



Unlocking Potential, Nurturing Excellence

Special Educational Needs and Disabilities Policy

Reviewed and approved by:	Mr A Robinson
Position:	Headteacher
Date:	February 2026
Next review date:	February 2027

STANBURY VILLAGE SCHOOL – SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

1. Related Policies

This policy should be read in conjunction with the following policies:

- Accessibility Policy/Plan 2024
- SEND Code of Practice 0 – 25 years (September 2014)
- Equality Act 2010

Legislation:

- The Children and Families Act: Section 69 (2014)
- The Special Needs and Disability Regulations (2014)
- Keeping Children Safe in Education (September 2025)
- Working Together to Safeguard Children (June 2025)
- Statutory Framework for the Early Years Foundation Stage (September 2025)

2. Introduction

A child is defined as having special needs if the child has a significantly greater difficulty in learning than a majority of children of the same age or has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local authority. (Education Act 1996, Section 312)

Every teacher is a teacher for every child, including those with SEND needs. (SEND Code of Practice, 2014)

Stanbury Village School “identifies pupils’ additional needs quickly. Pupils with special educational needs and/or disabilities (SEND) get the help they need. Teachers make careful adaptations to learning plans. Pupils with SEND are supported by well-trained adults. Pupils with SEND learn alongside their peers.” OFSTED (Oct 2023)

At Stanbury Village School, all children have equality of opportunity and are entitled to a broad, balanced and differentiated curriculum in accordance with the National Curriculum. School promotes opportunities for all children to acquire skill, knowledge and attitudes, which will enhance them academically and socially. We take into account children’s backgrounds and differences. We work together with parents/carers and outside agencies in the best interests of the child. We emphasise the development of self-discipline, confidence, self-esteem and respect for self and others.

3. Aims

Our Special Educational Needs and Disability (SEND) provision aims are:

- To promote high standards, inclusion and equal opportunities,
- To ensure needs are identified and met, as early as possible,
- To enable all children access to the National Curriculum,
- To ensure all children achieve basic skills commensurate with their ability,

- To help children experience success and achievement, and develop self-confidence and self-esteem,
- To encourage and support development of self-discipline and socially acceptable behaviour,
- To ensure SEND is an integral part of all staff's responsibility including support staff,
- To safeguard and encourage a parent's/carer's right to be involved in their child's education,
- To ensure that all children whatever their needs are safe and secure.

4. Objectives

- To have regard to the SEND Code of Practice (2014) when carrying out its duties towards all pupils with SEND,
- To identify needs at an early stage through the curriculum, on-going assessment and observation,
- To use assessment to inform planning and differentiation to promote good learning outcomes,
- To use appropriate grouping, differentiation, human and material resources to ensure full access to the National Curriculum for all children,
- To ensure all staff, including support staff, are aware of a children's needs and are appropriately supported and trained to meet those needs,
- To encourage parental involvement, both formally and informally at all stages of the child's school life and in line with the SEND Code of Practice (2014),
- Where appropriate, to seek the views of the child and take these into account,
- To co-ordinate provision for SEND through the Special Educational Needs and Disability Co-ordinator (SENDCo) in line with the code of practice and the level of provision,
- To consult with the Local Authority and other outside agencies to help meet the needs of pupils,
- To monitor the effectiveness of SEND provision including how funding, equipment and personnel resources are deployed at least annually, and report upon the effectiveness of the school's policy within the context of the school profile.

We will follow the graduated approach and intervention set out in the SEND Code of Practice (2014) to achieve the following:

- To make SEND provision an integral part of the school development plan;
- To implement early identification strategies and respond with a systematic cycle of planning, teaching and assessment to remove barriers to learning;
- To hold regular review meetings with parents/carers and children to plan provision and establish roles and responsibilities. To encourage parental involvement and respond to parental requests;
- To hold pupil progress meetings with class teachers to review the progress of pupils with SEND;
- To ensure our planning for children with SEND promotes their full participation in all learning experiences and raises expectation and achievement;
- To look at the whole child and recognize all aspects of their development (Every Child Matters/ Excellence and Enjoyment).

5. Identification of Special Educational Needs

Children with SEND in the Early Years may be identified by:

- Information from the Health Service prior to child entering nursery;
- EA1 form from Health professional will involve the Educational Psychologist and Pre-5 Support/Portage who will contact school with details of the concerns raised;

- a pre-nursery checklist completed by parents/carers/carers and re-checked by Early Years staff in the first few weeks of entering nursery;
- progress relating to age related expectations as detailed in the Early Years Foundation Stage 'Development Matters' document and through the 'Evidence Me' online evidence portal;
- on-going observations of pupils.

Children with SEND in the primary phase will be identified through:

- Teacher monitoring and observation,
- Outcomes from termly assessment,
- Standardised screening or assessment tools,
- Expressions of concern and information provided by parents/carers/carers about their child.

