reviewed and discussed collaboratively among the pupil, Class Teacher, SENCO, and parents/carers.

Where, despite all of our best efforts, the child continues to make little or no progress in relation to the targets set or is working significantly below their peers, we will liaise with external support services provided by the Local Authority (LA) and other agencies, including health professionals. We will seek advice on new targets and strategies or request more specialist assessments to better inform our planning.

An Individual Education Plan (IEP) will be written or updated following consultation with these agencies, parents/carers, the child, the SENCO, and class teacher. We ensure parental consent is obtained before involving any outside agencies.

The IEP will detail:

- The child's strengths and areas for development
- The date the plan is written and updated
- Names of staff and/or outside agencies involved with the targets
- Short-term targets
- Provision to be made
- Monitoring and review
- Success criteria for judging progress, including exit criteria
- Outcomes following review of interventions and targets

All IEPs are reviewed termly, with target outcomes and next steps discussed at parents/carers' evenings and through individual appointments with the SENCO and Class Teacher.

If the child continues to make insufficient progress despite targeted interventions, we will discuss with parents/carers and the child the possibility of requesting an Education, Health and Care (EHC) needs assessment from the LA. This may lead to the issuing of a statutory Education, Health and Care Plan (EHCP).

For pupils with an EHCP, we will conduct an annual review in which parents/carers, the child, outside agencies, SENCO, and relevant staff are invited to participate.

Provision for pupils with SEND

There are no specialist facilities or units within the school. The needs of the majority of pupils will be met within the classroom, where teachers actively work to include pupils with special educational needs and disabilities (SEND) in all class activities. Where appropriate, pupils may spend some time in small group work or be withdrawn for specific, time-limited interventions delivered by the teacher, teaching assistant, or SENCO. These interventions complement classroom teaching, ensuring skills and knowledge link back to whole-class learning.

Provision Maps detail the range of programmes used to meet pupils' needs. The SENCO and SEN Governor oversee provision to ensure it aligns with the objectives of this policy.

Class teachers are responsible for:

- Incorporating relevant SEND targets in their planning linked to Class Provision Maps and Individual Education Plans (IEPs);
- Implementing One Page Profiles, Provision Maps, IEPs, and statutory Education, Health and Care Plans (EHCPs), evaluating intervention effectiveness.
- Informing and involving parents/carers when pupils meet targets and in setting new ones.

The Headteacher and the SENCO are responsible for the operational management of the specified and agreed resourcing for SEN provision within the school. The Headteacher informs the Governing Body of how the money allocated to SEN has been employed.

The school provides for:

- Additional learning support to enable pupils to access the curriculum effectively.
- Non-contact time allocated for the SENCO to perform coordination and monitoring duties.
- Material resources tailored to meet a variety of SEND needs.
- Specialist assessments by external teaching services to inform targeted provision.
- Professional development courses and training for staff to enhance SEND expertise.

Monitoring and Evaluation

Pupil progress meetings are held three times a year, using Provision Maps and performance data to monitor the link between resource allocation and pupil progress.

Links and use of outside agencies

The school maintains close collaborative links with Local Authority (LA) support services to ensure appropriate provision for pupils with SEND. When necessary, the SENCO arranges involvement of external agencies in consultation with parents/carers. Such agencies may include the Educational Psychologist, SENSS team, Physical and Sensory Impairment Support Service, Speech Therapist, Behaviour Support team, health professionals, and other LA personnel. These agencies contribute to the creation, delivery, and review of targets within pupils' plans to enhance attainment.

Evaluating the success of our policy and the effectiveness of our provision

This policy is evaluated against its objectives through:

- Reviews of teachers' planning/teaching by Subject Leaders, the Headteacher, and SENCO, ensuring appropriate differentiation and reflection of learning objectives identified in Provision Maps, Individual Education Plans (IEPs), and Education, Health and Care Plans (EHCPs).
- Engagement of parents/carers in target-setting discussions with documented feedback.
- Evaluations by the SEN Governor tracking pupils' progress.
- Any external evaluations or inspections.

Success criteria will be:

- Teaching practices consistently reflect SEND targets and appropriate differentiation.
- Provision Maps effectively support tracking of SEND provision by senior management and the SENCO.
- Individual Education Plans and EHCPs include input from parents/carers, pupils, and external agencies. Annual review meetings are documented.
- Effective progress tracking of a representative sample of pupils with SEND.

Social and Emotional Well-being

Pupils' social and emotional development is fostered through the PSHE curriculum and designated Golden Time. Pupils with behavioural challenges receive bespoke support outlined in the Behaviour Policy. Opportunities are available to participate in extracurricular activities led by staff and specialist coaches (see Child Protection Policy for safeguarding). Graduated Social Skills groups, including those led by trained Emotional Literacy Support Assistants (ELSAs), provide focused graduated support. Pupils are encouraged to contribute meaningfully to the school community, including roles such as classroom monitors and participation in the School House Parliament, with additional support as needed. Teachers ensure reasonable adjustments enable pupils with SEND access to all school activities, including educational visits.

