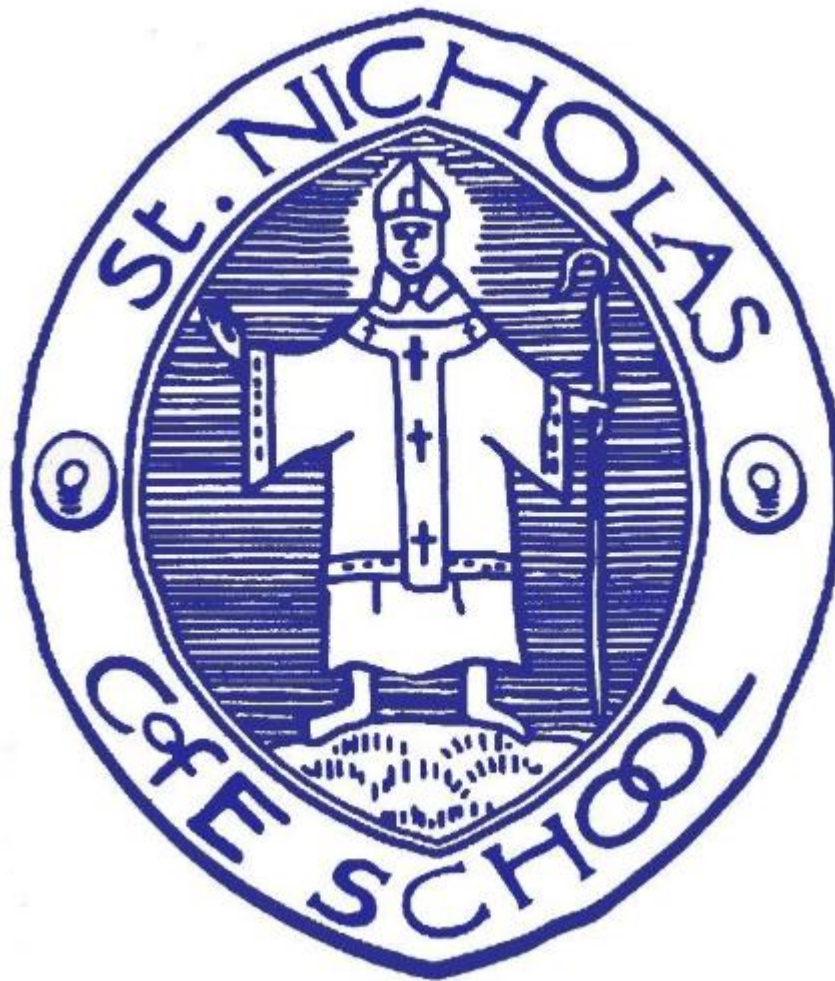


# SPECIAL EDUCATIONAL NEEDS POLICY

St Nicholas Church of England Voluntary Controlled Primary  
School



Approved by: Headteacher	Date: January 2026
Last reviewed on: 01/26	Next review date: 01/27

Our Christian vision is the foundation for all aspects of school life shaping leadership, policy and practice across the school.



**“With faith as small as a mustard seed we become STARS, nothing is impossible” – Matthew 17:20**

Just as the mustard seed grows from the smallest seed into the greatest of trees, we believe at St Nicholas every child holds the potential to grow, shine and flourish into something great. At our school we nurture that God-given potential- spiritually, academically and personally – so that every child may become a STAR – to Strive, Trust, Achieve and Respect.

## **1. Vision and Ethos**

At St Nicholas CEVC Primary School, we are committed to providing an inclusive, nurturing and aspirational environment where every child is valued as a unique individual, created in the image of God. Guided by our Christian values, we aim to enable all pupils, including those with Special Educational Needs and Disabilities (SEND), to flourish academically, socially, emotionally and spiritually.

We believe that all children are entitled to a broad, balanced and ambitious curriculum and that high expectations and inclusive practice underpin successful outcomes for pupils with SEND.

