

Date Adopted: April 2026

Approval Committee: Policy Management Committee

Date of next review: April 2027



Powerstock CE VA Primary School

Learning together to be the best that we can be

I am come that they might have life, and that they might have it more abundantly.
John 10:10

Special Education Needs and Disabilities (SEND) Policy 2026-27

Headteacher: Mrs Jo Cleden

Executive Head : Mrs Lisa Crew

SENDCO: Mrs Claire Merritt

SEND Governor: Mrs Elizabeth Rutherford

1. Compliance and linked information

This policy is written in line with, and should be read alongside:

- **SEND Code of Practice: 0–25 years (January 2015)**
- **Children and Families Act 2014** (including Section 69: SEND Information Report)
- **Special Educational Needs and Disability Regulations 2014**
- **Equality Act 2010** (reasonable adjustments and disability discrimination)
- **Supporting Pupils at School with Medical Conditions (DfE, 2015)**
- **Teachers' Standards (2011)** and **Keeping Children Safe in Education (latest version)**
- School policies: **Safeguarding/Child Protection, Accessibility Plan, Behaviour/Anti-Bullying, Complaints, Admissions, Data Protection/Privacy Notices**

This policy is published on the school website and is available in alternative formats on request.

The school also publishes a **SEND Information Report** and a link to the **Dorset Local Offer** on our website.

2. Our ethos and aims

Vision: *Learning together to be the best that we can be.*

We are a small, inclusive Church of England school. We believe every child is known, valued and able to flourish. We promote **Respect, Compassion, Generosity and Perseverance** and hold high aspirations for all pupils, including those with SEND.

Aims for pupils with SEND

- Identify needs **early** and put the **right support** in place.
 - Ensure **full participation** in school life and the curriculum through high-quality teaching and reasonable adjustments.
 - Work **in partnership** with Parents/Carers and pupils, using person-centred planning.
 - Track progress closely and **review provision regularly** so support remains effective.
 - Build **confidence, independence and self-advocacy**.
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3. What do we mean by SEND?

A child has **Special Educational Needs and/or Disabilities (SEND)** if they have a learning difficulty or disability that **requires special educational provision** (provision that is *additional to* or *different from* that made generally for others of the same age in mainstream schools).

The **four broad areas of need** are:

- **Communication and Interaction** (e.g., Speech, Language and Communication Needs, Autism)
- **Cognition and Learning** (e.g., Specific/Moderate Learning Difficulties)
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical** (e.g., vision, hearing, physical difficulties)

Not SEND but may affect learning: e.g., disability alone without learning needs, attendance, health, English as an Additional Language, disadvantage (Pupil Premium), being in care, or short-term family difficulties. We respond to these needs appropriately through whole-school systems.

4. Identification and early help

We identify emerging needs through:

- Day-to-day **teacher observation** and assessment
- **Pupil progress meetings** and tracking
- Information from **Parents/Carers** and the pupil
- Transition information from **Early Years settings/previous schools**
- Standardised assessments and, where appropriate, **specialist assessments** (e.g., Speech and Language Therapy, Educational Psychology)

We act promptly—adjusting classroom practice first and, if concerns remain, moving into the **graduated response**.

5. The Graduated Response (Assess–Plan–Do–Review)

5.1 Quality First Teaching

High-quality, inclusive teaching is the first step. Teachers differentiate work, use evidence-based strategies, and make reasonable adjustments (e.g., seating, scaffolds, visual supports, task chunking). The SENDCO advises as needed.

5.2 SEND Support

If a pupil **still makes less than expected progress** despite Quality First Teaching and reasonable adjustments, we place them at **SEND Support** and agree an **APDR Plan**.

- **Assess** – Gather views and evidence: the pupil, Parents/Carers, teacher assessment, prior attainment, progress over time, and reports from specialists (if any).
- **Plan** – Agree **clear, time-limited outcomes** and describe the **adjustments, interventions or strategies** to help the pupil achieve them. Record this on the **APDR Plan**.
- **Do** – Teachers remain responsible for the pupil's progress. Support staff deliver planned interventions, linked to class learning.
- **Review** – At least **termly**, evaluate what is working, update outcomes and provision with the pupil and Parents/Carers, and start the cycle again.

APDR Plan = the plan. SEND Support = the stage of support.

6. Education, Health and Care Plans (EHCPs)

If, **despite relevant and purposeful SEND Support**, a pupil continues to make limited progress or requires provision beyond what the school can reasonably provide from its own resources, the school or the Parent/Carer may request an **Education, Health and Care (EHC) needs assessment** from the Local Authority (LA).

The LA gathers advice from Parents/Carers, the pupil, school, an Educational Psychologist and health/social care professionals as appropriate.

If an **EHCP** is issued, it sets out the child's needs, outcomes and the provision required.

Annual Review: EHCPs are reviewed at least **annually** (or earlier if needed) in a person-centred meeting with the pupil and Parents/Carers. For **Year 5/6**, reviews consider secondary transfer and transition planning.

Parents/Carers have rights to **mediation and appeal** if they disagree with LA decisions. Independent advice is available from **SENDIASS**.

7. Roles and responsibilities

Governing Body

- Ensures statutory duties for pupils with SEND are met and challenges leaders on the **impact of provision** and the **effective use of the notional SEND budget**.
- Oversees publication of the **SEND Policy**, **SEND Information Report** and **Accessibility Plan**.

Headteacher

- Has overall responsibility for the strategic leadership of SEND, inclusion and safeguarding.
- Ensures staffing and resources enable high-quality, inclusive provision.

