Sandridge Primary School

Special Educational Needs & Disability (SEND) Policy

The policy was reviewed and ratified by the Governing Body on 29th September 2026.

This policy will be reviewed in full by the Governing Body every three years.

It is due for review in September 2029.

PURPOSE

Sandridge School believes that each pupil has individual and unique needs. However, some pupils require more support than others. We acknowledge that a significant proportion of pupils will have special educational needs or disabilities (SEND) at some time in their school career.
Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

In particular, we aim to:

- enable every pupil to experience success so that they have a life full of choice
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

RELATIONSHIP TO OTHER POLICIES

This policy should be read in conjunction with the SEND Information Report, the Early Years Foundation Stage Policy and the Equality Plan. The Accessibility Plan is an integral part of this policy.

ROLES AND RESPONSIBILITIES

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed representative governors, who take particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the SEN Code of Practice (2015)
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The governor responsible for SEND is : Ness Peters-King

The **special educational needs co-ordinator** (SENCo) is responsible for:

- overseeing the day-to-day operation of this policy
- helping staff to identify pupils with SEND and ensuring the necessary provision is made
- ensuring parents are notified if the school decides to make special educational provision for their child
- carrying out assessments and observations of pupils with specific learning problems, or making referrals to external specialists
- co-ordinating the provision for pupils with SEND and overseeing interventions
- supporting class teachers in devising strategies, drawing up individual pupil support plans, setting targets appropriate to the needs of the pupils, and advising on appropriate and effective use of personnel, resources and materials to support pupils with SEND
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising closely with the Headteacher with regard to the effectiveness of SEND provision and the resourcing priorities
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and associated records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information and tracking systems, e.g. class-based assessments/records and Pupil Progress meetings
- contributing to the training of staff
- liaising with the SENCo in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in local SEN cluster meetings.

The school's SENCo is: Marika Barrasso

Class teachers are responsible for:

- including pupils with SEND in Quality First Teaching in the classroom, and providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- making use of adaptive teaching strategies and ensuring the implementation of 'Ordinarily Available' provision
- making reference to the 'Barriers & Solutions' document

- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND – completing Early SEND Monitoring Cycles under the guidance of the SENCo
- drawing up individual pupil support plans and setting targets appropriate to the needs of the pupils, with support from the SENCo and in conjunction with the parents and the pupils
- giving feedback to parents of pupils with SEND through SEND Parent Consultations each term and as required
- liaising closely with the SENCo and Headteacher, so that they are aware of children that might benefit from a specific intervention e.g. at termly SEN surgeries and Pupil Progress meetings
- supporting teaching assistants to identify next steps for interventions based on assessment and knowledge of pupils
- liaising closely with teaching assistants and the SENCo with regard to the outcomes and effectiveness of interventions

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

ARRANGEMENTS FOR MONITORING AND EVALUATION

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCo and subject leaders
- analysis of pupil tracking data for individual pupils and for cohorts
- progress data for pupils on the SEND register or those being monitored
- monitoring of procedures and practice by the SEND governors
- the School Development Plan, which is used for planning and monitoring provision in the school
- visits from Local Authority consultants and Ofsted inspection arrangements
- meetings with parents and staff to produce individual plans and targets, revise provision and celebrate success

ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the school's Complaints Policy (Complaints Flow Chart for Parents).