Special Educational Needs and Disability Policy

October 2026
This is to be read with Equamead Trust SEND POLICY Equa Mead Learning Trust - Policies

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 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 insight to map out which interventions and support the child has and when; as well as to review the effectiveness of each intervention.

- All children on the SEND register, have a Learning Plan on insight that is reviewed three points across the year.

- Some children may have a My Support Plan (MSP) which contains comprehensive information from the child, parent, class teacher, Sendco and any outside agency support and advice. 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

As part of our graduated response to supporting pupils with SEND, Studley Green operates a Support Base (Enhanced Provision). This specialist provision supports children who require additional intervention beyond that ordinarily available within the classroom, primarily in relation to Social, Emotional and Mental Health (SEMH) needs. The provision offers access to a smaller cohort environment and is staffed by skilled practitioners, including a Higher Level Teaching Assistant (HLTA) and Teaching Assistant experienced in supporting SEMH needs. Decisions regarding access to the Support Base are made collaboratively with parents/carers, class teachers, the SENDCo and the child where appropriate. Access is reviewed regularly and is dependent upon individual need, cohort considerations and ensuring that provision remains the most appropriate support for the child.

Roles and Responsibilities

The 'responsible person' for SEND is **Miss Donna McInnes** (Headteacher).

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:

- Collaborating with the Trust Board, LGB and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for CLA with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.

- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Advising on a graduated approach to providing SEND support.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
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Teachers will be responsible for:

• Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
• Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
• Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
• Ensuring every pupil with SEND is able to study the full national curriculum.
• Being accountable for the progress and development of the pupils in their class.
• Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
• Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
• Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

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. 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 adult support if needed.

Staff

We have three Specialist class teachers, who are experienced:

- Ms Corinne Dixon – 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.

Other relevant policies

- Equa Mead SEND policy - Equa Mead Learning Trust - Policies
- Admissions Policy
- Data Protection Policy
- Records Retention Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

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