



# Special Educational Needs and Disabilities (SEND) Policy

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## 1. Aims and Objectives

At Yealmpstone Farm Primary School, we are committed to inclusion, equity and high aspirations for all. We believe every pupil should feel valued, supported and able to thrive. This SEND Policy sets out the school's vision, values, legal duties and strategic approach to supporting pupils with Special Educational Needs and Disabilities (SEND). Practical information about how this policy is implemented on a day-to-day basis is published in the school's SEND Information Report, which is updated annually and available on the school website. This policy should be read alongside the SEND Information Report and the Accessibility Plan.

The school believes that pupils, irrespective of need, access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required, the school will make reasonable adjustments to support pupils with SEND. The school sets high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

Further detailed information about identification, provision, interventions, accessibility, transitions, and support pathways for families is set out in the SEND Information Report. The SEND Policy and SEND Information Report are reviewed together annually to ensure consistency and compliance.

## 2. Legislation and Guidance

This policy has been written in accordance with the statutory requirements set out in the Children and Families Act 2014, which forms the core legal framework for special educational needs and disability (SEND) provision in England. It also complies with the Special Educational Needs and Disability Regulations 2014, which provides detailed requirements relating to the identification, assessment, and provision for children and young people with SEND, including Education, Health and Care (EHC) plans.

Due regard is given to the Equality Act 2010, which protects children and young people from discrimination and places a duty on schools to make reasonable adjustments for disabled pupils, ensuring equality of access to education and school life.

This policy has been developed with reference to the statutory guidance SEND Code of Practice: 0 to 25 years, which sets out expectations for the identification, assessment, and support of children and young people with SEND. The Code of Practice underpins the graduated approach of Assess, Plan, Do, Review and outlines the roles and responsibilities of schools, local authorities, and parents.

Further consideration has been given to the Children Act 1989 and the Children Act 2004, which place duties on schools to safeguard and promote the welfare of children.

This policy should also be read in conjunction with relevant statutory guidance, including Keeping Children Safe in Education, Working Together to Safeguard Children, and the Supporting pupils at school with medical conditions, as well as the expectations set out in the The National Curriculum in England, which includes the principle of inclusion for all pupils.

This SEND policy should be read in conjunction with our school's policies published on our website:

- SEND Information Report
- Safeguarding Policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan

### 3. Definitions

The SEND code of practice (2014) states that

'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 of compulsory school age or a young person has a learning difficulty or disability if he or she;

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'

This document categorises and describes four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Difficulties.

These four broad areas give an overview of the range of needs that should be planned for.

Children are considered to have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age.

At Yealmpstone Farm, the purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the pupil. Behaviour, in line with the code of practice, is no longer identified as a special educational need. At Yealmpstone Farm, we understand that behaviour is a form of communication and consider that concerns related to a pupil's behaviour can be indicative of underlying causes which should be explored to respond to the pupil's needs.

### 4. Inclusion and Equal Opportunities

We, at Yealmpstone Farm Primary School, are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement, the Governing Body and Teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs. These pupils with SEND should have their needs addressed, via a broad and balanced education.

We will identify and provide for pupils who have SEND and will work within the guidance provided in the SEND Code of Practice, 2014. The staff and governors at Yealmpstone Farm Primary School are aware of the importance of identifying and providing for those pupils who have special educational needs; it is their right to have full access to the curriculum along with all other pupils.

The Head of School, in conjunction with the SEND governor and SENCO, will report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.

The staff will ensure that pupils with special educational needs join in the activities of the school, together with pupils who do not have special educational needs, so far as it is reasonably practical and compatible with the needs of all pupils within an inclusive, supportive learning environment.

## 5. A Graduated Approach to SEND Support

At Yealmpstone Farm, a graduated approach of intervention, as laid out within the DFE Special Educational Needs Code of Practice, is used to identify and manage the support for pupils with special educational needs. High-quality teaching and ordinarily available provision form the foundation of SEND support at Yealmpstone Farm Primary School, ensuring inclusive practice for all pupils.

As stated within the SEND Code of Practice (2014), “high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people... Special educational provision is underpinned by high quality teaching and is compromised by anything less.”



As a result, we ensure that Yealmpstone Farm School offers a differentiated curriculum so that all pupils should make progress. Pupil’s progress will also be discussed in pupil progress meetings so that pupils, who are not making expected progress, are identified early so that provision can be put in place to support them. When a pupil fails to make progress and shows signs of difficulty in one or more of the areas of need, then the school will consider whether additional support is required and whether they should be recorded on the SEND register under the SEND support category.

Our assessment and planning for pupils with SEND takes the form of a four part cycle: assess, plan, do, review. Support at Yealmpstone Farm Primary School is delivered through a graduated response, progressing from universal provision to targeted and personalised SEND Support, and to EHCP provision where required.

### Assess

In identifying a pupil as needing SEND support, the class teacher, working with the SENCO, will establish a clear analysis of the pupil’s needs. This will draw on a number of areas: teacher’s assessment and experience of the pupil; information about the pupil’s progress; attainment and behaviour; individual’s development in comparison to their peers; the views and experience of parents/carers and the child’s own views.

### Plan

Once a pupil is identified as needing SEND support and an assessment of need has been carried out, a SEND Support Plan/Individual Education Plan (IEP) will be drawn up by the class teacher in conjunction with the parents/carers, child and with the support of the SENCO. There is a focus on the outcomes that the child, family and practitioners wish to achieve. This will help everyone to continually review and improve support so that the pupil makes good progress and has good outcomes. It may include health or social care provision which educates or trains a pupil if appropriate. If there is a higher level of need, the school may draw upon the support of external agencies and a referral will be made if felt appropriate. There are a range of support services available to help meet the educational needs of pupil which include:

- Education Psychologists
- Speech and Language Therapists
- CIT-Communication Interaction Team
- Mental Health Support Team

## Do

Once a plan has been agreed, the school will then implement the provision documented in the IEP in a range of ways. Provision for pupils with SEND is based on assessed need and delivered through ordinarily available provision, targeted interventions, and personalised support. A detailed overview of the interventions and support available for each broad area of need is set out in the school's SEND Information Report.

