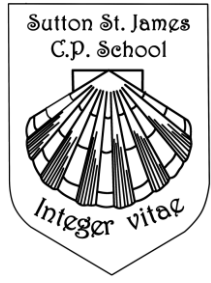




Sutton St James Community Primary School
Special Educational Needs and Disability Policy

Implementation Date: September 2025
Review Date: September 2026

Headteacher:	Claire Willows
Chair of Governors:	Mrs V Newton
Date implemented:	September 2025
Date for review:	September 2026



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Aims

This policy ensures all staff at Sutton St James Community Primary School are clear on the ethos, principles, and procedures for supporting pupils with Special Educational Needs and Disabilities (SEND). It outlines statutory responsibilities and how we strive for an inclusive and supportive environment. Where we refer to statutory duties, the term 'must' is used.

Legislation and guidance

This policy is based on the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years (updated September 2024). It is underpinned by the following key legislation and guidance:

- Children and Families Act (2014)
- SEND Regulations (2014)
- Equality Act (2010)
- Equality Act (2010): Advice for Schools
- Working Together to Safeguard Children (2018 and as updated)
- Supporting Pupils with Medical Conditions
- Area SEND Inspection Framework and Handbook (2025)

This policy links to the schools:

- Safeguarding Policy
- Behaviour Policy
- Accessibility Plan
- Complaints Procedure
- Local Authority Local Offer

The policy will be reviewed annually and updated promptly in line with any statutory changes or guidance.

Every teacher is a teacher of every child including those with Special Educational Needs and/or disability.

Named roles:

Headteacher: Miss Claire Willows

SENCo: Mrs Melissa Bancroft-Turner (Qualified with the National Award for SEN Coordination)

SEND Governor: Mrs Laura Newton

Designated Safeguarding Lead: Miss Claire Willows

Definitions of Special Educational Needs and Disability

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of peers

- have a disability which prevents or hinders him or her from accessing the curriculum and facilities generally provided for peers of the same age

Special educational provision means provision that is additional to or different from that made generally for others of the same age in a mainstream setting.

Children may have needs across one or more of the four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical needs

Children with medical needs (e.g. asthma, epilepsy, diabetes, cancer) may fall under the SEND definition if their condition significantly impacts learning and requires special educational provision.

Medical Statement

Medical diagnoses are made by medical practitioners. Where parents or school staff identify a potential medical concern, the SENCo may initiate a referral (e.g. to a community paediatrics), usually following an Early Help Assessment (EHA) and Team around the Family (TAF) meetings. Miss Claire Willows is the Early Help Lead within school.

Inclusion Statement

At Sutton St James Community Primary School, we believe that every child should have access to a broad, balanced and ambitious curriculum that enables them to:

- achieve their best
- become confident, independent individuals
- transition successfully to the next phase of education and adulthood

Inclusion is the responsibility of all. We remove barriers to learning and respond to individual needs through an adaptive teaching approach, tailored provision, and close collaboration with families and professionals.

Policy Principles

In line with the Code of Practice (2015) and the Children and Families Act (2014), Sutton St James Community Primary School is committed to the following key principles:

- All pupils with SEND must have their needs routinely met
- The voice of the child and their family must be central in planning and reviewing provision
- Early identification and timely support is key
- High-quality teaching is the first step in responding to SEND
- All pupils should learn alongside their peers where possible
- Collaboration with external agencies is vital
- Effective transitions between key stages are planned and supported
- All staff must be trained to meet diverse needs in their classrooms
- Resources must be allocated effectively and reviewed for impact
- SEND provision must be monitored and evaluated to secure the best outcomes

Policy Objectives

- To identify and support SEND early through clear processes
- To involve families as partners in their child's education
- To support pupils in achieving outcomes tailored to their strengths and aspirations
- To ensure provision is person-centred, outcome-focused and regularly reviewed
- To reduce barriers to learning and enable full participation
- To ensure accountability to the Governing Body for SEND provision
- To promote independence and prepare pupils for adulthood
-

Roles and Responsibilities

Headteacher

- Oversee strategic development of SEND provision
- Reports to the Governing Body on SEND outcomes
- Ensures SEND is embedded in the school's improvement cycle

Special Educational Needs Coordinator (SENCo)

