



SEND POLICY

RATIONALE

All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disability (SEND).

In September 2014 the government published a new SEND Code of Practice, which sets out statutory guidance for schools. The categories of School Action and School Action Plus are replaced with one category of SEND. Children will either be placed on a Provision Map or a My Support Plan. Statements are replaced with Education, Health and Care plans (EHCPs).

[SEND Local Offer - Wiltshire Council](#)

Under the new Code of Practice, a child is deemed to have Special Educational Needs and Disability, or SEND, if he or she has 'significantly greater difficulty in learning than the majority of others of the same age', or their disability 'prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school'.

THE POLICY

At Ludgershall Castle Primary School all children will be given full access to the National Curriculum. Staff will endeavour to help each and every one of them reach their full potential, irrespective of race, physical ability, gender, age or learning ability.

Our aims and objectives are to work within the guidance provided in the SEND Code of Practice 2014:

- To identify children with Special Educational Needs at an early stage so that their particular learning requirements can be addressed.
- Effective learning opportunities will be tailored to meet the needs of individual children.
- To make use of screening and assessment materials to regularly review children's achievements and progress.
- To work closely with parents of children with Special Educational Needs and Disabilities.
- To provide support and advice for all staff working with the children so that they are aware of the procedures for identifying, supporting and teaching them.

How we identify and assess a child with Special Educational Needs.

The attainment and progress of all children is carefully tracked and monitored throughout the school year. If teachers have any concerns regarding a child in their class, they will discuss their concerns with the SENCO and also the parents.

In addition, teachers meet regularly with the SENCO where the progress and provision for all children on the SEND register is discussed in order to inform future provision and priorities. Where concerns have been raised, the SENCO will consult the Graduated Response to SEND Support document (WGRSS). This gives guidance regarding procedures and strategies and help to inform decisions as to whether children should be on the SEND Register. A child may be added to the SEND Register at the 'SEN support' level so their progress can be closely monitored and additional support can be put in place as necessary. Parents are always informed at this stage.

The Class Teacher and/or SENCO may carry out further assessments to identify key areas to target and support the process of evaluating the effectiveness of any interventions that are put in place. Ongoing concerns may involve referring a child to an outside agency such as Educational Psychologists, Speech and Language Therapists, Behaviour Support, Occupational Therapist, CAMHS, SENSS, School Nurse, Community Paediatrician and Physical Impairment Service.

However, should the child need further support they will have a My Support Plan put in place. This sets out outcomes that are currently being worked on and what additional provision is put in place for that child. The content of the My Support Plan is written by the class teacher and, as appropriate, with the child and the child's family.

For many children, outcomes will be connected to learning and will often be specifically to do with English and Maths skills. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control) ... the list is endless! The most important point is this: outcomes depend on the needs of the child.

Whilst most children will have their needs met at the SEN support or My Support Plan level, some may require an Education, Health and Care Plan (EHCP) assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes.

Our school's resources are allocated according to need and matched to each child's SEND. Any specialist services that need to be brought in to observe or assist a child will of course be done in relation to the needs of the child. We currently have very strong links to the following:

Speech and Language Therapy – Pia Smith, SALT Salisbury

Behaviour Support – Lizzie Fletcher

Educational Psychologist – Libby Moore

Wiltshire Special Educational Needs Support

Child and Adolescent Mental Health Services

Emotional Literacy Support Assistant – Emma Keel

Parent Support Advisor – Emma Keel

Various factors may impact on the progress and attainment of some children which does not constitute them having SEN. These could include: Attendance and Punctuality, EAL, Health and Welfare, in receipt of Pupil Premium Grant, a Disability and being a child of a member of the Services.

The curriculum and learning environment for children with SEN.

Teachers are responsible and accountable for the progress and development of the children in their class, including where they access support from teaching assistants or specialist staff.

Quality First Teaching, personalised and adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

We adhere to the 'Assess-Plan-Do-Review cycle' for children who require provision that is additional to or different from that made generally for others of the same age.

As a school we are currently working towards the Dyslexia Friendly Schools award. As part of this we recognise that everybody has an individual learning style. Dyslexic children seem to process information differently. Understanding how they learn best, and being flexible enough to adapt teaching approaches are vital factors in enabling dyslexic children to learn effectively in the classroom.

Therefore, at Ludgershall Castle Primary School, we employ the following teaching strategies for dyslexic children:

- We promote a 'can do' culture.
- We understand and value the different ways in which children learn.
- We use multi-sensory methods of learning.
- We are prepared to explain things many times, in a variety of ways.
- We give guidance about how to do tasks systematically.
- We promote positive self-esteem.
- We are aware of signs of tiredness and fatigue, allowing children opportunity for a break within their learning.
- We enable dyslexic children to show their interest, knowledge and skills, despite their difficulties in writing.
- Our marking identifies success and improvement points (next steps), at an appropriate level.
- We use adult support whenever possible.

Supporting/involving families and children.

We recognise the value of working in collaboration with parents and carers of children with SEND in order to achieve the best outcomes for them. We want parents to feel well informed about what is happening in school and how their child is progressing.

In addition to review meetings we will also communicate with parents by phone calls, Class Dojo or letters home. Teacher parent appointments are held twice yearly.

We also have a Parent Support Advisor who can provide or signpost support for parents or families. When supporting children with SEND, we aim to talk to our children and fully involve them.

Some children with medical conditions may have physical disabilities and, where this is the case, we will comply with our duties under the Equality Act 2010. Please refer to our Equality policy regarding provision.

SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. <https://www.family-action.org.uk/what-we-do/childrenfamilies/wiltshire-sendiass/>

Safeguarding

We understand that children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENCO. Please see our separate Safeguarding Policy for more details.

Monitoring and Evaluation of SEND.

The careful monitoring and evaluation of the provision we offer all pupils is an ongoing process. This is achieved by regular meetings between all staff, progress being updated 3 times per year and an 'open door policy' with the SENCO.

The SENCO provides the SEND governor with updates to the school provision and data on progress of children with SEND.

The SENCO has day-to-day responsibility for the operation of the SEN policy and the coordination of specific provision made to support pupils with SEN, including those who have EHC plans.

Dealing with complaints

Complaints from parents or legal guardians concerning the provision of special educational needs should be directed to the relevant class teacher. If the matter is not successfully resolved the SENCO and/or Headteacher should be involved. If the issue is still not resolved the SEN Governor should be notified and if necessary the Chair of Governors. The Headteacher is the complaints coordinator and will follow guidance in the DfES 'School Complaints Procedure' document.

We will ensure a full and fair investigation by an independent person where necessary. We will respect people's desire for confidentiality.

There is no formal procedure for praise. If you feel that something has been done especially well, please feel free to let us know; it is helpful to know which aspects of our school are especially valued by parents.

Implementing and Monitoring

This policy will be reviewed every year to ensure that it continues to meet the general principle.

Date Approved:

September 2025

Approved By: Governing Body

Next Review Date: September 2026

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