

SEN Policy

Swindon Village Primary School



Approved by:	Curriculum & Standards	Date: 6.10.26
Last reviewed on:	October 2026	
Next review due by:	October 2027	
Policy Type	Non-Statutory	

This policy was written by the Inclusion Manager of Swindon Village Primary School with the SEN Governor in liaison with the Leadership Team, staff, parents of pupils with SEND and our local

Primary Schools cluster. It should be read in consultation with our Safeguarding Policies which are available from the school office and on the school website.

Inclusion Manager: Mrs Sarah O'Leary,
Post Graduate National Award for SEN Coordination
Assistant Head Teacher

Contact details: Swindon Village Primary School
Church Road
Cheltenham
Gloucestershire
GL51 9QP
Telephone: 01242 690016

1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice (July 2014)
- Schools SEN Information Report Regulations (2014)
- Gloucestershire Guidance for Professionals Working with Children and Young People with Additional Needs including Special Educational Needs and Disabilities.
- Safer Guidance Working Practice.
- Teacher Standards 2013.

2. Aim

Swindon Village Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school.

As such, provision for children with SEN is a matter for the school as a whole. All teachers are teachers of children with SEN. The Governing Body, Head Teacher, Inclusion Manager and all other members of staff have responsibility for this.

3. Objectives

1. To identify and provide for pupils who have Special Educational Needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for Special Educational Needs
4. To appoint a Special Educational Needs Co-ordinator/Inclusion Manager who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with pupils with special educational needs.

4. Identifying Special Educational Needs

A pupil has SEN where their learning difficulty or disability calls for Special Educational Provision, namely provision different from or additional to that normally available to pupils of the same age.

At Swindon Village, we recognise the importance of early identification of SEN. Early intervention and response improves the long term outcomes for pupils. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class Teachers, supported by the Leadership Team, make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress socially or emotionally in order to make a successful transition to secondary school.

The first response to such progress should be high quality teaching targeted at their areas of need. Where progress continues to be less than expected the class teacher, working with the Inclusion Manager, will assess whether the child has SEN.

5. Broad areas of need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with Autism are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations to their learning.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit and hyperactivity disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided.

There are factors which may impact on progress and attainment but would not alone be considered as Special Educational Needs. These may include:

- Disability (Code of Practice outlines 'reasonable adjustment' duty for all settings and schools under current Disability legislation – these alone do not constitute SEN)
- Attendance
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked after Child
- Being a child of serviceman/woman.

6. A Graduated Approach to SEN Support

At Swindon Village Primary School we support a graduated approach to both recording and monitoring the progress of children and young people with SEN and/or Disabilities so that knowledge and understanding of what is working and not working to help a child is gathered and built upon. This information also helps to inform other agencies when additional input is required from them.

All teachers at Swindon Village Primary School are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The Code of Practice is clear in stressing that Special Educational Provision is underpinned by quality first teaching. Personalised and adapted approaches are available to all children at Swindon Village Primary School and those with Special Educational Needs will also benefit from these approaches. These are referred to as **Universal** approaches. For some children these approaches will not be sufficient to meet their special educational needs and they will require more focussed and targeted support and intervention. These are referred to as **Targeted** approaches. Relatively few children will need a much higher level of support and intervention. These are referred to as **Specialist** approaches.

Provision at a Targeted or Specialist level for children who have been identified as having special educational needs should not be seen as a substitute for high quality teaching.

We follow the Assess, Plan, Do, Review cycle as described in the SEND identification flow chart in Appendix 1.

7. Managing Pupils Needs on the SEN Register

See the Monitoring Flow chart in Appendix 2

8. Criteria for Exiting the SEN Register

See the Monitoring Flow chart in Appendix 2

9. Supporting Pupils and Families

Please refer to the Gloucestershire Local offer for supporting services. The school local offer can be found on the school website. SEN Information report can also be found on the school website.

Admission arrangements – see Admissions Policy on web site
For access to exams the relevant teacher in conjunction with the Inclusion Manager follow current guidelines from the appropriate exam bodies.

10. Admissions and Transfers

Transition meetings are held at the end of each academic year and for Year 6 SEN support pupils this involves a representative from the receiving secondary school also attending. My Plan and My Plan plus targets are reviewed three times a year formally and as and when needed.

11. Supporting Pupils at School with Medical Conditions

The School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

In Swindon Village Primary School pupils with medical needs have an individual Health Care Plan. Copies of these plans are kept in the School Office, in the child's class (to be viewed by staff only), in the First Aid Room and in the Staff Room.

