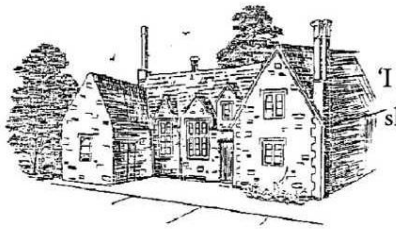
Review: Finance, Pay & Policy Committee – 07.05.2026
Agreed: Full Governing Body – 16.07.2026
Next View: Summer 2027

Enmore Church of England Primary School

'Those who are taught here must go out and teach others'

Rev J. Poole, Founder, 1810



'I have set you an example that you should do as I have done for you.'

John 13: 15

Special Educational Needs or Disabilities Policy (SEND)

Cassie Jones (SENDCo)

Danielle Mortimer (SEND Governor)

School vision

At Enmore school, we value inclusion for all children and have high expectations and aspirations for everyone regardless of differences in academic attainment, interests and attitudes. We aim to develop a positive attitude to learning and behaviour, underpinned by our shared vision and values. We provide an environment where pupils feel safe, happy and can flourish to achieve their full potential. We are committed to providing an education that enables all pupils to make good progress with the right level of support, care, and encouragement to achieve their best and develop in confidence.

"All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best.
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training."

Special Educational Needs and Disability Code of Practice 2015

Aims and Objectives

Enmore school seeks to ensure that it is a happy school where all are valued and all are given access to the same opportunities. This is a community where all are given dignity and respect.

Our key objectives are:

- The Special Educational Needs and Disabilities (SEND) of pupils are identified, assessed and provided for.
- All pupils with SEND receive appropriate provision and full access to a broad and balanced curriculum.
- The progress of pupils with SEND is monitored, evaluated, and planned for effectively to promote success and for a child to reach their full potential.
- Teachers are aware of their role as teacher of children with SEND and provide teaching which is inclusive.
- There is a whole school approach to pupils with SEND, and the roles and responsibilities of staff in providing for pupils with SEND are identified and maintained.
- The views of parents and pupils are sought and considered, and the role of support at home is valued and promoted.
- We work collaboratively with professionals and support services.
- Views, wishes and feelings of pupils are considered.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.
- To ensure that the statutory requirements for children with SEND are met.
- To consider and ensure compliance with current legislation related to SEN and Disabilities.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a child-centred multi-disciplinary team approach to meeting the needs of all vulnerable and disadvantaged learners.

All teachers at Enmore Primary School teach with due regard to Special Educational Needs and Disabilities (SEND). We recognise that it is the class teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching approaches, curriculum adjustments and adaptations. However, if a pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of need, then the pupil may be identified as having additional needs or special educational needs.

What are Special Educational Needs and Disabilities?

A child of compulsory school age or young person is considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age;

or

- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill).

For a child to be placed on the Special Educational Needs and Disabilities (SEND) register they must have a learning difficulty or physical disability that creates a barrier to their learning and means that without provision which is different from or additional to that normally available to their peers, they make significantly less progress than is expected.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning.

A child may have a learning difficulty where class-based adjustments adaptions, called universal provision, can remove the barriers to learning without needing provision which is different from or additional to that normally available to their peers. In this case the child may not be placed on the SEND register.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

There are many reasons why a child may experience difficulties which do not mean they have a SEND, such as: domestic issues, bullying, bereavement, poor attendance, health issues or English as an additional language. At Enmore school we are committed to supporting children with whatever difficulties they may have.

Identification, Assessment, Planning and Review Arrangements:

Enmore Primary School is committed to the early identification of SEND.

Special Educational provision is anything that is additional to or different from the universal provision made available for all children within the curriculum.

The SEND Code of Practice (DfE, June 2014) recognises that a child's needs may fall within or across 4 main categories of need:

1. Communication and Interaction: Children may have difficulties communicating with others. This includes speech, language, or social communication difficulties. This includes children on the Autism Spectrum.

