



Merriott & Haselbury Plucknett Primary Schools Federation

Special Education Needs and Disability Policy

Review

Review cycle	Date of Current Policy	Review Date
Every year, or when there is a change in statutory guidance or legislation.	January 2026	January 2027, or when there is a change in statutory guidance or legislation.

Ratification

Date of ratification: 19th January 2026

Headteacher: Mrs. Lois Bowery

Chair Local Governing Committee: Mr. Craig Pearce,

1. **Aims:**

Our SEND policy and information report aims to:

- a. Set out how our school will support and make provision for pupils with special educational needs (SEND).
- b. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- c. To enable children to develop their potential in all aspects of the curriculum.
- d. To provide children with an education appropriate to the world beyond the classroom.
- e. To develop in children a love of learning and a desire to continue to expand their knowledge and skills throughout their life.
- f. To help children to live together within a community, to develop a sensitivity to others and become responsible, independent people.
- g. To develop in children a positive sense of moral responsibility and self-discipline.

2. **Legislation and Guidance:**

This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- a. **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEN and disabilities.
- b. **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.

3. **Definitions:**

- a. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:
 - i) A significantly greater difficulty in learning than the majority of others of the same age, or
 - ii) A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- b. 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.

4. **Roles and Responsibilities:**

- a. **The Special Educational Needs Co-ordinator (SENDCo).** The SENDCo will:
 - i) Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
 - ii) 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 SEN, including those who have EHC plans.
 - iii) 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.
 - iv) Advise on the graduated approach to providing SEND support using the Somerset Graduated Response Tool (SGRT).
 - v) Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
 - vi) Be the point of contact for external agencies, especially the local authority and its support services.
 - vii) Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
 - viii) Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
 - ix) Ensure the school keeps the records of all pupils with SEND up to date.
- b. **The SEND Governor.** The SEND Governor will:
 - i) Help to raise awareness of SEND issues at governing board meetings.

- ii) Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
 - iii) Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.
- c. **The Headteacher.** The Headteacher will:
 - i) Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
 - ii) Have overall responsibility for the provision and progress of learners with SEND and / or a disability.
- d. **Class teachers.** Each class teacher is responsible for:
 - i) The progress and development of every pupil in their class.
 - ii) 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.
 - iii) Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
 - iv) Ensuring they follow this SEND policy.

5. **SEND Information Report:**

The school currently provides additional and / or different provision for a range of needs, including:

- a. Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
- b. Cognition and learning, for example, dyslexia, dyspraxia.
- c. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- d. Sensory and / or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- e. Moderate / severe / profound and multiple learning difficulties.

6. Identifying pupils with SEND and assessing their needs

- a. Each pupil will be assessed for current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
 - i) Is significantly slower than that of their peers starting from the same baseline.
 - ii) Fails to match or better the child's previous rate of progress.
 - iii) Fails to close the attainment gap between the child and their peers.
 - iv) Widens the attainment gap.
- b. This may include progress in areas other than attainment, for example, social needs.
- c. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- d. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

7. Consulting and involving pupils and parents

- a. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:
 - i) Everyone develops a good understanding of the pupil's areas of strength and difficulty.
 - ii) We take into account the parents' concerns.
 - iii) Everyone understands the agreed outcomes sought for the child.
 - iv) Everyone is clear on what the next steps are
- b. Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

8. Assessing and reviewing pupils' progress towards outcomes

- a. We will follow the graduated approach and the four-part cycle of 'assess', 'plan', 'do', 'review' using the SGRT. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:
 - i) The teacher's assessment and experience of the pupil.
 - ii) Their previous progress and attainment and behaviour.
 - iii) Other teachers' assessments, where relevant.
 - iv) The individual's development in comparison to their peers and national data.
 - v) The views and experience of parents.
 - vi) The pupil's own views.
 - vii) Advice from external support services, if relevant.
- b. The assessment will be reviewed regularly.
- c. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

9. Supporting pupils moving between phases and preparing for adulthood

- a. We share information with the school, college, or other setting the pupil is moving to.
- b. We agree with parents and pupils which information will be shared as part of this.
- c. We support all pupils by preparing them for their next stages in education.
- d. We support all pupils on transition between classes and schools dependent on their needs and we will tailor a transition programme for children with SEND.

