



Special Educational Needs and Disabilities Policy

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Compliance

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (25 July 2014)
- Schools SEND Information Report Regulations (2014)
- Gloucestershire Guidance Booklet for Practitioners Working with Children and Young People Second Edition 2016

Introduction and Aims

At Eastington Primary School we believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve their potential. We acknowledge that a proportion of pupils will have SEND at some time in their school life. Some children may need a little extra support for a short period to help them overcome temporary needs whilst others may need support for longer. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. The

school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all, ensuring that all children with Special Educational Needs and/or Disabilities (SEND) are valued and respected as equal members of the school. Provision for pupils with SEND is a matter for the school as a whole; all teachers are teachers of children with SEND. The Governing Body, Headteacher, SENCO and all other members of staff share the responsibility for ensuring that this policy is fully implemented.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a SENDCo who will work with the SEND Policy to lead and manage SEND provision
5. To provide support and advice for all staff working with special educational needs pupils
6. To work in partnership with parents to enable them to make an active contribution to the education of their child.
7. To work in partnership with other professionals and support services.

Identifying Special Educational Needs

A pupil has SEND if they have a learning difficulty and/ or disability that calls for special educational provision to be made for them. (SEND Code of Practice Jan 2015)

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

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.

At Eastington, we recognise the importance of early identification of SEND. Early intervention and response improves the long term outcomes for pupils. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider

evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENDCo, will assess whether the child has SEND. Please refer to the SEND identification flowchart (appendix 1) and SEND monitoring flowchart (appendix 2).

Broad areas of need

Special Educational needs falls into four broad categories:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

Some children may fit clearly into one of these categories, whereas some may cover two or more areas. Assessment will take place to ascertain an accurate detail of a child's specific needs.

Some children and young people who have SEND may have a disability under the equality Act (2010). Disability is defined as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities' In this definition 'long term' is defined as 'a year or more' and 'substantial' as 'more than minor or trivial'. This includes sensory impairments (affecting sight and hearing) and long-term health conditions (asthmas, diabetes, epilepsy, cancer etc.). Children with some of these conditions do not necessarily have SEND but there is a significant overlap. Where a disabled child or young person requires SEND provision they are covered by the SEND definition.

It should be noted that the following criteria are not SEN in their own right, but have an impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEND Support

At Eastington School we support Gloucestershire's Graduated Pathway approach to both recording and monitoring progress of children and young people with SEN and/or Disabilities so that knowledge and understanding of what is working and not working to help a child is gathered and built upon. This information also helps to inform other agencies when additional input is required from them.

All teachers at Eastington Primary are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The Code of Practice is clear in stressing that special educational provision is underpinned by high quality teaching. Personalised, adapted and differentiated approaches are available to children at Eastington School and those with special

educational needs will also benefit from these approaches. These are referred to as **Universal** approaches. For some children these approaches will not be sufficient to meet their special educational needs and they will require more focussed and targeted support and intervention. These are referred to as **Targeted** approaches. Relatively few children will need a much higher level of support and intervention. These are referred to as **Specialist** approaches.

Provision at a Targeted or Specialist level for children who have been identified as having special educational needs should not be seen as a substitute for high quality teaching.

We follow the Assess, Plan, Do, Review cycle for children who have targeted and specialist SEND support.

My Plan

If a child is not making adequate progress it may be necessary to take action and provide interventions that are in addition to or different from those provided as part of the schools usual differentiated curriculum.

At this stage evidence is gathered by the class teacher together with the SENDCo and parents and the nature of additional help would be decided. The class teacher would continue to be responsible for working with the child on a daily basis, planning targets to put on the child's My Plan. The SENDCo works collaboratively with the class teacher. Children who are on the SEND Register with English and/or Maths learning needs will have targets set in class matching their particular need.

Review

Plans are reviewed and updated three times per year. Involved in this review is the child's class teacher, SENDCo, parents and the child where appropriate.

My Plan+

If a child continues to make little or no progress a request may be made for help from external services. This decision will be taken by the SENDCo, and the class teacher, in consultation with parents, when appropriate. Although it will vary, external agencies will usually see the child, advise on targets, provide more specialist assessments and measure pupils progress. Some agencies may also choose to work with the child on a one-to-one basis and provide support for parents.