2. Cognition and Learning: Children and young people may learn at a slower pace than their peers, even with appropriate adaptations. This covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health difficulties: Children may have underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained, which may lead to withdrawn or challenging behaviours. Other children and young people may attachment difficulties. Challenging behaviour is not in itself a SEND but a communication of underlying difficulties.

4. Sensory and /or Physical needs: Children may have a difficulty or disability which prevents or hinders them from making use of the educational facilities or opportunities generally provided. (SEND Code of Practice, 2015 6.34)

Some children will enter the school with a SEND and other children will be identified as having SEND as they progress through the school. Teachers assess children when they enter school and then termly throughout their time in school. We are always alert to children who are falling outside of the range of age-related expectations or children who are making less than the expected rate of progress. These children are discussed at pupil progress meetings termly.

We consider the categories above to ensure our assessments are broad and balanced and consider the whole child. We always consider parents and the pupils as partners in the process of identifying special educational needs and always take their concerns seriously.

Identification of SEN

Enmore school follows the Graduated response flowchart from Somerset's graduated response tool (2023) to identify, assess, respond to and meet the needs of children in our school.

Assess, Plan, Do and Review:

We follow the graduated approach of 'assess, plan, do and review' as outlined in the Code of Practice (2015) alongside Somerset's Graduated Response Tool 2023.

The graduated response is a 'four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil needs and of what supports the pupil in making good progress and securing good outcomes.' Code of practice 6.44.

Progress should be monitored at every stage of the graduated response process.

Assess: Identify a child or young person (CYP) as needing SEND Support, drawing on assessments, the individual development in comparison to peers, CYP and parent carer input.

Plan: School, CYP and parent carers create a plan with appropriate support and intervention provided to meet the identified needs. Targets are set and a review is.

Do: Professionals, parent carers and CYP carry out the agreed plan.

Review: Professionals. parent carers ad Preview progress towards targets. if there are still SEN that are not being met, the cycle starts again with a reassessment of need updated, targets and provision.

Access to the Curriculum

At Enmore Primary School we have a broad and balanced curriculum where adjustments and adaptations are implemented to enable all children to access learning. Teachers have high expectations for all pupils. Through high quality teaching and learning, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning.

We use the Somerset's Graduated Response tool and the school provision map to support our choice of provision at universal level and SEND support. If a child has an Education, Health and Care Plan (EHCP) we implement the provision stated on the plan with support from outside agencies. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. However, to maximise learning, at times some pupils may be withdrawn, individually and in small groups, to take part in targeted, time limited interventions, planned to meet needs.

Education, Health and Care Plan (EHCP):

Most children and young people with SEND will have their needs met in their local mainstream setting. A few CYP will have an education health and care plan (EHCP). Most CYP with an EHCP will also attend their local mainstream setting.

An EHCP may be required when the nature and extent of a CYP's special educational needs or disability means the support they require cannot be provided within resources normally available to mainstream settings.

The EHCP assessment is a twenty-week statutory process set out in the Code of Practice. Requests for statutory needs assessments could be considered after following a graduated response. A statutory needs assessment could be considered where 'despite relevant and purposeful action to identify, assess and the meet the SEND of the child or young person' they have not made expected progress (code of practice 6.63)

More information about Education, Health and Care Needs Assessment (EHCNA) in Somerset can be found on the local offer.

SEND Funding:

All pupils with SEND will have access to Element 1 and 2 funding of a school's budget. For those with the most complex needs, additional funding is allocated by the Local Authority. This is allocated by a multi-disciplinary team based on the child's level of identified need and will be linked to the child's EHCP. The Local Authority will determine whether the level and complexity of need meets the banding threshold and the allocation of top-up funding. It would then be the responsibility of the SENDCo and Headteacher to agree how the allocation of resources is used. Additional funding is allocated through the EHCP process and reviewed annually.