## **2. Aims of the SEND Policy**

This policy aims to:

- Set out how the school identifies, assesses and makes provision for pupils with SEND
- Explain the roles and responsibilities of staff, governors and external agencies
- Ensure a consistent, whole-school approach to inclusion
- Promote effective partnership with parents and pupils
- Ensure compliance with statutory guidance and legislation

## **3. Legislation and Guidance**

This policy is based on the following legislation and statutory guidance:

- Children and Families Act 2014 (Part 3)
- Special Educational Needs and Disability Code of Practice: 0–25 years (2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010

## **4. Definitions of SEND**

A pupil is considered to have SEND if they have:

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

SEND is identified within four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

## **5. Roles and Responsibilities**

### **5.1 The Governing Body**

The Governing Body will:

- Ensure the school complies with SEND legislation
- Monitor the effectiveness of SEND provision
- Appoint a governor with responsibility for SEND

### **5.2 The Headteacher**

The Headteacher has overall responsibility for:

- The strategic development of SEND provision
- Ensuring appropriate staffing and resources
- Working with the SENDCo and governors to monitor outcomes

### **5.3 The SENDCo**

The SENDCo is responsible for:

- Day-to-day coordination of SEND provision
- Advising staff on the graduated approach
- Liaising with parents and external agencies
- Maintaining accurate SEND records
- Supporting transition arrangements

### **5.4 Class Teachers**

Class teachers are responsible for:

- High quality, inclusive teaching for all pupils

- Identifying pupils who may have SEND
- Implementing support and strategies advised by the SENDCo
- Monitoring progress and reviewing provision

## **6. Identifying Pupils with SEND**

Pupils may be identified as having SEND through:

- Ongoing teacher assessment
- Concerns raised by parents or carers
- Information from previous settings
- External professional advice

Slow progress or low attainment alone does not automatically indicate SEND. Identification considers progress over time, response to support, and the pupil's overall development.

## **7. Assessing and Reviewing Needs**

The school follows the graduated approach:

**Assess** – Identify strengths and areas of need using assessment and observation

**Plan** – Agree outcomes and plan appropriate support

**Do** – Implement support through high quality teaching and interventions

**Review** – Evaluate progress and adjust provision

Reviews take place at least termly and involve pupils and parents.

## **8. Consulting and Involving Pupils and Parents**

We work in partnership with parents and carers and value their insights. Parents are:

- Informed when SEND support is put in place
- Involved in planning and review meetings
- Kept informed of progress and next steps

Pupil voice is encouraged and supported in age-appropriate ways.

## **9. Provision for Pupils with SEND**

### **9.1 Quality First Teaching**

High quality teaching, adapted and differentiated, is the first response to pupils with SEND.

### **9.2 Targeted Support**

Additional support may include:

- Small group interventions
- In-class adult support
- Adapted resources or strategies

### **9.3 Specialist Support**

Where required, the school may involve external agencies such as:

- Educational Psychology
- Speech and Language Therapy
- Specialist advisory services

## **10. Adaptations and Accessibility**

The school makes reasonable adjustments to ensure pupils with SEND can access learning and wider school life. This may include:

- Curriculum adaptations
- Assistive technology
- Environmental adjustments

The school's Accessibility Plan supports this work.

## **11. Supporting Social, Emotional and Mental Health**

We support pupils' wellbeing through:

- A positive behaviour and relationships approach
- Targeted pastoral support
- Small group or individual interventions

All pupils are encouraged to participate fully in school life.

## **12. Supporting Transitions**

We support pupils with SEND during transition by:

- Sharing information with receiving settings
- Planning additional visits where appropriate
- Involving parents and pupils in transition planning

## **13. Monitoring and Evaluation**

SEND provision is monitored through:

- Pupil progress meetings
- Review of intervention impact
- SENDCo monitoring
- Governor oversight

## **14. Complaints**

Concerns about SEND provision should be raised initially with the class teacher or SENDCo. If unresolved, concerns should follow the school's Complaints Policy.

Parents may also seek independent advice through Medway SEND Information, Advice and Support Service (SENDIASS).

## **15. Links with Other Policies**

This policy links to:

- Accessibility Plan
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Complaints Policy