QUANTOCK
EDUCATION TRUST

STOGURSEY C of E PRIMARY SCHOOL

Grow in Grace and Knowledge

Spaxton
C of E Primary School

Together we Flourish and Achieve

Awaiting

Special Educational Needs and Disabilities (SEND) Policy

DATE: September 2026

POSTHOLDER RESPONSIBLE: Rebecca Skews (SENDCo)

MONITORED BY: Local Governance Committee

DATE RATIFIED BY GOVERNORS: October 2026

AUDIENCE: Staff, parents, pupils

REVIEW DATE: September 2027

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1. Introduction

At Spaxton CofE Primary School and Stogursey CofE Primary School, we are committed to ensuring that every child is valued, included and supported to flourish.

Our vision for pupils with Special Educational Needs and Disabilities (SEND) is the same as for all pupils: that they achieve well, enjoy learning, develop independence, participate fully in school life and lead happy and fulfilled lives. This policy reflects the inclusive ethos of both schools and is underpinned by our Christian values and commitment to providing a nurturing environment where every child can thrive.

We believe that all children have an equal right to a broad, balanced and ambitious curriculum. We use our best endeavours to secure the special educational provision required by pupils whose needs call for provision that is additional to, or different from, that ordinarily available through high-quality teaching.

This policy should be read alongside:

- Accessibility Plan
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Equality Information and Objectives
- Quantock Education Trust SEND Statement

2. Aims

This policy aims to:

- Ensure pupils with SEND achieve the best possible outcomes.
- Identify SEND at the earliest opportunity.
- Provide a clear graduated response to meeting need.
- Promote pupil participation and pupil voice.
- Work collaboratively with parents and carers.
- Ensure all children can access the full curriculum and wider opportunities.
- Clarify the roles and responsibilities of all staff.
- Meet statutory requirements under the SEND Code of Practice (2015).
- Prepare pupils successfully for adulthood and future education.

3. Legislation and Guidance

This policy is based on:

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years (2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010

It also reflects guidance from Somerset Council and the Somerset Graduated Response Tool.

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Rebecca Skews, the SENDCo, The SENDCo holds the National Award for SEN Coordination as required by the Special Educational Needs and Disability Regulations 2014.

4. Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability that prevents or hinders their use of educational facilities generally provided for others of the same age.

Special educational provision is educational or training provision that is additional to or different from that made generally available for other pupils of the same age.

5. Areas of SEND

Provision may be required within four broad areas:

Communication and Interaction
Including:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)

Cognition and Learning
Including:

- Dyslexia
- Dyspraxia
- Moderate Learning Difficulties
- Processing difficulties

Social, Emotional and Mental Health
Including:

- ADHD
- Anxiety
- Attachment difficulties
- Emotional regulation needs

Sensory and/or Physical Needs
Including:

- Hearing impairment
- Visual impairment
- Physical disability
- Medical conditions affecting learning

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6. Educational Inclusion

We have high expectations for all children.

We remove barriers to learning through:

- Inclusive classroom practice.
- Adaptive teaching.
- Reasonable adjustments.
- Specialist interventions.
- Collaborative working with families.
- Personalised support.

Children with SEND are fully included in all aspects of school life, including educational visits, clubs, sporting activities, residential visits, worship, performances and leadership opportunities.

The school admits pupils with SEND in accordance with the Admissions Policy and does not unfairly discriminate against disabled children or those with SEND.

Not all pupils with disabilities have SEND and not all pupils with SEND have disabilities. The school will make reasonable adjustments under the Equality Act 2010 and support pupils with medical conditions in accordance with statutory guidance.

The school has an Accessibility Plan which outlines how access to the curriculum, physical environment and information will be improved for disabled pupils.

7. Identification and Assessment

Early identification is essential. All staff are responsible for identifying pupils who may have SEND.

Identification may arise through:

- Teacher observations
- Assessment data
- Pupil progress meetings
- Parent concerns
- Pupil voice
- Medical information
- Information from previous settings
- External professional advice

Where concerns are identified, class teachers will discuss these with the SENDCo and family before determining appropriate support.

8. Graduated Response – Assess, Plan, Do, Review

Both schools follow Somerset's Graduated Response Framework and SEND Code of Practice.

Support follows the cycle:

Assess

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Information is gathered from:

- Teacher assessment
- Observations
- Parent views
- Child's views
- Assessment data
- External agencies

Plan
Outcomes and support strategies are agreed with parents, staff and pupils.

Do
Support is implemented and monitored.
Review
Impact is evaluated and next steps identified.

This process is repeated and refined over time to ensure provision matches need.

9. SEND Support

When a pupil requires support additional to Quality First Teaching, they will be placed on the SEND Register at SEND Support.

Support may include:

- Precision Teaching
- Speech and Language programmes
- Reading and phonics interventions
- Social communication programmes
- Emotional literacy support
- Working memory interventions
- Maths interventions
- Targeted SEMH support
- Small group or individual provision
- Access to specialist equipment

Provision is recorded through APDR documentation.

