



St Edmund's Church of England Primary School

Special Educational Needs and Disability Policy

October 2026

Next scheduled review October 2027

Status Updated policy for governing body approval

Approval date To be recorded following approval

Our vision and purpose

"Let your light shine" (Matthew 5:16) underpins our commitment to every child's learning, participation and belonging. Our values of Respect, Courage, Love and Trust guide how we work with children and families. We value each child's strengths and support their moral, spiritual, social, cultural and academic development.

This policy explains how we identify special educational needs, plan and review provision, and work with pupils, parents, carers and specialist services. It applies across the mainstream school and The Lighthouse, our Specialist Resource Provision (SRP).

Related school documents

Read this policy alongside the current SEN Information Report, Accessibility Plan, Equality Information and Objectives, Behaviour Policy, Safeguarding and Child Protection Policy, Attendance Policy, Supporting Pupils with Medical Conditions Policy, Intimate Care Policy and Complaints Policy. The SEN Information Report provides current practical details and is updated at least annually and when material arrangements change.

Legal and guidance framework

The policy is informed by the Children and Families Act 2014 (Part 3); the Special Educational Needs and Disability Regulations 2014 (SI 2014/1530), as amended; the Equality Act 2010; and applicable school information publication requirements. We have regard to the SEND Code of Practice: 0 to 25 years (January 2015), the School Admissions Code 2021 and Keeping Children Safe in Education 2026. Current national and Kent reference links are provided at the end of this policy.

1 Understanding needs and responsibilities

Special educational needs and disability

A child has special educational needs (SEN) where a learning difficulty or disability calls for special educational provision. For a child of compulsory school age, this includes significantly greater difficulty in learning than most children of the same age, or a disability that prevents or hinders use of facilities generally available in mainstream schools. For children aged two or over, special educational provision is provision additional to or different from that generally made for children of the same age.

Disability under the Equality Act 2010 concerns a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities. A disabled pupil does not necessarily have SEN. We consider reasonable adjustments for disabled pupils whether or not they are on the SEN register.

Needs may involve communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. These areas guide assessment and support rather than define a child. Needs may overlap and change over time.

Leadership and accountability

The Executive Headteacher and Headteacher oversee implementation, staffing, resources and the quality of provision. The Headteacher is James Johnson. The governing body monitors statutory compliance, inclusion and the impact of provision, including through its oversight of SEND.

Our SEND co-ordinators (SENDCos) are Mrs Christine Daniel for EYFS and Key Stage 1 and Miss Molly Elvidge for Key Stage 2. They co-ordinate provision, advise staff, maintain the SEN register, work with families and agencies, and support transition and reviews. Both may be contacted through the school office on 01474 853484, or at cdaniel@st-edmunds.kent.sch.uk and melvidge@st-edmunds.kent.sch.uk respectively.

SENDCos and the SRP lead work together so that support across The Lighthouse and mainstream classes is coherent. Leaders ensure that designated SENCO arrangements meet the current qualification requirements, including applicable NASENCO transitional arrangements and the NPQ for SENCOs requirement introduced from September 2024.

Every class teacher is responsible and accountable for the progress and development of pupils in their class, including those supported by teaching assistants or specialist staff. Teaching assistants deliver agreed support, share observations and promote independence under the direction of teachers and SENDCos.

2 Identification and assessment

We identify needs early through ongoing assessment, classroom observation, pupil and family views, previous setting information and professional advice. Support is based on need and does not depend on a diagnosis or an Education, Health and Care (EHC) plan. We discuss concerns with parents promptly and explain decisions clearly.

Teachers review the progress of all pupils through daily assessment and termly pupil progress meetings. They consider academic achievement alongside communication, independence, social development and access to learning. Slower progress, low attainment, behaviour or English as an additional language does not, by itself, establish SEN.

Responding to concerns

The class teacher and SENDCo consider the quality and consistency of teaching, the pupil's starting points, attendance, language development, wellbeing, sensory or physical barriers and any wider circumstances. They agree appropriate teaching adaptations and targeted support, then review the response. A child whose needs are clear or urgent receives support without waiting for an intervention cycle to finish.

Indicators requiring closer assessment include progress substantially slower than peers with similar starting points; a slowing of the pupil's previous rate of progress; and attainment gaps that persist or widen. Concerns about communication, wellbeing or participation also warrant investigation even when attainment is age appropriate.

