



All Semley CE VA School policies apply to year R to 6 inclusively or Semley CE VA School Staff	
Name of Policy	SEND Policy
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SEND Policy

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1. Intent

This policy covers both Semley School’s provision and the wider context of SEND within schools as outlined by The Special Educational Needs and/or Disabilities (SEND) Code of Practice 2014. It is the role of the class teacher to ensure all of the individual needs of a child are met, however the wider issues of SEND within a school are looked after by the SENCo.

This SEN policy aims to set out how Semley School will support and also make provision for all pupils with Special Educational Needs (SEN) during their time at Semley School and also how we will support their transition to secondary school. We will also outline and explain the roles and responsibilities of everyone involved in SEN at Semley School.

In line with our vision and values we recognise that all children are different, but each individual has the right to access the broad and balanced education that Semley School offers. Semley CE VA School is a village church school with approximately 120 pupils on role. We are an inclusive school (see Admissions Policy) and believe that we provide the opportunity for all children to reach their full potential. All children including those with a special educational need should have full access to the objectives as outlined in the National Curriculum but their access of this may need some support. Parents/Carers need to play an active part in this journey, working in conjunction with the school to support the children.

Objectives of the SEND policy

- Primarily to identify and then monitor the individual needs a child has. This should be done in a timely fashion in order to impact in access and attainment
- Ensure that the curriculum is well-planned and that it allows children with special educational needs to access it. This should feed into the Support Plans/IEPs that those children have in place
- Maintain a positive relationship with Parents and Carers and give them and the children opportunities to be involved in the development and review of the targets being set
- Where appropriate contact outside agencies in a timely fashion to enhance the provision being provided in school
- To empower staff within school to ensure children with Special Educational Needs are given appropriate opportunities and support

Our SEN Policy will:

- 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

This policy should be read in conjunction with the SEND Information Report.

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

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have an individual need, which calls for special educational provision either short term or continued support for long term provision. For example:

- A significantly difficulty in learning which means that they are working two years or more below their peers
- 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
- A social, communication disorder which impacts on socially acceptable behaviour
- An anxiety disorder that impacts on age related mental health wellbeing

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Laura Gullen.

She will:

- Oversee the day-to-day operation of the school's SEN policy.
- Co-ordinate provision for children with SEN.
- Liaise with the relevant Designated Teacher where a looked after pupil has SEN.
- Advise a graduated response to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with parents of pupils with SEN.

- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 SEN Governor

The SEN Governor; Mrs Harriet Egerton, she will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The headteacher; Mrs Abi Carlyle-Clark will:

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

4.4 Class teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. Monitoring arrangements

This policy and information report will be reviewed by Laura Gulle (SENCO) Abi Carlyle-Clarke (Headteacher) in conjunction with Harriet Egerton (governor in charge of SEND) annually. The policy will also be ratified by the Full Governing Body. If there is a need to add any information during the year Harriet Egerton will be notified of these changes.

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy/Pupils Code of Conduct
- PHSE Policy

- Equality and diversity policy
- Teaching and learning policy
- Complaints procedure

Ratified by FGB

Review Date Spring 2025