



**Special Educational Needs and Disabilities Policy**  
September 2025

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**Document control and record of amendments**

Version	Reason for amendment	Sections amended	Amended by/date	Reviewed by/date	Approved by /date
1.0	New document	All	S Pearce C Richardson	Staff March 2024	Governing Body 18/03/24
1.1	Name of KS1 SENDCo	Section 3	S Pearce K Pembridge	Staff September 2025	Governing Body 21 <sup>st</sup> October 2025

Date for Review: September 2026

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## 1. Introduction

At Elmbridge Primary School we recognise that pupils have individual educational needs that should be provided for appropriately. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. values the contribution that every pupil and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All pupils and young people with Special Educational Needs and disabilities (SEND) are valued, respected and equal members of the school.

### **Definition of SEND**

The 2014 Code of Practice (revised 2015) states that:

*A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age, this means he or she has a significantly greater difficulty on learning than the majority of others 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 (2014 SEND Code of Practice: 0 -25 Years, revised 2015 – introduction xiii and xiv)*

As such provision for pupils with SEND is a matter for the school as a whole; all teachers are teachers of pupils with SEND. The governing body, Co-Headteachers, SENDCOs (SEND Co-ordinators) and all other members of staff have important responsibilities.

## 2. Objectives

The objectives of this policy are:

This policy is in keeping with the school's Teaching and Learning Policy. The local Governing Body and staff of the school will ensure that all pupils enjoy a broad, balanced and relevant curriculum, which will be adapted to meet individual needs. Objectives of the local Governing Body in making provision for pupils with special educational needs are:

- To enable pupils with SEN and/or a disability (SEND) maximise their achievements.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To develop learning and teaching styles that take account of the wide range of abilities, aptitudes and interests of the pupils.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To maximise the potential for ICT for pupils with SEND.
- To ensure successful transition for pupils with SEND.
- To take views, wishes and strengths of pupils into account.

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### 3. Roles and Responsibilities

#### The role of the SENDCo:

Miss Kate Pembridge and Mrs Sue Pearce are the school's Special Educational Needs & Disability Co-ordinators (SENDCo)

Miss K Pembridge:  
(Acting SENDCo KS1) B.Ed. Hons.

Mrs S. Pearce:  
(SENDCo KS2) BA (Ed) Hons, MA (Ed) National Award for SEND Co-ordination. NPQH. Works for the Advisory Teaching Service for children with a physical and medical need on a part-time basis.

#### The SENDCO is responsible for:

- Liaison with Class teachers and teaching support staff
- The management of the provision for pupils with SEND support and/or an EHCP.
- Managing SEND support staff
- Overseeing the records of all pupils with SEND
- Liaising with external agencies and with parents of children with SEND
- Providing in-service training arranging for staff to attend external SEND training
- Keeping the Co-Headteachers updated and informed of issues relating to SEND
- Co-ordinating provision mapping for children with SEND
- Monitoring of the writing, delivering and reviewing of My Plans
- Contributing to and monitoring the writing, delivering and reviewing of My Plan + paperwork  
Overseeing the day-to-day operation of the school's SEND policy

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## 3. Roles and Responsibilities

### Role of the Class Teacher

Class teachers are responsible for:

- The progress and educational provision for the SEND children in their class
- Initial identification of additional needs where necessary
- Communicating with the SENDCo and SEND support staff
- Adapting teaching and learning to enable access for all
- Contributing to the writing, delivering and reviewing of My Plans, including pupils with an EHCP.
- Contributing to the writing, delivering and reviewing of My Plan + paperwork

### Role of the Subject Leader

The subject leader is responsible for:

- Sign posting class teachers to suitable resources for SEND in their curriculum area
- Leading in-house CPD for adaptation in order ensure that all children can access each curriculum area
- Monitoring impact in their subject area for all children with the SENDCo and SLT.

