Dauntsey Academy Primary School

Special Educational Needs Policy 2026

Date Agreed	September 2026
Review Date	September 2027

INTRODUCTION

This policy complies with the Children and Families Act 2014 and Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 Sept 2014
- Schools SEN information report Regulations (2014) (see www.sendgateway.org.uk)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Policy and Plan
- Teachers Standards 2012

This policy was written by the Inclusion Lead. It is shared with staff at staff meetings and parents via the school website.

The Inclusion Lead is Mrs Rowan Carpenter
Contact details – Tel: 01380 813373
Email: senco@daps.equamead.org

Definition of Special Educational Needs

A child has SEND if they have a learning difficulty or disability, which calls for ***special educational provision*** to be made for them.
A child of compulsory school age has a learning difficulty or disability 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 facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational Provision means:

- For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.
- A child under compulsory school age has SEND if they are likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught (English as an Additional Language – EAL).

Disabled children

Many children who have SEND may have a disability under the Equality Act 2010– that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The term 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND, but there is significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision, they will also be covered by the SEND definition.

Dauntsey Academy Primary School and its philosophy

Our school is committed to a child-centred approach to learning, with emphasis on first-hand experience whenever and wherever possible. This philosophy is especially important to children with special needs. Our school recognises

that every teacher is a teacher of every child including those with SEND. In our school, the staff ensure there is flexibility in their practice, while ensuring continuity of learning. Our school is committed to the inclusion of children with special needs, but we recognise there may be reasons for withdrawal in certain situations. Our school encourages parents to be fully involved in the education of their children as equal partners.

Aims

It is our aim to provide the highest possible education for the children in our care.

- To value each child as an individual regardless of social, cultural, gender or individual differences.
- To encourage every child to reach their full potential. It is the responsibility of all staff to be responsive to different learning styles, to differentiate appropriately and to provide carefully tailored resources to facilitate effective learning for all children.
- To enable each child to become socially interactive in an acceptable manner.
- To provide all the children in our school with a broad and balanced curriculum.
- To encourage the child to become an independent learner.
- To enable the child to appreciate their own strengths and to value themselves and others.
- To promote and maintain a happy and caring environment and foster independence, respect for others and the development of self-esteem.
- To manage the behaviours of children experiencing difficulties so that they and their peers can benefit fully from opportunities offered.
- To encourage parents and pupils to take responsibility for their own learning.

Objectives

- To identify and provide for pupils who have SEND and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To provide an Inclusion Lead who will work with the SEND Policy.
- To provide support and advice for all staff working with pupils with SEND.
- To ensure that class teachers take overall responsibility for the needs of all SEND learners and adapt quality first teaching experiences accordingly.

Identification

A child may give cause for concern for a variety of reasons:

- Difficulties in dealing with concepts and experiences appropriate for their age.
- Difficulties in communicating in different forms (verbal, written, gesture and expression).
- Difficulties due to emotional, social or mental health problems.
- Medical or health problems.
- Disabilities such as a physical or mental impairment.

In order to provide for an individual child's needs, the prerequisite is identification of those needs. During identification, we must account for the child's strengths and attempt to build on those areas, to enable the child to work with confidence and understanding.

Aspects which may impact on progress and attainment but are not considered SEND are:

- Disability (though there may be some overlap with SEND)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child
- Being a child of a serviceman/woman

Identification of a child with special needs can be made in a variety of ways:

- before they start at our school.

As soon as we know that a child will be attending our school, we start to find out more about them, so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

- Parent information meetings
- Work with previous schools or educational settings
- School or class visits before children start
- Talking to or receiving reports from other professionals

- whilst they are at our school.

By pupils telling us

- Talking to staff
- Circle time
- Feedback in books

By parents telling us

- Informally talking to staff
- Parents evenings
- Formal/ arranged meetings with staff and/or Inclusion Lead
- Providing written reports/ information

By teachers' discussions and using their assessments

All pupils' progress and achievement are assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil termly, in order to ensure that all pupils are making good progress and will achieve their targets. Staff liaise with the Inclusion Lead if there are any concerns regarding a child's progress and achievement.

