Sarum St Paul's Primary School
Special Educational Needs Policy 2026-27

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014, updated 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practise 0-25 (September 2014, updated 2015)
- Children and Families Act 2014
- Statutory Guidance on supporting pupils at school with medical conditions (August 2017)
- The National Curriculum in England (September 2014)
- Safeguarding Policy
- Accessibility Plan
- Data Protection Policy
- Teachers Standards (2012)

This policy was created by the school's SENCo in liaison with the SEN Governor, the Headteacher, teaching staff and then discussed by the Governing Body.

The Special Educational Needs Coordinator is Mrs. Julia Beales. She can be contacted by phone on 01722 336459 or directly via email: senco@sarum-st-pauls.wilts.sch.uk

Revised: October 2026
To be reviewed: October 2027

Special Educational Needs Policy

Our Vision

Rooted in Love, Growing Together

At Sarum St Paul's Church of England Primary School, our vision of "Rooted in Love, Growing Together", inspired by St Paul's prayer to the Christians in Ephesus (Ephesians 3:17 18), shapes every aspect of school life.

Rooted and grounded in love, we seek to ensure that all members of our community are able to grow and flourish.

Our values of Love, Community, Courage and Growth guide our relationships, inform our decision-making and underpin the policies and practices through which we serve our whole school community.

Definition of Special Educational Needs

"A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:-

- has a significantly greater difficulty in learning than the majority of children of the same age

or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions."

(See p 4 of Special Educational Needs and Disability Code of Practice: 0 - 25 years).

Special Educational Provision means:

"For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nurseries, mainstream post-16 institutions or by relevant early year providers. For children under two years of age, special educational provision means educational provision of any kind."

(See p 5 of Special Educational Needs and Disability Code of Practice: 0 - 25 years).

Aims

We believe in providing every possible opportunity to develop the full potential of all children. All children will have access to a broad and balanced curriculum, including extra-curricular activities, to enable them to flourish. All children are valued and their self-esteem promoted within the Christian ethos of the school. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the effective use of well organised resources, adapting the curriculum to meet the individual needs of each child within an inclusive environment.

Objectives

The objectives of our policy are:

- to identify and monitor children's individual needs at the earliest possible stage so that their attainment is raised.
- to plan an effective curriculum to meet the needs of children with special educational needs and ensure that the targets set on their Individual Support Plans are specific, measurable, achievable, realistic and time related.
- to ensure that we put the learner at the centre of all teaching and learning.
- to involve children wherever possible in the identification and review of the targets identified in their Individual Support Plans and to ensure that their views are collected and meaningfully used.
- to work in close partnership with parents/carers of children who have special educational needs and ensure that their views are collected and listened to.
- to raise the self-esteem of children having special educational needs, celebrating the progress they have made.
- to ensure that all staff are aware of the procedures for identifying SEN and Disabilities and have received appropriate training to meet their needs to raise achievement.
- to ensure that all staff are aware of the responsibilities they have towards children with special educational needs and that every teacher is responsible for all children including SEN children
- to work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
- to ensure that a child with special educational needs has the same access to school activities available for all children so far as is reasonably practical.
- to have regard to the Special Educational Needs and Disability Code of Practice: 0 -25 years when carrying out its duties towards all children with special educational needs/disabilities.

Roles and responsibilities

Governing Body

At Sarum St Paul's Primary School we have a Governing Body member who has been assigned as the link member for SEND. The SEND link governor is Mrs Kim Ryalls.

The SEND link governor and the SENCo will meet regularly during the year to discuss provision within the school, overall progress and be involved in the strategic development of SEND policy and procedure within our school.

The Governing Body, working with the headteacher and SENCo, need to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The Governing Body play an important role in ensuring that:

- they are fully involved in developing and monitoring the school's SEND policy.
- they are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Development Plan and the school's self-evaluation process.

- the quality of SEND provision is continually monitored.
- an annual report is provided to parents.
- ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision.
- admission applications are given careful consideration to ensure the transition of the SEND pupil is not detrimental towards others.

The Governing Body must ensure that there is a qualified teacher designated as SENCo for the school.

(See p 97 of Special Educational Needs and Disability Code of Practice: 0 - 25 years).

"The school's Governing Body must ensure that arrangements are in place in schools to support pupils at school with medical conditions and should ensure that school leaders consult health and social care professionals, pupils and parents to make sure that the needs of children with medical conditions are effectively supported."

(See p 44 of Special Educational Needs and Disability Code of Practice: 0 - 25 years).

(Governors and school should refer to Supporting Pupils at School with Medical Conditions [2014]: statutory guidance from the Department for Education.)

Please contact the School Office for a copy of our Medical Policy.

In compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010, the Governing Body must take all steps not to discriminate against disabled children in their admission arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. School governors must publish three-year plans showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and to written information in alternative formats (Accessibility Strategy – Access Plans).

SENCo

The SENCo (Special Educational Needs Co-ordinator) is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- overseeing the day to day operation of the special educational needs policy.
- liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- advising on the graduated approach to providing SEND support.
- liaising with early year providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- being the key point of contact with external agencies, especially the local authority and its support services.
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

- liaising, in conjunction with class teachers, with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- ensuring that the school keeps the records of all pupils with SEND up to date.
- completing an overall provision map for the school and ensuring that class teachers are evaluating the effectiveness of the interventions being run.
- overseeing and maintaining specific resources for special educational needs
- working alongside staff in assessing children's needs and ensuring that children make progress.
- contributing to the in-service training of staff.
- monitoring, evaluating and reporting on provision to the Governing Body in conjunction with the designated responsible person.
- liaising with parents of children with special educational needs.
- monitoring of expertise and training needs within the school - where a need is identified, the SENCo will find training or support.

The SENCo at Sarum St Paul's Primary school is Julia Beales (contactable on 01722 336459 or via email senco@sarum-st-pauls.wilts.sch.uk)

Identification of Special Educational Needs

The school follows the guidance contained in the Special Educational Needs and Disability Code of Practice: 0 - 25 years (2014). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs fall into four broad areas. These are: -

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

When identifying the needs of pupils, we at Sarum St Paul's consider the child as a whole. Some factors that may impact on a child's progress and attainment are not always due to SEN. Examples of these are listed below:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of a serviceman/woman.

Details concerning these aspects can be seen in the relevant school policies.

Behaviour is no longer considered a SEN in itself, as behaviour is seen as indicative of an underlying need.

The approach to providing SEND support

High Quality teaching for all children	Class Teachers are responsible and accountable for the progress and development of all the pupils in their class and every child has access to a broad and balanced curriculum. High Quality teaching and our Ordinarily Available Provision (OAP) are the first step in responding to children's needs and are the way in which we will remove barriers to learning in the first instance. If a child is below age-related expectations or has made less than adequate progress then they are assessed against the WGRSS (Wiltshire Graduated Response to SEND Support). They will be identified on the class provision map and receive additional school support.
School Support and Individual Support Plans	If a child needs support that is additional to the Ordinarily available provision within the classroom, we will provide SEND Support. The class teacher, SENCo, parents and child will work together to review progress and create an Individual Support Plan. If further support is needed, we will consider whether advice and support from outside agencies would be helpful. Additional assessments may then be carried out and a My Support Plan may be put in place to help identify and meet the child's needs.
My Support plan (Non-Statutory)	Where a child requires additional support through adapted classroom provision and/or targeted interventions, this will be recorded on the class provision map. A My Support Plan will be implemented to identify strengths, needs and agreed outcomes. The plan will be reviewed regularly in partnership with the child and their parents/carers, with input from specialist staff and external agencies sought where appropriate.
Statutory Education Health and Care Plan.	Where, despite relevant and purposeful SEND Support, a pupil continues to experience significant and persistent barriers to learning and participation, the school may request an Education, Health and Care Needs Assessment (EHCNA). This will be undertaken in partnership with parents/carers and relevant professionals, supported by evidence of the pupil's needs, outcomes, provision and progress over time.

Parents and children will be informed and included at all stages of support.

The Graduated Approach

In accordance with the SEND Code of Practice, Sarum St Paul's uses the 'Assess, Plan, Do, Review' approach as explained below:

- **Assess:** Once concern has been raised regarding a child's progress, the class teacher will carry out a clear analysis of the pupil's needs with the support of the SENCo.
- **Plan:** The teacher, in consultation with the SENCo, parent and pupil should agree the adjustments, support and interventions to be put in place, as well as the expected impact on progress. Interventions will be recorded in the class provision map. Each child will also have an Individual Support Plan with specific outcomes to be achieved.
- **Do:** The class teacher remains responsible for working with the child on a daily basis. Where interventions involve group or one to one teaching away from the class teacher, the teacher will still retain responsibility for the child's progress.
- **Review:** class teachers, with the support of the SENCo, will arrange to meet parents three times a year to review children's progress. Prior to the meeting, the class teacher will have ascertained the child's views on how he/she feels they are progressing. If the child has an Education and Healthcare Plan (in Wiltshire this is referred to as a My Plan), parents/carers will be invited to a review meeting arranged by the SENCo. Parent/carer's views and that of their child, along with recent assessments by any external agencies will be discussed to ensure that the plan remains relevant.

