



A Family, A Foundation, A Future

**Whitminster Endowed Cof E
Primary School**

**Special Educational Needs and
Disabilities Policy**

**Agreed by Governors: September 2025
Review Date: Annual September 2026**

Introduction

This SEND policy has been developed in accordance with the statutory guidance set out in the Children and Families Act 2014 and follows the expectations of the 2014 National Curriculum in England. It aims to ensure that all pupils have equal access to high-quality education, specific support for their learning, and a well-rounded educational experience. Our commitment is to provide an inclusive setting where every child's individual needs are identified, understood, and met effectively.

Aims and Objectives

The primary aims of our SEND policy are to:

Identify and provide for pupils who have SEND.

Narrow the gap between the educational attainment of SEND pupils and their peers.

Ensure that pupils with SEND have access to a broad and balanced curriculum, adapted to meet their needs.

Involve parents/carers in the decision-making processes concerning the support for their child.

Monitor and evaluate the effectiveness of support provided, making adjustments as necessary.

Definition of SEND

According to the SEND Code of Practice (2015), a child has special educational needs if they have a learning difficulty or disability that requires special educational provision to be made for them. The four areas of need identified are:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and/or Physical Needs

Key Responsibilities:

Head teacher	To oversee SEND provision Designated responsibility for Safeguarding
Governing Body	<ul style="list-style-type: none"> • Liaise with the Headteacher on appropriate staffing and funding arrangements. • Oversee the school's work • Appoint a responsible person • Appoint a governor to have specific oversight of SEND
SEND Governor	<p>The SEND Governor is Noah Denman</p> <p>The SEND Governor will:</p> <ul style="list-style-type: none"> • Help to raise awareness of SEND issues at governing

	<p>board meetings</p> <ul style="list-style-type: none"> • Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this • Work with the Head teacher and SENCo to determine the strategic development of the SEND policy and provision in the school
SENCO	<p>Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school</p> <ul style="list-style-type: none"> • Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans • Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching • Advise on the graduated approach to providing SEND support • Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • Be the point of contact for external agencies, especially the local authority and its support services • Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
Class Teachers	<p>Each class teacher is responsible for:</p> <ul style="list-style-type: none"> • The progress and development of every pupil in their class • Working closely with any Teaching Assistants 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 SENCo to review each pupil's progress and development and decide on any changes to provision • Ensuring they follow this SEND policy
Teaching Assistants	<p>To support SEN pupils under the direction of the Headteacher, class teachers and SENCO to enable them to make progress</p>

Identification and Assessment

Early identification and intervention are critical to effective SEND support. Our school adopts a graduated response framework:

Assess: Using ongoing assessments, observations, and discussions, we identify any potential SEND.

Plan: In collaboration with the pupil and parents/carers, we develop appropriate support strategies and an IEP with specific objectives.

Do: Implement the IEP through coordinated support from the class teacher and additional professionals as needed.

Review: Regularly evaluate the effectiveness of the interventions, making adjustments to support strategies as necessary.

Inclusive Curriculum

We are committed to providing a broad and balanced curriculum that meets the needs of all pupils, including those with SEND. This includes:

Differentiated teaching approaches to cater for varied learning styles and abilities.

Accessible resources that support individual learning needs.

Opportunities for collaborative learning and peer support.

Flexible grouping strategies that promote inclusivity.

Working with Parents and Carers

We recognise that collaboration with parents and carers is vital. Our commitment to involving families includes:

Regular communication regarding their child's progress and any concerns.

Providing information about the support available within the school.

Encouraging participation in planning and reviewing their child's education and support.

Staff Training and Development

Continuous professional development for staff is essential to ensure that all staff members are equipped to support pupils with SEND effectively. We will:

Offer targeted training sessions on SEND strategies,

Facilitate opportunities for staff to share best practices.

Provide updates on emerging SEND practices and legislation.

Monitoring and Evaluation

The effectiveness of our SEND policy will be monitored through:

Regular monitoring of pupil progress and attainment.

Feedback from teachers, parents, and pupils regarding provision.

Evaluating the outcomes of interventions and support strategies.

The school's governing body will review the SEND policy annually against the requirements of the most recent SEND Code of Practice and relevant Ofsted frameworks.