Regular TA meetings are held by members of SLT, where staff have the opportunity to share concerns and offer support/advice to one another. Support staff who deliver specific intervention programmes and who work closely with the teacher will also be involved in discussions with both the class teacher and Inclusion Lead.

Other information

We might also use other sources of information to ensure pupils are happy, making good progress and do not need any other support.

During a review of progress

Parent consultations are held twice a year with the parent and the class teacher. Progress and attainment are discussed at these meetings. IEP review meetings for pupils with SEND generally happen in Terms 2, 4 and 6. IEP review meetings are always held in addition to routine parent consultations meetings. For pupils with Education, Health and Care plans (EHC Plan) or pupils at tier 3 on our SEND Register with a support plan, meetings will be led by the Inclusion Lead with children, parents, support staff and teachers where possible. For pupils at tier 2 and tier 3 without a support plan, teachers will lead these meetings with parents, and pupils, where appropriate.

Graduated Approach to SEND Support

Initial concerns

When a concern has been raised about the development of a pupil:

- The class teacher will discuss this with the Inclusion Lead.
- The class teacher will then meet with the child's parents, where possible, to discuss their concerns to develop an understanding of the pupil's strengths and difficulties.
- Agreed next steps and outcomes should be sought.
- A meeting log will be completed.
- The Inclusion Lead will be informed of the meeting. The child will then be placed as a Concern (tier 1) on the SEND Register.

Ongoing concerns

- If it is felt that the child's difficulties indicate a special educational need, the class teacher will carry out some assessments depending on the area of need identified. The class teacher may then complete the Wiltshire Graduated Response document alongside these assessments.
- With the support of the Wiltshire Graduated Response document, we may decide to place the child at either tier 2 or tier 3 SEND support.
- A child will usually move to tier 2 prior to tier 3. The exception to this may be when a child enters from another school with a previously unidentified need and whose SEN is such that a higher level of support is needed immediately.

Prior to placing a child on the SEND register, a number of factors will be considered.

- Quality first teaching – the role of the class teacher, planning and differentiation to support children.
- Provision and impact of wave 2 interventions (e.g. social skills, targeted groups).
- Engagement of early years/ outside services if necessary.
- Other factors which may affect children's progress.

Managing Pupils Needs on the SEND register

SEND Support

The concerns will be recorded and the child placed at the appropriate stage on the SEND register. Extra provision may be given through small group teaching or the provision of resources. An IEP and a one-page profile will be drawn up by the class teacher in consultation with the pupil and parents for pupils on tier 2, 3 and 4 of SEND support. For pupils on tier 3, a "My Support Plan" may also be written. This provision will then be implemented and reviewed twice yearly.

Referral to outside agencies

If a pupil needs more specific provision, the class teacher with parent/carers, in consultation with the Inclusion Lead and other involved adults, will discuss the child's needs and advise the parents/carers on how to access other professional services - for example speech and language therapy, occupational therapy and the educational psychologist. Referrals can be made via the school and sometimes via the GP. Extra provision may be given through group programmes and the provision of resources. Advice and objectives from external professionals will be included in the child's SEND My Support Plan, which will be reviewed by the class teacher, parent and child at the reviews held twice a year. Where therapists are involved, they will review outcomes as appropriate with their own service policy.

Education, Health and Care Plans

If staff and parents, in consultation with external agencies, feel a pupil needs further provision, a request can be made to consider providing an Education Health and Care plan (EHC Plan). Children remain at SEND Support pending the outcome of the consultation. A child with an EHC plan is given a level of need by the LA. The school has to provide the

first portion of funding and the LA will top up as is decided during the development of the EHC Plan. The pupil should continue with a provision plan identifying what is additional to and different from the curriculum plan.

IEPs – Individual Education Plans

These documents identify the targets that the child has been set, which will enable them to progress, as well as skills to be built on by the class teacher and TA. They are often based around advice given by external professionals as well as goals developed through discussion with staff, parents and pupils. The provision is reviewed formally three times a year and outcomes recorded. Provision can then be amended or changed depending on the needs of the child.

