



SEND Policy

Revised By	Sarah Begley
Date	May 2026
Adopted by Governing Body:	June 2026
Review date:	May 2027

This policy has been reviewed in line with current national guidance and reflects our ongoing commitment to inclusive practice.

Our School Aims

At Village Primary School, we want every child to feel happy, safe, and able to learn. We believe that all children, including those with Special Educational Needs and Disabilities (SEND), have the right to a good education that meets their individual needs.

Our aims are to:

- Create a safe and welcoming environment where all children feel valued.
- Provide a broad and exciting curriculum that meets the needs of every child.
- Support children with SEND so they can achieve their full potential.
- Work in partnership with parents to support children's learning.
- Help children develop confidence, independence, and respect for others.

What This Policy Covers

This policy explains how we identify and support children with SEND at Village Primary School. It follows the **SEND Code of Practice (2014)** and other legal requirements.

We believe that **every teacher is a teacher of SEND**, and all staff work together to provide the right support. This policy links with other school policies, including Behaviour, Anti-Bullying, Medical Needs, and Curriculum policies.

Understanding Special Educational Needs and Disabilities (SEND)

Children have SEND if they need extra help that is **different from or additional to** what is usually provided in school. The four broad areas of SEND are:

1. **Communication and Interaction** – e.g. autism, speech and language difficulties.
2. **Cognition and Learning** – e.g. dyslexia, global developmental delay.
3. **Social, Emotional and Mental Health** – e.g. ADHD, anxiety, attachment difficulties.
4. **Physical and Sensory Needs** – e.g. hearing impairment, visual impairment, medical conditions.

We recognise that some children may experience multiple vulnerabilities (such as SEND, disadvantage, or social and emotional needs), and we take a holistic approach to understanding and supporting each child.

How We Identify SEND

Teachers regularly check children's progress. If a child is not making expected progress, we:

- Observe their learning and behaviour.
- Talk to parents and carers.
- Use assessments to understand their needs.
- Seek advice from external professionals if needed.

Some children may need **SEND Support**, which means extra help in school. Others may need an **Education, Health and Care Plan (EHCP)** for more complex needs.

How We Support Children with SEND

We provide support at different levels:

Universal Support (Quality First Teaching)

- Teaching is adapted to meet the needs of all learners, ensuring inclusive practice in every classroom.
- Teachers adjust lessons to help all learners.
- Work is broken down into manageable steps.
- Extra visual aids and hands-on learning are used.

Targeted Support

- Small group interventions for extra help.

- Extra adult support in class where needed.
- Individual targets reviewed each term.

Specialised Support

- Enhanced support for children with high needs.
- Support from external professionals such as Educational Psychologists, Speech and Language Therapists, or Occupational Therapists.

We aim to help all children become as independent as possible while providing the right level of support.

Working with Parents and Carers

We believe parents are key partners in their child's education. We will:

- Teaching staff and support assistants talk to parents regularly about their child's progress.
- Parents are involved in planning support during termly parent's meetings.
- Offer meetings with the SENDCO (Special Educational Needs and Disabilities Coordinator) when needed.

Behaviour and Exclusions

We want all children to feel safe and respected at school. We understand that children with SEND may find it harder to follow rules, and we use **a supportive approach to behaviour**.

Our Approach to Behaviour

- We use **clear and consistent routines** to help children feel secure.
- We **teach** children positive behaviour skills, such as turn-taking and managing emotions.
- Staff use **calm and supportive language** to help children regulate their emotions.
- We provide **sensory breaks and quiet spaces** for children who need them.
- **Reasonable adjustments** are made to support children with SEND (e.g. visual schedules, movement breaks).

When Additional Behaviour Support is Needed

If a child is struggling with behaviour, we may:

- Create an **individual behaviour plan** with clear strategies.
- Use **one-to-one support** for difficult times.
- Work with outside agencies such as Behaviour Support Teams or Educational Psychologists.

Exclusions

Exclusion is **only used as a last resort** when all other support has been tried. Before excluding a child with SEND, we will:

- Review their support plan.
- Talk to parents and external professionals.
- Look at additional strategies to prevent exclusion.

If an exclusion happens, we will:

- Hold a **reintegration meeting** to support the child's return.
- Adjust the child's support plan to help them succeed in school.

Supporting Transition

We help children with SEND prepare for changes in school, such as:

- Moving to a new year group.
- Starting a new school.

We provide extra visits, visual supports, and key adult support during these times.

Monitoring and Reviewing Progress

We regularly check that support is working by:

- Holding termly SEND reviews.
- Tracking children's progress.
- Adjusting strategies as needed.

Who to Contact

If you have any concerns about your child's needs, please speak to:

- **Your child's teacher** – for day-to-day concerns.
- **The SENDCO** – for additional support.
- **Key Stage Leader** – for additional support.
- **The Headteacher** – for serious concerns.

We are always here to help and support your child's learning journey.