SENDCO (Mrc Claire Merritt)

- Leads the graduated response; maintains the **SEND Register** and **APDR** processes.
- Advises colleagues; coordinates specialist input; quality-assures interventions and provision mapping.
- Works in partnership with Parents/Carers and captures the pupil voice.
- Reports to the Headteacher and Governors on the impact of provision.

Class Teachers

- Are responsible for **progress and development of every pupil** in their class, including those supported by interventions.
- Implement APDR Plans in daily teaching and liaise with the SENDCO and Parents/Carers.

Parents/Carers and Pupils

- Are partners in planning and reviewing support. We actively seek pupil voice and Parent/Carer views at every review.
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8. Working with external agencies

Where needed, we involve specialists such as:

- **Educational Psychology**
- **Speech and Language Therapy (SALT)**
- **Occupational Therapy (OT)**
- **Children and Adolescent Mental Health Services (CAMHS)**
- **Autism/Communication outreach** and other advisory services
- **School Nursing/Early Help/Family Partnership**
- **Alternative Provision** (where appropriate)

We obtain Parent/Carer consent (except where safeguarding concerns require otherwise) and integrate recommendations into the APDR Plan.

9. Admissions, transitions and examinations

Admissions

We follow the Local Authority arrangements and the **Equality Act 2010**. We make **reasonable adjustments** and plan in advance for pupils with medical or accessibility needs.

Transitions

We plan **enhanced transitions** when needed (extra visits, visual supports, meetings with new staff, liaison with receiving schools). For **secondary transfer**, we coordinate closely with the receiving school and relevant services.

Examinations and statutory assessments

Access arrangements (e.g., reader, scribe, rest breaks) are considered in line with national guidance and a pupil's **normal way of working**. Decisions are evidence-based and shared with Parents/Carers.

Reasonable adjustments apply to all aspects of school life, including extracurricular activities, trips and clubs.

10. Supporting pupils with medical conditions

We follow **Supporting Pupils at School with Medical Conditions (DfE, 2015)**. Individual **Healthcare Plans** are created with Parents/Carers and professionals, and reasonable adjustments are made so pupils can access the curriculum, trips and clubs. Staff receive training relevant to identified medical needs.

11. Monitoring, evaluation and training

Monitoring and impact

- Termly **pupil progress meetings** and APDR reviews consider academic progress, engagement and independence.
- Provision mapping tracks intervention outcomes and cost-effectiveness.
- Pupil and Parent/Carer voice is captured at reviews and through surveys.
- The Headteacher, SENDCO and SEND Governor evaluate SEND provision annually and report to the Governing Body (aligning with **Section 69 Children and Families Act 2014**).
- **Impact is reported to Governors and informs school improvement planning.**

Impact measures include:

- Narrowing attainment gaps compared to peers
- Improved independence and confidence
- Positive feedback from pupils and Parents/Carers
- Evidence of progress against APDR outcomes

Staff development

- Ongoing CPD in key areas (e.g., communication and language, literacy difficulties, autism, SEMH).
 - The SENDCO signposts training and supports new staff.
 - Training for lunchtime and support staff is provided according to need and evaluated for impact.
 - **Training records are maintained and reviewed for impact.**
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12. Record-keeping and data protection

We keep the following securely and in line with **UK GDPR** and the **Data Protection Act 2018**:

- **SEND Register**
- **APDR Plans** and review records
- **EHCP** documentation and Annual Review records
- **Specialist reports** and assessment information

Relevant information is shared with staff on a **need-to-know** basis to keep pupils safe and well supported. Records transfer securely when a pupil moves school.

13. Bullying, safeguarding and wellbeing

Bullying, including disability-related bullying, is not tolerated. We follow our **Anti-Bullying** and **Safeguarding** policies and teach pupils how to seek help. We promote wellbeing, regulation and inclusion (e.g., use of calming spaces and sensory resources where appropriate).

14. Complaints and independent advice

Most concerns can be resolved by speaking with the **Class Teacher** or **SENDCO**. If concerns remain, please follow the **school Complaints Policy** or contact the **Headteacher**. Independent advice is available from **SENDIASS**. Parents/Carers may also engage the LA's disagreement resolution/mediation services and, where applicable, appeal to the **First-tier Tribunal (Special Educational Needs and Disability)**.

15. Where to find more information

- **Powerstock CE VA Primary School – SEND Information:** <https://powerstock.school/policies-and-information/special-education-needs-and-disabilities-send/>
 - **Dorset Local Offer:** <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer>
 - **SENDIASS** (independent advice): <https://www.kids.org.uk/sendias>
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Appendix A – How we work with you (Parent/Carer quick reference)

1) I have a concern—what should I do?

Talk to the **Class Teacher** first. You can also contact the **SENDCO**. We will listen, gather information and agree next steps.

2) What is an APDR Plan?

A short plan that sets **clear outcomes** for your child and the specific **support/strategies** that will be used. It is reviewed **termly** with you and your child.

3) What might support look like?

- Adjusted classroom tasks and instructions
- Small-group or 1:1 intervention
- Visual supports, technology, scaffolds
- Strategies from specialists (e.g., SALT/OT/EP)

4) How will I know it's working?

We will share **progress against outcomes**, examples of work and what's helping in class and at home. If something isn't working, we'll adapt it.

5) Could my child need an EHCP?

Only a small number of pupils require an EHCP. If needed, we will talk with you and the Local Authority about an **EHC needs assessment**.

Document control

- **Policy owner:** SENDCO
- **Approved by:** Policy Management Committee
- **Review cycle:** Annual (or earlier if legislation/guidance changes)