Training in SEND

The SENCO, in partnership with the Headteacher, identifies staff professional development needs through ongoing monitoring and evaluation. Training priorities align with the school's improvement plan and performance management objectives. Staff members attending external courses provide feedback in staff or departmental meetings. The SENCO oversees evaluation of training effectiveness and leads in-house SEND training sessions. Findings are incorporated into the annual review of the school's overall SEND provision.

Involvement of Parents and Carers

Parents and carers are vital partners in raising their child's attainment and are actively involved in SEND identification, assessment, and decision-making processes. Their contributions are highly valued by staff. Parents/carers are encouraged to involve their child in decision-making and the recording of their views. They participate in the implementation and regular review of Individual Education Plans and EHCPs. The school maintains open communication by updating parents/carers with relevant information.

Involvement of Pupils

We strive to demonstrate sensitivity, honesty, and mutual respect in encouraging children to share their concerns, discuss strategies, and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the school's House Parliament. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN, this includes examining the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Supporting other pupils and parents in understanding the nature of SEN

There may be occasions where the nature of a pupil's special educational needs has an impact on other pupils, which raises concerns within the school community. In the event of this, the school will:

- Ensure that all relevant policies are being followed (e.g. Health and Safety, Behaviour) and review these where necessary
- Within the constraints of confidentiality, provide a forum for concerns to be addressed
- Involve outside agencies in a role of support and guidance
- Seek parental consent, where appropriate, to support a pupil's peers in their understanding of this pupil's special educational needs

Involvement of the SEN Governor and the Governing Body

The Governing Body of Pitton Primary School has a role in:

- Monitoring that the school is making necessary provisions for any child who has special educational needs;
- Monitoring that where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Monitoring that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Monitoring that parents/carers are notified of a decision by the school that SEN provision is being made for their child;
- Monitoring that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- Having regard to the Special Educational Needs Code of Practice (2014), when carrying out its duties toward all children with special educational needs;
- Consulting the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Having a written SEN policy containing the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999 (reproduced in the SEN Code of Practice 2014);
- Reporting to parents/carers on the implementation of the school's policy for children with special educational needs in the school's prospectus, including the name of the person responsible for coordinating SEN provision.

The Governors also play an essential role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy;
- Parents of children with special educational needs are fully involved in the policy's implementation;
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- The quality of SEN provision is monitored by the governor with responsibility for SEN.
- The SEN policy is mentioned in the school prospectus, and children's progress is reported in the school profile.
- The Governing Body must take all steps to ensure that it does not discriminate against disabled children in its admissions arrangements, in the education, exclusion, and associated services provided by the school for its pupils, or in relation to exclusions from the school. They must also publish a three-year Accessibility Plan (see below), showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and to written information in alternative formats.

A responsible body for the school discriminates against a disabled child if:

- for a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply;
- It cannot show that the particular treatment is justified.

Transition

Pitton CE Primary School maintains strong links to ensure a smooth transition for pupils at school entry and between key stages.

- For early years, the school liaises with local Early Years Settings and conducts visits where necessary. Children are invited to attend induction visits in the term prior to starting school.
- Children coming from Pre-Schools or Nurseries with identified special needs have their transition needs addressed through a Transfer Inclusion Support Meeting (TISM).
- Pupils with SEND transferring from other schools receive support during their induction

from the class teacher, SENCO, and peer classroom buddies to promote a seamless transition.

- Transition from Year 6 to Year 7 is managed with care. Staff from secondary schools visit to meet with current school staff and pupils, facilitating familiarity and reducing anxiety. The school SENCO maintains close liaison with the SENCOs from receiving secondary schools to ensure continuity of support and information exchange.

Local Offer

The Local Offer provides comprehensive information and guidance on services available for children and young people aged 0-25 with Special Educational Needs and/or Disabilities (SEND) within Wiltshire. It has been developed with full involvement from parents, carers, young people, partner agencies, and service providers.

Pitton CEVA Primary School, like all schools in Wiltshire, publishes an SEN Information Report on its website. This report enables parents and carers to understand how the school delivers the SEND services available locally. The SEN Information Report includes a direct link to Wiltshire's Local Offer to provide easy access to wider support options and information.

Accessibility

The current school Accessibility Plan (2024) outlines the proposals of the school's Governing Body to increase access to education for pupils with disabilities. The strategy encompasses the three areas required by the planning duties outlined in the Disability Discrimination Act (2024). We aim to create an inclusive and nurturing environment which maximises the potential of every individual within the school community to have access to the school's facilities by:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of their education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of their creed, race, physical ability, or academic attainment. Where a child has a particular need, e.g., wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Any variation to the above will require agreement from the full Governing Body. The school follows the local authority Fair Access Protocol.

Complaints procedure

Parents and carers with concerns regarding the provision for their child should initially discuss these with the class teacher. If unresolved, the matter should be referred to the SENCO and/or Headteacher. Should the issue persist, parents/carers can contact the designated 'responsible person' on the Governing Body. If the complaint remains unresolved, the Chair of Governors will become involved, with the final stage being a referral to the Local Authority and/or the Secretary of State

SPECIAL EDUCATIONAL NEEDS

Reviewed: Annually

Reviewed by: CEP Committee, SEN Governor, SENCO, Headteacher

Ratified: Nov 2025

Next Review: Nov 2026