Review

Plans are monitored and updated three times a year. This will involve a review where the class teacher, SENDCo, parents, the child and appropriate external specialists discuss the child's needs, targets that have been met/set and ways forward.

Request for Education and Health Care Plan (EHCP) – previously known as a Statement of Special Educational Needs

Information is gathered by the SENDCo and external specialists. The My Plan+ review will be used to identify whether a child has demonstrated significant cause for concern. The information gathered is used as evidence to send to the LA who will make a decision about whether an EHCP is appropriate.

Whilst this process is taking place, the child will continue to be supported by the school at a My Plan+ level. Children with an EHC Plan (Previously known as a Statement of Special Educational Needs) In the event of any assessments leading to an EHC Plan the school will use the information to implement targets and strategies in order to provide appropriate support.

Review

EHC Plans are reviewed on an annual basis. This is carried out by the SENDCo, the child's class teacher, the parents, an LA representative, if appropriate, and all professionals involved with the child. During the review, consideration would be made about whether the child has made progress over the last twelve months and whether amendments need to be made to the existing EHC plan.

Roles and Responsibilities

SEND Governor

The SEND Governor will inform the Governing Body on all aspects of SEND in the school to ensure that SEND work is valued and well supported in the school. SEND Governors will need to carry out these responsibilities in a number of ways:

- informing themselves about SEND systems and practices in school through meetings and school visits
- ensuring that the progress of learners with SEND is closely monitored through reviewing and understanding internal and external data
- understanding how the notional (delegated) SEND budget is used and ensuring that wider financial decisions do not adversely impact on the support for pupils with SEND
- understanding the national and local context of SEND support
- using their school visits to inform themselves about the work the SENDCo is leading
- ensuring that the views of pupils and parent/carers in relation to the SEND provision that is being made, are sought
- building a trusting and supportive relationship with their SENDCo

SENDCo

The SENDCo works closely with the Head Teacher and all other staff and is involved in the strategic development of SEND policy and provision. The SENDCo has responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils on the SEND register, in order to raise the achievement of children with SEND.

Key responsibilities are:

- contributing to the strategic development of SEND provision;
- overseeing the day to day operation (and periodic review) of the school's SEND policy;
- coordinating, tracking progress and evaluating the impact of the provision being made for pupils with SEND;
- ensuring the inclusion of SEND pupils within in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- liaising with and advising other teachers
- the effective deployment and performance management of learning support staff
- maintaining detailed records of the provision made for children and young people with SEND
- liaising with parents and carers
- contributing to the professional development of staff
- liaising with external agencies
- deploying the SEND budget and reporting on how it is spent
- reporting on the progress of children and young people with SEND

The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for, and awareness of, the provision for children with SEND, and their progress

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching partners, or specialist staff, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Teaching Assistants

The designated SEND TA time is managed by the Class Teachers in conjunction with the Head Teacher and SENDCo. TAs and the SENDCo, together with Class Teachers, provide support for children with SEND across the school. TAs maintain records of the children they work with, in accordance with the school procedures, and attend reviews and meetings as requested.

Supporting Pupils and Families

In order to access information which can help parents and carers find and understand what services families can expect in **Gloucestershire**, please refer to the Gloucestershire Local offer which can be found at:
https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1#:~:text=The%20Local%20Offer%20is%20a,includes%20specialist%20activities%20and%20support.

Access Arrangements

For access to exams the relevant teacher, in conjunction with the SENDCo, follow current guidelines from the appropriate exam bodies.

Transition

Meetings are held at the end of each academic year within the school.

The school has established and will maintain links with the secondary schools in the area, with the Year 6 teacher meeting with the respective Year 7 teachers to discuss and facilitate children's smooth transition. For children who require higher levels of SEND provision, The SENDCo will attend transition conferences at the secondary schools, facilitated by the Advisory Teaching service.

The Foundation Stage staff and the SENDCo work closely with staff at the feeder pre-schools to ensure that, should it be required, provision for additional needs are set in place ready for any child to start school.

When a child joins Eastington from another primary school the school office will request transfer details for that child. Any child who is already on the graduated pathway will continue to be supported in accordance with the previous school's advice until such time as this can be reviewed. When appropriate, the class teacher and/or the SENDCo will make contact with the child's previous school in order to meet the child's needs.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

In Eastington School pupils with medical needs have a Health Care Plan which is kept in the School Office. The Member of Staff responsible for managing meeting medical needs of pupils is the Head Teacher.