If, at the review stage, it is decided more expert help is required then with parent/carer's consent the school will make a referral to the appropriate external agency such as the Behaviour Support, Educational Psychologist, Speech and Language Therapy service or the Wiltshire SEND support service. After assessment and discussion with the parent/carer and the class teacher a programme of support is usually then provided. A copy of any written reports will be sent to the parent/carer.

Generation of a My Support Plan for a child

Following a review of the strategies at the initial SEN support level it may be decided to put a child on a My Support Plan. This is used when a child has special educational needs and/or a disability and requires support in the long-term. The purpose of the My Support plan is to understand a child's needs, how they want to be supported and what they hope to do/achieve.

The My Support Plans will be generated in full consultation with the parents, child, class teacher and the SENCo. Outside agencies, who may already be involved with the child, will also be consulted. Together, a My Support Plan will be generated with the child at its centre. Long-term goals will be considered and then the short-term goals that will be needed to fulfil these longer-term goals.

The My Support Plans will provide for: -

- the child's views and opinions and what is important to them
- the views of their parents/carers
- what makes the child a unique individual
- what is important for the child (e.g. health or communication needs) and how best to support the child

- how the child learns
- what is and isn't working for the child and their family
- who is important to the child
- hopes and dreams for the future including provision for transition
- shared action plan with short-term targets included
- support action required in order for targets to be achieved
- review against targets

With the parent/carer's consent the My Support Plan may be registered with Wiltshire Council so that any further help in the form of external agencies can be accessed. The My Support Plans will be fully jointly reviewed three times a year and a meeting with the parents will be arranged.

(If the child's needs involve safeguarding issues then it may be more appropriate to complete an Early Support Assessment (ESA) or if concerns are serious then concerns must be reported directly to the Multi-Agency Safeguarding Hub. Please see the Safeguarding Policy for further guidance.)
(The designated teacher for Child Protection is Mrs Hannah Easthope)

Requesting an Education, Health and Care Plan (EHC Plan) / Statutory My Plan

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment for an EHC plan. (This may or may not result in the LA issuing an EHC plan.)

If the parent/carer is in agreement, the SENCo will contact the SEND service to discuss an EHC request with a SEND lead worker before completing an e- form in partnership with the child and their parents and carer. The SEND lead worker will be invited to attend the My Support Plan review and provide advice to the parent/carer and school as to evidence required for the statutory assessment process.

If the LA decide to go ahead with the statutory assessment the SEND lead worker will co-ordinate the assessment and write a draft EHC plan in conjunction with the parent/carer, child, external agencies and school to submit to the LA. The SEND lead worker will be a single point of contact ensuring that everyone is working together and effectively sharing information.

Where a child has an EHC plan, school will carry out an annual review. The parent/carer, child, SEND lead worker, the LA, outside agencies, SENCo and the class teacher will be invited to attend.

The EHC plan will ensure a collaborative, joined up approach to support the child. Parents/carers of children with a Statutory EHC plan have the right to request a personal budget. If this is requested, the SEND lead worker and the LA will provide support on this.

Criteria for exiting the SEND register

The SEND register at Sarum St Paul's is fluid and early identification often means that children's barriers to learning are quickly removed and children no longer need provision different to what would be made within good quality first teaching. A child may be removed from the SEND register at any point of any year. The decision to remove a child from the SEND register is made on an individual basis, but usually includes one or more of the following:

- The child has made sustained or accelerated progress and therefore has 'caught up' to average attainment levels.
- The child no longer requires the specialist provision to make sustained progress, including that of external agencies.
- External agencies, such as a Speech Therapist, complete assessments or recommend that being included on the SEND register is not appropriate.

Once a child is removed from the SEND register, parents/carers are informed and the child is then closely monitored by the SENCo and class teacher. If at any point, concerns are raised regarding the child's progress, either by staff or parents, the cycle of graduated response begins again as outlined above.

Local Offer

Wiltshire LA has compiled a local offer which details all the services and support available for children and young people with SEND. The link for this is: https://localoffer.wiltshire.gov.uk/

Sarum St Paul's SEND Information Report details the support and provision that we are able to offer children and young people with SEND. This is available on our website under the SEND heading and also in paper format if requested from our school office.

Specialist facilities (Hearing Impaired Resource Base)

The Hearing-Impaired Resource Base (HIRB) at our school offers enhanced specialist support within a mainstream setting for children whose primary area of need is deafness. The HIRB is currently staffed by four specialist Teaching assistants and supported one day a week by a Specialist Teacher of the Deaf, **Mrs Tracy McClelland**. There is space for 10 pupils within the HIRB. They receive support in class or are withdrawn for sessions in the base on a needs basis and the SENCo oversees their provision.

