



Diocese of Salisbury

Academy Trust

*'Beyond expectations for all of God's children'*

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

Policy Date: September 2025

Review Date: September 2026



Southbroom  
St James Academy

## 1. Rationale

All children have the right to a broad and balanced curriculum that is relevant and differentiated, and which demonstrates progression and coherence. As such, the academy is committed to identify and support all pupils who experience difficulties and, subject to the overall constraints of the academy budget, provide such children with the levels of resources to meet their curricular needs.

Southbroom St James Academy is fully committed to upholding the SEND Code of Practice (2015; updated April 2020).

## 2. Definition of Special Educational Needs and Disability (SEND)

*Children have special educational needs if they have a learning, communication, emotional, mental or social 'difficulty' which calls for special educational provision to be made for them. Children have a special need if they:*

- Have a significantly greater difficulty in learning than most children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in the academy.

## 3. Objectives

The objectives of our policy are:

- To identify and monitor children's individual needs to ensure that the necessary provision is established and then monitored.
- To plan a personalised, appropriate and innovative approach to learning and to ensure that all targets set are specific, measurable, achievable, realistic and time related.
- To involve parents/carers and children in the identification and review of any targets/outcomes and where necessary those targets identified in a child's My Plan Review.
- To work in partnership with, and involve, parents/carers and outside agencies.
- To ensure that all who are working with the children are aware of the procedures for identifying their needs, supporting and teaching them.

## 4. Roles and Responsibilities

The responsible persons for SEND at the academy are:

- Gareth Bailey – Head Teacher
- David Sibson – SEND Governor

The SENDCO at the Academy is Bhavna Turnell. The SENDCO is responsible for coordinating the day-to-day provision of education for pupils with SEND at the academy.

**The Governing Body** play an important role in ensuring that:

- They are fully involved in developing and monitoring the Academy's SEND policy.
- They are up to date and knowledgeable about the Academy's SEND provision, including how funding, staffing and resources are deployed.
- The quality of provision is continually monitored.

### The Governing Body will:

- Ensure that the necessary provision is made to meet the needs of all our pupils.
- Ensure that teachers in the academy are aware of the importance of identifying and providing for all pupils in their care.
- Ensure that parents/carers are notified of a decision by the Academy that specific provision is being made for the child.
- Have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils in the academy.
- Have a written SEND policy containing the information as set out in the Special Educational Needs Regulations 1999 (reproduced in the SEND code of practice, 2015).

### The Senior Leadership Team will:

- Ensure that procedures are in place to identify pupils' needs, including:
- Ensure that all staff are supporting the identification, teaching and assessment of pupils with SEND.
- Overseeing and maintaining resources for a range of SEND.
- Ensure that all staff have continued professional development relating to SEND.
- Work in close partnership with parents/carers and external agencies.
- Monitor, evaluate and report on the provision for all pupils to the governing body.
- Co-ordinating the range of support and interventions available to children.

## 5. Access to the Curriculum

The Academy is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. In all cases, class teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately planned and adapted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

## 6. SEND Support and The Graduated Approach to providing SEND support

In all classes teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. Thus, quality first teaching including highly effective adaptive teaching and scaffolding will meet the needs of the majority of children in the classroom.

### The Graduated Approach to SEND

Where a pupil is identified as having SEND, our school will take action to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four-part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.

**Assess** - Class teacher and SENDCO will carry out a clear analysis of a pupil's needs, drawing on teacher assessment, experience of the pupil, previous progress and attainment and information from the school's core approach to pupil progress, attainment, and behaviour. Assessments will be reviewed regularly to ensure that support and intervention are matched to needs.

**Plan** - If it is decided to place a pupil on SEND support, the parents will be



formally notified. At our school, parents are part of the assessment and review process for pupils. The plan will be generated with the class teacher, SENDCO, parents and pupil in order to identify the support and intervention required to meet the outcomes identified for the pupil.

**Do** - The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant or specialist teacher works with the pupil either one to one or with a group the class teacher remains responsible for overseeing the planning and assessment of the intervention and feeding back to parents.

**Review** - The effectiveness of the support and the impact of this support on the pupil's progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupil's needs and inform the revised support in light of the pupil's progress. Where a pupil has a Statutory My Plan, the local authority and school must review the plan at least once a year.

**Southbroom Support** - If a child is below age related expectations (or identified as having a possible social, emotional, or mental health difficulty) when whole school pupil progress meetings are conducted then they will be placed on **Southbroom Support**. These progress meetings take place 3 times per year between the class teacher, Head Teacher and SENDCO. A '**Southbroom Support**' child is one whose progress is below age related expectations or who is struggling to regulate his/her emotions but will make progress with some provision in/out class. This information is shared with parents during parents' evening appointments or through an arranged appointment with the class teacher.

