

Stratford-upon-Avon Primary School



Special Educational Needs and Disability (SEND) Policy

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Stratford-upon-Avon Primary School – SEND Policy Statement

Our Commitment

At Stratford-upon-Avon Primary School, we are committed to providing an inclusive and supportive learning environment where every child is valued and given the opportunity to achieve their full potential.

We believe that all children, including those with special educational needs and/or disabilities (SEND), should have access to a high-quality education that enables them to make excellent progress and develop as confident, independent learners.

We aim to remove barriers to learning so that every child can participate fully in school life and experience success.

Definition of Special Educational Needs

A child is considered to have special educational needs if they:

- have a significantly greater difficulty in learning than most others of the same age; or
- have a disability that prevents or hinders them from using educational facilities normally available to children of the same age; or
- are under compulsory school age and would fall within the above definitions if special educational provision were not made for them.

Special educational provision refers to educational or training provision that is **additional to, or different from**, that made generally for other children of the same age.

Our Aims

We aim to:

- identify children's needs at the earliest opportunity and respond promptly;
- ensure every child has access to high-quality teaching and an ambitious, broad and balanced curriculum;
- personalise support to enable all children to make sustained progress;
- promote independence, confidence and resilience in all learners;
- work closely with parents, carers and external professionals to ensure coordinated support;
- value children's views and involve them in decisions about their learning;
- ensure that staff are confident and well trained to meet a range of needs within the classroom.

Access to Learning

All children are entitled to a curriculum that meets their individual needs. Teachers adapt lessons and use a range of strategies to ensure learning is accessible, meaningful and engaging for every child.

Children with an Education, Health and Care Plan (EHCP) or those receiving SEN Support have **Individual Education Plans (IEPs)**, which outline specific targets and the support provided. These are reviewed termly in partnership with parents and children.

Where possible, support takes place within the classroom. At times, small-group or one-to-one work may be provided to help children make progress in key areas.

Educational Inclusion

We celebrate the diversity of our school community and are proud to be an inclusive school. We recognise that children learn in different ways and may need a variety of teaching methods and experiences to help them succeed.

Teachers and support staff respond to individual needs by:

- supporting communication and language development;
- adapting teaching and materials to suit different learning styles;
- promoting full participation in lessons, play and enrichment activities;
- helping children to manage their emotions and behaviour positively;
- building strong relationships that promote wellbeing, confidence and engagement.

Identifying and Supporting Needs

We use a **graduated approach** to identify and support children with additional needs:

1. **Assess** – understanding each child's strengths and areas of difficulty;
2. **Plan** – setting clear outcomes and planning targeted support;
3. **Do** – implementing the agreed strategies and interventions;
4. **Review** – evaluating progress and adapting provision as needed.

If, after a period of support, a child continues to experience significant difficulties, we may seek advice from external agencies or consider a request for an **Education, Health and Care (EHC) assessment** in consultation with parents.

Roles and Responsibilities

SENDCo (Miss T. Parton)

- Oversees the day-to-day coordination of SEND provision;
- Supports and advises teachers and support staff;
- Works closely with parents, carers and outside agencies;
- Monitors progress and evaluates the impact of interventions;
- Provides staff training and promotes inclusive practice across the school

Class Teachers

- Are responsible for the progress and development of every child in their class, including those with SEND;
- Plan lessons that are accessible and inclusive;
- Work with the SENDCo and support staff to review and adapt provision;
- Maintain positive communication with parents and children.

Headteacher and Governing Body/Multi-academy Trust

- Ensure that the school meets its statutory duties regarding SEND;
- Monitor the quality and impact of SEND provision;
- Appoint a named SEND Governor to oversee this area and report to the governing body.

Working in Partnership with Parents

We believe that parents and carers are key partners in supporting their child's learning journey. We value open, honest communication and encourage parents to share their insights and concerns.

Parents are invited to regular review meetings to discuss progress, next steps and any additional support required. We also signpost families to external advice and support where needed.

A named SEND Governor takes an active interest in SEND provision and is available to meet with parents if requested.

Child Voice

We actively encourage children to take ownership of their learning and to share their thoughts about what helps them to succeed. Children are involved in setting and reviewing their own targets and are supported to express their views confidently.

Monitoring and Review

The SENDCo monitors the progress of children with SEND and the effectiveness of interventions. The Headteacher and Governing Body receive regular updates and evaluate how well the school is meeting the needs of all learners.

This policy is reviewed annually in consultation with staff, governors, parents and children to ensure that it remains current and effective.

Further Information

For more details about SEND services in Warwickshire, please visit:

- **SEND Local Offer:** www.warwickshire.gov.uk/send
- **SENDIASS Warwickshire (impartial advice and support):** www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/warwickshireparent-partnership-service/

Graduated Response Document