Training and Resources

At present the way SEND Funding is determined is agreed locally, through Schools' Forum and is given to schools under three main headings:

Element 1 - Core Funding

Element 2 - Additional Support Funding

Element 3 - Top Up Funding

The SENDCo holds the NASENCO award and attends local cluster meetings and additional training courses where appropriate. The school has a programme for all staff, which includes the identification of training needs. Staff attend training organised by the LA and other external agencies.

Storing and Managing Information

SEND information is stored securely on site and electronically and is shared with relevant stakeholders when appropriate. Some information relating to children's needs is stored in the Inclusion files, kept securely in the classroom.

Accessibility

The school's equality policy can be found on the school website.

Review

This policy will be reviewed by the SENDCO, Headteacher and SEND Governor every year. It will also be updated if any substantial changes to the information are made during the year. It will be approved by the governing body.

Links with other policies and documents

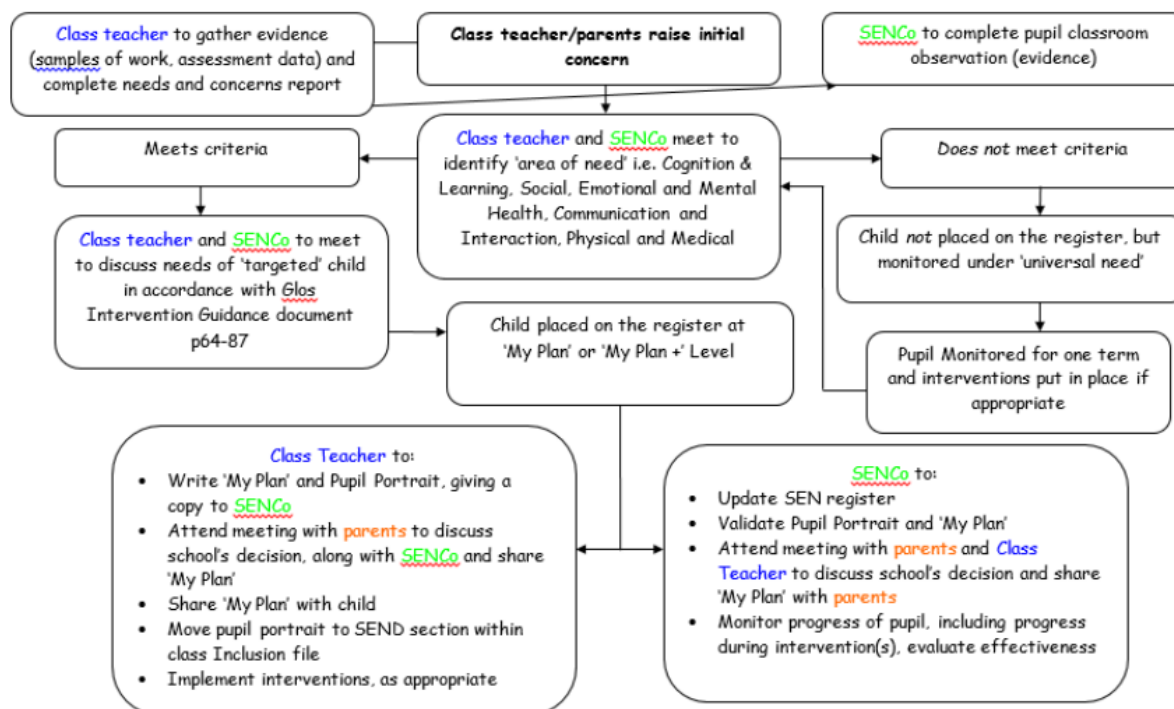
This policy should be read in conjunction with Eastington Primary school SEND Information Report 2025/26.

This policy links to the following policies:

- Behaviour Policy
- Anti-bullying and Harassment Policy
- Equality Policy
- Intimate Personal Care and Clinical Tasks Policy
- Safeguarding Child Protection Policy
- Bereavement Policy
- Offer of Early Help

Appendices

Appendix 1 - SEND Identification Flow Chart/Initial report on needs and concerns



Appendix 2 - SEND Monitoring Flow Chart