My Support Plans

Pupils on tier 3 may be issued with a" My Support Plan." These are more detailed documents focussing specially on the pupil's strengths and areas for development. They record more long-term objectives (outcomes), and usually involve advice from external agencies, such as the Wiltshire Council SSENS team, Educational Psychologists or Speech and Language Therapists.

Recording of Provisions and Interventions

Interventions and specific provisions, which are put in place for children on the SEND register, are recorded on a class provision and intervention document, which is reviewed termly, in line with IEPs, support plans and EHCP outcomes. These documents also include interventions and provisions for children in receipt of Pupil Premium Grant funding and service child funding.

Review Meetings

An EHC Plan is reviewed annually and measures the effectiveness of provision. All involved adults (including health professionals, outside agencies, school staff, and parents) and the pupil review the termly and year's progress, provision and outcomes, amending the EHC plan where necessary. These meetings will be held during the school day, if possible. IEP reviews for pupils at SEN Support tiers 2 and 3 will be held in terms 1, 3 and 5. The Inclusion Lead will hold the meetings for children with support plans and EHC plans. Should a pupil meet outcomes more quickly or really struggle with targets, they may be amended in the interim.

Criteria for Exiting the SEN Register

For pupils with MLD or SpLD: During the year, some pupils will make enough progress in reading, writing or maths to close the gap with expected attainment levels for their age. This means they can now be supported via wave 2 interventions and quality first teaching, which will boost their learning further, so that they meet national expectations.

For pupils with SLCN(SALT): Some pupils will make sufficient progress with their speech and language targets that they no longer need intervention from therapists and are removed from the SALT caseload. Sometimes children may still participate in SALT groups within school to help maintain their progress.

For pupils with SEMH: Where pupils have made progress by reducing the frequency of incidents and have begun to overcome their needs, they may be discharged from services such as the school ELSA and Thrive counsellor. Sometimes children may still participate in social skills groups within school to sustain their progress.
Once children have exited the SEND register, they may be moved to tier 1 – concerns of the SEND register. After a year at this level with no new concerns raised, the child is removed from "concern".

Supporting Pupils and Families

Our school provides an annual mid-year report to parents on pupils' progress including pupils with SEND. Parents of pupils at SEND Support tier 2 and 3 meet with school staff on a bi-termly basis to discuss outcomes and review progress. TAs may also be present for a pupil with an EHC plan. The pupil's views are included either during the

meeting or their views can be gathered during preparation (age appropriate). A record of outcomes and provision amendments is shared with parents, relevant school staff and outside agencies.

School staff are available to meet parents after school for a brief update or by appointment for longer meetings. Other therapists working with our school such as SALT, OT and EP will also make appointments to meet parents for children they are involved with.

Supporting Pupils at School with Medical Conditions

Our school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some pupils with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some pupils may also have SEND and an EHC Plan, which draws together a pupil's educational, health and social care needs; the SEND Code of Practice 2014 is followed in this instance also.

Our school will only administer medication where a 'request to administer medication' form has been completed by the parent/carer of a pupil. The form is to be completed prior to the pupil starting school or, if already in attendance, as soon as the condition is identified. Following receipt of a 'request to administer medication' form, the Headteacher or designated person will discuss with staff the nature of the request and whether or not they are willing to administer the medication; they will also identify whether staff are competent to administer the required medication. Staff are deemed competent to administer medication in tablet or liquid form but must have received training in any medical techniques required, e.g. use of EPI-PEN for anaphylaxis, use of blood tester or insulin pen for diabetes.

A Health Care plan for the pupil may be prepared. This will indicate the date of request for administration and approval and will provide as much information on the medical condition as is available. The Health Care plan follows a standard format but will vary dependent on the medical needs, e.g. short term or specific condition. Sometimes a Health Care plan will be drawn up with the school nurse, who will regularly review them. Health Care plans will need regularly updating to ensure information is current. In addition to the Health Care plan, a risk assessment is also completed. Photos of all children with a medical need are displayed in the office, in the staff room, in the child's class and in the kitchen. For further information see the medical needs policy.

