



Special Educational Needs and Disabilities (SEND) Policy

Policy reviewed	January 2025
Next reviewed date	January 2026



Introduction

At Alphington Primary School we are dedicated to creating an inclusive environment where every pupil feels valued and supported to achieve their potential. This policy reflects our commitment to ensuring high-quality, needs-led provision that aligns with:

- The Children and Families Act 2014.
- The SEND Code of Practice 0–25 years (2015).
- The Equality Act 2010.
- Devon’s Ordinarily Available Inclusive Provision framework.

Our philosophy:

“Essential for some, helpful to most, and harmful to none” drives our approach to ensuring inclusivity, accessibility, and collaboration.

This policy is part of our overarching goal to provide equitable opportunities for all pupils to thrive academically, socially, and emotionally.

Aims and Objectives

Aims

- To ensure early and accurate identification of SEND, followed by effective support.
- To provide an inclusive and stimulating learning environment where all children can achieve their best.
- To collaborate effectively with families and external professionals to tailor provision to individual needs.
- To prepare pupils with SEND for successful transitions within and beyond the school setting.

Objectives

- Promote high-quality teaching differentiated for individual needs.
- Ensure compliance with the Assess, Plan, Do, Review cycle for personalized interventions.
- Work in partnership with parents, carers, and professionals to develop pupil-centered plans.
- Regularly evaluate SEND provision to maintain best practices and efficient use of resources.



3. Core Principles

Building on the Ordinarily Available Inclusive Provision framework, our SEND approach is underpinned by the following principles:

Inclusive Practice

- Systems and teaching practices are designed to meet the needs of all learners, particularly those with SEND.
- A universally designed learning environment ensures accessibility without singling out pupils.
- Equity and Accessibility
- Equal opportunities are provided for all pupils to access high-quality education and participate fully in school life.
- Proactive measures are taken to remove barriers to learning, including differentiated teaching, assistive technology, and accessible classroom resources.

Collaboration

- Effective partnerships with parents, pupils, staff, and external agencies.
- All staff share responsibility for creating an inclusive environment.
- Evidence-Based Approaches
- Proven strategies such as multi-sensory learning, scaffolding, and relational approaches enhance teaching and learning outcomes.

4. Definition of SEND

In line with the SEND Code of Practice (2015), a child has SEND if they:

- Have significantly greater difficulty learning than their peers.
- Have a disability that prevents or hinders access to the curriculum or school facilities.

Categories of Need

SEND is categorized into four broad areas:

1. Cognition and Learning: Includes moderate learning difficulties (MLD), severe learning difficulties (SLD), and specific learning difficulties (SpLD) such as dyslexia and dyscalculia.
2. Communication and Interaction: Includes speech, language, and communication needs (SLCN) and Autism Spectrum Condition (ASC).
3. Social, Emotional, and Mental Health (SEMH): Includes ADHD, attachment difficulties, and anxiety disorders.
4. Sensory and/or Physical Needs: Includes vision impairment (VI), hearing impairment (HI), and physical disabilities requiring specialist support.



5. Identification and Assessment

The school employs a rigorous approach to identify SEND early:

- Regular monitoring of progress by class teachers and the Senior Leadership Team (SLT).
- Use of standardized assessments, observations, and consultations with parents.
- Referrals to external professionals such as speech therapists, occupational therapists, or educational psychologists when needed.

Key indicators for identification include:

- Lack of progress despite high-quality teaching.
- Persistent difficulties in literacy or numeracy.
- Behavioural challenges impacting learning.
- Medical diagnoses indicating SEND.

The Graduated Approach: Assess, Plan, Do, Review

Assess

- Detailed analysis of the pupil's strengths, needs, and barriers to learning.
- Collaboration with parents, pupils, and external professionals.

Plan

- Development of a SEND Support Plan with clear, measurable outcomes.
- Agreement on interventions, responsibilities, and review timelines.

Do

- Implementation of interventions, with class teachers remaining responsible for ensuring these are effective within the classroom.
- Support from trained teaching assistants and specialists as needed.

Review

- Regular evaluations of interventions' impact, with updates to plans as required.
- Pupil and parent feedback is central to the review process.



Strategies for Inclusive Provision

To ensure all pupils can access learning:

- Classroom Design: Layouts are accessible, with resources labelled clearly.
- Differentiation: Teaching is adapted for various learning styles, including visual, auditory, and kinesthetic approaches.
- Assistive Technology: Tools such as iPads, reading pens, and dictation software are used to support learning.
- Interventions: Evidence-based programs (e.g., phonics boosters, SEMH-focused activities) are employed.

Collaboration with Parents and Professionals

- Parents: Regular communication through meetings, progress reviews, and newsletters.
- Professionals: Partnerships with speech therapists, educational psychologists, and health services to ensure tailored support.
- Pupil Voice: Pupils are encouraged to contribute to their support plans and set personal goals.

Supporting Pupils with Medical Needs

In compliance with the Children and Families Act 2014:

- Individual Healthcare Plans (IHPs) are created for pupils with medical needs.
- Training is provided for staff to manage specific conditions such as epilepsy or diabetes.
- A coordinated approach ensures medical and SEND needs are addressed holistically.

Transition Support

We ensure smooth transitions:

- Internal: Between year groups or classes.
- External: To secondary school or specialist settings, with bespoke transition plans.
- Pupils are supported through visits, social stories, and gradual exposure to new environments.

Monitoring and Evaluation of SEND Provision

- SEND provision is reviewed termly using the Assess, Plan, Do, Review cycle.
- The SENDCo ensures compliance with statutory requirements and monitors progress of pupils with SEND.
- Annual self-evaluations help refine strategies and resource allocation.



Complaints Procedure

Concerns are addressed through the school's Complaints Policy, with the SENDCo as the first point of contact. Mediation services and SEND tribunals are available for unresolved issues.

Roles and Responsibilities

Headteacher

Leads overall SEND provision and ensures the policy is implemented effectively.

SENDCo

- Oversees the graduated approach to SEND.
- Provides training for staff and liaises with external agencies.
- Maintains SEND records and reports to the governing body.
- Works with the Headteacher to update the SEND information report.

Class Teachers and Support Staff

- Deliver high-quality teaching and implement personalized strategies.
- Collaborate with the SENDCo and parents

Links to Other Policies

- Accessibility Plan
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Supporting Children with Medical Needs Policy
- Contact Information
- SENDCo: Beky Stannard
- Assistant SENDCo: Laura Holmes · Devon SEND Local Offer: <https://new.devon.gov.uk/send/>.

This policy ensures a cohesive, inclusive approach that enables all pupils, including those with SEND, to reach their full potential in a supportive environment.

