


Policy:	Special Educational Needs and Disabilities (SEND) Policy September 2025	
Status:	Statutory	
Review Date:	Annually – Sept 2026	

Special Educational Needs and Disabilities (SEND Policy)

Introduction

Welcome to our fabulous mainstream primary school in Leicestershire. At this school we are committed to developing an environment where all children feel happy and safe, have every opportunity to flourish, feel included in every aspect of school life and achieve their highest potential. We pride ourselves in our inclusive practice and we endeavour to assist pupils to become happy, confident young people, who have a love of learning and are proud to be a part of their school community.

We do all this alongside our core Christian values; community, compassion, creation, endurance, trust and responsibility. This is in addition to our school vision; 'New day... endless possibilities', which strives to enable all children to become positive and reflective learners able to respond positively to opportunities and challenges.

Aims and objectives

The aims of St Botolph's SEND policy and practise are to:

- enable all children to have full access to their school curriculum and school life;
- develop self-esteem and promote positive self-worth in all children;
- recognise an individual's strengths and interests and promote these, by providing a wide range of provisions;
- ensure that students are provided quality first teaching (QFT) to enable their learning to progress;
- carefully map provision to ensure that staff and resource deployment lead to positive outcomes for all pupils;
- regularly review and evaluate children's progress, as part of the Graduated Approach, assess, plan, do, review cycle (Graduated Approach outlined in the SEND Code of Practice);
- build and maintain strong relationships with parents and pupils;
- provide an environment where children feel happy and secure, to ensure that they are able to share their opinions and know that their voices will be heard in accordance with the school's well-being policy.

Our guidance and legislation

We work collaboratively as a whole school community with all of our staff members and governors to ensure that we are meeting the needs of all our pupils including children with SEND. 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, this could be because they have a significantly greater difficulty in learning than the majority of others of the same age or if a child has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools' (Special Educational Needs and Disability (SEND) Code of Practice)

The Local Offer

The Local Offer is a website, Facebook page and Directory of support available to children and families of children with SEND. It is organised by the Local Authority and provides an opportunity for children, young people and their families to share their views on the support and guidance needed in our local area.

Roles and responsibilities

At St Botolphs all of our staff members are committed to help all of our children by promoting inclusivity and enabling all children to flourish and shine. Our class teachers and support staff are responsible for the progress and development of every pupil in their classes, ensuring all children are supported and heard.

In addition to this we have a dedicated team to champion our SEND children, Miss Tyler Kendall-Day, our SEND Strategic Lead and Miss Fern Jackson, our SEND Lead Practitioner. Fern has been working across our school since 2015 and Miss Day since 2017, and they both bring a range of knowledge and expertise to their roles. They both have a passion and a commitment to championing, supporting and encouraging each individual child, recognising their strengths and supporting them with any obstacles or difficulties they may face.

The SEND Strategic Lead role involves working with the Headteacher Mrs Emma Pepper, Senior Leadership Team and the Governing Body to determine the development and implementation of the SEND policy.

The role of our SEND team is to:

- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEN, including those who have EHCPs;
- provide professional guidance to colleagues by working with staff to ensure that pupils with SEND receive appropriate support and QFT;
- advise on and oversee the implementation of the graduated approach to SEND;
- be the point of contact for external agencies, developing these relationships and support systems to ensure that teams are working collaboratively;
- develop and maintain strong relationships with parents;
- contributing to the on-going professional development of staff;
- ensure that all records, plans and provisions of all SEND children are up to date and understood;
- liaise with and build relationships with potential next providers of education to ensure a smooth transition is planned;

- monitor the progress and outcomes of targeted intervention as well as attainment of pupils with SEND;
- be a champion for all of our pupils with SEND, recognising any changes that need to be made and drive these forward.

Mrs Nicola Robe, our family support worker, deputy safeguarding lead and mental health lead, works alongside our SEND team, Headteacher and staff members to help support our children with their social, emotional and mental health (SEMH).

Governors

Our Governing Body is responsible for and dedicated to promoting and supporting our children with SEND and ensuring that this SEND policy is implemented effectively. Further to this our SEND Governors, Mr David Whittington and Mrs Jane Evans, ensure that our SEND provision and policy is evaluated, reviewed and that all of our pupils with SEND are fully involved in school activities.

Identifying SEND

Our school is committed to each student and their families and whilst we may be able to identify areas of special educational needs and make provisions to support children with these, we cannot provide or offer diagnoses. We will however support families with this process, should it be required, and work alongside other educational and/or healthcare professionals.

If a parent or carer has a concern regarding their child's development this should be discussed initially with the class teacher who will then discuss this with our SEND team. Should a child's needs be persistent and require further support the class teacher will complete a 'SEND Cause for Concern – form' which would be discussed with the parents and a decision made to potentially add the pupil to our SEND register or our SEND Monitoring register.

