

Creech St Michael C of E Primary

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



"Together, we love and learn today for a brighter tomorrow"

Reviewed: September 2026
Review date: September 2027

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a special educational need if they fall within the definition at a) or

- c) Above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language used at home differs from the language in which they will be taught.

Children with the most complex Special Educational Needs and Disabilities have or will have an Education, Health, and Care Plan (EHCP). These children receive additional funding to meet their needs in school.

The Somerset SEND (Special Educational Needs and Disability) Local Offer is a website designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision available to families in Somerset whose children experience some form of special educational needs. You can view the SEND Local Offer website:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

Creech St Michael Church of England Primary School is an inclusive school where everyone feels welcome. Our school's vision aims to ensure that all pupils enjoy high-quality learning experiences that enable them to achieve their full potential. Our inclusive ethos encourages all pupils to be actively involved in their learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

The staff at Creech St Michael Church of England Primary School take account of children's needs and, to the best of their endeavours, ensure that the necessary provision is made for any pupil with Special Educational Needs and/or Disabilities (SEND), enabling them to participate effectively as learners.

1. AIMS:

- To adhere to the Special Educational Needs Code of Practice, which states that 'All teachers are teachers of SEN' and therefore that all teachers provide inclusive teaching.
- Ensure all SEND legislation and guidance on duties are followed – i.e. the Children and Families Act 2014, the Code of Practice 2014, and The Somerset Graduated Response Tool.
- Provide every child with access to a broad and balanced education in line with the National Curriculum and the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our pupils' achievements.
- Equip pupils with the skills and attributes needed for adult life.
- Work in partnership with parents/carers.

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2. OBJECTIVES:

- Staff members seek to identify the needs of pupils with SEND as early as possible.

This is most effectively done by gathering information from parents, education, health and care services, and previous schools or early years settings prior to the child's entry to school. Children entering the reception classes are offered a home visit. Where needs have not been previously identified, staff follow the school SEND Flow Chart, which details the graduated response, and record concerns with the SENDCo at the earliest opportunity.

- Monitor the progress of all children.

Continuous monitoring of those pupils with SEND by their teachers will help ensure they are able to reach their potential. Use the Somerset Graduated Response Tool to guide a staged response and to record interventions. Review and measure the progress of class interventions.

- Make appropriate provision to overcome barriers to learning and ensure that pupils with SEND have full access to the National Curriculum.

This is coordinated by the teacher, with support from the SENDCo, and will be carefully monitored and regularly reviewed to ensure that individual targets are met and all pupils' needs are met.

- Work with parents

To gain a better understanding of their child and involve them in all stages of the child's education. This includes supporting them in understanding SEND procedures and practices and providing regular feedback on their child's progress through formal and informal meetings.

- Work with and support of outside agencies

When the pupil's needs cannot be met by the school alone, an Early Help Assessment or a referral form, completed with the parent, will be sent to the appropriate agency to request support. Support may be provided by the following Support Services:

- Create a school environment where pupils can contribute to their own learning.

Offer all pupils the opportunity to voice their opinions. This is implemented by encouraging positive relationships with adults in school and by carefully monitoring the progress of all children at regular intervals. Pupil Progress Meetings ensure that the progress of all children is carefully tracked and monitored.

This Policy should be read alongside the SEND Information Report (the school's offer in support of pupils with Special Educational Needs and/or Disabilities) and Accessibility Plan.

3. ROLES AND RESPONSIBILITIES FOR THE CO-ORDINATION OF INCLUSION AND SEND PROVISION:

The Headteacher:

The Headteacher has overall responsibility for ensuring that the special educational needs of the children are met. The Headteacher is the line manager for all Teaching Assistants, including those employed to support individual children. The Headteacher works closely with the SENDCo. Together with the SENDCo, she will:

- Identify training needs for groups and individuals in line with the SDP
- Liaise with the governing body to secure budgetary support for SEND, in line with the School Development Plan (SDP).

The SENDCo:

- Ensures that all SEND legislation and guidance on duties are followed – i.e. Children and Families Act 2014, Code of Practice 2014, The Somerset Graduated Response Tool 2022.
- Is responsible for coordinating SEND provision within the school and for forward planning with the headteacher and governing body in line with the SDP, including action planning and self-evaluation.

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- Supports, advises and liaises with colleagues.
- Manages the school-based assessment and completes the documentation required by external agencies and the LA.
- Acts as a link with the parents and the class teacher.
- Maintains resources and a range of teaching materials to enable appropriate provision.
- Serves as a link with external and other support agencies.
- Maintains and monitors records for all children with special educational needs.
- Monitors and evaluates the provision for special educational needs and reports annually to the governing body.

Teachers:

- Respond to the needs of children.
- Work with the SENDCo to assess and monitor the children's progress.
- Work closely with the SENDCo and parents to plan an appropriate programme of intervention and support across Universal, SEND Support and High-needs provision, guided by the Somerset Graduated Response tool.
- Provide support for children who need help accessing any area of the curriculum or school life through Universal Provision and High-Quality, adapted First Teaching.
- Plan to develop children's understanding through all available senses and experiences.
- Plan for children's full participation in learning and in physical and practical activities.
- Help children manage their behaviour and take part in learning effectively and safely.
- Contribute to and manage records for all children with special educational needs.
- Review and write Individual Education Plans (IEPs).
- To share IEPs with parents and encourage them to contribute to and support their child.
- Help individuals manage their emotions, particularly trauma or stress, and to take part in learning.
- Monitor children's academic progress and classroom behaviour and refer any concerns to the SENDCo.
- Update class SEN folders and review these with the SENDCo.

