



Special Educational Needs and Disability Policy

This policy was adopted/updated: October 2025

This policy will be reviewed in September 2026

Signed by Head Teacher:

Signed by Chair of Governors:

Date:

Special Educational Needs and Disability Policy

At Studley Green Primary School, we use the following definition:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

(Section xiii Special Educational Needs Code of Practice: 0-25 years – 2014)

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability that prevents or hinders them from making use of educational resources and facilities of a kind generally provided for children of the same age in school (Section xiv SEND Code of Practice 2014)

Studley Green makes provision for all children, defined as needing SEND support; this is an educational provision which is **additional to, or otherwise different from**, the educational provision made generally for children of this age in schools maintained by the LA other than special schools in the area.

Aims

In Studley Green Primary, we believe in providing every possible opportunity to develop the full potential of all children in a fully inclusive school, which has high aspirations and expectations for everyone.

We will ensure that all children have equal access to learning with the appropriate levels of challenge and support. Those with SEND are provided for according to their identified needs and will be encouraged to strive to attain good progress from their starting point.

We will ensure that all teachers are able to identify and provide for those pupils with special educational needs, so that they can participate in activities compatible with the education of other children and through the efficient use of resources.

- All children will have the right to a broad and balanced curriculum, including extra-curricular activities
- To be aware of and remove barriers to pupils' progress and achievement. The curriculum is differentiated appropriately for the individual child and consideration is given to any physical, medical and sensory need.
- All children are valued and their self-esteem promoted
- We work in close partnership with parents/carers who play an important role in their child's education
- We work in co-operation and productive partnerships with the Local Education Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of our vulnerable learners.

Objectives:

- To work within the guidance provided in the SEND Code of Practice
- To ensure that children with SEND are provided for according to their identified needs and that they attain good progress from their starting point.
- To ensure that all who are involved with children are aware of the procedures for identifying, supporting and teaching them. To provide support and advice.
- To continue to develop a whole school approach to SEND - to ensure equal opportunities for all pupils and relate this policy to other relevant school policies, e.g. child protection, teaching and learning, behaviour, etc
- To identify and monitor children's individual needs at the earliest possible stage to ensure that they progress, raise their attainment and are encouraged to reach their potential.
- To plan an effective curriculum to meet the needs of children with SEND and, where necessary, ensure that individual targets are specific, measurable, achievable, realistic and time related (SMART)
- To involve children in the identification and review of their identified targets
- To develop and maintain a close partnership with parents/carers of children who have SEND.
- To ensure that there is a consistent approach to monitoring, assessment and record keeping.

Equal Opportunities and Inclusion

We ensure that the school meets the needs of all, taking account of ethnicity, culture, religion, language, age, ability, disability and social circumstances. It is important that we meet all the needs of the pupils to ensure inclusion for all.

We measure and assess the impact regularly through meeting with the teacher, SENDCo, parent and child, a minimum of three times a year.

We respect that children have:

- different educational and behavioural needs
- 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:

- planning for children’s full participation in learning and in physical and practical activities
- planning to develop children’s understanding through the use of all available senses and experiences
- helping children manage their behaviour and emotions to take part in learning effectively

Identification, Assessment and Provision

Provision for children with SEND is a matter for the whole school: The governing body, the Headteacher, the SENDCo and all other members of staff. At Studley Green, we believe that all teachers are teachers of children with SEND.

The school will assess each child’s current attainment on entry so that they can build on the patterns of learning and experience already established. If a child has already been identified as having SEND, this information will be transferred to the class teacher and SENDCo when the child starts at Studley Green. This information will be used to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on the action to support the child within the class
- When necessary, involve professionals from outside agencies for further support and advice
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observations and assessments provide regular feedback about the child’s successes; this will form the basis for planning the next steps in the child’s learning.

Monitoring children’s progress

Observing and assessing the progress of individual children will provide information about which areas a child is not progressing satisfactorily. At this point, the class teacher will liaise with the SENDCo to consider what else may be done.

- The WGRSS – Wiltshire Graduated Response to Send Support - will be completed. This will give a profile of the pupil in the 4 main areas of learning: 1) communication and interaction, 2) cognition and learning, 3) social, emotional and mental health difficulties, 4) sensory and/or physical.
- If the child requires help over and above that which is ordinarily available for the class, extra support will be available, which will follow the Assess, Plan, Do, Review process.

- We use an Inclusion Pupil Profile to map out which interventions and support the child has and when; this will continue throughout his/her schooling as a comprehensive record of support and the impact of it. The Provision Profile has been developed using both the WGRSS and OPAL documents.
- If it is felt that there may be the possibility of an EHCP request in the future, a My Support Plan (MSP) will be created with information from the child, parent, class teacher, Sendco and any outside agency support and advice.

