



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'



Broad Chalke CE
Primary School

Special Educational Needs and Disability Policy

Policy Date: September 2025

Review Date: July 2026

Rationale

All children have the right to a broad and balanced curriculum that is relevant and adapted, and which demonstrates progression and coherence. As such, the Academy is committed to identify and support all pupils who experience difficulties and, subject to the overall constraints of the academy budget, provide such children with the levels of resources to meet their curricular needs.

Broad Chalke C.E Primary School is fully committed to upholding the SEND Code of Practice (2015).

Definition of Special Educational Needs and Disability (SEND)

'A child or young person has SEN 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 others 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 others of the same age in the academy.

Objectives

The objectives of our policy are:

- To identify and monitor children's individual needs to ensure that the necessary provision is established and then monitored;
- To plan a personalised, appropriate and innovative approach to learning and to ensure that all targets set are specific, measurable, achievable, realistic and time related;
- To involve parents/carers and children in the identification and review of any targets/outcomes and where necessary those targets identified in a child's EHCP review;
- To work in partnership with, and involve, parents/carers and outside agencies;
- To ensure that all who are working with the children are aware of the procedures for identifying their needs, supporting and teaching them.

Roles and Responsibilities

The 'responsible persons' for SEND at the academy are:

- Heather Luft – Headteacher
- Robyn Coe – SENCo

The SENCo at Broad Chalke C.E Primary School is Robyn Coe. The SENCo is responsible for co-ordinating the day to day provision of education for pupils with SEND at the academy.

The Governing Body play an important role in ensuring that:

- They are fully involved in developing and monitoring the Academy's SEND policy.
- They are up to date and knowledgeable about the Academy's SEND provision, including how funding, staffing and resources are deployed.

- The quality of provision is continually monitored.

The Governing Body will:

- Ensure that the necessary provision is made to meet the needs of all our pupils.
- Ensure that teachers in the academy are aware of the importance of identifying and providing for all pupils in their care.
- Ensure that parents/carers are notified of a decision by the Academy that specific provision is being made for the child.
- Have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils in the academy.
- Have a written SEND policy containing the information as set out in the Special Educational Needs Regulations 1999 (reproduced in the SEND code of practice, 2015).

The SENCo and Headteacher will ensure that procedures are in place to identify pupils' needs, including:

- Ensuring that all staff are supporting the identification, teaching and assessment of pupils with SEND;
- Overseeing and maintaining resources for a range of SEND.
- Ensuring that all staff have continued professional development relating to SEND.
- Working in close partnership with parents/carers and external agencies.
- Monitoring, evaluating and reporting on the provision for all pupils to the governing body.
- Co-ordinating the range of support and interventions available to children.

Access to the Curriculum

The Academy is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. In all cases, class teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately planned and adapted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

SEND Support and The Graduated Approach to providing SEND support

Levels of SEND Support

- **Quality first teaching (QFT)** including highly effective adaptation for the majority of children will be met in the classroom. In all classes, teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.
- **Individual Learning Plans** - If a child requires specific support different to QFT, is below age related expectations or identified as having a possible SEMH difficulty when whole school pupil progress meetings are conducted then they will be placed on a **Individual Learning Plan**. These progress meetings take place 3 times per year between the class teacher and parents, and may include the SENCo. A 'child with a **Individual Learning Plan** is one who requires specific support i.e for concentration due to ADHD but is working at expected standard or whose progress is below age-related expectations or who is struggling to regulate his/her emotions but will make progress with some provision in/out class. This information is shared with parents during parents' evening appointments or through an arranged appointment with the class teacher. At this level, their progress will be monitored and reviewed through targets recommended by the Wiltshire Graduated Approach.

- **Education and Health Care Plan (EHCP)** - A child who requires specific support in class and where progress and needs have not been met through a **SEND Support Plan** will be considered for an **EHCP**. The **EHCP** assessment is put forward to the SEND panel to be considered for a Statutory My Plan. A child at this level will be allocated a SEND Lead Worker through Wiltshire Council SEND Service. Parents, the child, school and any other agencies involved will be asked for their input which will be presented to the Wiltshire Council SEND panel.

