Bryn St Peter's CE Primary School

Special Educational Needs and Disabilities (SEND) Policy

Last updated: September 2026

1. Rationale and Commitment

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 education which enables all children, including those with Special Educational Needs and Disabilities (SEND), to thrive academically, socially, emotionally and spiritually.

We believe that every child has the right to a high-quality education that removes barriers to learning, builds on individual strengths and fosters independence.

2. Aims

Through this policy, we aim to:

- Ensure early identification and provision for pupils with SEND.
- Provide a broad and balanced curriculum that is accessible to all learners.
- Use **adaptive teaching** approaches to meet the needs of every child, recognising that all children learn differently.
- Work in partnership with parents, carers and external agencies to support children with SEND.
- Celebrate achievement, progress and participation for all children.

3. Definition of SEND

We follow the definition in the *Special Educational Needs and Disability Code of Practice (2015)*:
A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, that is additional to or different from that made generally for other children of the same age.

4. Roles and Responsibilities

- **The SENDCo** is responsible for overseeing provision for pupils with SEND, maintaining records, liaising with staff, parents and external agencies, and ensuring statutory duties are met.
- **Class Teachers** have responsibility for the progress and development of all pupils in their class, including those with SEND. They adapt teaching, set clear targets, and work closely with teaching assistants to support learning.
- **Teaching Assistants** (TAs) provide targeted support, deliver interventions, and assist teachers in implementing adaptive strategies within the classroom. Each class at Bryn St Peter's has at least one full-time TA.
- **The Headteacher and Governing Body** ensure that SEND provision is adequately resourced, monitored and evaluated.

5. Adaptive Teaching

At Bryn St Peter's, we are committed to **adaptive teaching** as our primary means of meeting diverse learning needs. This includes:

- Differentiating tasks and resources to make learning accessible.
- Using visual, auditory and practical strategies to support understanding.
- Breaking down instructions into manageable steps.
- Allowing additional processing or response time.
- Using technology and concrete resources where helpful.
- Flexible grouping to promote peer support and challenge.
- Regular assessment and feedback to adapt next steps in learning.

Adaptive teaching ensures that children with SEND learn alongside their peers, with high expectations and meaningful participation.

6. Identification and Assessment of SEND

We identify children with SEND through:

- Ongoing teacher observation and assessment.
- Standardised tests and school-based assessments.
- Concerns raised by parents, carers or pupils themselves.
- Information from previous settings or external agencies.

If a child is identified as having SEND, they will be placed on the SEND register and provision will be planned, delivered and reviewed in a cycle of **Assess–Plan–Do–Review**.

7. Provision

Provision for pupils with SEND may include:

- In-class support from the teacher or TA.
- Small group or one-to-one interventions.
- Personalised resources (e.g., word banks, visual timetables, writing frames).
- Social, emotional and mental health support (e.g., nurture sessions, mentoring).
- Support from external specialists when needed.

All provision is designed to promote independence and reduce barriers to learning.

8. Partnership with Parents and Carers

We recognise parents and carers as key partners in their child's education. We will:

- Involve parents in decisions about their child's support.
- Provide regular updates on progress and review meetings.
- Signpost families to additional services where needed.

9. Pupil Voice

We actively involve children in discussions about their learning, ensuring their views are considered in planning and reviewing provision.

10. External Agencies

When appropriate, we work with external professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists and health or social care professionals.

11. Monitoring and Evaluation

The impact of SEND provision is regularly monitored through pupil progress meetings, intervention reviews and analysis of outcomes. The SENDCo reports termly to the Governing Body.

12. Accessibility

We are committed to ensuring our environment is accessible to all pupils. Adjustments are made to physical spaces, resources and routines where necessary.

13. Policy Review

This policy will be reviewed annually by the Governing Body and updated to reflect statutory requirements, school development priorities and best practice.

Next review: September 2027