Special Educational Needs and Disability Policy 2025

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Written by: Eloise Jeakings, SENDCO, based on the SEND Code of Practice (2014).

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND),
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Little Paxton Primary school provides a broad and balanced curriculum for all pupils. At Little Paxton Primary School we recognise that for pupils with SEND to realise their potential they need targeted support throughout their time with us.

2. Legislation and guidance

This policy and information report is based on:

- The statutory Special Educational Needs and Disability (SEND) Code of Practice (2014)
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, the SEND coordinator (SENDCO) and the SEND information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them (SEND CoP 2015).

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or,
- 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.

Special educational provision is education 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

The SENDCO has responsibility for overseeing and supporting all staff at school to enable pupils to access all areas of the curriculum. Under the Child and Family Act (2014) the school governing body must use their best endeavours to ensure that special educational provision is made.

The SENDCO is Eloise Jeakings

The SENCDO will:

- Work collaboratively with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive personalised support and quality first teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, the local authority and specialist support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about next steps for their child's education and a smooth transition is planned.

- 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.
- Ensure the school keeps the SEND register up to date.

The SEND governor works with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school. They help to raise awareness of SEND issues at governing board meetings, they monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.

The head teacher works with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school. They also have overall responsibility for the provision and progress of learners with SEND.

At Little Paxton Primary School class teachers and teaching assistants regularly receive training to enhance their knowledge and understanding of SEND. It is important for class teachers to have a clear understanding of individual pupils' needs and we recognise the importance of staff development. At Little Paxton Primary School class teachers:

- Have high aspirations for all pupils.
- Monitor the progress and development of every pupil with SEND.
- Adapt the curriculum so that learning is inclusive.
- Work closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Read appropriate guidance on specific needs.
- Take advice from professionals working with the pupil and implement advice in the classroom.
- Meet with parents to set goals, share knowledge and evaluate targets.
- Attend staff training in line with the school development plan.
- Use ongoing assessments to monitor progress and set targets.
- Work with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Report concerns and progress to the SENDCO to discuss any further support the pupil may need.
- Ensure they follow the SEND policy.

5. Monitoring arrangements

This policy and information report will be reviewed by Eloise Jeakings, SENDCO, annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

6. Links with other policies and documents

This policy should be read in conjunction with the following school policies

- Behaviour policy
- Equality policy

- Safeguarding and child protection policy
- Complaints policy