Parents:

We believe children learn best when family and school work together. Therefore, we will:

- Inform parents early of any concerns that may arise.
- Encourage parents to share any concerns with the class teacher, SENDCo or headteacher.
- Inform parents of any provision we would recommend as appropriate.
- Regularly involve children and parents in the process of tracking and target setting.
- Involve parents in the writing and review of IEPs.

4. ARRANGEMENTS FOR COORDINATING SEND PROVISION

The SENDCo maintains and monitors SEND Support records, including the SEND register, Pupil Passports, Annual Reviews, EHAs (Early Help Assessments), TAC (Team Around the Child) meeting records, and professional reports. Children with the greatest needs will have their work celebrated using the "WOW" books to record their achievements. SEND children may have their work assessed against objectives for a younger year group where appropriate. All children will be discussed termly at the Pupil Progress Meetings.

5. IDENTIFICATION OF PUPILS NEEDS

We have a graduated approach **"Every Teacher is a Teacher of SEND"**.
Quality First Teaching is **"The baseline of learning for all pupils"**.

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Any pupil significantly outside the expected academic achievement range will be monitored and discussed at Pupil Progress Meetings. If a pupil is identified as potentially having SEND, staff will closely monitor their learning and any barriers. Teachers will provide differentiated support based on advice from the SENDCo, who may observe the class to determine the necessary level of provision. Even pupils recently removed from the SEND register will be monitored if needed. Parents will be kept informed at every stage and encouraged to share information and collaborate. Monitoring occurs if concerns are raised by parents or teachers, but this does not automatically mean a pupil is on the SEND register. Concerns are recorded and discussed with parents. Pupil Progress Meetings and Parents' Evenings will track all pupils' progress, with frequency based on individual needs. The SENDCo invites parents to discuss progress or to meet anyone wishing to address their child's needs.

6. CODE OF PRACTICE & SOMERSET GRADUATED RESPONSE TOOL

All members of staff work in line with the Children and Families Act 2014 and the 2014 Code of Practice, using the Somerset Graduated Response Tool and school systems to provide effective Universal, SEND Support and high-needs provision.

7. SEND SUPPORT

The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is in place and to remove barriers to learning. The support consists of a four-part process outlined below:

- Assess • Plan • Do • Review (ADPR).

Children will have an Individual Education Plan to document this process. This is an ongoing cycle that enables the provision to be refined and revised as understanding of the individual grows. The cycle also enables the identification of those interventions or strategies that are most effective in supporting the pupil to achieve good progress and outcomes.

8. REFERRAL FOR AN EDUCATION, HEALTH CARE PLAN:

If a pupil has lifelong or very significant learning difficulties and it is likely that they will need access to specialist provision, they may undergo a Statutory Assessment Process, which can be requested by a parent or the school. This will occur where the complexity of need or a lack of clarity about the pupil's needs is such that a multi-agency approach to assessing that need, planning provision, and identifying resources is required.

9. EVALUATING THE SUCCESS OF PROVISION

To ensure consistent, ongoing progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision through review meetings, phone calls, informal chats and open-door access to the SENDCo.

Pupil progress will be monitored termly in line with the SEND Code of Practice. Creech St Michael Church of England Primary School has an open-door policy, allowing parents to access the class teacher, SENDCo, ELSA or a member of the Senior Leadership Team regularly.

10. MONITORING ARRANGEMENTS

The progress of SEN pupils is discussed and recorded at termly Pupil Progress Meetings with individual teachers and the Headteacher. The SENDCo tracks progress termly, and children causing concern are discussed with individual teachers and the Headteacher.

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11. IN SERVICE TRAINING (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice to meet the needs of children with SEND.

12. WORKING IN PARTNERSHIPS WITH PARENTS

Creech St Michael Church of England Primary School believes that a close working relationship with parents is essential to ensure:

- Early and accurate identification and assessment of SEND lead to the most effective intervention and provision.
- Continuing the social and academic progress of children with SEND to enable personal success.
- Parental views are considered, valued, and welcomed.

13. ADMISSION ARRANGEMENTS

Please refer to the information contained in the school prospectus.

The admission arrangements for all pupils comply with national legislation, including the Equality Act 2010. This applies to children with any level of SEND. Where appropriate, during transitions: children with identified needs will be supported through liaison meetings with parents, key staff from both settings, and support agencies. Individual transition planning will be undertaken if required.

14. THE GOVERNING BODY

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. Governors consult the LA and other schools, when appropriate, and report annually to parents on the effectiveness of the school's policy for children with special educational needs. The governing body has agreed that children with special educational needs will be admitted to the school in line with the school's admissions policy. The governor responsible for SEND liaises regularly with the SENCo who produces an annual report for the full governing body.

15. COMPLAINTS PROCEDURE

Refer to the general Complaints Procedure. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they can arrange an appointment to speak to the SENDCo or a member of the SLT, who will be able to advise on formal complaint procedures if necessary.

13. TRANSITION

Where a pupil has an EHCP (Education, Health, Care Plan), there is a legal requirement to hold an Annual Review. If the parents of a child with an EHCP wish to request a change of placement from mainstream to a special school, this is done through the Annual Review Process. Transition planning also takes place during the final terms of Year 6 for all SEND Support children on the SEND register to ensure a clear plan for a successful transition to Secondary Education.

Please read this Policy alongside the SEND School Information report for parents.