A MSP is child-centred and includes a one-page profile, which highlights the best ways to help and support the child. The support plan is updated at the monitoring meetings held 3 times a year.

Where possible, the child will have an input, and parents are always informed.

Learning Interventions

The class teacher and SENDCo will decide on the action needed to help the child progress in their learning. This may include:

- Differentiated learning to take account of ability and targets set
- Different learning materials or specialist equipment
- Small group or individual support, with the teacher or TA
- Following specific interventions, e.g., ELSA, SALT, etc
- Assessment and support from outside agencies, e.g. OT, EP, SSENS, SALT, BSS - parents are always fully informed prior to this happening

Roles and Responsibilities

The 'responsible person' for SEND is **Mr. Jon Edy-Berry** (Headteacher), and he works alongside a nominated SEND Governor, **Mrs. Anna Hope-Simpson**.

The person coordinating the day-to-day provision for SEND pupils is **Mrs. Sarah Inman** (National Award for SEN co-ordination/Post-graduate certificate in Special Education Needs Co-ordination - achieved in March 2025).

The SENDCo role includes:

- Overseeing the day-to-day operation of this policy
- Liaising with and advising fellow teachers
- Liaising with the parents of children with SEND
- Liaising with external agencies, e.g. Speech and language service, Educational Psychology service, Health services, Social Care, etc

- Coordinating and developing school-based strategies for the identification and review of children with SEND.
- Contributing to the in-service training of staff/overseeing, and organising training opportunities for staff on relevant SEND subjects.
- Checking the completion and implementation of IEPs (individual educational plans)
- Monitoring, evaluating, and reporting on the provision for children with SEND – including the Resource Bases – to the governing body in conjunction with the designated responsible person
- Maintaining a provision map that names and identifies the needs of the child/ren.

How is the success of this policy monitored?

- Parents/carers being fully involved, by discussing and having their views recorded; this will take place at review meetings held 3 times a year with the child, class teacher and SENDCo.
- By the senior leadership team ensuring that teachers' planning and teaching are differentiated and that the targets are reflected in their teaching, provision, etc
- Targets are being monitored to ensure that they are SMART (specific, measurable, attainable, realistic and time-bound)
- Ensuring that any recommendations by external agencies are implemented as appropriate.
- Ensuring the special needs funding is used effectively and appropriately
- An external evaluation or inspection

The success criteria will be that:

- The pupils identified with SEND will reach their expected targets, judged through testing and or teacher assessment. This may also be through getting an EHC My Plan, with additional funding from the LA.
- That some may no longer need additional support.
- This school policy will be kept under review
- The success of the SEND identification process at an early stage
- Successful consultation with parents

Specialist Resource Bases

Overview

Studley Green has two Resource Bases:

- Communication and Interaction
- Complex Needs

There are 17 funded places for each base. This number may be slightly different in some years after consulting with the LA.

The LA places children into the bases via a panel of professionals who will decide on which provision best suits the individual child. All children have an EHC My Plan - these documents are reviewed on a yearly basis, 6-monthly for the under-fives. An early review can also be held. Any stakeholder can call a review.

Some of our children are local, and others who live further away have their transport provided by Wiltshire Council.

The classes have pupils from both bases within them. All learning is highly differentiated and tailored to the child's individual needs.

Studley Green is a fully inclusive school and the children in the bases are included in mainstream activities, e.g. playtimes, dinner time, assemblies, year group events, school productions, etc. Some children, if deemed appropriate and after consultation with parents/carers, take part in mainstream lessons, with LSA support if needed.

Staff

We have three Specialist class teachers, who are experienced:

- Ms Corinne Walters– Pan Class
- Mrs Lou Osborn – Atlas Class
- Mrs Ludmila Bogdan - Hydra Class

We have a team of TAs, who work alongside the class teachers in the bases. They are deployed to enhance effective learning for the pupils; the ratio of adults to children may change throughout the year.

All staff have the opportunity to develop their knowledge, and training is offered to help with this.

All the staff in Studley Green School are aware of the special needs of the children in the resource bases.

The Complaints Procedure

If parents/carers are concerned about the provision for their child, they should discuss it with the Head Teacher, Assistant Head or the SENDCo.

The complaint will then be discussed with the class teacher and the parents/carers to discuss the resolution of the problem.

The SEND governor will be kept informed.

MEANINGS OF ACRONYMS

BSS – Behaviour Support Service

EHC – Education Health care – My Plan

ELSA - Emotional Literacy Support Assistant

EP – Educational Psychologist

LA – Local Authority

MSP – My Support Plan

OT – Occupational Therapist

SALT - Speech and Language Therapy (Therapist)

SEND – Special Educational Needs and Disability

SENDCo – Special Educational Needs and Disability Coordinator

SSENS - Specialist Special Education Needs Service

TA - teaching assistant

WGRSS – Wiltshire Graduated Response to SEND Support