



A member of
the **bdot** family

EAST MORTON CE PRIMARY SCHOOL

SEND Policy

This policy applies unless overridden by any other emergency response guidance, which is in place.

Review Date: May 2026

Next Review: May 2027

School Vision

All are inspired to achieve their full potential in our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

Core Values

At East Morton, 'Love' is our core value and it is from love which all of our six key values flow:

- Hope
- Peace
- Generosity
- Community
- Wisdom
- Justice

2. Legislative Framework and Guidance

This policy complies with and should be read alongside:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Supporting Pupils at School with Medical Conditions (DfE guidance)

3. Definition of SEND

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them. This provision is additional to or different from that normally available to pupils of the same age.

The four broad areas of need are:

Communication and Interaction

Including speech, language and communication needs and autism spectrum condition.

Cognition and Learning

Including moderate, severe or profound learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health (SEMH)

Including anxiety, depression, behavioural difficulties and attachment needs.

Sensory and/or Physical Needs

Including visual or hearing impairments and physical disabilities.

We recognise that pupils may have needs in more than one area.

4. Roles and Responsibilities

Governing Body

The governing body will:

- Ensure appropriate provision is made for pupils with SEND
- Monitor the effectiveness of this policy
- Appoint a SEND governor
- Ensure compliance with statutory duties

Headteacher

The headteacher will:

- Oversee the day-to-day implementation of this policy
- Ensure staff are supported and trained
- Report to governors on SEND provision

SENDCo

The SENDCo will:

- Oversee the day-to-day operation of the SEND policy
- Coordinate provision and interventions
- Maintain the SEND register
- Monitor progress and outcomes
- Liaise with parents, staff and external agencies
- Support staff with strategies and training

Teachers

Teachers will:

- Deliver high-quality, adaptive teaching
- Identify pupils with potential SEND

- Implement agreed provision
- Monitor and review progress
- Communicate with parents

Teaching Assistants

Teaching assistants will:

- Support pupils under teacher direction
- Assist with monitoring progress
- Contribute to reviews and assessments

5. The Graduated Approach (Assess–Plan–Do–Review)

We follow a cyclical graduated approach:

Assess

- Use teacher assessment, data and observations
- Consider views of parents and pupils
- Involve external professionals where appropriate

Plan

- Set clear outcomes
- Agree strategies, interventions and support
- Share plans with parents and staff

Do

- Class teacher retains responsibility for learning
- Interventions are delivered as planned
- SENDCo supports implementation

Review

- Evaluate progress towards outcomes
- Adjust provision as needed
- Involve parents and pupils in discussions

This cycle is repeated regularly to ensure progress.

6. Identification of SEND

We identify SEND through:

- Ongoing formative assessment
- Progress data analysis
- Teacher observations
- Discussions with parents
- Information from previous settings
- External agency input

Early identification is a priority.

7. Provision and Support

Provision for pupils with SEND may include:

- High-quality adaptive teaching
- Targeted small group interventions
- Individualised support programmes
- Assistive technology and resources
- Environmental adaptations

Provision is:

- Evidence-informed
- Time-limited where appropriate
- Regularly reviewed for impact

8. Education, Health and Care Plans (EHCPs)

Where a pupil requires provision beyond what the school can provide, an EHCP may be requested.

The school will:

- Work with the local authority during assessment
- Contribute evidence for applications
- Implement provision outlined in the EHCP
- Hold annual reviews

- Plan for transitions

9. Working with Parents and Pupils

We value strong partnerships with parents and pupils.

We will:

- Involve parents in decision-making
- Provide regular updates on progress
- Invite parents to review meetings
- Support pupils to express their views

10. Monitoring and Evaluation

We evaluate SEND provision through:

- Progress data and attainment
- Intervention impact reviews
- Observations and learning walks
- Pupil and parent feedback
- SENDCo monitoring

Outcomes are used to inform future provision.

11. Admissions

Admissions are managed in line with local authority procedures. Pupils with SEND are not disadvantaged and reasonable adjustments are made in accordance with the Equality Act 2010.

12. Supporting Pupils with Medical Conditions

We ensure that pupils with medical conditions are fully supported through:

- Individual healthcare plans
- Staff training where required
- Close liaison with healthcare professionals and families

13. Inclusion and Access to the Curriculum

All pupils with SEND:

- Access the full curriculum where possible
- Are included in extracurricular activities
- Participate in school trips and events

Reasonable adjustments are made to support full participation.

14. Social, Emotional and Mental Health Support

We support SEMH through:

- Pastoral support systems
- Positive behaviour approaches
- Anti-bullying strategies
- Access to external services where needed

15. Working with External Agencies

We work with:

- Educational psychologists
- Speech and language therapists
- Health and social care professionals
- Local authority services

External advice informs provision.

16. Training and Resources

We ensure staff receive:

- Regular SEND training
- Updates on best practice
- Support from the SENDCo

Resources are allocated strategically to meet needs.

17. Complaints Procedure

If concerns arise:

1. Speak to the class teacher
2. Contact the SENDCo
3. Escalate to the headteacher
4. Follow the formal complaints procedure

Parents may access mediation and tribunal services where appropriate.

18. Safeguarding

We recognise that pupils with SEND may be more vulnerable. Safeguarding procedures are followed at all times in line with school policy.

19. Links with Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Accessibility Plan
- Medical Needs Policy
- SEND Information Report

20. Review of Policy

This policy is reviewed annually to ensure it remains compliant and effective.

Headteacher: Anne Proctor

Governor Approval: Alison McGonigle

Date: May 2026

Review date: May 2027