### Role of the Head teacher

The Head teacher is responsible for:

- The overall management of the provision of Special Educational Needs
- Ensuring the Governing Body is informed about SEND support
- Informing, through the School Business Manager, the Governing Body about SEND funding
- Managing and supporting the school's SENDCOs

### The Role of the Governor

The SENDCo Governor is responsible for:

- Whole school SEND Development, meeting regularly with the SENDCOs
- Monitoring and implementing policy.
- The SEND Governor is Mrs K. Rowland-Evans. The Chair of Governors is Mr John Vallender

## **4. Admission Arrangements**

Elmbridge primary School provides for pupils with a wide range of abilities and/or difficulties. Places for children with or without a special educational needs are allocated in line with the whole School Admissions Policy of the Local Governing Body.

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## 5. Provision

### Facilities

- There is an enrichment room in Key Stage 1 and Key Stage 2. These rooms have allocated provision and intervention space for groups of pupils with identified needs.
- 2 accessibility toilets on the ground floor
- A lift to access the first floor in key Stage 2
- Ramps and hand rails to provide access to the ground floor for all buildings for those with mobility difficulties.
- Yellow markings have been added to outdoor and indoor steps to help pupils with a visual impairment.

### Allocation of Resources and SEND Funding

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

### Specialised Provision

Reference may be made to the school's Accessibility Plan and Medical Policy for further information.

## 6. Identification, Planning and Assessment

This school follows the guidelines contained in the Code of Practice (2014, revised 2015)

Pupils may have needs in one or more of the following areas:

### Identifying Special Educational Needs

There are four areas of need identified in the new Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical Needs

### The Graduated Approach to SEND Support

All pupils, whatever their disability or learning needs, are welcome in our school, where we follow statutory procedures (Equality Act 2010) to ensure their inclusion in all aspects of school life.

Concerns that are raised receive special attention and are reviewed regularly. The process is summed up in the phrase 'assess – plan-do-review' and is the basis for identifying and supporting a child with Special Educational Needs.

The school follows the Gloucestershire Gloucestershire's Graduated Pathway as it's response for supporting pupils with additional needs for education, health and care. Further details can be found following this link.

[https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2\\_1](https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1)

### How does the school decide whether children need additional support?

We know pupils need additional support if:

