



St. Michael's CE Primary School



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

Our five core Christian values

Trust, Honesty, Compassion, Respect and Kindness

are centred on **'Do to others as you would like them to do to you.'** (Luke 6:13)

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.

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Special Educational Needs and Disabilities (SEND) Policy

'Do to others as you would have them do to you'

Policy Date: Summer 2026

Review Date: Summer 2027

Introduction

At St Michael's Church of England Primary School, Lyme Regis, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), receive a high-quality education. We have high expectations for every child and are ambitious for their achievement, progress and personal development. This policy sets out how the school identifies, assesses and provides for pupils with SEND so that they can access a broad and balanced curriculum, achieve well and prepare effectively for their next stage of education. Our approach reflects our Christian vision and our commitment to inclusion, equity and dignity for all.

We are ambitious for pupils with SEND. We identify needs early, remove barriers to learning through adaptive teaching, and deliver a well-sequenced curriculum so that all pupils learn the essential knowledge and skills of each subject. Provision is precisely matched to assessed need, promotes independence and participation, and is evaluated through the intent–implementation–impact cycle. Leaders and teachers are accountable for progress, and pupils with SEND achieve well, are safe and included, and are well prepared for their next stage of education.

Compliance and Legislation

This policy complies with the statutory requirements and guidance set out in:

- The Children and Families Act 2014
- The SEND Code of Practice: 0–25 years (2015)
- The Equality Act 2010
- The Data Protection Act 2018

The school also has regard to guidance from the Department for Education (DfE) and Dorset Local Authority. This policy should be read alongside the school's SEND Information Report, Behaviour Policy, Accessibility Plan and Safeguarding Policy.

Definition of Special Educational Needs and Disability (SEND)

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

A pupil is considered to have a learning difficulty or disability if they:

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

SEND is broadly categorised into four areas of need:

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

Aims and Objectives

At St Michael's, our SEND provision is underpinned by high ambition, inclusive practice and strong accountability. Our aims are to:

- Ensure pupils with SEND achieve well and make strong progress from their individual starting points
- Enable pupils with SEND to access the full curriculum through adaptive teaching and appropriate support
- Promote independence, confidence and positive wellbeing
- Ensure pupils with SEND are safe, included and valued members of the school community

These aims are achieved through:

- Early and accurate identification of need
- Consistently strong Quality First Teaching
- Effective use of the graduated approach
- Close partnership with parents/carers and pupils
- Timely involvement of external professionals where appropriate

Roles and Responsibilities

Governing Body

The Governing Body provides strategic oversight and will:

- Ensure the school meets its statutory duties for pupils with SEND
- Monitor the impact of SEND provision on pupil outcomes
- Ensure appropriate resourcing and staffing for SEND
- Appoint a governor with responsibility for SEND

Named SEND Governor: Natalie Townley

Head Teacher

The Head Teacher is responsible for:

- The overall leadership and management of SEND provision
- Ensuring SEND is a whole-school priority
- Supporting staff to deliver inclusive, high-quality teaching
- Reporting to governors on the effectiveness of SEND provision

Head Teacher: Nick Kiddle

SENDCo (Special Educational Needs and Disabilities Coordinator)

The SENDCo is responsible for:

- Coordinating SEND provision across the school
- Leading identification, assessment and review processes
- Supporting staff with guidance, training and resources
- Liaising with parents/carers and external agencies
- Maintaining accurate SEND records and the SEND register

SENDCo: Nick Kiddle

Class Teachers

Class teachers are accountable for the progress of pupils with SEND in their class and will:

- Deliver high-quality, adaptive teaching
- Identify emerging needs and liaise with the SENDCo
- Implement and review SEND support plans
- Monitor progress and adjust provision accordingly
- Communicate regularly with parents/carers

Support Staff

Support staff work under the direction of teachers and the SENDCo to:

- Deliver targeted interventions and in-class support
- Promote independence and inclusion
- Contribute to assessment and review processes

Admissions and Inclusion

St Michael's is an inclusive school. Admission arrangements for pupils with SEND follow the school's general admissions policy and statutory guidance. Pupils with Education, Health and Care Plans (EHCPs) will be admitted where the school is named.

We work proactively with families and other settings to ensure appropriate provision and a smooth transition into school.

SEND Information Report and Local Offer

The school's SEND Information Report is published on the school website and explains:

- How pupils with SEND are identified and supported
- How progress is monitored
- How parents/carers are involved

The school works closely with Dorset Local Authority and contributes to the Local Offer, which provides information about SEND services and support available locally.

Identifying and Assessing SEND

Identification of SEND is timely and evidence-based. It may include:

- Teacher assessment and observation
- Analysis of progress and attainment data
- Pupil progress meetings
- Discussions with parents/carers and pupils
- Information from previous settings and external professionals

Concerns are addressed early to prevent gaps in learning from widening.

SEND Support and the Graduated Approach

Where a pupil is identified as having SEND, provision follows the Assess – Plan – Do – Review cycle.

Levels of Support

- Universal Provision (Quality First Teaching): High-quality, inclusive classroom teaching for all pupils
- SEND Support: Additional or different provision planned and reviewed through a personalised support plan
- Education, Health and Care Plan (EHCP): Statutory provision for pupils with complex and long-term needs

Support is outcome-focused and reviewed regularly to ensure it has a positive impact on learning and wellbeing.

Education, Health and Care Plans (EHCPs)

Where a pupil does not make expected progress despite well-evidenced SEND support, the school may request an Education, Health and Care Needs Assessment in partnership with parents/carers.

EHCPs are reviewed annually (or more frequently where required) to evaluate impact, update outcomes and ensure provision remains appropriate.

Supporting Pupils with Medical Conditions

The school ensures pupils with medical conditions are fully included in school life. Individual Healthcare Plans are implemented where required, and staff receive appropriate training. The school meets its duties under the Equality Act 2010.

Transition Arrangements

Carefully planned transition arrangements support pupils with SEND at key points, including:

- Entry to Reception
- Movement between classes and key stages
- Transition to secondary school
- Transfer to or from other schools

Enhanced transition support is provided where appropriate.

Pupil and Parent/Carer Voice

The views of pupils and parents/carers are central to effective SEND provision. We actively seek and value their contributions when assessing need, planning support and reviewing progress.

Complaints Procedure

Concerns about SEND provision should initially be discussed with the class teacher. If concerns remain, parents/carers should contact the SENDCo or Head Teacher. Formal complaints may be made in line with the school's Complaints Policy.

Monitoring, Evaluation and Review

Leaders and governors monitor the intent, implementation and impact of SEND provision through:

- Analysis of progress and attainment data
- Review of SEND support plans and EHCP outcomes
- Pupil, parent/carers and staff feedback
- Governor monitoring and review

This policy is reviewed annually to ensure it remains compliant, effective and aligned with school improvement priorities.

Approved by the Governing Body of St Michael's Church of England Primary School, Lyme Regis.