Assessment tools

Assessment is selected for the pupil and the question being explored. Tools identified in the school's existing provision include Speech Link and Language Link; reading and spelling assessments; the York Assessment of Reading for Comprehension; the GL Dyslexia Portfolio; and Sandwell numeracy assessment. SENDCos check suitability, age range and current availability before use. Screening informs support and is not a clinical diagnosis.

Statutory assessments, including the Year 1 phonics screening check and any required Year 2 recheck, are completed in line with current assessment arrangements and appropriate access provisions. Assessment findings are used to identify specific gaps and plan teaching.

The SEN register

A pupil is recorded as receiving SEN support when identified SEN requires special educational provision. The SENDCo records the nature of needs and provision and informs parents. Decisions to remove a pupil from the register consider whether progress and access can be sustained without special educational provision. Parents are consulted and informed; reasonable adjustments continue where needed.

3 The graduated approach

We use an Assess, Plan, Do, Review cycle. Each cycle builds a clearer understanding of the pupil's needs and the approaches that help. The pupil, family, teacher and SENDCo contribute, with specialist advice where appropriate.

Assess

The teacher and SENDCo consider strengths, barriers, previous progress, assessment evidence, observations, family knowledge and the pupil's views. They seek further advice where needs remain unclear or existing support has limited impact.

Plan

We agree clear, achievable outcomes and the provision needed to work towards them. A personalised support plan records teaching adaptations, interventions, frequency and duration, responsible staff, the intended impact and a review date. Parents receive information about the plan and how they can contribute. Relevant staff know the approaches they should use.

Do

The class teacher remains responsible for teaching and progress. Staff implement the agreed support consistently, monitor the pupil's response and record evidence. The SENDCo advises on implementation and helps resolve difficulties. Interventions connect with classroom learning and develop independence rather than unnecessary reliance on adult support.

Review

We evaluate whether provision was delivered as planned and what difference it made. Review considers progress towards outcomes, access to learning, communication, wellbeing and independence, alongside the views of the pupil and family. Support is continued, adapted or replaced in response to evidence.

Teachers meet parents of pupils receiving SEN support at least three times a year to discuss progress and review support. More frequent reviews are arranged where needs, transitions or risks require them. We provide a written record of agreed outcomes, actions and responsibilities.

EHC needs assessments and plans

Where evidence suggests that a pupil may need provision through an EHC plan, we discuss an EHC needs assessment with parents and follow the local authority's current process. Parents may also request an assessment directly. We provide evidence of needs, provision and its impact; support continues while decisions are awaited.

For pupils with an EHC plan, provision and outcomes are aligned with the plan. The school works with the local authority and other agencies to implement provision and flag any unmet requirements promptly. EHC plans are reviewed at least annually, with interim reviews requested where significant changes require them. SEN support reviews continue alongside the annual review.

4 Teaching provision and The Lighthouse

High quality teaching

High quality teaching is the foundation of provision. Teachers use clear explanations, explicit modelling, manageable steps, checks for understanding and purposeful practice. Adaptations help pupils access an ambitious curriculum and secure the foundational knowledge they need, including language, reading, writing and mathematics. Intervention complements classroom teaching.

Adaptations may include visual supports, accessible resources, alternative ways to record learning, additional processing time, carefully planned grouping, scaffolding and assistive technology. Support is selected for the individual and adjusted as understanding and independence develop. We use Kent's Mainstream Core Standards and Continuum of Need and Provision to inform practice.

Targeted and specialist support

According to assessed needs and current availability, support may include speech and language work, reading stamina activities, Read Write Inc tutoring, targeted mathematics work, Clicker software, sensory circuits and structured support for social and emotional development. The provision map records interventions and resources. Leaders evaluate effectiveness rather than assuming that participation demonstrates impact.

We seek specialist advice, training or equipment where needed, including communication aids, occupational therapy recommendations and sensory or physical access support. Staff receive guidance on safe and effective use.

The Lighthouse

The Lighthouse is our Specialist Resource Provision, opened in September 2026. Pupils are members of the St Edmund's community and this policy applies to them. Provision is personalised around assessed needs, EHC outcomes and professional advice, with a focus on communication, learning, regulation, independence and belonging.

The SRP lead and SENDCos plan appropriate opportunities to learn and participate with mainstream peers. Participation in lessons, worship, play, enrichment and wider school life is supported according to each pupil's needs and reviewed regularly. Inclusion is assessed through meaningful engagement and progress.

Staff make pupil voice accessible, including for children who do not communicate through speech. Communication systems, observation, choices and family knowledge help identify preferences and experiences. Intimate care and medical support are planned individually in line with relevant school policies.