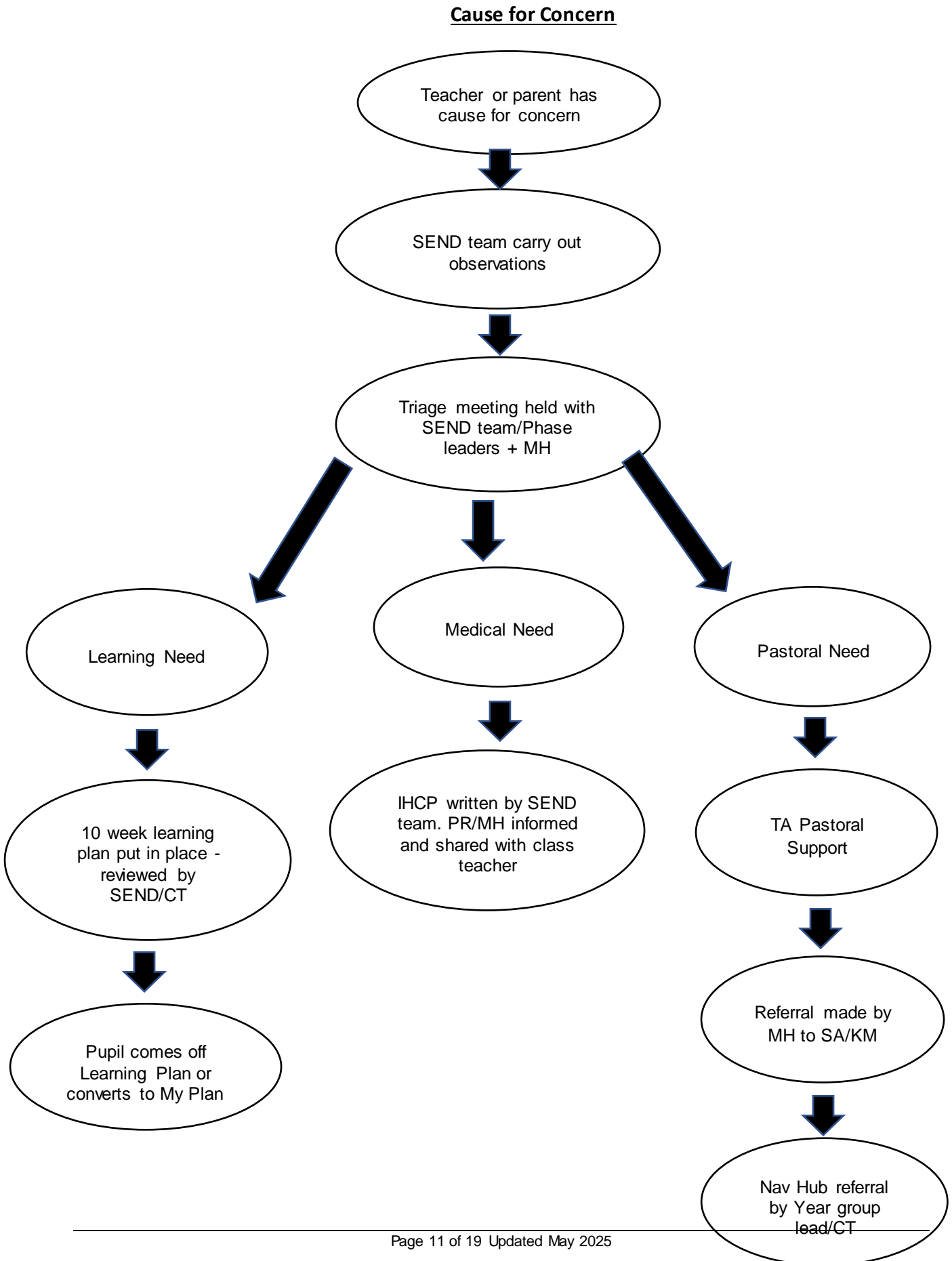
- Testing procedures, such as those completed on entry or because of a concern being raised, indicate a significant difference in ability and/or skills compared to peers;
  - Whole school tracking of attainment outcomes indicates lack of expected progress over a particular time period;
  - Observation of the pupil in class indicates that they have additional needs;
  - Concerns are raised by parents/carers, teachers, or external agencies;
- or
- A pupil asks for help.

### Early Identification

If there is a concern raised on additional needs of a pupil, the following actions are taken:

- When a teacher or parent raises a concern about a pupil, the SEND team conducts observations to identify the nature of the need, whether it is learning, medical, or pastoral. For learning needs, a triage meeting is held with the SEND team, phase leaders, and mental health professionals, followed by a 10-week learning plan reviewed by the SEND team and class teacher. Medical needs are addressed by writing an Individual Healthcare Plan (IHCP) and informing relevant staff. Pastoral needs involve TA pastoral support and referrals to appropriate

services. Depending on the outcome, the pupil may either step down from the learning plan or transition to a My Plan.



Reasonable adjustments will be made for SEND pupils (such as the provision of auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their ability to access the curriculum

