

Special Educational Needs and Disabilities (SEND) policy



St Andrew's Benn C of E (VA)
Primary School

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Agreed by Governors
September 2026
Review: September 2028

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Introduction

At **St Andrew's Benn C of E (VA) Primary School**, we believe that every child is uniquely created and valued by God. Guided by our vision, "**We Are F.A.M.I.L.Y.**", we are committed to providing an inclusive, nurturing and aspirational environment where all pupils can flourish academically, socially, emotionally and spiritually.

Every pupil with Special Educational Needs and Disabilities (SEND) is entitled to high-quality provision and support that enables them to achieve their full potential. We recognise that children learn in different ways and may require varying levels of support throughout their educational journey. We are committed to using our best endeavours to provide provision that is additional to and different from that ordinarily available, in accordance with the SEND Code of Practice (2015).

1. Aims

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

2. Legislation and guidance

This policy and information report is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

3. Definition of SEND

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision means provision that is additional to, or different from, that made generally for other children of the same age in a mainstream setting. (SEND Code of Practice 0–25, 2015)

Note: This definition does not include pupils who are more able/gifted and talented, or whose difficulties arise primarily from having English as an additional language

3.1 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

3.2 Four areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

4. Identification, Assessment and Provision

At St Andrew's Benn C of E (VA) Primary School, we follow the principle that "all teachers are teachers of pupils with SEND". Provision for pupils with SEND is a whole-school responsibility.

4.1 Initial assessment

Every pupil's attainment and progress are assessed on entry to the school and monitored regularly thereafter.

We consider information from:

- Previous educational settings
- Parents and carers
- External agencies
- National assessment information
- Medical information
- Teacher assessments and observations

4.2 Graduated Approach

We follow the Assess–Plan–Do–Review cycle outlined in the SEND Code of Practice:

1. **Assess:** The class teacher identifies concerns and consults with the SENDCo. Parents/carers are informed at the earliest stage.
2. **Plan:** Targets and support strategies are agreed with parents/carers and the pupil. This may include creating an Individual Learning Plan (ILP) with specific, measurable targets.
3. **Do:** The class teacher and support staff implement targeted interventions in addition to quality first teaching.
4. **Review:** Progress is reviewed at least termly with the SENDCo, class teacher, parents/carers, and the pupil.

4.3 Reasons for Inclusion on the SEND register

Class teachers continually monitor all pupils and children may be added to the SEND register if they:

- Make less than expected progress, despite targeted teaching, across a minimum of one term.
- Have persistent difficulties with literacy, numeracy, or communication, despite support from the class teacher and teaching assistant for a minimum of one term.
- Display social, emotional, or mental health needs that significantly impact learning following monitoring of a minimum of one term.
- Have sensory or physical needs that require additional support.
- Experience communication and interaction difficulties that hinder progress.

During the period of monitoring, the pupil will be added to a less formal monitoring register and parents / carers will be informed.

A child will not be added to the SEND register without consent.

Slow progress alone does not automatically indicate SEND. Staff will consider other factors which may affect progress, including:

- Attendance
- Bereavement
- Trauma
- Medical needs
- English as an Additional Language (EAL)
- Bullying or friendship difficulties

Where concerns remain, the class teacher and SENDCo will discuss the pupil's needs and determine whether additional provision is required.

For pupils joining the school with identified SEND, contact with previous settings and external agencies will take place before admission wherever possible to ensure support is established promptly.

Note: a diagnosis (e.g. ADHD, ASD etc) does not automatically mean that a child will need to be added to the SEND register, each child will be assessed and monitored on an individual basis

5. Partnership with Parents/Carers and pupils

We recognise that parents/carers are experts on their children and play a vital role in their education.

We will:

- Involve parents/carers at every stage of the SEND process.
- Hold termly review meetings to discuss progress and next steps.
- Share all relevant documents, including Individual Learning Plans (ILP) and external agency reports.
- Encourage pupil voice, ensuring children contribute to planning and reviewing their own support.
- Provide clear, accessible information via the school website, including our SEND Information Report and details of the Local Offer.

6. Record Keeping

- The SENDCo maintains the SEND register and updates it regularly.
- All SEND records are kept securely in line with data protection regulations.
- Electronic records are password-protected; paper records are stored in locked cabinets.
- Relevant records are transferred to a pupil's next school when they leave

7. Roles & Responsibilities

SENDCo (Ms T Amponsah)

- Oversees the day-to-day operation of the SEND policy.
- Coordinates provision for pupils with SEND, including transition between schools.
- Advises and supports colleagues.
- Liaises with parents/carers and external agencies.
- Maintains SEND records.
- Oversees requests for statutory assessment and supports Education, Health and Care Plan (EHCP) processes.
- Provides/sources training to staff on SEND strategies and provision.
- Reports to the Governors and works with the SEND link Governor who monitors the school's SEND provision on behalf of children and parents/carers

Pastoral Lead (Mrs N Marson)

- Leads Early Help, Child in Need, and Child Protection plans.
- Coordinates emotional well-being support.
- Works closely with the SENDCo to ensure social, emotional, and mental health needs are met

8. Equal Opportunities & Inclusion

Through all subjects, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

It is important to us that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in society.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.

- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage and own their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly where they have experienced trauma or stress, to enable them to engage successfully in learning.

9. Resources

The SENDCo manages the SEND budget and resources. Some resources are stored in the SEND office, ensuring that anything used is deemed appropriate by the SENDCo and added to the provision map. Other, less specific resources are located centrally in the school, making them readily available when teachers are planning their lessons. A small annual budget will be available to purchase additional resources and literature to build up a bank of resources. A proportion of the annual INSET budget will finance attendance at SEND courses.

10. Complaints about SEND provision

Concerns should be raised in the following order:

1. Class teacher
2. SENDCo
3. Headteacher
4. Governing Body
5. Local Authority

All complaints are handled in line with the school's Complaints Policy and with sensitivity and respect.