Even Swindon Primary School
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Special Educational Needs and Disability Policy
Revised October 2025

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Special Educational Needs Coordinator (SENDCo)
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The Special Educational Needs Governor (SEN Governor)
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This policy should be read in conjunction with the SEND Information Report published on our school website.
http://www.evenswindon.org.uk/

This policy complies with the statutory requirement laid out in **The Special Educational Needs and Disability 0-25 code of practice, 2014** and has been written with reference to the following guidance and documents:

- **The Children and Families Act 2014**
- **Equality Act 2010**

Introduction
At Even Swindon Primary School, we are inclusive. We aim to embrace the needs of all pupils through a whole school approach to special educational needs. We ensure that all children receive a high quality and ambitious education regardless of need or disability and believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive leaners both in and out of the classroom.

The definition of special educational needs (SEN) in the **SEND code of practice (2014)** is:

- 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 of compulsory school age or young person has a learning difficulty or disability if he or she:
    - has significantly greater difficulty in learning then the majority of others of the same age, or
    - has a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

- For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has special educational needs if they fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Many children and young people who have SEN may have a disability under the Equality Act 2010, that is "… a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

Aim
Even Swindon Primary school aims to embrace the needs of all pupils through a whole school approach to special educational needs and disabilities (SEND). Raising the aspirations and expectations for all pupils with special

educational needs and disabilities by focusing on outcomes for children, not just hours of provision and support.

We are committed to the inclusion of all our pupils in a broad and balanced curriculum, made accessible through adapting and scaffolding teaching and learning activities.

To achieve this, we need to:

- Develop a 'whole school, whole pupil' approach to the management and provision of support for special educational needs.
- To ensure that all pupils have access to a broad and balanced curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To work within the guidance provided in the SEND code of practice, 2014.
- To use the Swindon Core Standards for SEND alongside the Blue Kite Academy Trust SEND Graduated Response document to outline and document a graduated response in the four main areas of need.
- To provide support and advice for all staff working with special educational needs.
- To enable parents to play their part in supporting their child's education.
- To enable our children to have a voice in this process.
- To develop and maintain partnerships with a range of professionals supporting the children in our school.

We recognise that many pupils will have special needs at some time during their school life.

In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Inclusion

We are an inclusive school and want to promote a sense of community and belonging through:

Our values

A broad and balanced curriculum; high expectations; systems for early identification and removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Appropriate curricular provision

We respect the fact that children:

• have different educational and behavioural needs and aspirations;
• require different strategies for learning;
• acquire, assimilate and communicate information at different rates;
• may need reasonable adjustments as per the Equality Act 2010;
• need a range of different teaching approaches and experiences.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have special educational needs / disabilities. Additional interventions and support may also be put in place to support pupils.

Identification

The Early Years Framework and National Curriculum are our starting point for a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose progress and attainment falls significantly outside the expected range may have special educational needs. All pupils' progress is regularly monitored by the teacher throughout the year. Where progress continues to be less than expected for a pupil, the teacher will work with the SENDCo to support the pupil

High quality first teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have special educational needs/ disabilities. The DfE Code of Practice (2015) states:

> "High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less."

In practice, this includes (but is not limited to):

- ensuring lessons are planned meet the needs of all learners
- adaptive teaching; using in the moment assessment of children's ability to support and challenge all learners
- the use of modelling, scaffolding and questioning to ensure learners engage with
- high level critical thinking skills
- use of individual, small group and whole task discussions
- use of positive praise and whole school behaviour management

We value the crucial information that parents/carers hold about their child. In the process of identifying potential special educational needs, we will invite parents to meet with the class teacher to gather further information about their child. Parental voice is prioritised and we will work collaboratively with parents to plan provision for their child. We are fully committed to working in

partnership with parents and carers as this approach can lead to higher aspirations and attainment for a child.

Where a pupil is identified as having SEND, we will act to remove barriers to their learning and put effective SEND provision in place. Following parental permission, we will record children's names on the Special Educational Needs register.

Targeted Support for pupils with SEND – a graduated approach

Targeted support in most cases means adapted delivery, questions, resources, or tasks managed by teachers in class settings, without additional adults. It may also involve in class support or targeted group interventions, such as literacy and numeracy catch up groups, or work on areas such as social skills, self-esteem and speaking and listening.

Even Swindon has achieved the Dyslexia Friendly School quality mark and we continue to focus on accessible learning environments, implementing a range of teaching strategies, scaffolding learning activities and providing a variety of resources to support pupils and promote independence, in all lessons.

Teachers understand that all children learn differently and provide a range of activities that can be completed in alternative ways for example; bullet points, mind maps, power point presentations, storyboards or pictures, oral presentations to the class. Often giving children the opportunity to choose activities that suit their individual learning styles or specific needs.

We follow a cycle of assessing the child, planning what to do, doing what is needed and then reviewing the process. This is the Graduated Response to SEND (Assess, Plan, Do, Review).

The Swindon Core Standards documents for education settings provide a framework that the school will use to evidence this approach, alongside our Individual support plan process.

Early decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what best enables the pupil to make good progress and secure a good outcome, in line with a graduated approach to meeting their needs. This information is shared with parents/carers during regular meetings. Alternatively, children may have targets set as part of the Early Help process and these will be reviewed regularly, around every 6 weeks. For those children with an EHCP, an annual review will also occur.

