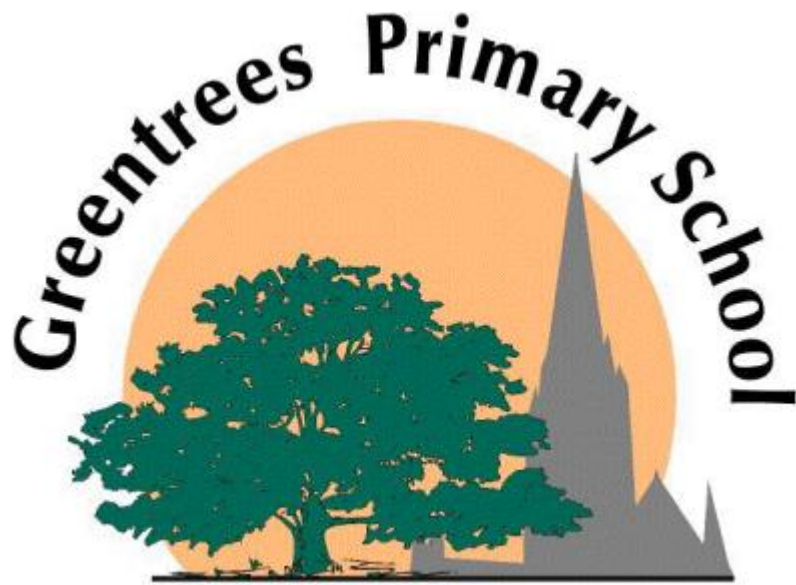


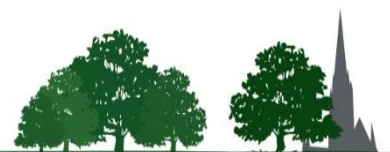


Special Educational Needs and Disability Policy

Reviewed: November 2025

Policy Ratified by the Local Governance Committee (LGC)

Next Review Date: November 2026



Definition of SEND

According to the SEND Code of Practice (2015), a child has Special Educational Needs or Disability (SEND) if they:

- have significantly greater difficulty in learning than most children of the same age, or
- have a disability that prevents or hinders access to education in a mainstream school.

Special educational provision is support that is *additional to or different from* standard classroom teaching. Pupils are not considered to have SEND solely because their home language differs from the language of instruction, and not all children with a disability have SEND.

Under the Equality Act 2010, a disability is defined as a physical or mental impairment with a long-term, substantial adverse effect on day-to-day activities. This includes sensory impairments and long-term health conditions.

Greentrees Primary School follows the SEND Code of Practice (2015) and ensures parents are fully informed and involved when provision is made for their child.

Intent

Inclusion is central to our ethos. We ensure every child can develop and flourish, considering their emotional, physical, academic, social, moral, spiritual, and cultural needs.

We are committed to:

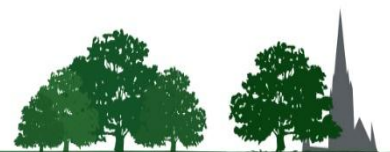
- providing a broad, balanced, and inclusive curriculum,
- removing barriers to learning through early intervention,
- ensuring equal access to opportunities, and
- holding high expectations for every pupil.

High-quality (“Quality First”) teaching, differentiated and personalised, underpins all provision. Children are encouraged to reflect on their learning and take an active role in shaping it.

Objectives

To achieve the best outcomes for pupils with SEND, we aim to:

- provide access to a broad, balanced curriculum,
- foster a fully inclusive learning environment,
- identify needs early and respond effectively,
- promote personal, emotional, and social development, and
- use evidence-based approaches and evaluate their impact.



This is achieved through Quality First Teaching, targeted resources, appropriate interventions, clear procedures, pupil voice, and strong partnership with parents and external agencies.

Roles and Responsibilities

Governors play a key role in ensuring that:

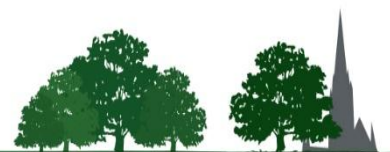
- They are fully involved in developing and monitoring the school's SEND Policy
- The SEND Policy is reviewed regularly and published on the school website
- They remain up to date and knowledgeable about SEND provision, including the use of funding, equipment, and staff resources. This is achieved through regular meetings with the Inclusion Manager and/or Headteacher. The Headteacher also meets regularly with members of the Local Governance Committee (LGC) regarding SEND
- SEND provision is embedded in the School Development Plan (SDP), which is reviewed annually
- The quality and effectiveness of SEND provision are continually monitored
- They have due regard to the *Special Educational Needs and Disability Code of Practice (2015)* when carrying out their duties toward all children with SEND