**SEN Support** – Following a review meeting of the strategies, it may be necessary to make provision, which is additional to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour policy used in school.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

A child whose progress is significantly below age related expectations or who needs a higher amount of support either 1:1 or small group, is placed on SEN Support on the SEND register. These children will be given an Individual Pupil Plan with SMART targets, which will be monitored three times a year. For some children, a SEND Support Plan will be generated that has the child and their needs at the centre with outside agencies being consulted in order to provide additional support. A SEND Support Plan is generated in conjunction with the child, parents, school staff and outside agencies. This focuses on outcomes and provision that is needed to support the child.

- The SEND Support Plan will focus on:
- Who is important to the child?
- The child's view
- The views of their parents/carers
- What is important to the child?
- How best to support the child
- Hopes and dreams for the future
- What is important for the child (e.g. health or communication needs)
- How the child learns

- What is and isn't working for the child and their family
- Shared action plan with short term targets included
- Support required
- Review against targets

Everyone involved in the SEND Support Plan, including parents, are kept up to date regularly with progress and all external agency reports are shared with parents. This process will inform short term targets for the child. For some children at this level, their progress may just be monitored and reviewed through targets recommended by the Wiltshire Graduated Approach before considering generating a SEND Support Plan. The SEND Support Plan will be reviewed throughout the year and a meeting with the parents will be arranged.

**Education and Health Care Plan (EHCP)** - A child who requires specific support in class and where progress and needs have not been met through a SEND Support Plan will be considered for a Statutory My Plan. The SEND Support Plan can be put forward to the SEND panel at the Local Authority to be considered for a Statutory My Plan. A child at this level will be allocated a SEND Lead Worker through Wiltshire Council SEND Service. Parents, the child, school and any other agencies involved will be asked for their input which will be presented to the Wiltshire Council SEND panel.

**Generation of a SEND Support Plan for a Child** - Following a review of a child's Southbroom Support, it may be necessary to make provision, which is additional to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour policy used in school.
- Has physical or sensory difficulties and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

The SEND Support Plan will be generated in full consultation with the class teacher, the SENDCO, parents, the child and in some cases, outside agencies, who may be involved with the child. Together, a SEND Support Plan will be generated with the child at its center. Long term goals will be identified followed by the short-term steps that will be needed to fulfil these longer-term goals.

The SEND Support Plan will evidence:

- Who is important to the child?
- The child's view.
- The views of their parents/carers.
- What is important to the child?
- How best to support the child
- Hopes and dreams for the future
- How the child learns
- What is and isn't working for the child and their family
- Shared action plan with short term targets included
- Support required
- Review against targets

The SEND Support Plan will be jointly reviewed two/three times a year and a meeting with the parents will be arranged.

**Requesting an EHC plan** - Where, despite all of our best endeavors and evidence of at least two cycles of Assess, Plan, Do and Review, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child (if appropriate) the need for us to approach the local authority (LA) to request a statutory assessment for an Education Health Care Plan. However, this may or may not result in the LA issuing an EHCP. Where a child has an EHCP we will carry out an annual review which parents, child, the LA, outside agencies, Head teacher, SENDCO and the class teacher will be invited to attend.

The EHCP will ensure a collaborative, joined up approach to support the child. There will be a single point of contact appointed called the SEND Lead Worker (employed by Wiltshire local authority) who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information.

## **7. Criteria for exiting the SEND Register**

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they will be removed from the SEND register and placed on our list to monitor ongoing progress.

## **8. Supporting Pupils at school with a Medical Condition**

We recognise that pupils at our school with medical conditions need to be fully supported to allow them full access to education, including school trips and physical education. If children have a disability, we will comply with the duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care Plan. Where needed, medical plans will be put in place in collaboration with parents and medical professionals. These will be shared with school staff and monitored to ensure that they are followed. Appropriate training will be provided as required. Children with medical needs who do not require an EHCP will be given a Medical Care Plan, drawn up with support of medical professionals and parents.

## **9. Parent/Carer Voice**

Parents/carers are important partners in the effective working relationship with the academy in raising their child's attainment. The Academy strives to ensure that parents/carers are fully involved in the identification, assessment and decision-making process regarding their child's additional needs. Parents'/carers' contribution to their child's education is valued highly by the staff in the academy.

## **10. Complaints Procedure**

If parents/carers have a complaint concerning provision for their child, they should discuss this with either the SENDCO or the Head Teacher who will issue a copy of the Academy's Complaints procedure. The complaints policy is also available through the school's website.

## **11. Criteria for Evaluating the Success of our Policy**

The policy will be evaluated against the objectives stated on page two by:

An analysis of the curriculum, support and resources that are deployed to meet the pupil's needs.

An analysis of the pupil's academic, social, and emotional data and the interventions in place to narrow identified gaps (this analysis will include evidence from learning walks and learning assistant appraisals).

By involving the pupils, parents/carers, and outside agencies in discussing, constructing, and reviewing provision through the process of SEND Support Plan and Statutory My Plan review.