Providing for SEND

For all pupils with SEND who are on our SEND register, a 'personalised provision' will be developed to support them, this is in 'addition to' or 'different from' that of the well-differentiated curriculum as well as the quality first teaching on offer at our school. Interventions may be individual, on a one to one basis or part of a small group of children. These interventions and provisions are planned according to the identified needs of the child, and these will be shared with staff members within the Key stage and parents.

The personalised provision map enables us to:

- plan strategically to meet pupils' identified needs and track provision;
- audit and evaluate how well our provision matches the needs;
- demonstrate how our staff are utilised;
- inform parents and external agencies on provision and resource implementation.

We offer support based on the particular area/s of need as outlined in the [SEND Code of Practice](#).

The areas of need are:

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

We ensure that our children feel involved with their education and school life; all of our pupils with SEND work alongside their close staff members to create their own pupil passports. Our pupil passports

enable children to use their own voices to express their likes and dislikes, they are given the opportunity to explain what we can do to help them have a happier and relaxed day by identifying key adults at school that they like to work with as well as friends that support, encourage and play with them.

The Graduated Approach

At St Botolph's we have a graduated approach to meeting pupils' needs.

Stage 1: Differentiated 'Quality First Teaching'

This refers to the support that is provided to all children identified as needing extra-support. The class teacher is responsible for ensuring that the education provided meets the needs of the child and that this is accessible yet challenging for their individual level. Intervention either on a 1:1 level or in a small group may be provided but at this stage the time spent outside of the classroom is minimised.

Stage 2: SEN Support

The second stage of support begins when the first stage has been reviewed and the progress expected is lower than expected or other difficulties have presented. At this stage, the class teacher would speak to the parents and a discussion would be had regarding the child being placed on our SEND list. This enables us to more closely support and monitor the child. Pupils on our SEND list will have their targets, progress and support reviewed termly.

Intervention and learning opportunities

At St Botolph's we have a plethora of interventions and skilled support staff to implement them; our staff members, when setting the targets and creating IEPs for students, will work together to share expertise and advise on how best to support each child. Our interventions range from Lego therapy to Word Wasp, Forest Schools (available to all children) to Power of One, Nurture to Speech and Language (led by plans created by speech and language therapists). We are able to track the progress of these interventions utilising our Provision Map tool, which we review termly to monitor the impact of this additional support.

All of our children are offered the opportunity to attend sports and activity clubs after the school day; these are organised by staff members and have proven to be very popular. Our sports coach, Mr Vasey, offers clubs to all of our children as well as lessons within our school. In addition to this, all of our children are offered the chance to join 'DCP Drums'; a team of people who offer excellent drumming lessons during our school day, 'Rock bands' delivered by Rock Steady along with a variety of other instruments taught by specialist music teachers who visit weekly and a variety of sports clubs provided by 'SH Active'. Our school staff also provide wraparound care before and after our school day which takes place in our hall every day of our school week.

Funding Information

Special Educational Needs Intervention Funding (SENIF)

This funding provides 'hours' to be used for children within their school setting. This is to enable schools to provide 1:1 support at times throughout the day, small-group intervention, ICT support, visual aids, resources or in some instances classroom support to aid children to make progress. Funding provided by SENA through this format is 'temporary' and can be granted for periods of time between a term to 1 year.

Education and Health Care Plan (EHCP)

'An EHCP is a legal document that describes a child's special educational, health and social care needs, it details the extra help that will be given to meet those needs and how that help will support the child to achieve what they want to in their life. EHC plans are for children whose special

educational needs require more help than would normally be provided in a mainstream education setting.' ([Contact - EHCP explained](#))

Please note that children, who are thought to be able to manage with support in our mainstream school, are less often assessed for EHCP. Furthermore, having a diagnosis such as ASD, ADHD or dyslexia does not mean that a child needs an EHCP. If as a SEND team we feel your child qualifies for an EHCP, we will have discussed this with you at length beforehand and you will be involved in the process. If you as a parent feel that your child would benefit from an EHCP but we as a school feel this step isn't yet required, you are entitled to complete a '[Parental EHCP request](#)'. For more information, please visit [SENDIASS](#).

Any child with an EHCP that is part of our school will have a yearly annual review where the outcomes of the plan will be discussed and reviewed. Prior to this we will have time for the child to discuss his or her education and needs which will be discussed and shared with the parents / carers, Headteacher, SEND Strategic Lead and any external agencies such as SALT and Autism Outreach.

While Leicestershire present their funding as 'hours funded' please be aware this does not equate to a direct number of hours with 1:1 adult support. Unless your child's plan explicitly states 1:1, their support can be delivered through many provisions such as small groups, resources available during the lessons and training for staff supporting the pupil.

Complaints

All parents are encouraged to discuss any problems or concerns with the school; these can be raised initially with the class teacher or the SEND team. We hope that most problems can be resolved in this way however, if you do not feel that this is the case then any problems should be taken to Mrs Pepper, Headteacher. If a complaint cannot be resolved it should then be referred to the Chair of Governor's via the school's complaints procedure.