10. **Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We will also provide the following interventions:

- a. Emotional Literacy.
- b. Thrive.
- c. Speech and Language.
- d. Working memory activities.
- e. Spelling Detectives.
- f. Individualised Literacy Intervention (ILI).
- g. Precision Teaching.
- h. Maths and Literacy interventions tailored to needs.

11. **Adaptations to the curriculum and learning environment** *(refer to each school's accessibility plan).*

The following adaptations are made to ensure all pupils' needs are met:

- a. Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- b. Adapting our resources and staffing.
- c. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- d. Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

12. Additional support for learning

- a. We have teaching assistants who are trained to deliver interventions such as Emotional Literacy, Early Reading, Phonics and Speech and Language. Teaching assistants will support pupils on a 1:1 basis when a pupil needs this level of support and this is outlined in an EHCP (Education Health and Care Plan). Teaching assistants will support pupils in small groups when pupils need an additional intervention. This can be to support the outcomes in an EHCP or a Provision Map. This can also be part of general class practice to support learning.
- b. We work with the following agencies to provide support for pupils with SEND:
 - i) Educational Psychologists
 - ii) CAMHs
 - iii) Early Help Team
 - iv) PFSAs
 - v) Occupational Health Team
 - vi) Speech and Language Team
 - vii) School Nurses Team
 - viii) SEMH Outreach School
 - ix) Inclusion Helpline

13. Expertise and training of staff

- a. The Federation's SENDCo is very experienced and works as a class teacher in EYFS/Y1/Y2. They have completed the NASENCO qualification. They are allocated four days a week to manage SENDCo provision across the Federation. There are a team of 10 teaching assistants including 4 higher level teaching assistants (HLTAs) across the Federation, who are trained to deliver SEND provision. There are also 3 ELSAs trained to deliver emotional literacy support.
- b. We use specialist staff for Speech and Language and Thrive support.

14. Evaluating the effectiveness of SEND provision

- a. We evaluate the effectiveness of provision for pupils with SEND by:
 - i) Reviewing pupils' individual progress towards their goals each term.
 - ii) Reviewing the impact of interventions after each half term.
 - iii) Monitoring by the SENDCo.
 - iv) Using provision maps and Assess, Plan, Do, Review cycles (ADPRs), to measure progress.

- v) Holding annual reviews for pupils with EHC plans.
 - vi) Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.
 - vi) All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
 - vii) All pupils are encouraged to go on a short residential trip in Years 4 & 6
 - viii) All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
 - ix) No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- b. Please see the school's accessibility plan on the school website for further information.

15. **Support for improving emotional and social development**

- a. We provide support for pupils to improve their emotional and social development in the following ways:
- i) Pupils with SEND are encouraged to be part of the school council.
 - ii) Pupils with SEND are also encouraged to be part of early risers and after school clubs to promote teamwork/building friendships etc.
 - iii) Pupils with SEND are encouraged to be part of the Wellbeing Action Group.
- b. We have a zero-tolerance approach to bullying.

16. **Complaints about SEND provision**

Complaints about SEND provision in the school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- a. Exclusions.
- b. Provision of education and associated services.
- c. Making reasonable adjustments, including the provision of auxiliary aids and services.

17. **Contact details of support services for parents of pupils with SEND**

- a. We have a Parent Family Support Worker attached to our school.
- b. Somerset's Parent Carer forum <http://www.somersetpcf.org.uk> is an umbrella organisation for all parents and carers of children and young people with SEND, disabilities and complex medical needs. They work with Somerset Local Authority, education, health and other professionals and agencies to ensure that delivered services meet the needs of children and their families.
- c. Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) provides information, advice and support about special educational needs and disability (SEND) for parent carers, children and young people (up to the age of 25). The service is free, confidential and impartial: <https://somersetsend.org.uk>
- d. Our local authority's local offer is published on the Somerset Choices website <https://www.somersetchoices.org.uk>

18. **Connections to other Policies and Documents**

This policy links to our policies on:

- a. Accessibility Plan.
- b. Behaviour Policy.
- c. Equality information and objectives Policy.
- d. Supporting pupils with medical conditions Policy.