Partnership with Parents:

Partnership with parents plays a key role in enabling all pupils, including those with SEND to achieve their potential. We believe that a close working relationship with parents/carers is vital to ensure that we have as full knowledge of the whole pupil as possible in order to set appropriate outcomes and plan effective support and to ensure a holistic approach for each child. We believe that where parents are fully engaged in the process of supporting a child's special educational needs, there is more continuity between school and home, enabling children to flourish. All parents of pupils with SEND will be kept fully informed, will be treated as partners, and supported to play an active and valued role in their child's education and school life.

Pupil Participation:

Pupils with SEND often have knowledge of their own needs and circumstances. They will be encouraged where possible to participate in all the decision-making processes including their pupil passport which include their strengths, interests and things that help them in school. Pupils with SEND will be encouraged to fully participate in all aspects of school life, ethos, and community.

Starting school with SEND:

For children with known SEND who are joining our school, we hold a meeting to design a School Entry Plan (SEP) with parents and all professionals who have supported the child prior to starting school. This enables us to ensure that all support that is required is in place when the child starts school. This may include adjustments to the environment and, if needed, the arrangement of additional transition visits. Regular review meetings are held once the child has started school to ensure a smooth transition.

Transitioning between year groups and to another setting:

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered, prior to moving to secondary school. The SENDCo will liaise with the SENDCo of the appropriate receiving secondary school to ensure that effective arrangements are in place to support pupils at the time of transfer. We ensure records contribute to the future planning for the benefit of the pupils and are passed on to the receiving secondary school.

If your child moves to another school before Year 6 we will contact the school SENDCo and ensure they are aware of any additional provision and arrangements or support that we have been providing for your child. We will ensure that all records about your child are passed on as soon as possible.

At the end of each academic year a meeting will be held between the child's current class teacher and the receiving class teacher for the new academic year. At this meeting, all details of each child

within the class including additional needs or SEND will be discussed and details of the provision and recent targets on the child's Pupil Passport will be discussed. The current teacher will prepare appropriate targets for the new Autumn term pupil passport for the receiving teacher to implement, to ensure continuity of provision and a consistent approach. Some children may require a transition plan. These will be discussed, with parent and teachers prior to the child moving classes, normally in June.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND:

The school and Governing Body are committed to regular evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis including:

- Regular observations of teaching by the Headteacher, SLT or SENDCo.
- Regular analysis of attainment and achievement of pupils with SEND and reviewing pupil passports.
- Scrutiny of teachers' planning and pupils' work.
- The views of parents and pupils through meetings.
- Regular meetings between SENDCo, class teachers and Head Teacher (Pupil Progress Meetings)
- Regular meetings/ emails between SENDCo and the SEND Governor.
- Analysis of school provision data and effectiveness of specific interventions
- Continuing Professional Development programme coordinated by SENDCO for members of staff for specific areas of SEND as well as quality first teaching for all teaching staff.

Monitoring register and exiting the SEND register:

Those children who may have been on the SEND register and received targeted help in the past, but no longer need it, may be added to the monitoring register. Children where there are initial concerns but where universal levels of provision and support are being implemented may also be added to the monitoring register. This enables all staff to carefully track their progress and for the SENDCo to become involved again if felt necessary.

Roles and Responsibilities

Provision for pupils with special educational needs is a whole school approach.

The Governing Body, the school's Head teacher, the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and all other members of staff have important responsibilities.

Governors must:

- Be aware of their legal duties in relation to children and young people (CYP) with SEND as per The SEND Code of Practice and Children and Families Act 2014 and have a good understanding of these documents.
- The governing body have the legal duty to focus on the school's systems and processes for supporting CYP with SEND rather than provision for individual CYP.