10. Access to the Curriculum

Teachers are responsible and accountable for the progress and development of all pupils.

We adapt teaching through:

- Scaffolded learning
- Adaptive teaching approaches
- Visual timetables
- Pre-teaching of vocabulary
- Chunking information
- Assistive technology
- Alternative recording methods

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- Additional processing time
- Adult support where appropriate

High-quality teaching remains the first response to SEND.

Reasonable adjustments will be considered and implemented for statutory assessments where pupils meet the relevant criteria.

11. Education, Health and Care Plans (EHCPs)

Where a pupil has significant and persistent needs which cannot be met through ordinarily available provision and SEND Support, a request for an Education, Health and Care Needs Assessment may be made.

Evidence submitted may include:

- APDR cycles
- Progress information
- Provision maps
- Professional reports
- Parent views
- Child's views

If an EHCP is issued:

- Provision will be implemented fully.
- Outcomes will be monitored regularly.
- Annual Reviews will be undertaken in accordance with statutory timescales and recommendations submitted to Somerset Council following each review.
- Parents, pupils and professionals will be involved in review meetings.

12. Partnership with Parents and Pupils

We recognise parents as key partners in their child's education.

We promote effective partnerships through:

- Regular communication
- Parent consultations
- APDR review meetings
- Annual Reviews
- Transition meetings
- Accessible SEND information

Pupil voice is central to our approach. Children are encouraged to:

- Share their views
- Contribute to targets
- Evaluate support
- Participate in review meetings where appropriate

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The school recognises that looked after and previously looked after children may have SEND and will work closely with the Virtual School and relevant agencies to ensure needs are identified and supported promptly.

13. Transition Arrangements

Effective transition planning supports successful outcomes.

Support may include:

- School Entry Plans
- Enhanced transition visits
- Transition booklets
- Meetings with receiving settings
- Information sharing with consent
- SENDCo liaison between settings

Year 6 pupils with SEND will receive enhanced transition support, where appropriate.

14. Roles and Responsibilities

Local Governing Committees

The governing committees will:

- Monitor SEND provision.
- Ensure statutory requirements are met.
- Support strategic development.
- Monitor impact and outcomes.

SEND Governors

SEND Governors will:

- Meet regularly with the SENDCo.
- Monitor SEND provision.
- Report to the governing committee.
- Support policy development.

Our SEND link Governors are: Andrew Watson (Spaxton) and Elizabeth Moorsom (Stogursey)

SENDCo

The SENDCo, Rebecca Skews, will:

- Lead SEND provision across both schools.
- Coordinate support and interventions.
- Maintain SEND records.
- Liaise with families.
- Support staff.
- Coordinate APDR cycles.
- Liaise with external agencies.
- Oversee EHCP processes.
- Support transitions.

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Class Teachers
Class teachers are responsible for:

- The progress and development of every child.
- Delivering high-quality teaching.
- Implementing agreed support strategies.
- Working with parents and the SENDCo.
- Reviewing outcomes and adapting provision.

15. Additional Support and External Agencies

We work closely with:

- Educational Psychology Service
- Learning Support Team
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Autism and Communication Service
- CAMHS
- SEMH Advisory Team
- School Nursing Team
- Children's Social Care
- Somerset SENDIAS
- Virtual School

16. Monitoring and Evaluation

The effectiveness of SEND provision is evaluated through:

- APDR reviews
- Progress data analysis
- Intervention impact assessments
- Learning walks
- Book looks
- Pupil voice
- Parent feedback
- SEND Governor monitoring
- Annual EHCP reviews

The SENDCo will provide regular reports to school leaders and governors.

17. Emotional Wellbeing

Both schools are committed to supporting positive mental health and wellbeing.

Support may include:

- Nurture provision
- Emotional literacy programmes
- ELSA-informed approaches

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- Pastoral support
- Safe spaces and trusted adults
- SEMH interventions

We maintain a zero-tolerance approach to bullying and discrimination.

18. Complaints about SEND Provision

We hope concerns can be resolved quickly through discussion and partnership.

Concerns should be raised in the following order:

1. Class Teacher
2. SENDCo (Rebecca Skews)
3. Executive Headteacher

If issues remain unresolved, parents may follow the Trust's formal complaints procedure, which can be found here: Trust's Complaints Policy and seek independent advice from Somerset SENDIAS.

Parents also have the right to appeal to the First-tier SEND Tribunal, where appropriate.

19. Local Offer

Further information regarding SEND provision and services can be found through:

- Somerset Local Offer
- Somerset SENDIAS
- School SEND Information Reports
- Quantock Education Trust SEND Statement

The school SEND Information Report is reviewed annually and published on the school website in accordance with Regulation 51 of the Special Educational Needs and Disability Regulations 2014.

20. Monitoring and Review of this Policy

This policy will be reviewed annually by:

- The SENDCo
- Senior Leaders
- SEND Governors
- Local Governing Committees

It will also be updated in line with local authority guidance and legislative changes.

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