Pamphill CE First School

SEND Policy

2026-2027

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Mission

Pamphill First School is a happy, safe, caring environment, where children and adults are nurtured and challenged to grow and flourish. Our strong, community school is built upon mutual respect and caring relationships. We are a place where learners are encouraged to be curious, resilient and passionate.

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- In consultation with staff, parents/carers and outside agencies we aim to identify all pupils with SEND as quickly as possible so that we can ensure appropriate provision.
- We seek to create an atmosphere of encouragement, acceptance, and respect of achievements and sensitivity to individual needs, in which all pupils can thrive.
- Pupils with SEND will generally be taught alongside their peers in mainstream lessons, with appropriate differentiation and support to enable pupils to access the curriculum. There will be occasions when it will be more beneficial to withdraw the pupil for additional support. Every effort will be made to offer access to the whole curriculum.
- At Pamphill First School we do our best to ensure that pupils with SEND take part in and contribute fully to school life wherever practically possible.
- We work in partnership with parents and carers to support pupils with SEND and ensure that pupils and their parents and carers are involved in the decisions that affect their education.
- We work to promote effective partnerships with outside agencies, pre-schools and middle schools.

The success of the school's SEND policy will be judged against the aims set out above. The SEND policy will be reviewed annually by the SENDCo who will make recommendations for change to the Headteacher and the Academy Committee as required.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

- Equalities Act 2010: Advice for schools (DfE May 2014)
- Schools SEN Information Report Regulations (2014)

The Equalities Act 2010 identifies that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children classed as disabled will require this provision. A child with asthma or diabetes for example, may not have special educational needs, but may still have rights under the Equalities Act. The Children and Families Act 2014 states that schools and academies are to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children also have SEND, their provision and support will be planned and delivered in a coordinated way with the healthcare plan.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Not all pupils with disabilities have SEN and not all pupils with SEND meet the definition of disability, but this policy covers all of these pupils.

Some helpful definitions of common acronyms can be found here.

4. Roles and responsibilities

4.1 The SENCO

The SENCo is Mrs Jones (Contact Details: 01202 883008 or office@pamphillfirstschool.org)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The Local School Committee

The Academy Committee has due regard to the SEND Code of Practice, the Children and Families Act (2014) and the Equality Act (2010) when exercising its duties. These will include:

● Ensuring that Pamphill First School's arrangements are published on supporting disability and medical conditions, equality and school and SEN information pertinent to the SEND policy

● Ensuring that the necessary provision for any pupil identified as having special educational needs is secured.

● Ensuring that all teachers are aware of the importance of providing for children with SEND

● Ensuring that Parents/Carers are included in the decisions made in conjunction with the school where SEND provision is to be made for their child

● Identifying an AC member to have specific oversight of the school's provision for pupils with special education needs.

The identified AC member helps to ensure that all those who teach a pupil with an EHCP are aware of the nature of their needs and support. She also ensures that all Committee Members are aware of the school's provision, including the deployment of funding, equipment and personnel.

4.3 The Head Teacher has responsibility for day-to-day management of all aspects of the school's work, including the provision for children with SEND. The Head teacher keeps the Academy Committee fully informed and works closely with the SENDCo. The Head Teacher is Mrs Sarah Fairman who is also the DSL for the school. The Head Teacher and Local Schools Committee have delegated the responsibility for the day to day implementation of the policy to the SENCo.

The headteacher will:

- Work with the SENCo to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers are all teachers of SEN and are aware of their responsibilities for pupils with SEND, in line with the SEND Code of Practice. Class teachers are initially responsible for the learning of their own pupils and for identifying, assessing and ensuring that provision is made for all the children in their classes through recording and monitoring progress. To achieve this, children with SEND will be offered an appropriately differentiated curriculum in order to ensure access to and success in the full range of subjects. They are only withdrawn from the classroom where provision is necessary to address a specific difficulty that cannot take place within the classroom setting. All teaching staff follow the school's procedures to identify, assess, plan for and review children with SEND and keep the class SEND documentation up-to-date.

4.5 Teaching Assistants (TAs) work to support pupils with SEN and their overall line management is the responsibility of the Headteacher. Pupils with an Education Health and Care Plan (EHCP) will have an allocation of funding, which is used under the guidance of the SENCo and Headteacher. Support may be provided both on an individual basis and/or part of a small group, following local authority guidance. Class teachers will work closely with all the teaching and support staff in their year group to ensure a consistent approach to children with special needs