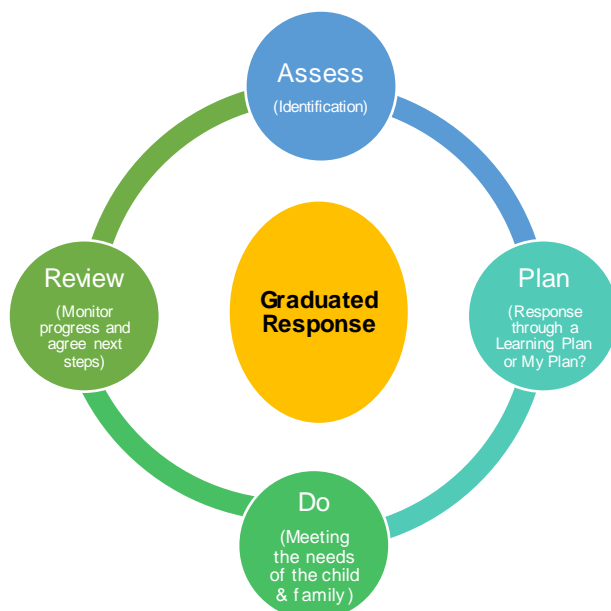
### **The Graduated Response:**

**Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

**Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCO.

**Do:** SEND support will be recorded on a plan that will identify a clear set of SMART targets (Specific, Measurable, Agreed, Realistic and Timed) and expected outcomes, and a review date will be agreed.

**Review:** Progress towards these outcomes will be tracked and reviewed regularly. We meet with Parents of pupils at My Plan 3 times a year during Parents' evening in November and March and in July, as part of the transition to the new year group.



### **My Plan +**

Where a number of agencies are involved in meeting the needs of the child, the SENDCO, teacher and parent/carer will meet to decide whether to move the pupil onto the next stage of the Graduated Pathway. Parents and SENDCO will complete the 'My Assessment' document. Any outside agencies involved with the pupil may be asked to attend a 'Team around the Child' meeting (TAC meeting) in order to discuss further outcomes and support. This stage is called 'My Plan Plus' and will proceed through the same style of assess-plan-do-review. As before, parents/carers are fully involved in all stages of the process. If issued, a My Plan+ is reviewed three times an academic year.

### **Educational, Health and Care Plan (EHCP)**

‘When following reviews of My Plan+, it is clear that the child has educational needs that cannot be met without additional resources, an Education, Health, and Care Plan (EHCP) may be necessary’ (Gloucestershire Guidance Booklet 2014).

In the event of statutory assessment being agreed by the LA, an EHCP may be issued. The support agreed in the EHCP may be partly funded by the local authority. Parents have the right to be involved in all decisions, including those about funding.

If issued, an EHCP will be reviewed three times in an academic year (2 termly reviews and the Annual Review).

### **Monitoring Progress:**

- To monitor progress of Reception pupils who have received additional support at EYFS.
- To monitor pupils who have been identified as having additional needs, including those children at My Plan, My Plan+ and those with an EHCP.
- To monitor pupils who have been identified as a Cause for Concern and their associated Learning Plans.

## 7. Access to the Curriculum

### Access to the Curriculum

- All children have an entitlement to a broad and balanced and relevant curriculum .All pupils with SEND are taught for most of the week with their peers in mainstream by class teachers and study the appropriate curriculum
- All teachers have responsibility for meeting the educational needs of the children in their care. In their planning and teaching they aim to:

Provide suitable learning challenges.

Meet children’s diverse learning needs.

Remove barriers to learning and assessment

- With the advice and support of the SENDCo, Teaching Assistants and outside professionals, teachers strive to match the learning needs and abilities of pupils in all aspects of the curriculum.
- Teachers use a range of strategies and resources to develop pupils’ knowledge, understanding skills.
- Where appropriate, materials are modified and/or support is provided to enable pupils with SEND to access the learning or assessment process. Specialist and/or technical equipment eg laptops, may also be provided for use at school.

### Access to the Wider Curriculum

In addition to the statutory curriculum, the school provides a wide range of additional after school activities. All pupils are welcome to join and benefit from these activities.

## 8. Partnerships

### Partnership with parents

- In accordance with the SEND Code of Practice, the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice.
- Partnerships with parents play a key role enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active role in their children's education. Parents will be kept informed throughout the process.
- We have regular meetings each term to share the progress of SEND children with their parents. We inform parents of any external professional and intervention and we share the process of decision making by providing clear information relating to the education of children with SEND.
- Parents will be supported and empowered to:
  - Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
  - Have knowledge of their child's entitlement within the SEND framework
  - Make their views known about how their child is educated
  - Have access to information, advice and support during assessment and any related decision making processes about special educational provision
  - Contribute to review meetings
- The school is committed to working with parents and keeping them fully informed of the school's and Local Authority procedures.

