

# North Petherton Community Primary School SEND policy



Version 2

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Chair of governors: Jodie Scarrott

Headteacher: Melanie Lawson



# Special Educational Needs and Disabilities (SEND) Policy 2025-2026

## Aims

At North Petherton Primary school we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

The Code of Practice (2014 – revised 2015) states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living and fulfilling lives
- Makes a successful transition into adulthood, whether into employment further education or training

North Petherton believes that all children with Special Educational Needs & Disabilities must have their needs recognised, assessed, with appropriate and timely intervention put into place. At North Petherton we strive to deliver a fully inclusive curriculum to:

- Provide suitable learning challenges
- Meet the children's diverse learning needs
- Remove barriers to assessment and learning

## Objectives

Provision for children with SEND is a **whole school matter**. In line with the new Code of Practice, North Petherton will:

- Ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEND Code of Practice 2015, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs ( Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2018, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEND
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

## Definitions of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 made generally for others of the same age in a mainstream setting in England.
- **Disability:** 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.’

## Identification of SEND

The identification of SEND is embedded in the **whole school** process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

## Implementation of the policy

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEND provision an integral part of each School Development Plan.
- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the individual.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Enabling all SEND students to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- The quality of teaching students with SEND and progress made by students is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND.
- Regular monitoring of the progress and development of all pupils throughout each school.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing is in place for pupils with SEND.

- Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the Schools' SEND provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

## **Roles and Responsibilities**

The school's Governing Body and Senior Leadership Team will ensure that SEND provision is an integral part of the school development plan, that this policy is reviewed regularly and that they are informed annually about the numbers and progress of SEND children.

**Nic van Cole – SENDCo**

**Tracy Evans – SEND Governor**

## **Access to Facilities and Provision**

Please refer to school's accessibility policy which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils.
- Both buildings have toilets suitable for disabled access.
- Medicines are kept in appropriate storage in the office and monitored and administered by the office staff. *Regular medicines (e.g. inhalers) are kept in the teachers' cupboard.*
- Ramps ensure access to key areas of the school
- Staff are trained to support children with specific medical or educational needs.

## **Allocation of Resources**

The head teacher and SENDCo are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, Pupil Premium to provide high quality appropriate support for pupils with SEND.

## **Access to the Curriculum – High Quality Inclusive Teaching**

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. **SEND Code of Practice 2015**

The broad and balanced curriculum is differentiated to enable all children to access learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Pupils with

SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

## **Somerset SEND Local Offer**

A Local Offer gives children and young people with SEND, and their families, information about what support services the local authority think will be available in their local area. It gives you support, signposting and guidance to help you and your child navigate the complex world of SEND.

Somerset SEND Local Offer can be found here:

[Somerset Local Offer](#)

## **Identification, Assessment, Planning and Review Arrangements**

North Petherton Community Primary School follows the graduated approach of Assess, Plan, Do and Review (APDR) as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. Provision tracking outlines all SEND support and is updated each term.

The following are **not** SEND but may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of Pupil Premium
- Being a Child Looked After
- Being a child of service personnel

## **SEND identification – Assess, Plan, Do, Review (APDR)**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. A child may be raised as a concern at any time, however, termly pupil progress meetings support the early identification of pupils who may have SEND and strategies/interventions may be suggested in the first instance. A system known as APDR (Assess, Plan, Do, Review) is used in order that children's progress can be closely monitored.

Where concerns around a child have been raised by home or school then a discussion will take place between the class teacher and parents. This conversation may be supported using 'Quick Checkers' to identify school and home concerns in the 4 broad areas of need.

## [Quick Checkers - 4 broad areas of need](#)

Class teachers will trial different strategies from the Somerset Graduated Response Tool which is a supportive document which outlines support that your child may receive from any Somerset school at both a universal level and a SEND support level.

## [Somerset Graduated Response Tool](#)

If concerns continue, then an initial concerns form is filled out for the SENDCo. The SENDCo will then discuss needs with class teacher and then arrange a lesson observation and/or follow up assessments if needed. They may also recommend some other provision to be put into place first and meet with you to discuss/feedback.



### Assess

The class teacher, sometimes working with the SENDCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents/carers will be asked to contribute to the assessment.

### Plan

Parents/carers will be notified about their children's needs. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. Individual targets will be set and reviewed recorded on a Learning Support Plan where appropriate.

### Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCo will support the above if necessary.

### Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held at least three times per year. The class teacher will revise the support in light of the pupil's progress, supported by the SENDCo when needed. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. The SENDCO may carry out some in-house assessments and observations and this will then feed into referral to the following services - Educational Psychology Service, School Health and Paediatricians, Learning Support Services (LSS), Occupational Therapists (OT), Speech and Language Therapists (SALT) and, when appropriate, Social Services and the Children Looked After Team (Virtual School).

### The Graduated Approach



The Graduated Approach is 'a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.' Code of Practice 6.44. Progress should be monitored at every stage of the graduated response process.

## Education, Health and Care Plans (EHCP)

Most children and young people with special educational needs and/or disabilities will have their needs met in local mainstream early years settings, schools or colleges through SEND support offered as part of the school's own provision. Somerset's Graduated Response Tool provides information on how education settings can provide this support.

Find more information and support around the graduated response to SEND, see the [Somerset Graduated Response Tool and supporting documents](#).

In exceptional circumstances where provision cannot reasonably be provided through services that are normally available, it may be necessary to request an Education, Health and Care plan (EHC plan) needs assessment, to find out whether an EHC plan is required.

A strong request for assessment will include evidence of a completed full graduated response and will include multiple pieces of evidence detailing how previous support that was put in place has not been effective for the child/young person over a period of time, for example, numerous assess, Plan, Do, Review (APDR) cycles.

An Education, Health and Care needs assessment may be required for children and young people with SEND aged 0 to 25 if the following apply.

The child or young person:

- Has severe and/or complex long-term needs
- Requires provision and resources which are above those [ordinarily available](#) in their educational setting
- Requires intensive and longer-term help and support from more than one agency
- Is making limited or no educational progress, despite evidence of high levels of support and purposeful interventions

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil using APDR process, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

Further details on provision for pupils with SEND can be found in the school SEND Information Report. This document can be found on the school website and within the school prospectus. It outlines the provision North Petherton Community Primary School makes for all pupils with SEND and how staff at the school work with parents and carers to best support SEND pupils.

The below checklist is something SENDCos provide with a request from school. It can be a useful document to look at if you believe your child meets the criteria above and are a parent considering if your child needs an EHCP.

[Checklist of evidence needed for EHCP process](#)

## Transition Arrangements

Transition is carefully planned in order to ensure successful transition to new schools, including transition to secondary school settings. Pupils and parents/carers will be fully involved in the planning for the transfer to the new setting and opportunities for visits will take place. Key information about SEND provision will be shared with the next school /setting through the review process and the SENDCos at both schools meet to discuss needs and provision needed.

Where children transfer to another primary school, information about SEND provision will be forwarded to the next school. Transition between year groups at North Petherton is always managed sensitively, with photo transition books shared to children who may benefit from this support and extra visits to new teachers and classrooms occur where needed.

### **Partnership with Parents/Carers**

North Petherton Community Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are informed when there are concerns about their child and if further support and monitoring is taking place. Parents are fully involved in the review process. If necessary, interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The Family Support Advisor (PFSA) is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. A wide variety of family learning opportunities are available to support parents.

### **Pupil Participation**

The views of all pupils are valued. Pupils with SEND are encouraged to be involved in decision making and to be able to express any concerns and views. Pupils are aware of their individual targets, and their views are sought as part of the process. The class teacher will provide opportunities to talk with the pupil about their views and needs at least termly and always prior to a review. Pupils are normally invited to attend annual review meetings.

### **Monitoring and Evaluating the Success of Provision**

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- Regular observation of teaching and books by the Senior Leadership Team
- Learning walks to look at the SEND provision across the school
- Assessment records that illustrate progress over time and Pupil Progress Meetings
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and pupils.
- 3 x yearly review of LSPs (Learning Support Plans)
- Pupil views of additional and different provision they receive
- Regular meetings across the school including inclusion meetings x3 times a year (school staff)
- Provision tracking – used as a basis for monitoring the impact of interventions

### **Staff Development**

The SENDCo ensures staff are informed of local and national developments in relation to SEND and inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Early Career Teachers (ECTs) are offered support within school and will have

an induction to SEND. The school is in the second year of the national 'Partnership in Neurodiversity in Schools' (PINS) project.

## **Medical Conditions**

North Petherton Community Primary School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. Further information on supporting pupils with medical conditions can be found on the [Supporting Pupils with Medical Conditions](#)

## **Admission Arrangements**

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND.

## **The Complaints Procedure**

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and /or Deputy / Headteacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service.

SENDCo: Nic van Cole

Head Teacher: Melanie Lawson

SEND Governor:- Tracy Evans

Date: November 2025

**This SEND policy will be reviewed and amended annually.**