



Special educational needs Policy 2024-2025

PROCESS NAME:	Special Educational Needs (SEND) Policy	CREATION DATE:	10/09/2024
PROCESS MANAGER:	SEN Coordinator	LAST REVISION:	05/02/2025
APPLIES TO:	All Children	RELATED DOCUMENT(S):	Gifted And Talented Policy Child Protection Policy

1. Introduction

At our school, we believe in the uniqueness of every student. Our SEND policy is built on the principle of inclusion, ensuring that all students—regardless of their abilities or needs—receive high-quality, appropriate education that enables them to thrive academically, socially, and emotionally.

2. Scope

This policy applies to all staff, students, and stakeholders involved in supporting students with Special Educational Needs and Disabilities (SEND). It is relevant from the early years to the end of primary/secondary education, and covers identification, support, progress monitoring, and partnerships with families and external agencies.

3. Policy Overview

This policy outlines the principles and procedures for identifying, assessing, and providing support for students with SEND. It ensures that our approach is collaborative, evidence-based, and focused on enabling all learners to access the curriculum equitably and reach their full potential.

4. Our Vision

We aim to create lifelong learners, with the confidence to become socially responsible, successful global citizens and leaders of the future.

5. Our Mission

- Inspire students to develop a love of learning and a thirst for knowledge
- Pursue academic excellence through an inquiry-based approach



- Encourage curiosity and creativity within a caring and stimulating learning environment
- Challenge students to think critically and develop skills of innovation and entrepreneurship

6. Philosophy for Special Education

Each student is unique in their own way. We commit to teaching all students and providing a safe and supportive environment to help them develop their maximum potential based on their individual strengths and challenges.

7. Inclusive Education

Our school is an inclusive environment. We aim to make all children feel involved in every activity. We maintain high expectations and appropriate targets for all students, with zero tolerance for discrimination based on gender, race, religion, sexuality, or ethnicity.

8. 1. Purpose of This Policy

To provide a high-quality, appropriate education for all students so that they:

- Achieve their best
- Become confident individuals who live fulfilling lives
- Make a successful transition to their next phase of education

9. 2. Identifying Special Educational Needs and Disabilities (SEND)

SEND refers to needs requiring specific modifications or support to ensure equitable access to education. This includes:

- **Communication and interaction** (autism Spectrum Disorder)
- **Cognition and learning** (dyslexia)
- **Social, emotional, and mental health** (anxiety disorders)
- **Sensory and/or physical needs** (visual or hearing impairments)

These areas may overlap and change over time. Identification helps tailor the support rather than label the child.

10. 3. Identification and Management of SEND

Teachers are responsible for student progress, including those receiving support from assistants or specialists. Identification is based on areas such as handwriting, reading, language, and math skills. Regular assessments help identify those who:



- Show slower progress than peers
- Fail to match or exceed prior progress
- Show widening attainment gaps

11. 4. Steps Taken When SEND Is Suspected

- Initial response: High-quality teaching focused on specific weaknesses
- Class teacher and SENCo review progress data and discuss with parents
- Develop and implement an Individual Education Plan (IEP)
- Seek external agency support if needed
- Review progress and determine if the student should be added to the SEND register

12. 5. Early Identification

The SENCo collaborates with Kindergarten teachers for early intervention. Concerns are recorded in an 'Early Concerns Form' and reviewed after two targeted intervention waves. Lack of progress may result in placement on the SEND register.

13. 6. Monitoring and Reviewing Progress

Each student on the SEND register has a termly-reviewed IEP that includes:

- Achievements
- Targets and support plans
- Adapted curriculum
- Classroom strategies
- Monthly file reviews by SENCo
- Evidence of progress tracked and stored

14. 7. Classroom Support Methods

- In-class small group support
- Individual/withdrawal support
- Personalized timetables
- Differentiated resources and instruction

15. 8. Assessment Methods

- Standardized assessments (EYFS, SATs, phonics, reading)
- Teacher concern forms



- Staff, parent, and student discussions
- Information from prior schools or external agencies

16. 9. Role of the Educational Psychologist (EP)

- Collaborates with the SENCo
- Conducts diagnostic assessments
- Provides staff training and support

17. 10. Support for Students and Families

For Students:

- Regular IEP reviews with student involvement
- Visual aids to explain goals
- Student feedback collected through discussions and questionnaires

For Families:

- Regular meetings and progress reports
- Communication via phone, email, Class Dojo
- "Happiness Line" for feedback
- Support with external agency recommendations

18. 11. Removal from SEND Register

A student may be removed when:

- Significant progress is achieved
 - The attainment gap has reduced
 - Class-level support is deemed sufficient
- The decision is made jointly by SENCo, teacher, and parents, considering student input.

19. 12. Monitoring and Evaluation

The SENCo and Vice Principal monitor SEND provision through:

- Learning walks
- Student interviews
- Book reviews
- Teacher feedback
- Annual SEND report to the Vice Principal



20. 13. Role of the SENCo

- Manage daily SEND operations
- Coordinate support
- Advise and support teachers
- Oversee learning support staff
- Maintain student records
- Communicate with families and external agencies
- Organize staff training

21. 14. Information Management

Student records include IEPs, observations, assessments, and reports. These are securely stored and accessible to relevant staff. IEPs are shared to inform instruction and support planning.

22. 15. Policy Review

- Updated annually by SENCo
- Reviewed by Principal
- Changes are communicated to all staff

23. Monitoring

This policy is monitored as part of the school's overall evaluation framework.

24. Publishing

This policy is published on the school website for access by all stakeholders.

25. Responsible Personnel

- **SENCo** – Special Educational Needs Coordinator
- **EP** – Educational Psychologist