

# Bryn St. Peter's C.E. Primary School



## Special Educational Needs and Disabilities (SEND) Policy

Reviewed by: C. Brady

## Our School Vision

# Together with God Building our Future

Guided by Christian values, with Jesus as our cornerstone, we set firm foundations for a life of flourishing, offering opportunities for all to develop in body, mind and spirit.

*And in him you too are being built together to become a dwelling in which God lives by his Spirit.*

Ephesians 2:22

We are committed to educating the whole person for life in all its fullness guided by Christian values.

We deeply value creativity and joy in learning that allows everyone to achieve and flourish.

We want everyone to feel included, accepted, loved and positively understand their value and potential in our community

## 1. Introduction

At Bryn St Peter's CE Primary School, we value every child as a unique individual, created in the image of God. We are committed to providing an inclusive, nurturing and aspirational environment where all children—including those with Special Educational Needs and Disabilities (SEND)—can thrive academically, socially, emotionally and spiritually.

Our SEND provision ensures that barriers to learning are identified and removed so that every child can access a high-quality education and achieve their full potential.

## 2. Aims and Objectives

This policy aims to:

- Ensure early identification of pupils with SEND and provide effective support.
- Offer a broad, balanced and ambitious curriculum that is accessible to all learners.
- Use adaptive teaching as the primary means of meeting diverse needs within the classroom.
- Work collaboratively with parents, carers and external agencies.

- Promote high aspirations, achievement and positive participation for all pupils.
- Celebrate each child's strengths, progress and individuality.

These aims reflect our commitment to the Special Educational Needs and Disability Code of Practice (2015).

### **3. Curriculum Intent**

Our SEND curriculum intent is to:

- Provide an inclusive learning experience where every child can participate meaningfully.
- Reduce barriers through adaptive teaching rather than separate provision wherever possible.
- Promote independence, resilience and confidence.
- Ensure pupils with SEND make progress in line with their starting points.
- Embed a culture of respect, dignity and Christian values throughout all SEND practice.
- Equip pupils with the skills needed to be successful members of their community.

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### **4. Implementation**

We implement our SEND approach through:

#### **Adaptive Teaching**

Teachers employ a wide range of adaptive strategies, including:

- Differentiated tasks and resources
- Visual, auditory and practical supports
- Step-by-step instructions and modelling
- Additional processing time
- Use of technology and concrete materials
- Flexible grouping

- Regular assessment to guide next steps

### **Identification and Assessment**

Children with SEND are identified through:

- Daily classroom observations
- Standardised assessments
- Concerns raised by staff, parents or pupils
- Information from previous settings or professionals

Once identified, pupils follow the **Assess-Plan-Do-Review** cycle and are added to the SEND register where appropriate.

### **Provision**

Provision may include:

- In-class support
- Small group or one-to-one intervention
- Personalised resources
- Social, emotional and mental health support
- Specialist external services where required

Every class has at least one full-time Teaching Assistant who contributes to SEND support.

### **5. Impact**

The impact of our SEND provision is seen through:

- Improved academic, social and emotional outcomes for pupils with SEND.
- Increased independence, confidence and participation in lessons.
- Positive pupil voice reflecting a sense of belonging and support.
- Strong relationships with families and external professionals.
- A well-coordinated school-wide approach that enables all learners to thrive.

The SENDCo reports regularly to the Governing Body on the effectiveness of provision.

## 6. Planning and Progression

- Teachers plan lessons that ensure full access to the curriculum for pupils with SEND.
- Adaptations are personalised based on the child's assessed needs.
- Interventions are planned in line with assessed targets and reviewed for effectiveness.
- Provision maps and individual support plans outline the progression of support over time.
- The SENDCo ensures progression is coherent, equitable and consistently implemented.

## 7. Assessment and Monitoring

Assessment of pupils with SEND includes:

- Ongoing teacher assessment
- Pupil progress meetings
- Monitoring of interventions
- Analysis of academic and pastoral data
- Feedback from parents, pupils and external agencies

The **Assess-Plan-Do-Review** cycle underpins all SEND assessment.

Monitoring includes:

- Lesson observations
- Work scrutiny
- Evaluation of support strategies
- Termly SENDCo reporting to governors

## **8. Role of the Subject Leader (SENDCo)**

The SENDCo is responsible for:

- Leading and coordinating SEND provision across the school
- Ensuring statutory duties are met
- Maintaining the SEND register and associated records
- Supporting teachers in planning and delivering adaptive teaching
- Overseeing interventions and provision maps
- Liaising with parents, carers and external professionals
- Monitoring outcomes and reporting to the Headteacher and Governors
- Providing professional development and training for staff

## **9. Resources**

SEND resources include:

- Personalised learning aids (e.g., visuals, writing frames, reading rulers)
- Assessment tools for identification and review
- Intervention materials
- Assistive technology
- Specialist resources provided by external agencies

The SENDCo oversees the management, organisation and deployment of resources.

## **10. Inclusion and Equal Opportunities**

We are committed to ensuring:

- Full inclusion for pupils with SEND in all aspects of school life.
- Equality of access to the curriculum, enrichment opportunities and wider school activities.
- Support tailored to individual needs while maintaining high expectations for all.



- Respect for pupil identity, diversity and dignity.

Adaptive teaching and personalised support promote fairness, opportunity and success for every child.

## **11. Health and Safety**

Where SEND provision involves practical activities, equipment or mobility support, staff ensure:

- All tasks comply with the school's Health and Safety Policy.
- Risk assessments are completed where necessary.
- Medical needs are supported through individual healthcare plans and staff training.

## **12. Parental and Community Links**

We recognise parents and carers as vital partners in their child's educational journey. We will:

- Involve families in all decisions relating to SEND provision.
- Hold regular review meetings and share progress updates.
- Provide advice, signpost external support services and maintain open communication.
- Work collaboratively with external agencies including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, health services and social care.

## **13. Review and Evaluation**

- This policy is reviewed annually by the Governing Body.
- Updates reflect statutory changes, evolving best practice and school development priorities.

- Evaluation draws on data analysis, intervention impact, monitoring evidence and stakeholder feedback.

#### **14. Linked Policies and Documents**

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Equality Policy
- Accessibility Plan
- Teaching and Learning Policy
- Behaviour and Anti-Bullying Policy
- Health and Safety Policy
- Medical Needs Policy
- Admissions Policy

