

Salisbury Primary School



SEND Policy 2026

Next Review: July 2027

Salisbury Primary School – SEND Policy

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents/carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents/carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

- A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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 children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The four areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Specialist Resource Provision (SRP)

In line with the SEND Code of Practice (2015), the school provides a Specialist Resource Provision (SRP) known as *Rainbows* for pupils in EYFS, Key Stage 1 and Key Stage 2 whose primary area of need is Communication and Interaction. The SRP forms part of the school's graduated response to meeting the needs of pupils with Special Educational Needs and Disabilities and supports pupils to access a broad, balanced, and inclusive curriculum.

6.1 Ethos and Values of the SRP

The Rainbows SRP is founded on the principles of inclusive education, early identification, and high aspirations for all pupils, as set out in the SEND Code of Practice. We recognise that communication and interaction needs can present in diverse ways and that pupils may require varying levels of support over time. Our ethos is rooted in a person-centred approach, ensuring that each pupil's strengths, needs, views, and aspirations are central to planning and provision.

We are committed to:

- Promoting equality of opportunity and removing barriers to learning
- Supporting pupils' emotional wellbeing, self-esteem, and sense of belonging
- Valuing neurodiversity and recognising communication differences as part of individual identity
- Working in partnership with pupils, parents/carers, and external professionals

The Rainbows SRP provides a calm, structured, and nurturing environment in which pupils feel safe, respected, and supported to develop their communication skills and engage positively with learning.

6.2 Aims of the SRP

The overarching aim of the Rainbows SRP is to enable pupils with communication and interaction needs to make sustained progress in line with their individual starting points and to prepare them for future learning and life. In accordance with the SEND Code of Practice, the SRP aims to:

- Support pupils to develop effective communication, language, and interaction skills
- Increase independence, resilience, and self-regulation
- Enable pupils to access learning within the mainstream setting wherever appropriate
- Reduce barriers to learning through appropriate adjustments and reasonable adaptations
- Support pupils to achieve positive academic, social, and emotional outcomes

Provision within Rainbows is designed to complement, not replace, high-quality teaching within the classroom and supports pupils to engage meaningfully with the wider school community.

6.3 Identification and Access to the SRP

Pupils placed within the Rainbows SRP typically have Communication and Interaction identified as their primary area of need and have an Education, Health and Care Plan (EHCP). Placement is agreed in consultation with the Local Authority, school leadership, parents/carers, and relevant professionals, ensuring that provision is appropriate to the pupil's needs.

6.4 Provision and Support within the SRP

Support within the Rainbows SRP follows the **assess–plan–do–review** cycle outlined in the SEND Code of Practice. Provision is regularly reviewed and adapted in response to pupil progress and need.

Support may include:

- Individualised learning programmes informed by EHCP outcomes or SEN Support plans
- Targeted one-to-one and small-group interventions focused on communication, interaction, and social understanding
- Use of visual supports, structured routines, and clear, consistent communication strategies
- Differentiated teaching approaches and reasonable adjustments to the learning environment
- Support with emotional regulation, sensory needs, and transitions
- Planned opportunities for supported inclusion in mainstream classes and activities
- Ongoing monitoring and assessment of progress using both qualitative and quantitative measures

Where appropriate, the SRP works closely with external agencies, such as Speech and Language Therapy, Educational Psychology, and other specialist services, to ensure provision is evidence-based and responsive.

6.5 Partnership Working and Review

In accordance with the SEND Code of Practice, we place strong emphasis on collaboration and communication. Parents/carers are actively involved in decision-making and review processes, and pupils' views are sought and valued. Progress and provision are reviewed regularly through meetings, reviews, and statutory processes, ensuring that support remains effective and outcomes-focused.

7. Roles and responsibilities

7.1 The SENCO

We have a team of two SENCOs at our school – Mrs. W. Carter and Mrs. T. Davis.