### Links with other mainstream and special schools

Links are maintained to ensure a smooth transfer on entry through liaison with the main feeder pre-schools, and when a child is joining Elmbridge Primary School from another school. Prior to starting school parents/ carers of children receiving SEND support, will be invited to discuss the provision that can be made to meet their identified needs. Close links are maintained with the local secondary schools. The SENDCO contacts all secondary schools who are receiving SEND pupils from Elmbridge Primary School and advises them of the pupils needs. At the Year 5 Phase Transfer Annual Review for pupils with an EHCP, parents are asked to select their choices for Year 7. Year 6 children are visited by staff from the secondary schools and have several visits to their new secondary school prior to starting.

Where appropriate, links are maintained with local Special Schools, who can offer outreach and training pertinent to the needs of the children at Elmbridge Primary School.

## 9. Training

### **Arrangements for In-Service Training**

- All staff will be trained in how to best support all learners in order to maximise their achievement as part of the Federation development plan and annual schedule of continuous professional development.
- Specific training needs will be identified and met through the appraisal/performance management process.
- The SENDCOs attend regular SENDCo cluster meetings
- The SENDCOs attend regular meetings organised through the Best Practice network.

## 10. Information, Storage and Management

Please also read the school's Data Protection Policy and Record Management Policy.

It is the responsibility of the Governors to ensure procedures are in place to ensure that the school complies with GDPR regulations (May 2018).

In order to operate efficiently Elmbridge Primary School has to collect and use information about people with whom it works. These may include members of the public, current, past and prospective employees, clients and customers, and suppliers. In addition, it may be required by law to collect and use information in order to comply with the requirements of central government.

The School is committed to ensuring personal information is properly managed and that it ensures compliance with GDPR regulations (May 2018). The School will make every effort to meet its obligations under the legislation and will regularly review procedures to ensure that it is doing so.

This data protection policy applies to all employees, governors, contractors, agents and representatives and temporary staff working for or on behalf of the School.

This policy applies to all personal information created or held by the School in whatever format (e.g. paper, electronic, email, microfiche, film) and however it is stored, (for example ICT system/database, shared drive filing structure, email, filing cabinet, shelving and personal filing drawers).

It is a criminal offence to knowingly or recklessly obtain or disclose information about an individual without legitimate cause. Relevant, confidential data should only be given to:

- *other members of staff on a need to know basis;*
- *relevant Parents/Guardians;*
- *other authorities if it is necessary in the public interest, e.g. prevention of crime;*
- *other authorities, such as the LEA and schools to which a pupil may move, where there are legitimate requirements*
- *General Data Protection Legislation 25.05.2018*

## **11.Complaints Procedures**

Please also see the School's Parental Complaints Policy.

All complaints will be treated seriously and will follow the process outlined in the school complaints procedure.

If concerns cannot be resolved with the SLT and/or Governing Body will act to mediate between parents and the school.

## 12. Links to Other Policies

Elmbridge Primary School will consider SEND when developing other policies, in particular:

- Accessibility
- Anti-Bullying, Equality and Hate
- Attendance
- Behaviour and Relationships
- Complaints
- Data Protection
- Drug Education
- Emotional Health and Wellbeing
- English as an Additional Language
- Online Safety and Acceptable User
- Intimate Care
- Looked After Children and Previously Looked After Children
- Medical Needs
- Offsite visits
- Pastoral Care
- Public Sector Equalities
- Pupil Premium
- Records Management Policy
- Safeguarding and Child Protection
- Safer Recruitment
- Separated Parents
- Spiritual, Moral, Social and Cultural Education (SMSC)
- Teaching and Learning
- Transition
- Wellbeing Policy (Including Relationships and Health Education)
- Whistleblowing
- Young Carers/Young Ambassadors

Key policies are published on the school website.