The importance of early identification, assessment and provision for any child who may have SEND cannot be over-emphasized. The earlier the action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organization of the school. Assessment will not be regarded as a single event, but rather as a continuing process.

If a child's difficulties prove to be transient, the child will subsequently be able to learn and progress as normal. If the child's difficulties prove less responsive to the provision made by school, then an early start can be made in considering the additional help the child may need.

6. Identification and Assessment

The school recognizes the importance of early identification, assessment and provision for children who may have SEND. This will be based on a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children.

1) All teachers prepare, deliver and review differentiated lessons based on assessment information. They monitor and review the progress of all pupils and levelled targets are set at the beginning of each year. Progress against targets is assessed on a regular basis. Where a pupil is failing to make progress against the predicted targets, the teacher should consider different and additional strategies, e.g. different grouping, support within class, attention to individual learning styles, liaison with parents/carers, etc.

2) When concerns persist, the SENDCo will make an assessment of the pupil's current level of attainment or social/behavioural difficulties with information about age related levels, Pre-Key Stage Standards or more detailed curriculum based assessments. Relevant information may be gathered on attendance, behaviour, vision, hearing, other medical information or any changes in personal circumstances. A range of assessment materials and observation will be used and outcomes shared with parents/carers and class teachers.

3) Support in the assessment process may be requested from outside agencies, e.g. SCIL Team; Educational Psychology Service; Social, Emotional and Mental Health Team. If it is felt that the child has additional educational needs, this will be recorded on the SEND register and parents/carers will be informed.

4) Where necessary, a Learning Support Plan (LSP) will be written and parents/carers will be aware of its contents.

Parents/carers will be encouraged to contribute knowledge and understanding of their child and raise any concerns they may have about their child's needs and the provision being made for them. Whilst school will take into consideration parent's/carer's needs and concerns, final decisions on organisation may have to be made around the needs of all pupils, the school timetable and the availability of staff.

7. SEND Code of Practice (2014) – The Graduated Approach

If the class teacher and SENDCo, in consultation with parents/carers, decide that the child is not making adequate progress and needs help over and above that which is normally available within the class, then consideration should be given to helping the child through SEND support. If it is decided that the child needs a level of intervention which is additional to or different from those normally provided then the child will be placed on the SEND register at SEND School Support.

Action to meet a child's SEND tends to fall within four broad strands:

- Assessment, planning, doing and reviewing,
- Grouping for teaching purposes,
- Additional human resources,
- Curriculum and teaching methods.

Relating action to SEND:

- Strands of action need to be organized so that progressively more powerful interventions can be used to meet increasing need or so that the range, type and intensity can be reduced, as a child makes adequate progress,
- The range, type and intensity can be increased to meet increasing need,
- The actions are appropriate for the current Range,
- For most pupils, extra help will be provided in the classroom, managed by the class teacher. Where it involves spending some time out of the classroom, it will be in the context of the inclusive curriculum.

Help for the child might take the form of:

- Different learning materials or special equipment,
- Introduction of some group or individual support,
- Devotion of extra time by staff to devise the nature of a planned intervention and to monitor its effectiveness,
- Staff development and training,
- Advice on strategies, equipment or staff training from external agencies.

SEND School Support

Triggers for intervention at SEND School Support could be the teachers or others concerns, underpinned by evidence, about a child, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness,
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment,
- Presents persistent emotional or behavioural difficulties despite management techniques employed by school,
- Has a sensory or physical problem,
- Have communication or interaction difficulties.

The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. A Learning Support Plan (LSP) will usually be devised by the class teacher and SENDCo. The LSP will record only that which is additional to or different from the normal differentiated curriculum. It will be reviewed termly by class teacher, SENDCo and parents/carers. The review will focus on the progress made by the child and the effectiveness of the support provided, including the contribution made by parents/carers. Any future action will be discussed, including the setting of new targets in the revised LSP. A record will be kept of discussions and outcomes.

Following the review, the child may continue to have an LSP and School Support. This may include new targets in the light of the effectiveness of the LSP. The child may be judged to have made sufficient progress that they no longer require support at this level. Alternatively, it may be decided that the child needs support from an external agency.

SEND School Support Plus

A request for advice from an external service is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents/carers, at the termly meeting to review the child's progress.

The external agency will usually see the child in school, if appropriate and practical. They can advise teachers on new LSP's with targets and accompanying strategies, provide more specialised assessment and advise on practical resources and materials. External agencies include educational psychologists, LA support teams and medical services.

SEND School Support Plus (My Support Plan)

If despite, the differentiated curriculum, additional interventions and actions based upon advice from external agencies, a child still is not making adequate progress, a child may move to SEND School Support Plus (My Support Plan) provision. This would mean that a child has regular input from a specific support service, in order to plan and implement programmes with the aim of accelerating progress. There may be the introduction of a 'My Support Plan' – this provides pupils with enhanced support for a short time (two review cycles).