The school's policy on managing medical conditions can be found in the Medical Conditions Policy.

12. Monitoring and Evaluation of SEND

Teachers are regularly monitoring the performance of all pupils in their class and pupil progress meetings are held where pupils' progress is discussed. Teachers approach the Inclusion Manager about children causing concern and their needs are identified with help of SEND identification flow chart Appendix 1 and where necessary the children are added to the SEN register. Those pupils identified as SEN have their targets formally reviewed three times a year with parents.

13. Training and Resources

The Inclusion Manager attends local cluster meetings and training courses where appropriate. The school has a three-year rolling programme for curriculum coordinators, which include the identification of training needs. Staff attend training organised by the LA and other external agencies such as partnership groups.

14. Roles and Responsibility

SEN Governor

The SEN Governor will inform the Governing Body on all aspects of SEN in the school to ensure that SEN work is valued and well supported in the school. SEN Governors will need to carry out these responsibilities in a number of ways:

- informing themselves about SEN systems and practices in school through meetings and school visits
- ensuring that the progress of learners with SEN is closely monitored through reviewing and understanding internal and external data
- understanding how the notional (delegated) SEN budget is used and ensuring that wider financial decisions do not adversely impact on the support for pupils with SEN
- understanding the national and local context of SEN support
- using their school visits to inform themselves about the work the Inclusion Manager is leading
- ensuring that the views of pupils and parent/carers are sought in relation to SEN provision
- building a trusting and supportive relationship with their Inclusion Manager
- putting together an annual report on SEN with input from Inclusion Manager and Governing Body Committee (if relevant) which is published on the website and updated annually.

Inclusion Manager

The Inclusion Manager works closely with the Head Teacher and all other staff and is involved in the strategic development of SEN policy and provision. The Inclusion Manager has responsibility for the day-to-day operation of the school's SEN policy and for co-ordinating provision for pupils on the SEN register, in order to raise the achievement of children with SEN.

Key responsibilities are:

- contributing to the strategic development of SEND provision;
- overseeing the day to day operation (and periodic review) of the school's SEND policy;
- coordinating, tracking progress and evaluating the impact of the provision being made for pupils with SEND;
- ensuring the full inclusion of SEND pupils within in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- liaising with and advising other teachers on the effective deployment and performance management of learning support staff
- maintaining detailed records of the provision made for children and young people with SEND
- liaising with parents and carers
- contributing to the professional development of staff
- liaising with external agencies
- deploying the SEN budget and reporting on how it is spent
- reporting on the progress of children and young people with SEND

Teaching Assistants

The designated TAs work with the Head Teacher/Inclusion Manager/Class Teachers in providing support for children with SEN across the school, maintaining records of the children they work with, and attending reviews and meetings as requested.

Designated Members of Staff with specific Safeguarding Responsibility

Mr G. Mills, Head Teacher (DSL)

Mr. A. Philcox, Deputy Head Teacher (DSL)

Mrs. S. O'Leary, Inclusion Manager

Mrs. L Brown, Family Support and Lead Teaching Assistant

Member of Staff responsible for managing PPG/LAC funding

Mr. G. Mills, Head Teacher

Member of Staff responsible for managing meeting medical needs of pupils.

Mrs. S. O’Leary, Inclusion Manager

15.Storing and Managing Information

Information is held on the school’s pupil tracking system and within files where copies of reports from outside agencies along with copies of My Plans are held.

16.Accessibility

Please see the Accessibility Policy.

17.Dealing with complaints

The school follows the procedures set out in the Complaints Policy.
Should anyone have cause for complaint, it is important this is brought to the attention of the Inclusion Manager. A complaint will be given immediate attention and parents can expect a response within seven working days.

SENDIASS is an organisation which aims to help parents and professionals work together in partnership. They can offer support to families if a disagreement has arisen between home and school which cannot be resolved by those parties.

18.Bullying

Please see the Anti-Bullying and Behaviour Policies.

19.Appendices

1. SEND identification and monitoring flow chart.

20.Review

This policy is reviewed annually by the Inclusion Manager in conjunction with the staff, pupils, parents and governors.

This policy was formally adopted in Autumn 2016 and will be reviewed annually in line with the Governing Body’s Timetable for Policy Review.

Signed..... (Head Teacher)

Signed..... (Chair of C&S)

Date.....

Appendix 1

