

Ashton St. Peter's Church of England Voluntary Aided Primary School



Special Educational Needs and Disabilities (SEND) Policy

Ratified: February 2026

Review date: February 2027

1. Statement of Intent

Ashton St. Peter's CofE VA Primary School is committed to providing an inclusive, nurturing and ambitious learning environment where all pupils, including those with special educational needs and disabilities (SEND), are supported to achieve their full potential. We value diversity and recognise that every child is unique, with individual strengths, needs and aspirations.

This policy sets out how the school will meet its statutory duties under the Children and Families Act 2014, the SEND Code of Practice (0–25 years) and related legislation. It should be read alongside the school's **SEND Information Report 2025–2026**, which provides detailed, up-to-date information for parents and carers about SEND provision at Ashton St. Peter's.

Through the effective implementation of this policy, the school aims to: - Eliminate discrimination and promote equality of opportunity. - Foster positive relationships between pupils with SEND and their peers. - Ensure high-quality teaching and provision that meets pupils' needs. - Involve pupils and parents/carers fully in decision-making.

2. Legal Framework

This policy complies with and has due regard to the following legislation: - Children and Families Act 2014

- Equality Act 2010 and Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996 and Education Act 2002
- Children Act 1989
- Mental Capacity Act 2005
- Data Protection Act 2018 and UK GDPR

It also reflects statutory and non-statutory guidance, including: - **SEND Code of Practice: 0–25 years (DfE, updated guidance applied)**

- Keeping Children Safe in Education (current version)
- Working Together to Safeguard Children (current version)
- Supporting Pupils at School with Medical Conditions

3. Definition of SEND

A pupil is identified as having SEND if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Under the Equality Act 2010, a disability is defined as a physical or mental impairment that has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

SEND is identified across four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

4. Identifying and Assessing SEND

The school recognises the importance of early identification and intervention. Class teachers regularly assess pupils' progress and attainment, supported by termly assessments and pupil progress meetings.

A pupil may be identified as having SEND where progress:

- Is significantly slower than that of peers from the same starting point;
- Does not improve despite targeted intervention;
- Fails to close the attainment gap or results in a widening gap.

Identification is informed by:

- Teacher assessment and observation;
- Discussions with parents/carers and pupils;
- SENCO observations;
- Advice and assessment from external professionals where appropriate.

Parents are always informed when SEND provision is being considered or put in place.

5. Graduated Approach to SEND Support (Central Bedfordshire)

In line with the **SEND Code of Practice (0–25)** and **Central Bedfordshire Local Authority's Graduated Approach**, Ashton St. Peter's adopts a needs-led, graduated response to identifying and supporting pupils with SEND.

Central Bedfordshire's Graduated Approach clearly defines:

- **Ordinarily Available Provision** – high-quality teaching and reasonable adjustments available to all pupils;
- **SEND Support** – additional, targeted provision beyond ordinarily available provision;
- **Education, Health and Care Plans (EHCPs)** – for pupils with complex, long-term needs requiring provision beyond the school's delegated resources.

The school follows the four-part cycle of:

Assess – Plan – Do – Review

This cycle is applied with increasing intensity and frequency depending on a pupil's level of need. Decisions are informed by a clear understanding of the child's strengths, barriers to learning and desired outcomes.

Ordinarily Available Provision

All pupils benefit from: - High-quality, inclusive teaching; - Differentiation and adaptive teaching strategies; - Reasonable adjustments under the Equality Act 2010; - Pastoral and wellbeing support.

SEND Support

Where a pupil requires provision that is additional to or different from ordinarily available provision, they will be placed on **SEND Support**. Support is recorded through a SEND support plan with: - Clearly defined SMART outcomes; - Targeted interventions and strategies; - Agreed roles and responsibilities; - A planned review date.

Support plans are reviewed with parents/carers **three times a year**, in line with Central Bedfordshire guidance.

Reviewing Impact

Provision is evaluated based on:

- Progress towards outcomes;
- Improvements in engagement, independence and wellbeing;
- Evidence from assessment data and observations;
- Views of pupils and parents/carers.

Where progress remains limited, the SENCO may seek advice from external professionals or consider a request for statutory assessment.

6. Roles and Responsibilities

Governing Board

The governing board has strategic oversight of SEND and is responsible for: - Ensuring statutory duties are met; - Appointing a SENCO; - Approving and monitoring SEND

policies; - Publishing the SEND Information Report annually; - Ensuring safeguarding arrangements consider the additional vulnerabilities of pupils with SEND.