SRP placements are arranged through the local authority's EHC placement process and the provision's agreed admissions criteria. A mainstream place does not automatically provide an SRP place. Families seeking a tour contact the office; tours are arranged with the SRP lead for children who meet the entry criteria, in line with the current published arrangements.

5 Participation wellbeing and safeguarding

Access to school life

Pupils with SEN or disabilities are included in lessons, clubs, visits, physical activities and celebrations. We plan reasonable adjustments and appropriate support with the pupil and family, including accessible communication and individual risk assessments where needed. Participation is not made dependent on a parent accompanying the child as a routine condition.

Our Accessibility Plan addresses access to the curriculum, physical environment and information. School admission arrangements must not disadvantage children because of SEN or disability. Where an EHC plan names the school, admission follows the applicable statutory duties and local authority procedures.

Social and emotional development

We build positive relationships and teach emotional understanding and social skills through everyday interactions, PSHE, RE and wider curriculum activities. Targeted support may include structured social skills work, nurture approaches, sensory regulation and agreed calm spaces. Specialist mental health support and family services are sought where appropriate; provision depends on assessed need and service availability.

Staff consider whether behaviour communicates an unmet need and review support and reasonable adjustments. We address bullying and discrimination promptly and check that pupils can report concerns through communication methods they can use.

Attendance and health

The SENDCOs, attendance lead and family support staff work with families to understand barriers to attendance and agree timely support. Plans consider anxiety, health, communication and sensory needs and seek professional advice where required. Attendance procedures are applied alongside reasonable adjustments and safeguarding responsibilities.

Any temporary part-time timetable is exceptional, time limited, agreed and reviewed in line with current attendance guidance. It must not be used simply to manage behaviour or substitute for suitable provision. School leaders keep the pupil's education, welfare and return to full-time attendance under review.

Medical needs are supported through individual healthcare planning where appropriate, advice from health professionals and relevant staff training. Medical needs and SEN are considered together where they overlap.

Safeguarding

Staff follow Keeping Children Safe in Education 2026 and the school's safeguarding procedures. They recognise that children with SEND may face additional barriers to reporting abuse or having concerns recognised. Changes in behaviour, communication or wellbeing are investigated rather than attributed automatically to disability or SEN. Concerns are reported immediately to the DSL or a deputy DSL; communication and personal care arrangements protect dignity and safety.

6 Working with families and supporting transition

Parents and carers

Parents and carers are partners in assessment, planning and review. We listen to their knowledge of their child, explain assessment findings and provision in clear language, and agree how progress will be reviewed. Families receive the usual school progress information and annual written report, alongside SEN support or EHC review arrangements.

Meetings can be requested outside scheduled reviews. We offer accessible information and consider communication needs, interpreters or alternative ways to contribute. We seek consent for referrals where required and explain how information will be shared. Safeguarding information is shared when necessary in accordance with the school's procedures and applicable law.

Pupil voice

We support every pupil to contribute to decisions about their learning and school experience. Staff adapt methods to age, development and communication, using conversation, pictures, objects, observation or communication aids. Pupils help identify what is working, what is difficult and what they would like to achieve. Adults avoid treating the absence of spoken language as an absence of views.

Transition

We plan transitions between nursery and Reception, classes, phases and schools. Staff work with families and the receiving setting to share relevant information securely and agree support. Arrangements may include additional visits, photographs, visual information, meetings with key adults and opportunities to practise new routines.

For transfer to secondary school, SENDCos liaise with receiving staff and relevant specialists. Planning promotes independence, communication, friendships and confidence. For pupils with EHC plans, phase transfer reviews and amendments follow the statutory timetable. The local authority must review and amend a plan for transfer from primary to secondary school by 15 February in the year of transfer.

Independent advice and the Local Offer

Information, Advice and Support Kent (IASK) provides free, impartial and confidential SEND information, advice and support for children, young people and their families.

IASK helpline: 03000 41 3000, Monday to Friday, 9am to 5pm.

Email: iask@kent.gov.uk

Website: www.iask.org.uk

Kent's SEND Information Hub is the local authority's Local Offer. It provides information on education, health, social care and family support. The link is listed in the reference section. Families who need help accessing the information can contact a SENDCo through the school office.

7 Resources monitoring and concerns

Funding and specialist advice

Leaders deploy the school's delegated resources, including its notional SEN budget, to meet identified needs. They consider additional funding and specialist support through Kent's current arrangements. Funding processes must not delay the identification of needs, reasonable adjustments or the school's statutory responsibilities.