The Headteacher's responsibilities include:

- Overseeing the day-to-day management of all aspects of the school, including SEND provision
- Keeping the Local Governance Committee (LGC) well informed about SEND within the school
- Working closely with the Inclusion Manager and the SEND team
- Managing the overall SEND budget and making strategic decisions regarding its use
- Ensuring clear and flexible strategies for working with parents that encourage their involvement in their child's education

The Inclusion Manager/SENDCo is responsible for:

- Implementing and strategically developing the SEND policy in collaboration with the Headteacher, Senior Leadership Team, and Local Governance Committee
- Monitoring, evaluating, and reviewing SEND policies and practices
- Coordinating provision to meet the needs of children with SEND effectively
- Meeting regularly with class teachers to discuss pupils on the SEND register, identify vulnerable children, and suggest appropriate strategies and resources
- Evaluating the effectiveness of interventions and assessing pupils' needs
- Collaborating with class teachers to create and review Personalised Learning Plans (PLPs) and any recommendations from external agencies
- Developing 'My Support Plans' for certain SEND pupils in partnership with teachers, pupils, and parents/carers
- Leading, managing, and supporting the Named Pupil Teaching Assistant Team, including providing regular training
- Ensuring PLPs are followed for pupils with SEND Support and EHCPs
- Monitoring and tracking the progress of SEND pupils
- Working in partnership with external agencies and requesting statutory assessments where appropriate
- Engaging regularly with parents/carers, including holding meetings and Annual Reviews



- Maintaining accurate records for pupils with EHCPs and overseeing record-keeping for all SEND pupils
- Coordinating Early Support Assessment (ESA) meetings and supporting pupils with social, emotional, or mental health needs alongside the Family Support Assistant
- Managing and maintaining SEND resources
- Liaising with the SEND Link Governor
- Facilitating SEND training and professional development for staff
- Collaborating with the Finance Manager and Headteacher to ensure effective use of the SEND budget
- Reviewing and contributing to the School Development Plan regarding SEND provision
- Organising transitions for SEND pupils, including feeder nurseries, secondary schools, and other transfers
- Sharing effective practice with other Inclusion leaders within the Multi-Academy Trust

The Deputy Headteacher is responsible for:

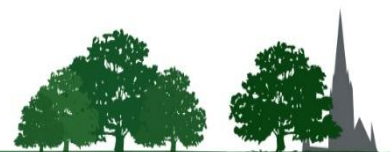
- Supporting the Inclusion Manager with performance reviews of the teaching assistant team
- Assisting the Inclusion Manager in identifying children's needs and coordinating provision during Pupil Progress Meetings
- Supporting teaching assistants in delivering targeted interventions and in-class learning support

The Code of Practice highlights the central role of class teachers in supporting pupils with SEND. Their responsibilities include:

- Providing high-quality teaching, adapted to meet the needs of pupils with SEND
- Following the school's procedures for identifying, assessing, and providing for pupils with SEND
- Ensuring all pupils can access the curriculum and engage in learning
- Setting and reviewing individual targets with pupils and supporting them daily to achieve these
- Planning, monitoring, and evaluating the progress of SEND pupils
- Writing and implementing Personalised Learning Plans (PLPs) in collaboration with the Inclusion Manager
- Working closely with additional adults, including teaching assistants, to meet pupils' needs
- Collaborating with parents and specialist advisers to understand each child's strengths and needs and to agree next steps
- Contributing to 'My Support Plans' for complex SEND pupils in partnership with the Inclusion Manager, the pupil, and their parents/carers
- Gathering information and deciding on actions required to support pupil progress in collaboration with the Inclusion Manager
- Participating in the development and review of the school's SEND policy

Provision and the Graduated Response

Provision follows the **Four-Part Cycle** of the SEND Code of Practice:



1. **Assess** – Class Teacher, SENDCo, and professionals identify needs with parents.
2. **Plan** – Barriers are identified, outcomes set, and support agreed.
3. **Do** – Support is delivered in class or through interventions.
4. **Review** – Impact is evaluated and provision adjusted.

This cycle continues until progress is secured.