Education Health Care Plans (EHCPs)

If a strategy or programme has been implemented for a reasonable period of time without success, and alternatives have been tried, then the school in consultation with parents/carers and any external agencies already involved, may make a referral to the Local Authority for an EHCP assessment of the child's SEND.

The school will submit the referral for EHCP assessment to the Local Authority and provide the necessary evidence to support the referral. Referrals for EHCP assessments will be considered and initiation determined by a multi-agency panel. This panel will consist of Local Authority, educational settings, health and social care representatives. The panel meets regularly throughout the year. The panel will determine, on the evidence submitted by the educational setting, if the child's needs require the initiation of an EHCP.

An EHCP will be issued when a child's needs:

- Meet the criteria outlined in the Matrix of Need documentation,
- May call for special educational provision, which cannot be reasonably provided by school.

If the panel do not agree that an EHCP is required, this will be fed back to school with the reasons for the decision.

If an EHCP is awarded the Local Authority must check the child's progress (at least annually) and make sure that the EHCP continues to meet his or her needs. This is done through an Annual Review to which all involved with a child's education are asked to contribute, including the parents/carers and the child.

The school will endeavour to support parents/carers throughout the EHCP process.

8. Roles and Responsibilities

Provision for children with SEND is a whole school responsibility. The Governing Body, Headteacher, SENDCo and all members of teaching and support staff have important responsibilities.

Governors

The Named Governor for SEND is Rachel Feather (contact can be made through the school office: 01535-642270).

The Governing Body should, in co-operation with the headteacher, determine the school's general policy and approach to children with SEND, establishing the appropriate staffing and funding arrangements and maintain a general oversight of the school's work on behalf of children with SEND, and report to parents/carers on the school's SEND policy through the Annual SEND Report.

Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher should keep the Governing Body fully informed and also work closely with the SENDCo.

Teaching and Support Staff

Staff should be involved in the development of the school's SEND policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Role of the SENDCO

Mrs Fiona Nolan is our Special Educational Needs and Disability Co-ordinator.

The SENDCo has responsibility for:

- Overseeing the day to day operation of the school's SEND policy;
- Co-ordinating provision for children with SEND;
- Liaising with and advising fellow teachers;
- Overseeing the records of children with SEND;
- Liaising with parents/carers of children with SEND;
- Contributing to the training of staff;
- Liaising with external agencies including the LA educational services, health and social services, and voluntary agencies.

Parents/carers

Partnership with parents/carers plays a key role in enabling children with SEND to achieve their full potential. Parents/carers are informed when their child is first identified with SEND. We aim to keep parents/carers involved in the school-based response for their child, and to ensure they understand the purpose of any intervention.

Parents/carers have a legal duty to make sure their child receives a suitable education. In working with school, they should communicate regularly with school staff and fulfil their obligations under the home-school agreement.

9. Admission Arrangements

Normal school procedures will apply to the admission of children with SEND (see Admission policy).

School will admit pupils with already identified SEND as well as identifying and providing for pupils not previously identified as having special educational needs.

If a child has an identified special educational need when they start school, the Headteacher, SENDCo and the child's Class Teacher should:

1. Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child;
2. Identify and focus attention on the child's skills and highlights areas for early action to support the child within the class;
3. Use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties;
4. Ensure that on-going observation and assessment provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning;

5. Involve parents/carers in developing and implementing a joint learning approach at home in school.

6. School Transfer

When children move schools either at phase transfer or at any other time, school is required to transfer school records for all pupils. However, when transfer arrangements are made in advance it is good practice for information to be provided in time for appropriate planning by the receiving school. Secondary schools or a new Primary school should receive the school records for all pupils identified by their primary schools as having special educational needs. When such a pupil is admitted to a new school, the school should be in possession of information about the child, including any detailed background information collated by the primary school SENDCo; copies of LSP's provided in support of intervention through the range model; and any EHCP's (if applicable).

It is good practice for the SENDCo of the receiving school, where possible, to attend the final annual review in primary school of pupils with special educational needs for whom the particular school has been named. School will give the receiving school the opportunity for this and will expect the liaison to be made.

It will then be possible for the receiving school to be suitably prepared for the child. It will also enable the pupil and the parents/carers to be reassured that an effective and supportive transfer will occur.

7. Funding and Resources

The Headteacher and SENDCo are responsible for the management of the specified and agreed resources for special needs provision within school, including the provision for children with EHCPs. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Headteacher and the SENDCo agree on how to use funds directly related to EHCP's.

8. Monitoring and Evaluation

The SENDCo, in consultation with teachers and support staff, aims to review the policy annually and share any amendments with the governors. The success of the policy is monitored through reference to assessment data showing pupils' progress and records of progress following interventions. It is also monitored at pupil progress meetings and SEND reviews where the effectiveness of LSPs and methods of intervention are evaluated.

9. Complaints Procedure

The school is committed to resolving complaints early and informally wherever practicable. Complaints relating to SEND provision should be directed to the SENDCo or Headteacher. Where necessary, the governing body and local authority may be involved.