Early identification is vital. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for children. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation, keeping them informed at regular opportunities of developments and drawing upon them for additional information. At this stage, we may initiate the Early Help process with an assessment record, with the aim of bringing together family and professionals to identify a child's needs and work out a plan of support.

Many of the children who join us have already been in early education. In some cases, children join us with their needs already assessed. We will work closely with previous settings and ensure good communication so that we can be proactive in meeting the needs of children with SEND in our setting

If the pupil has more specific needs, the SENDCo may refer the child for assessment by another professional. This could be one or more of the following:

- Educational Psychologist
- Speech & Language Therapist
- SEMH (Social, Emotional and Mental Health) Support
- Occupational therapist
- Physiotherapy
- Blue Kite Lighthouse Inclusion Team
- Cognition and Learning Advisory Support Service
- Targeted Mental Health Service (TaMHS)
- Hearing or visual impairment support
- School nurse
- Play Therapist
- Outreach support from a specialist setting
- Hearing impairment Team
- Visual Impairment Team
- Multi agency safeguarding hub

Parent/carer permission will be sought prior to any referrals being made and parents/carers will be kept up to date with any referrals and any notes of visits will be shared. Actions will then be put in place as suggested and reviewed regularly.

Most children with special educational needs and/or disabilities will have their needs met within the school. However, in a small number of cases the child's special educational needs will, despite an individualised programme of sustained support, have demonstrated a significant concern. In this instance, some children may require an Education, Health and Care Plan (EHCP). The SENDCo will discuss with the parents, whether they agree to the school applying to the Local Authority for a Statutory Assessment of the child's needs to be carried out. This may result in an EHCP being issued, the purpose of which is to make sure the special educational provision meets the special educational needs of the child, and as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child;
- provide a full description of the child's special educational needs and any health and social care needs;
- establish outcomes across education, health and social care based on the child's needs and aspirations;
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

The impact of support for children with SEND is monitored in a variety of ways:
• Assessment for learning is used by teachers to reflect on the progress of all children, including those with SEND, on a continuous basis
• For children working below age-related expectations, gaps in learning are identified and progress monitored by assessing children against previous year groups expectations
• ISPs (Individual Support Plans) are reviewed regularly with parents.
• The impact of interventions are assessed on an individual basis through data sheets prepared for discussion at pupil progress meetings.
• Pupil progress meetings occur three times a year with class teachers and the Senior Leadership Team to identify any emerging concerns and reflect on and adapt any support and interventions that are in place.

Access to the Curriculum
All children have an entitlement to a broad and balanced curriculum, which is adapted to enable them to:
▪ understand the relevance and purpose of learning activities;
▪ experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we adapt work appropriately, providing scaffolding and models and we use assessment to inform the next stage of learning
We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with Parents/Carers
• The school prospectus and website contain details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents.
• At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take account of the wishes and knowledge of parents at all stages, recognising that parents hold valuable information about their child. We encourage parents to make an active contribution to their child's education and will have a meeting when identifying whether a child may need special educational provision. They ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We incorporate the views of parents.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear about the child's next steps.
- The child's views are incorporated, where appropriate.

Pupil participation

• In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

• Children are involved at an appropriate level in setting targets in their Individual Support Plans. They are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life

Staff Training

Our SENDCo has achieved the NASENCO (National Award for SEN Coordination). She works closely with the other SENDCos in both the Blue Kite Trust, and other Swindon Schools, sharing good practice and developing knowledge. Attending SEND BRICKS meetings, SENDCo network meetings and conferences, keeps our SENDCo up to date on training and the latest information.

All teachers and TAs receive in house training from the SENDCo on supporting children with SEND. Areas of development are identified through Teacher and TA appraisals, monitoring of the impact of interventions and booster sessions, observations of teachers and TAs and pop-ins.

Staff across the school have received training including, but not limited to:

- AET Understanding Autism Training
- Sign along
- Intensive Interaction
- Curiosity based learning
- Colourful Semantics
- Emotion Coaching
- Team teach
- ADHD

Staff who attend training will feedback through staff meetings to develop expertise among all staff.

Monitoring and review

• The SENDCo monitors the movement of children within the SEND system in school and liaises with Senior Leadership Team and the SEND Team about the practice happening within school.

• The SENDCo supports teachers in provision and support for children with SEND. The SENDCo and the headteacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also meet.

• The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough evaluation of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Supporting Transition

We will support children transitions between year groups and settings. Information will be gathered and shared and plans put in place to ensure a smooth transition.

Enhanced transitions are available for those children that require extra support when transitioning between year groups or settings. This could include: additional visits to our setting; transition booklets with photographs and key information for the pupils to share; the SENDCo attending any Early Help meetings; liaising with current settings prior to the children starting at our school and/or additional opportunities for pupils to meeting with their new teacher or children already in their year group setting.

We encourage any parents who feel their child may need an enhanced transition to contact the school office, if they are a new pupil, or their child's class teacher if they are an existing pupil at our school.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that

'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. We strive to be a fully inclusive school and all children will be treated according to their needs in line with the school's policy for equal opportunities.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the provision for their child, they should first discuss this with the class teacher. If this proves unsuccessful an appointment can be made by them to speak to the SENDCo and/or the Headteacher who will be able to advise on formal procedures for complaint.

Signed: Lucy Butcher
Date: October 2025
SEN Policy Review: October 2026