The Graduated Approach to SEND



Where a pupil is identified as having SEND, our school will take action to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four- part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.

Assess – The class teacher with support of the SENCo will carry out a clear analysis of a pupil’s needs. They will draw on teacher assessments, understanding of the pupil, the Wiltshire GRSS, previous progress and attainment and information from the school's core approach to pupil progress, attainment, and behaviour. Assessments allow the pupil to show what they know, understand, and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENCo for diagnostic testing to construct a profile of the child’s strengths and weaknesses.

Plan - If it is decided to place a pupil on SEND support, the parents will be formally notified. At our school, parents are part of the assessment and review process for pupils. The plan will be generated with the class teacher, SENCO, parents and pupil in order to identify the support and intervention required to meet the outcomes identified for the pupil.

Do - The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant works with the pupil either one to one or with a group the class teacher remains responsible for overseeing the planning and assessment of the intervention and feeding back to parents.

Review - The effectiveness of the support and the impact of this support on the pupil’s progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupil’s needs and inform the revised support in light of the pupil's progress.

Where a pupil has an EHCP, the LA and school must review the plan at least once a year.

Generation of an Individual Learning Plan for a Child

Following a review of the strategies, it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour policy used in school.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.

- Has communication and/or interaction difficulties which lead to them making little or no progress.

The **'Individual Learning Plan'** will be generated in full consultation with the class teacher, the SENCO, parents, the child and in some cases, outside agencies, who may be involved with the child. Together, a **'Individual Learning Plan'** will be generated with the child at its centre. Long term goals will be identified and as a consequence, short term goals will be needed to fulfil these longer term goals.

The Individual Learning Plan will evidence:

- Who is important to the child?
- The child's view
- The views of their parents/carers
- What is important to the child?
- How best to support the child
- Hopes and dreams for the future
- What is important for the child (e.g. health or communication needs)
- How the child learns
- What is and isn't working for the child and their family
- Shared action plan with short term targets included
- Support required
- Review against targets

'Individual Learning Plans' will be jointly reviewed three times a year and a meeting with the parents will be arranged.

Requesting an EHCP

Where, despite all of our best endeavours and evidence of at least three cycles of Plan, Do and Review, 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 EHCP. However, this may or may not result in the LA issuing an EHCP. Where a child has an EHCP we will carry out an annual review which parents, child, the LA, outside agencies, Head teacher, SENCO and the class teacher will be invited to attend.

The EHCP will ensure a collaborative, joined up approach to support the child. There will be a single point of contact appointed called the SEND Lead Worker who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information.

Criteria for exiting the SEND Register

Where specific planned provision has been successful and accelerated progress has been made so that the pupil no longer requires additional support, then they will be removed from the SEND register and their needs will be met through Quality First Teaching. The pupil's progress will continue to be monitored.

Supporting Pupils at school with a Medical Condition

We recognise that pupils at our school with medical conditions need to be fully supported to allow them full access to education, including school trips and physical education. If children have a disability, we will comply with the duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care Plan.

Parent/Carer Voice

Parents/carers are important partners in the effective working relationship with the academy in raising their child's attainment. The Academy strives to ensure that parents/carers are fully involved in the identification, assessment and decision-making process in the academy. Parents'/carers' contribution to their child's education is valued highly by the staff in the academy.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, the first port of call is the class teacher. The class teacher will then contact the SENCo. If parents feel the problem is not resolved they should contact the SENCo directly. If the problem is then not resolved the next contact is the and/or the SEN Governor.

Criteria for Evaluating the Success of our Policy:

The policy will be evaluated against the objectives stated on page two by:

- An analysis of the curriculum, support and resources that are deployed to meet the pupil's needs.
- An analysis of the pupil's academic, social and emotional data and the interventions in place to narrow identified gaps (this analysis will include evidence from learning walks and ILPs).
- By involving the pupils, parents/carers and outside agencies in discussing, constructing and reviewing provision through the process of ILP and EHCP reviews.