The SENDCos keep up to date with Kent's Locality Model for School Inclusion, Communities of Schools and Professional Resource Group routes. We use current local routes for specialist teaching, educational psychology, speech and language advice and wider multi-agency support.

Where more specialist equipment is needed, we seek appropriate advice and arrange purchase, loan or another suitable means of access. We consider maintenance, training and how equipment enables the pupil to participate and communicate.

Staff development

Leaders identify training needs through pupil assessment, provision reviews and monitoring of teaching. Training covers relevant learning and communication needs, adaptive teaching, safeguarding and regulation. Additional specialist training is secured where needed. We check competence for specific medical, personal care or other specialist tasks and review the impact of training on practice.

Monitoring and review

The SENDCos and leaders evaluate provision through pupil outcomes, support plan reviews, observations, assessment, work scrutiny, family and pupil feedback, attendance and participation. Governors receive information about effectiveness, resources and priorities without unnecessary disclosure of personal information. The Lighthouse is included in this evaluation.

The governing body reviews this policy annually and sooner if legal requirements, guidance or school arrangements change. The SEN Information Report is published and updated separately in accordance with statutory requirements. National SEND reform proposals do not replace current duties unless and until the relevant changes take effect.

Concerns and complaints

Families should first raise concerns with the class teacher or SENDCo. If concerns remain, they may contact the Headteacher or Executive Headteacher and follow the published Complaints Policy, including its formal escalation and panel arrangements. We offer accessible communication throughout.

School complaints about provision are distinct from challenges to local authority EHC decisions. Parents retain applicable rights to mediation and appeal to the First-tier Tribunal (SEND), including qualifying disability discrimination claims. Further escalation depends on the issue and school status; the Complaints Policy and IASK can help families identify the correct route. The school does not determine appeals against local authority decisions.

8 Current legislation and national guidance

References checked on 8 October 2026. Publication years identify the actual documents in use, rather than the year of this policy. Use the official publication pages below to access current versions and later updates.

Children and Families Act 2014

Part 3 provides the statutory SEND framework.

[Open official document or publication page](#)

Special Educational Needs and Disability Regulations 2014

SI 2014/1530, as amended. Includes SENCO duties, SEN Information Report requirements under regulation 51 and Schedule 1, and Local Offer requirements under regulation 53 and Schedule 2.

[Open official document or publication page](#)

Equality Act 2010

Equality, disability discrimination and reasonable adjustment duties.

[Open official document or publication page](#)

SEND Code of Practice 0 to 25 years

January 2015 edition remains the current statutory code. The official publication page was last updated in September 2024.

[Open official document or publication page](#)

School Admissions Code 2021

Current statutory admissions code, in force from September 2021.

[Open official document or publication page](#)

Keeping Children Safe in Education 2026

Statutory safeguarding guidance in force from 1 September 2026.

[Open official document or publication page](#)

Mandatory qualification for SENCOs

DfE guidance updated 12 September 2024, including NPQ requirements and NASENCO transitional arrangements.

[Open official document or publication page](#)

Supporting pupils with medical conditions at school

Current DfE statutory guidance for healthcare planning and support.

[Open official document or publication page](#)

School information publication requirements

The School Information (England) Regulations 2008, as amended, apply where relevant. Read alongside regulation 51 of the SEND Regulations 2014.

[Open official document or publication page](#)

9 Kent guidance and recommended resources

Kent Mainstream Core Standards

Current guidance and resources for ordinarily available provision in mainstream settings.

[Open official resource](#)

Kent Continuum of Need and Provision

Guidance that builds on the Mainstream Core Standards to support assessment and provision for more complex needs.

[Open official resource](#)

Kent Locality Model for School Inclusion

Current local guidance, including Communities of Schools and Professional Resource Group arrangements.

[Open official resource](#)

Kent SEND Information Hub and Local Offer

Information on local provision, services, rights and family support.

[Open official resource](#)

Information Advice and Support Kent

Independent SEND advice and support, including concerns and appeals.

[Open official resource](#)

SEND guide for schools and alternative provision settings

DfE companion guide to the SEND Code of Practice, published September 2014.

[Open official resource](#)

SEND guide for parents and carers

DfE guidance explaining the SEND system and family participation, updated March 2015.

[Open official resource](#)

Using these documents

Staff use the statutory framework together with current Kent guidance and the pupil's individual plan. School leaders check significant updates between annual reviews and communicate changes to staff and families where they affect provision. Recommended resources support practice; they do not replace statutory duties.