



## Stogursey C of E Primary and Pre-School

### Special Educational Needs and Disabilities (SEND) Policy

#### SEND policy

**LINKS WITH OTHER POLICIES:** Accessibility plan, Supporting pupils with medical conditions policy, Behaviour policy, The Quantock Education Trust SEND Statement

**DATE:** Dec 2025

**POSTHOLDER RESPONSIBLE:** Rebecca Skews (SENDCo)

**MONITORED BY:** Local Governing Committee

**DATE RATIFIED BY GOVERNORS:** TBC

**AUDIENCE:** Staff, parents, pupils

**REVIEW DATE:** 3 July 2026

***Being the best we can be together!***

At Stogursey Primary and Pre-School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our vision for children with special educational needs and disabilities is the same as for all children – that they achieve well at school and lead happy and fulfilled lives.

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## **Introduction**

Stogursey C of E Primary and Pre-School has a named SENDCo, Mrs R Skews, and a named SEND Governor, Ms Caroline Hawkes, who work together to ensure that the Stogursey Special Educational Needs and Disabilities policy works within the guidelines of the SEND Code of Practice (2015), the Quantock Education Trust, the Local Authority (Somerset), and other policies current within our school.

At Stogursey, we believe that all children have an equal right to a full and rounded curriculum which enables them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils where required—provision that is additional to and different from that provided within quality first teaching—to better respond to the four broad areas of need identified in the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or Physical needs

## **What are Special educational needs?**

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that which is made generally for others of the same age in a mainstream setting (Children and Families Act 2014; SEND Code of Practice 2015).

## **Aims and Objectives**

We aim to:

- Create an environment that meets the special educational needs of each child so they can achieve their full potential and engage in activities alongside their peers.
- Ensure the special educational needs of children are identified at the earliest possible stage, understood, assessed and provided for.
- Ensure that our children are involved in the process, with views sought and considered (pupil voice).
- Clarify the roles and responsibilities of all involved in the process (home, school, preschool and external agencies).
- Provide reasonable adjustments to enable all children to have full access to all elements of the curriculum and wider school life.



## **Educational Inclusion**

We have high expectations for all pupils and provide excellence and enjoyment through our curriculum for all. We seek to remove barriers to learning and participation so that all pupils feel valued. Through appropriate provision we recognise that children have different needs and aspirations, require different strategies for learning, acquire and communicate information at different rates, and need a range of teaching approaches and experiences.

We designate a member of staff to be the Special Educational Needs and Disability Co-ordinator (SENDCo) and ensure that the SENDCo is a member of the school's leadership team.

## **Identification and Assessment**

Provision for children with SEND is a matter for the whole school and preschool. The Local Governing Committee, the Head of School, the SENDCo and all other members of staff—particularly class teachers, key persons and teaching assistants—have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

On entry, children's current levels of attainment and development are assessed to build on prior learning from previous settings and/or preschool. Where a child already has an identified special educational need, a School (or Preschool) Entry Plan meeting will be held. Information will be transferred from previous settings and parents/carers to inform provision, establish starting points and identify actions to support the child within class. Ongoing observation and assessment provide regular feedback to plan next steps. Early identification is a priority.

## **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, including the National Curriculum (or the Early Years Foundation Stage in preschool), which is differentiated and scaffolded to promote success. Lessons have clear objectives; staff differentiate appropriately and use assessment to inform next steps. Support is provided in a manner that enables pupils to share the same learning experiences as their peers wherever possible, with small-group or one-to-one support deployed when it will maximise learning.

## **Interventions**

The SENDCo and the class teacher (or preschool key person) will decide on the action needed to help the child to progress in light of earlier assessments. This may include different learning materials or equipment, small-group or individual support, additional adult time to plan, monitor and review interventions, staff training to introduce more effective strategies, and access to Local Authority support services for advice.



## **Provision and Funding**

We follow a graduated response using the Assess–Plan–Do–Review (APDR) cycle. When a pupil is not making expected progress through quality first teaching, support that is additional to or different from that ordinarily available is provided and the pupil is placed at SEN Support. Identification may be triggered by concerns about limited progress despite targeted teaching, difficulties in developing English or Maths skills, persistent social, emotional or mental health needs impacting learning, sensory/physical difficulties, or communication/interaction needs.

Funding for pupils at SEN Support is delegated to the school through the main budget. For pupils with more significant and persistent needs, additional funding may be provided through an Education, Health and Care Plan (EHCP). In preschool, early years high-needs funding can be applied for where appropriate.

## **Education and Health Care Plan (EHC Plan)**

Where a child's needs are complex and/or persistent despite targeted support, the school or preschool (or parents) may request a statutory needs assessment from Somerset. Evidence will include the child's progress over time, documentation of need, actions taken and their impact, and reports from education, health and social care professionals. If an EHCP is issued, it will be reviewed at least annually with the child and parents, and all involved agencies.

## **Roles and Responsibilities**

The Head of School, Local Governing Committee and SENDCo are responsible for the strategic development of SEND policy and provision to raise the achievement of pupils with SEND. The SENDCo meets regularly with the SEND Governor to review policy and plan developments.

The responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Ensuring provision enables access to all curriculum areas and wider school life (including PE, educational visits, school council and extracurricular activities).
- Advising and supporting colleagues and managing teaching assistants.
- Maintaining accurate records for children with SEND and the SEND register.
- Liaising with parents and carers.
- Coordinating and contributing to staff training.
- Liaising with external agencies including Educational Psychology, Integrated Therapy Services (Speech and Language Therapy, Occupational Therapy, Physiotherapy), CAMHS/SEMHS, Learning Support Services, Social Care and Health services.
- Liaising with designated teachers for Looked After Children and for medical needs.
- Supporting smooth transitions within and beyond the school (including preschool to Reception and to Key Stage 3).



## Stogursey C of E Primary and Pre-School



Named personnel: Headteacher – Mrs Rachel Rood; SENDCo – Mrs Rebecca Skews ; SEND Governor – Ms Caroline Hawkes

### Allocation of resources

The Head of School, in consultation with the SENDCo, is responsible for the operational management of resourcing for SEND within the school, including provision for pupils with EHCPs.

### Partnership with Parents and Children

We work closely with parents and carers, recognising the value of their knowledge and contributions. We promote an active partnership through regular communication, termly reviews, and opportunities to meet with the SENDCo. Children are encouraged to take responsibility for their learning, contribute their views (pupil voice) and help set and review targets.

Information about the Somerset SEND Local Offer and SENDIAS is available via the school's website and on request from the school office.

### Monitoring and Reviewing

The SENDCo monitors the movement and progress of pupils within the SEN system and provides staff and governors with summaries of impact. Class teachers and the SENDCo review individual plans termly through the APDR cycle. The LGC reviews this policy annually.

### Complaints about SEND provision

Concerns regarding a child's SEND provision should be raised initially with the class teacher or preschool key person, then with the SENDCo (Rebecca Skews) or the Head of School (Rachel Rood). The school's complaints policy outlines the formal procedure. Parents of pupils with disabilities may make disability discrimination claims to the First-tier SEND Tribunal regarding exclusions, provision of education and associated services, or reasonable adjustments.

### Approvals

Approved on behalf of: Local Governing Committee (Chair) (Signature)

\_\_\_\_\_ Date: \_\_\_\_\_

Approved on behalf of: School (Head of School) (Signature) \_\_\_\_\_

Date: \_\_\_\_\_

Approved on behalf of: SENDCo (Signature) \_\_\_\_\_ Date:

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