Monitoring and Evaluating SEND

The Inclusion Lead is part of the leadership team, which monitors and evaluates the practices of teachers and provision for pupils including those with SEND, then feeds back to staff about strengths and areas to develop. This is achieved through observations, learning walks, book scrutiny and pupil interviews. The Inclusion Lead formally observes TAs at least annually; informal observations/drop ins are also carried out throughout the year. Feedback is given about TAs practice, including strengths and areas to develop. As part of their performance management, TAs are set goals to work towards to improve their practice. The progress and attainment of pupils with SEND is monitored by the Inclusion Lead, in line with the whole school pupil progress cycle. Provision for pupils with SEND is evaluated, then amended or changed as required. The effectiveness of different interventions is evaluated regularly, in line with IEP and provision map reviews. Interventions may be changed or amended to best deliver provision which matches the needs of the pupils with SEND and tackles school priorities.

Training and resources

All teaching staff have basic training in SEND as part of their teacher training and have had training on the 2014 SEND Code of Practice. Early Career Teachers may also attend extra training through the LA in their first year. All teaching staff have received training in dyslexia and dyslexia-friendly practices, through the school's focus on achieving the Dyslexia-Friendly Schools Quality Mark. Some teaching staff have received training in supporting pupils with ASD. Our

school has a number of highly skilled teaching assistants. Different staff have received training from therapists and outreach specialists in supporting and implementing programmes in the following areas: ASD, SALT, and OT. One member of staff is ELSA trained. TAs have also been trained to deliver intervention programmes such as Sound Discovery, Inference Training, WESFORD, Little Wandle Rapid Catch Up and Social Skills. SEND training sessions are also available annually through the SSENS team at Wiltshire Council. Informal training and advice sessions are held within school through meetings for teachers and TAs with the Inclusion Lead. A variety of resources to support the range of interventions we offer are provided. These include Inference Training materials, Barrington Stoke books, Write from the Start materials, Phonics resources and activities, Toe by Toe books, WESforD materials, speech and language resources, resources to implement OT and physio programmes.

Roles and Responsibilities

Inclusion Lead – Mrs Rowan Carpenter

- Overseeing the day to day operation of our SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated teacher where a looked-after pupil has SEND.
- Advising on the graduated approach to providing SEND Support.
- Advising on the deployment of the SEND and notional budget and other resources to meet pupil's needs effectively.
- Managing and supporting TAs.
- Liaising with parents of children with SEND.
- Liaising with sending schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- A key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that we meet our responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

SEND TAs

TAs all have some responsibility for the provision of support with pupils with SEND, delivering specific programmes and supporting within the classroom. The TAs who exclusively support pupils with SEND have a range of qualifications: ELSA, NVQ 3 and NVQ 2 qualifications.

Designated Teacher with safeguarding responsibility – Mrs Philippa Winbolt
Staff member responsible for pupils with medical needs – Mrs Danni Scorgie

Storing and Managing Information

Individual pupil files are kept on all children at SEND Support or with EHC plans. IEPs/ My Support Plans /EHC plans with reviewed outcomes are filed, with any outside agency reports or intervention. These files are kept in a lockable cupboard. In addition, class teachers hold copies of all relevant paperwork for the current year in their class cohort file. All electronic documentation on every child, including those on the register of concern, is stored in the pupil's individual file on the server. All staff who are working with a child with SEND will have a copy of the IEP and My Support Plan/EHC plan.

KS1 and KS2 pupils' reading, writing and maths assessment levels are recorded and tracked 3 times a year using PIRA and PUMA tests. Ongoing teacher assessment is carried out through formative observations in class and foundation

subject assessment records. The Inclusion Lead keeps a record of assessment and progress levels for pupils at SEND Support or with EHC Plans.

Reviewing the policy

This policy is reviewed by the Inclusion Lead on an annual basis. However, in the current climate of change, amendments may be necessary more frequently, as new information comes to light and procedures develop.

Accessibility

Our school endeavours to provide facilities to enable access for pupils with SEND. This includes physical access, accessibility of written materials, as well as visits and lesson content. We have an accessibility plan which sets out how we plan to increase access for all pupils. This can be found on the school website.