Headteacher

The headteacher is responsible for:

- The day-to-day management of SEND provision;
- Ensuring staff are trained and supported;
- Working with the SENCO to monitor outcomes;
- Reporting to governors on SEND provision and impact.

SENCO

The SENCO (Mrs Laura Day) is responsible for:

- Coordinating SEND provision;
- Advising on the graduated approach;
- Liaising with parents and external agencies;
- Supporting staff with identification and strategies;
- Maintaining accurate SEND records;
- Contributing to statutory assessment and EHCP reviews.

Teachers

Class teachers are responsible for:

- High-quality teaching and differentiation;
- Planning and reviewing SEND support;
- Working collaboratively with the SENCO and parents;
- Monitoring progress and outcomes.

7. Supporting Pupils with SEND

The school provides a broad range of support, as outlined in the SEND Information Report 2025–2026, including:

- Differentiated teaching and adapted resources;
- Targeted small-group or one-to-one interventions;
- Use of specialist programmes (e.g. Time to Talk, Socially Speaking, Lego Therapy);
- Support from trained teaching assistants;
- Input from external professionals such as educational psychologists, therapists and outreach services.

8. Education, Health and Care Plans (EHCPs)

Where a pupil's needs cannot be met through SEND support, the school may request a statutory EHC needs assessment in consultation with parents/carers.

- For pupils with EHCPs, the school:
- Delivers the provision specified;
- Participates fully in annual reviews;
- Supports transitions between phases of education;

- Ensures pupils and parents are actively involved in planning and reviewing outcomes.

9. Inclusion, Equality and Wellbeing

The school is committed to inclusion and adopts a social model of disability. Reasonable adjustments are made to ensure pupils with SEND can access:

- The curriculum;
- The physical environment;
- Extra-curricular activities and school trips.

The school recognises the link between SEND and mental health and provides nurture, pastoral and emotional wellbeing support as detailed in the SEND Information Report.

10. Safeguarding

The school recognises that pupils with SEND may face increased safeguarding risks. All staff are trained to be vigilant to these risks and safeguarding procedures are applied in line with the Child Protection and Safeguarding Policy.

The SENCO works closely with the Designated Safeguarding Lead to ensure pupils with SEND are appropriately supported.

11. Working with Parents and Pupils

The school values strong partnerships with parents and pupils. Parents are:

- Involved in assessment and planning;
- Consulted regularly through reviews and meetings;
- Signposted to support services, including SENDIAS.

Pupils' views are sought and respected in line with age and ability.

12. Complaints

Complaints about SEND provision should be made in line with the school's Complaints Procedure. Parents may also access disagreement resolution, mediation or appeal to the SEND Tribunal as outlined in the SEND Code of Practice.

13. Monitoring, Evaluation and Ofsted Readiness

SEND provision at Ashton St. Peter's is monitored rigorously to ensure compliance, effectiveness and positive outcomes for pupils.

Monitoring and Evaluation

The school evaluates SEND provision through:

- Analysis of attainment, progress and attendance data for pupils with SEND;
- Review of SEND support plans and EHCP outcomes;
- Provision mapping and costed intervention reviews;
- Pupil voice and parent/carer feedback;
- SENCO monitoring and reporting to governors.

Governors receive regular updates on:

- The effectiveness of SEND provision;
- Trends in identification;
- Use of resources and funding;
- Outcomes for vulnerable groups, including pupils with SEND.

Ofsted Compliance Sense-Check

This policy and the school's SEND practice reflect Ofsted expectations by demonstrating that the school:

- Knows its pupils with SEND well and can articulate their needs and outcomes;
- Uses the graduated approach consistently and effectively;
- Prioritises high-quality teaching as the first response;
- Tracks impact, not just provision;
- Works in partnership with parents, pupils and external agencies;
- Ensures SEND pupils are included fully in school life;
- Identifies and addresses safeguarding risks for pupils with SEND;
- Uses funding responsibly to improve outcomes.

Policy Review

This policy is reviewed annually by the headteacher and governing board to ensure it remains compliant with:

- The SEND Code of Practice;
- Central Bedfordshire guidance;
- The school's SEND Information Report 2025–2026.

Chair of Governors: *Martin Wilde*

Date: February 2026