- Ensure that there is a suitably qualified teacher designated as Special Educational Needs and Disabilities coordinator (SENDCo).
- Ensure that SEND duties are undertaken effectively across the organisation including but not limited to: identification of needs, responding to SEND, a broad and balanced curriculum, record keeping od SEND provision and engagement and participation for all CYP.
- Ensure the school's notional SEND budget is appropriately allocated to support CYP with SEND.
- Have a member of the board with specific oversight for the school's SEND arrangements.
- Build a good working relationship with the SENDCo and meet with the SENDCo on a regular basis.
- Help to review the school's policy on provision for CYP with SEND and the school's approach to meeting the needs of those with SEND.
- Ensure that the school website publishes the school's SEND offer and link to **Somerset SEND Local Offer.**

Headteachers must:

- Ensure the school holds ambitious expectations for all children and young people (CYP) with SEND.
- Establish and sustain culture and practices that enable CYP to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parent carers and professionals, to identify the additional needs and SEND of CYP, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND Code of Practice 2015.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure that responsibilities are met under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure a suitably qualified and experienced teacher is designated as SENDCo and allowed sufficient non-teaching time to carry out their duties.
- Have a clear approach to early identification of SEND and response to identified needs.
- Ensure school SEND Information Report is produced and published online in accordance with section 69 of the children and families Act 2014.
- Ensure the SENDCo is able to support and advise you and the governing body in determining strategic development of SEND policy and

Teachers must:

- Be aware that teachers are responsible and accountable for the progress and development of the children and young people (CYP) in their class, including where CYP access support from teaching assistants or specialist staff.
- Have a clear understanding of the needs of all CYP, including those with SEND, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Set goals that stretch and challenge CYP of all backgrounds, abilities and dispositions.
- Have a secure understanding of how a range of factors can inhibit CYP's ability to learn and how best to overcome them.
- Manage classes effectively, using approaches which are appropriate to CYP's needs in order to involve and motivate them.
- Remain responsible for working with CYP on a daily basis. Where interventions involve time away from the main class teacher, the teacher retains responsible for the CYP.
- Work closely with teaching assistants to inform planning and to assess the impact of interventions and link them to the classroom teaching.
- Work closely with parent carers and CYP to identify strengths, barriers and support strategies.

The SENDCo must:

- Be able to support and advise the Headteacher and governing body in determining the strategic development of SEND policy/provision in the school – this is achieved most effectively by being a member of the SLT.
- Have day to day responsibility for the operation of SEND policy and specific support to children and young people (CYP) with SEND, including those with an EHCP.
- Be a qualified teacher and working towards a National Award in Special Educational Needs Coordination within three years of becoming a SENDCo.
- Provide professional guidance to colleagues and work closely with staff, parent carers and other agencies.
- Be aware of the local offer provision and provide support to families to ensure CYP with SEN receive appropriate support.
- Ensure your school keeps its record of CYP with SEND up to date.
- Compile an annual report for school governors about the provision for, and progress of, CYP with SEND.
- Have knowledge of the SEND budget and how it is used.
- Advise on the graduated approach to proving SEND support.
- Liaise with potential next providers of education to ensure a CYP and their parent carers are informed about options and a smooth transition is planned.
- Work with the headteacher and SEND Governor to ensure that the school meets requirements under the Equality Act 2010 with regard to reasonable adjustments and access arrangements .

Staff Development:

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff training needs are identified through staff appraisals and pupil progress meetings. Relevant training will be planned and delivered either internally or by external providers to identified staff members. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to the School Development Plan where appropriate.

Complaints Procedure:

If a parent or carer has any concerns or complaints regarding the welfare of their child, or the provision in place to meet their SEND needs, an appointment can be made by them to speak to the Head Teacher or SENDCo informally, who will seek to deal with the complaint in the first instance and be able to advise them on the formal procedures for complaint if necessary.

The procedure for managing complaints is as specified in the school's complaints policy.

Reviewing the Policy: This policy will be reviewed annually. However, this may be sooner if it is felt appropriate. Reviewed and Agreed by SEND governor: