Issue Date: October 2025
Date Adopted:
Signed By:
Approval Committee: Governing Body
Date of next review: October 2026

Powerstock CE VA Primary School

Special Education Needs and Disabilities (SEND) Policy

Headteacher: Mr Nick Harris
SENDCO: Mrs Angela Oxenbury
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.

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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.

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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**.

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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.

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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**.

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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 (Mrs Angela Oxenbury)

- 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.

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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.

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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.

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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.

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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).

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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)**.

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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/sendiass

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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:** Governing Body (Curriculum/Standards Committee)
- **Review cycle:** Annual (or earlier if legislation/guidance changes)