Levels of SEND Support

1. **SEND Support** – Pupils requiring additional help are placed on the SEND Register. Class Teachers, with the SENDCo, write a **Personalised Learning Plan (PLP)** with specific, measurable targets. Parents and pupils contribute, and progress is reviewed termly.
2. **My Support Plan** – For pupils with persistent or complex needs. A multi-agency plan outlines strengths, challenges, and long-term outcomes.
3. **Education, Health and Care Plan (EHCP)** – Requested when provision beyond the school's resources is required. Applications to the Local Authority include PLPs, professional reports, parent/pupil views, and attainment data. Annual Reviews are held to evaluate progress and provision.

Broad Areas of Need

As identified in the SEND Code of Practice (2015), Greentrees Primary supports children in four broad categories:

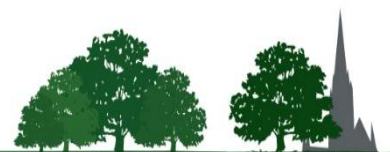
- **Communication and Interaction** – including SLCN and ASC.
- **Cognition and Learning** – including dyslexia, dyscalculia, MLD, SLD, and PMLD.
- **Social, Emotional and Mental Health (SEMH)** – including ADHD, attachment issues, anxiety.
- **Sensory and/or Physical Needs** – including visual, hearing, and physical impairments.

Many children have overlapping needs, which may change over time. Provision is tailored accordingly.

Personalised Learning Plans (PLPs)

All pupils on the SEND Register have a PLP that sets individual targets, strategies, and provision. PLPs are working documents:

- written by the Class Teacher with SENDCo support,
- reviewed at least termly with parents and pupils,
- informed by external professionals where relevant.



Monitoring Progress

Progress is assessed through:

- day-to-day formative assessment,
- termly summative assessment,
- tracking using the Wiltshire Graduated Response to SEND Support (GRSS) and standardised tests,
- review of PLP and My Support Plan targets.

Adequate progress may be academic, behavioural, social, or personal. Where progress falls below expectations, provision is reviewed collaboratively with parents.

Specialist Provision

Greentrees Primary has a Resource Base for up to 12 children with Autism Spectrum Condition. Pupils are organised into two classes (Infant and Junior). Admission is via the Local Authority for pupils with an EHCP.

The Resource Base aims to integrate pupils into mainstream learning where appropriate while providing a specialist, adapted environment.

Partnerships

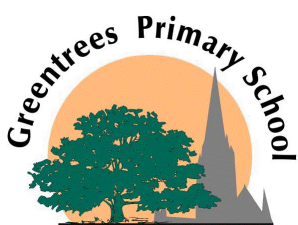
- **Parents/Carers** – actively involved in planning and reviewing provision.
- **External Agencies** – e.g. Speech and Language Therapy, CAMHS, Educational Psychology, SEND Support Service.
- **Transitions** – strong links with feeder nurseries and secondary schools ensure smooth progression.

Allocation of Resources

The SEND budget funds staffing, interventions, resources, and training. Allocation is flexible and reviewed to match pupil needs. The LGC monitors effectiveness and value for money.

Staff Development

Staff receive regular CPD on SEND strategies, interventions, and specialist approaches. Teaching Assistants undertake ongoing training, performance reviews, and are supported in developing expertise (e.g. speech and language, ELSA).



Evaluation of Policy

The SEND policy is monitored and evaluated through:

- self-evaluation by the Inclusion Manager,
- consultation with staff, parents, pupils, and governors,
- contribution to the School Development Plan.

Complaints Procedure

Parents should first discuss concerns with the Class Teacher. If unresolved, the Inclusion Manager or Headteacher will review. If still unresolved, parents may escalate to the SEND Link Governor, Chair of Governors, Local Authority, or Secretary of State.

Review

This policy will next be reviewed in **November 2026**.

It should be read alongside the school's Safeguarding and Child Protection Policy, Equality, Diversity, Inclusion and Equity Policy, Behaviour Policy, and Accessibility Plan.

Further information is available on the school website: www.greentrees.wilts.sch.uk

Abbreviations:

SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs Co-ordinator
LA	Local Authority
LGC	Local Governance Committee
INSET	In-service Training
CPD	Continuing Professional Development
TA	Teaching Assistant
EP	Educational Psychologist
EHCP	Education, Health and Care Plan
ESA	Early Support Assessment
PLP	Personalised Learning Plan
FSA	Family Support Assistant
GRSS	Graduated Response to SEND Support
CAMHS	Child and Adolescent Mental Health Services
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulties
MLD	Moderate Learning Difficulties
SLD	Severe Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties
SEMH	Social, Emotional and Mental Health
ADD	Attention Deficit Disorder



ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Condition
PDA	Pathological Demand Avoidance
HI	Hearing Impairment
VI	Visual Impairment
PD	Physical Disability