- Holds the National SENCo Award
- Coordinates the graduated approach to SEND
- Maintains the SEND register and provision map
- Liaises with staff, parents, external agencies and the SEND Governor
- Coordinates training and professional development
- Oversees EHC Needs Assessments and Annual Reviews
- Ensures smooth transition between phases (including secondary education)
- Evaluates interventions and their impact
- Attends local SENCo networks and updates

Class Teacher

- Are responsible for all children in their class, including those with SEND
- Deliver high-quality, adaptive teaching and support
- Plan and review provision in collaboration with SENCo and families
- Implement and monitor personalised plans through Support Planners
- Use assessment to track and inform support

Teaching Assistants

- Support learning and enable independence
- Deliver interventions under teacher direction
- Share observations and feedback with teachers and SENCo

Governing Body

- Appoints a named SEND Governor
- Ensures statutory duties are met, including publishing the SEN Information Report
- Monitors the impact of SEND provision and funding
- Challenges and supports leadership on SEND provision and outcomes

The Graduated Approach - Assess, Plan, Do, Review

All teachers are responsible for identifying pupils who may need additional support. When a concern is raised:

Assess: The teacher and SENCo analyse needs using data and professional judgement.

Plan: Interventions or strategies are planned with SMART outcomes and parental involvement.

Do: Support is delivered, usually by the class teacher or a trained adult

Review: Progress is reviewed termly (or more frequently), and support adapted accordingly.

If progress remains limited, advice may be sought from specialists. Where a pupil has more complex needs, the school may apply for an Education, Health and Care (EHC) Needs Assessment.

SEND Categories

Pupils with SEND may be classified under:

- 1. Communication and Interaction;** speech and language needs, autism spectrum disorder
- 2. Cognition and Learning;** specific learning difficulties (dyslexia, dyscalculia), moderate learning difficulties
- 3. Social, Emotional and Mental Health;** anxiety, ADHD, behavioural needs
- 4. Sensory and/or Physical;** visual impairment, hearing loss, physical disability

Monitoring and Evaluation

The SENCo, in collaboration with the Headteacher and SEND Governor, monitors:

- Quality of teaching and interventions
- Progress of pupils with SEND
- Effectiveness of provision (impact vs cost)
- Compliance with statutory duties

At every stage of the SEN process, it is our policy to work in partnership with our parents and their child to secure the best possible outcomes: together we achieve more.

Transition and Preparation for Adulthood

Transition arrangements are planned well in advance and may include:

- Enhanced visits
- Meetings with the receiving school
- Shared planning and transfer of records
- EHCP transition reviews (in Year 5)
- Parent/carer and pupil involvement in transition planning

We aim to equip pupils with the skills and confidence for the next stage of learning and life.

Working with other agencies

The school maintains strong partnerships with services including:

- Speech and Language Therapy Service (SALT)
- Child and Adolescent Mental Health Service (CAMHS)

- Healthy Minds
- Specialist Teacher Team (STT)
- Early Help and Family Support Services
- Educational Psychology
- Pastoral Support Programme
- Healthy Minds
- Art Therapy / Play Therapy
- Working Together Team (WTT)
- Behaviour Outreach Support Service (BOSS)
- Community Paediatrics (NHS)
- Teacher of the Hearing/Visual Impairment

Referrals are made with parental consent, and advice is embedded into pupils' support planners.

Complaints

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.

However, all complaints are taken seriously and will be heard through the school's complaints procedure.

In most instances, complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEN should be addressed to the SENCo and/or the Headteacher.

If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address.

The Clerk to Governors is: Amanda Roulstone

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Additional Needs:

Head of Additional Needs: Mrs Sheridan Dodsworth

9-11 The Avenue

Lincoln

LN1 1PA

Parents also have the right to seek advice from:

- Lincolnshire SENDIAS (Information, Advice and Support Service)
- Appeal to the First Tier SEND Tribunal (for EHC plan disputes)

Equal opportunities

We are committed to promoting:

- Equal access to learning and participation
- A non-discriminatory, inclusive environment
- Respect for diversity and different
- Reasonable adjustments as required by law
- Implementation and annual review of the Accessibility Plan
- Monitoring of SEND data by protected characteristics

Pupils with SEND will be supported to participate fully in curriculum and enrichment activities, and barriers will be removed wherever possible.

Local Offer and SEN Information Report

Our SEN Information Report is published annually and sets out the support available for pupils.