

Longmeadow Primary School
Special Educational Needs and Disabilities (SEND) Policy



Policy Agreed: Autumn 2025

Review: Autumn 2026

This policy was written in liaison with school staff, the SENCO and Senior leadership Team. It aims to outline the school's philosophy to supporting learners with Special Educational Needs/Disabilities (SEND). It will explain our approach to the identification and assessment of learners with SEND and the resulting provision. It will clearly state who is responsible for the implementation of these important areas and show how families can work collaboratively with school to support their learners. It is the responsibility of all teaching staff to ensure learners with SEND have access to the National Curriculum.

1. Aims:

Our SEND policy:

Set out how our school will

- support and make provision for learners with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND

At Longmeadow Primary School we believe that all learners should have access to a wide and varied school life experience. We aim to offer a deep and personalised curriculum which is relevant and differentiated to enable all learners to reach their full potential. Staff provide a nurturing environment that encourages learners to become successful learners for life. Learners are provided with diverse and inclusive learning experiences that aim to meet the needs of all learning styles.

We aim to:

- Ensure early identification of needs for vulnerable learners
- Provide differentiated learning that is both accessible and challenging
- Support learners with additional needs to reach their full potential
- Work collaboratively with all stakeholders to ensure a shared approach
- Always use a person centred approach to ensure the voice of the child is heard and fully considered
- Have high expectations for all learners in regards to learning, behaviour and mutual respect
- Train and support staff so that they have a full understanding of the strengths and difficulties that our learners face
- Provide stretch and challenge for all learners especially those who demonstrate a particular interest or talent in particular curriculum areas

2. Legislation and guidance:

All schools:

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 Learners and Families Act 2014, which sets out schools' responsibilities for learners with SEND and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- Statutory Guidance on supporting learners at school with medical conditions 3.

3. Definitions:

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other learners or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Bronwyn Janes.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively
- 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 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 learners with SEND up to date

4.2 The SEND governor

The SEND governor will:

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

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Monitoring arrangements

This policy will be reviewed by the SENCO every other year. The information report will be updated annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives

- Supporting learners with medical conditions
- SEND Information Report