Further information about our Resource Base can be found here:
Sarum St Paul's CofE (VA) Primary School - Hearing Resource Base

Resources and Training

SEN is given an amount per child from the Local Authority and is delivered via the whole school budget which is allocated by the headteacher. This is used to fund provision, buy specialist equipment and to provide training for staff. Whole staff INSET is decided upon by the SENCo, and the SLT and is directly dependent upon the current needs of the children in school. Staff are also sent on external courses dependent upon specific areas identified for improvement in their performance, as well as needs that present themselves in their classes.

Most of the resources used by children having special educational needs are available within the classroom. All classrooms in the main building and the hall are equipped with a Soundfield system. The school also has an SEN intervention room which enables groups/individuals to be taught in a distraction-free environment. In addition to this, the school has a nurture room with the support of ELSA (Emotional Literacy Support Assistant) TAs. Additional resources are centrally located in the SENCo's office. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCo to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCo.

Storing and Managing Information

All paper copies of information which is sensitive are kept in locked storage where only a small number of people have access. All Staff have access to online school network facilities and so no documents are kept on laptops. Any emailed documents containing sensitive information must be password protected.

For further information, please refer to the school's Data Protection policy on the school website.

Admission arrangements

The admissions policy is based on the agreed Wiltshire policy and the aims of the Salisbury Diocese. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the Governing Body will make every effort to ensure the child's needs are fully met and the school's SENCo will work with the child's family to endeavour to make this happen. If a child is transferring into the school with an EHCP, or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs can be met. Transition review meetings for any pupil with an additional need prior to them starting at our school.

Any variation to the above will need to be agreed by the Governing Body.

Criteria for evaluating the success of the policy

The policy will be evaluated against the objectives stated on page three and measured by:

- teachers' planning reflecting the learning objectives and adaptations for children with special educational needs.
- parents being involved when individual targets are set for children by discussing and receiving copies of their child's Individual Support Plan/ My Support Plan/My Plan according to the level of need.

- children being involved in discussing, constructing and reviewing their own provision map targets or Individual Support Plan/My Support Plan/My Plan.
- child attainment or progress, as measured by objective testing and teachers' professional judgement, being raised and appropriately acted upon.
- discussions between the SEND governor and SENCo to monitor the progress of children.
- the School Improvement Plan priorities which include the provision for SEND.
- value for money review of our Special Educational Needs funding.
- any external evaluation or inspection.

Complaints Procedure

If you have any concerns about the education of your child, please speak to your child's class teacher in the first instance. If you still have concerns please contact the SENCo or headteacher for further investigation. If the matter still cannot be resolved you should take your complaint to the Chair of the Governors, Mrs Caroline Chitty, care of the school. The full version of the 'Complaints Policy' is available from the school office if you wish to read it.

Links and Use of Outside Agencies

Close links are maintained with the LA and NHS support services in order to ensure that the school makes appropriate provision for children with special educational needs/disabilities. Where it is necessary to contact outside agencies, the SENCo will consult the parent/carer and when consent is given will make a referral. School has regular contact with agencies such as Speech and Language therapy, Occupational Therapy, Educational Psychology, Behaviour Support, the Sensory Impairment and the SEND services. Referrals can also be made to the school nurse or medical service and the Mental Health Support Team.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing their targets. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the school council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools and agencies including the voluntary sector

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. The Reception class teacher and TA arrange home visits for all children about to start school. Children are also invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage including the Early Years Inclusion Advisor. Transfer meetings are held with parents, school staff and any agencies involved with individual pupils with identifies SEND during the summer term prior to them starting school.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENCo and by classroom buddies to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from Secondary Schools visit us to talk to staff and children and we offer a bespoke, needs led transition for all pupils with SEN.

Designated staff in areas relating to SEND

SEND governor: Mrs Kim Ryalls
Child protection governor: Mrs Caroline Chitty
SEND advocate on the school leadership team: Mrs Hannah Easthope/ Mrs Julia Beales
Child protection: Mrs Hannah Easthope / Miss Annie Martindale
Accessibility plan: / Mrs Hannah Easthope/ Mrs Janette Field/ Mrs Julia Beales
Management of Pupil Premium and Looked-After children's funding: Mrs Hannah Easthope/ Miss Annie Martindale
Pupil premium governor: Dr Mark Nolan

Reviewing the policy

This policy will be reviewed annually by the SEND governor and the SENCo. All governors will review the policy at the date shown on page 1.

Relevant School Policies

Child Protection
Disability and Equality
Accessibility Plan
Attendance
EAL
Learning/Assessment
Medical
Bullying
Behaviour policy
Data Protection