Admission arrangements

Our school strictly adheres to the LA guidelines for admission of pupils, including those with SEND.

Dealing with complaints

If a parent has any concerns about SEND provision made for their child, they should in the first instance contact the class teacher. If you are concerned at any time, please contact a member of staff at school in this order:

- Class teacher
- Inclusion Lead
- Head teacher
- Chair of Governors

Our school has a complaints procedure, details of this is available on the website. Finally, concerns can be raised with the LA.

Bullying/discrimination

- As a staff, we will use our own adult behaviour as a model of what we expect of our children.
- To minimize bullying, we aim to build on our school positive behaviour policy.
- We will raise awareness of bullying through our PSHE curriculum, encompassing circle time, co-operative games and assemblies.
- We actively promote a school ethos that encourages positive attitudes towards others and emphasises that every pupil is of equal worth, irrespective of age, gender, ethnic background, disability or academic attainment.
- We will provide a safe and stimulating environment in which our children can work and play.
- Every classroom will display a copy of our school rules – Be Respectful, Be Ready, Be Safe. All pupils will sign a copy of the home/school agreement to show their commitment to keeping our school rules.
- Our school tries to work in a proactive manner and will invite the local community police officer to speak with children and/or theatre groups to explore sensitive matters such as bullying.
- Children will be taught about internet safety and how to react to people who bully.

Related Policies and plans.

DAPS SEND Information Report
Wiltshire Local Offer
Equalities Policy and Plan
Accessibility Plan
Managing Medical Needs policy
Behaviour Policy
Anti-Bullying Policy

Contact details
Inclusion Lead – Mrs Rowan Carpenter Tel: 01380 813373 senco@daps.equamead.org

Glossary of Terms

ASD – Autistic Spectrum Disorder
EAL – English as an Additional Language
EHC Plan – Education Health and Care plan
EP – Educational psychologist (see below)
EYFS – Early Years Foundation Stage (Nursery and Reception)
HI – Hearing Impairment
KS1 – Key Stage 1 (years 1 and 2)
KS2 – Key Stage 2 (years 3-6)
LA – Local Authority re. Wiltshire
LAC – Looked After Child
MLD – Moderate Learning Difficulties
NASENCO – National Accreditation for SENCos
NNEB – Nursery Nurse (National Nursery Examination Board)
PBS Primary Behaviour Service (see below)
PPG – Pupil Premium Grant
PSHE – Personal Social and Health Education
OT – Occupational Therapy (see below)
SEMH – Social, Emotional and Mental Health
SEN – Special Educational Needs
SENCo – Special Educational Needs Coordinator
SEND – Special Educational Needs and Disabilities
SENS – Special Educational Needs Service
SIMS – Schools Information Management System
SALT – Speech and Language Therapy (see below)
SpLD – Specific Learning Difficulties
SLCN – Speech, Language and Communication Difficulties
SS – Social Services
TAs – Teaching Assistants
VI – Visual Impairment

Outside Agencies
All services focus on identifying and addressing the needs of children with Special Educational Needs. This can be through early identification, supporting the parents and child, focused intervention, advising on different approaches, techniques or curriculum materials.
Educational Psychology (Wiltshire Council)
To assess children's cognitive abilities and identify areas of learning difficulty.
Special Educational Needs Service / Behaviour team (Wiltshire Council)
To provide advice and intervention in specialist areas such as visual or hearing impairment, specific learning difficulties or dyslexia and social and emotional behaviour.
Speech and Language Therapy health support (HCRG Care Group)
To assess and carry out programmes of intervention for pupils with selective mutism, stammering, pronunciation, attention and listening.
Occupational Therapy (HCRG Care Group)
To assess children's physical development and co-ordination. To provide therapy programmes.

Social Services

To support the school by looking after the welfare of children.

Educational Welfare Officer

To monitor attendance and punctuality.

Child Development Team and CAMHS

To assess children's medical needs including OT, Autistic spectrum disorders and medical disorders.

Plains Partnership

Local organisation supported by the cluster and aimed at supporting vulnerable children from service families.