## Review

The targets set in the IEP will be assessed at least on a termly basis and then a new plan will be drawn up to reflect the pupil's progress and support now needed dependent on how effective the previous plan was in achieving the agreed outcomes. This graduated approach ensures that earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The pupil is at the centre of this process and the pupil's views will be captured in a one-page profile document which will be adapted as the pupil's needs and required support change.

If a multi-agency response is required, then targets will be set on a 6-weekly basis through a TAM (Team Around Me) process which will include professionals working with the pupil alongside parents/carers and if appropriate the pupil themselves.

If, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the pupil, the pupil has not made expected progress, the school with the parents may consider it appropriate to consider requesting an Education, Health and Care needs assessment. An assessment for an EHC plan may be appropriate for a small minority of pupils who have such significant needs that the school considers that specialist assessment and interventions are required that it is unable to provide. EHCPs are reviewed annually.

## 6. Roles and Responsibilities

- The schools 'Responsible Person' for SEND are Mrs Heidi Price, the CEO and Mrs Carla Milford, the Head of School.
- The SEND governor is Mrs Marilyn Atrill (Co-Opted Governor) who will ensure that the full governing body is kept informed of how the school meets the statutory requirements.
- The people co-ordinating the day-to-day provision of education for pupils with special educational needs are Miss Viki Allen (SENCO) and Miss Charlotte Tregaskes (assistant SENCO).
- All teaching and non-teaching staff are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and the curriculum material. All teachers hold responsibility for evidencing progress according to the outcomes described in SEND support plans (IEPs, TAMs and EHCPs).

The SENCO and the Head of School will work closely with the special educational needs governor and staff to ensure the effective day-to-day operation of the school's special educational needs policy. The SENCO and the Head of School will identify areas for development in special educational needs and contribute to the school's development plan. In-service training needs, related to special educational needs, will be identified by the Head of School in consultation with the staff and will be incorporated into the school development plan. The school recognises SEND as a whole-school responsibility and is committed to ongoing SEND training for all staff.

## The Role of the Special Educational Needs Coordinator

- The SENCO must be a qualified teacher working at the school.
- SENCOs appointed after September 2024 who do not already hold the National Award for Special Educational Needs Co-ordination (NASENCo), are required to achieve the National Professional Qualification (NPQ) for SENCOs within three years of appointment, in line with statutory requirements.
- SENCOs who already hold the NASENCo qualification meet the statutory qualification requirement.
- SENCOs play a strategic role in leading SEND policy, practice and whole-school inclusive provision, supported by ongoing professional development.

The SENCO will:

- Support colleagues in the development of Individual Education Plans and to review the progress for pupils with Education Health and Care Plans.
- Attend each terms SENCO briefings and keep colleagues up to date with any developments
- Keep up to date with key national and local SEN development.
- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEN
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with outside agencies.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND
- Write, in liaison with the Head of School and Senior Leadership Team (SLT), the schools SEND information report, the published information on the school website about how the school implements its policy for SEND. This report is the school's contribution to the Local Offer.

Further information about how parents and carers can contact the SEND team, the Parent Support Advisor, and other professionals involved in SEND provision is detailed in the SEND Information Report.

## Parents/Carers

Yealmpstone Farm School will actively seek the involvement of parents and carers in the education of their children. We recognise that it is particularly important with pupils who have special educational needs where the support and encouragement of parents/carers is often the crucial factor in achieving success. The school is committed to meaningful co-production with parents, carers and pupils. Decisions about identification, support and review of SEND provision are made collaboratively, with families and pupils actively involved in planning, reviewing progress and shaping outcomes, as set out in the SEND Information Report. Parents will always be kept informed about the Special Educational Needs experienced by their children according with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Plymouth Information, Advice and Support Service (PIASS / SENDIASS) and signposted to different agencies by our Parent Support Advisor (PSA) Sarah Williams.

Parents will be fully consulted before the involvement of LA support agencies with their children and will be invited to attend any formal review meetings at all stages.

## Pupils

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans and one page profiles. Steps will be taken to involve pupils in decisions, which are taken regarding their education, and if appropriate will be involved in person-centred planning meetings to plan their support with their champion to help them.

## 7. Monitoring and Evaluating Progress

The school policy will be kept under annual review. The success of the policy will be monitored by the achievements of previously agreed targets outlined in the pupils IEP progress review and / or annual review. In addition evidence will be gathered regarding:

- Staff awareness of individual pupil need in pupil profiling meetings
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of pupils, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Pupil attendance
- Number of exclusions
- Number of pupils supported by the funding allocation for non-EHCP special educational needs
- Consultation with parents/carers
- Pupil's awareness of their targets and achievements.

## 8. Complaints About SEND Provision

If there is a cause for complaint with the school or L.A. regarding SEND provision the following procedure should apply:

1. The parent / guardian should initially contact the class teacher and the SENCO.
2. If no explanation / resolution is found, then written complaint should be made to the Head of School who will refer the matter to the SEND governor.
3. If the parent wishes to proceed further with the complaint, the school will make arrangements for independent resolution of the disagreement through and via a mediator from the Disagreement Resolution Service of the L.A.
4. If the parent is still not satisfied by following mediation, then a SEND tribunal will be arranged with the L.A.

Approved by:	Head of School Carla Milford	Date: 23/4/26
Last reviewed on:	April 2026	
Next review due by:	Apr 2027	