They will:

- Inform parents if their child may have SEN and liaise with them about the pupil's needs and any provision made
- Work with the Headteacher and SEND link 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 pupils with SEN, including those with EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to ensure pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Act as a point of contact for external agencies, especially the local authority (LA) and its support services, to ensure appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- Ensure the school keeps its records of all pupils with SEND up to date and accurate
- With the Headteacher, monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of SEND support the school offers or can access, and co-operate with the LA in reviewing local provision and developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, to reflect on and reinforce the quality of teaching

- Oversee the Rainbows SRP, ensuring statutory compliance, coordinating support, monitoring pupil progress, supporting staff, and liaising with parents, staff, and external professionals

7.2 The Governing Body

The Governing Body is responsible for ensuring that the following duties are carried out, though some responsibilities can be delegated to a committee or an individual:

- Co-operate with the Local Authority in reviewing the provision that is available locally and in developing the local offer
- Ensure every pupil with SEND receives the support they need to make progress
- Make sure pupils with SEND can fully engage in school activities alongside peers who do not have SEND
- Inform parents when the school is making special educational provision for their child
- Ensure arrangements are in place to support pupils with medical conditions
- Provide access to a broad, balanced, and ambitious curriculum for all pupils
- Maintain a clear approach to identifying and responding to SEND within the school
- Provide an annual report for parents on their child's progress
- Keep accurate and up-to-date records of provision made for pupils with SEND
- Publish information on the school website regarding how SEND provision is implemented, including the SEN information report
- Publish information about arrangements for the admission of disabled children, steps to prevent them being treated less favourably, facilities provided to assist access, and the school's accessibility plans
- Ensure there is a qualified teacher designated as SENCO, that the key responsibilities of the role are set out, and that the effectiveness of these duties is monitored
- Determine the approach to using school resources to support the progress of pupils with SEND
- Oversee the Rainbows SRP, ensuring it is effective, inclusive, properly resourced, and delivering high-quality outcomes for pupils, with progress reported to inform school improvement

7.3 The SEND link governor

The SEND link governor is Mrs M Parekh

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this, including monitoring the implementation and impact of the SRP
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Supporting the Governing Body in evaluating the effectiveness of the SRP

7.4 The Headteacher

The Headteacher is responsible for the overall strategic leadership and management of SEND across the school, including the Rainbows SRP. Key responsibilities include:

- Lead the strategic development of the SEND policy and provision, working closely with the SENCO and SEND link governor
- Ensure the school meets its statutory responsibilities under the Equality Act 2010 regarding reasonable adjustments and accessibility
- Maintain oversight of the provision and progress of all pupils with SEND, ensuring appropriate support and high expectations

- Allocate and monitor the use of the school's SEND budget and any additional funding provided by the LA
- Ensure the SENCO has sufficient time, support, and resources to carry out their role effectively
- Advise the LA on EHC needs assessments and early reviews of EHC plans where appropriate
- Monitor, with the SENCO and teaching staff, the quality and impact of SEND provision, identify staff training needs, and review patterns in SEN identification to reinforce high-quality teaching
- Provide leadership and oversight of the Rainbows SRP, ensuring it:
 - Operates in line with the school's vision, values, and SEND policy
 - Is effectively resourced and staffed
 - Delivers high-quality teaching, learning, and pastoral care
 - Promotes inclusion, high expectations, and ambitious outcomes for all SRP pupils
 - Reports progress and impact to the Governing Body

7.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

7.6 Parents/Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents/carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to two meetings each term to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

7.7 The pupil

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:
- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

8. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

9. Our approach to SEND support

9.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN

- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

9.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

9.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

9.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

9.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

10. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

11. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

12. Admission and accessibility arrangements

Our school's admission arrangements for pupils with SEN or a disability are in accordance with Walsall Council.

12.1 Admission arrangements

An initial meeting with the SENCO will take place prior to the pupil starting school with us so that we can establish exactly, what provision will be required.

12.2 Accessibility arrangements

Arrangements are explained in our 'Accessibility Plan 2023 – 2026'

13. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made in accordance with our complaints policy.

If the parent/carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

14. Monitoring and evaluation arrangements

14.1 Evaluating the effectiveness of the policy

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

14.2 Monitoring the policy

This policy will be reviewed/approved by governors on an annual basis. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

15. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy