



SEND Policy and Information Report

Governor's committee responsible: FGB

Link Governor: Mr Hatcliffe

Status and Review Cycle: Statutory & Annual

Ratified by Governors on: September 2025

Next Review Date: September 2026

1. Aims

Our SEND policy and information report aims to:

- Ensure full compliance with national legislation and guidance regarding pupils with SEND.
- Support and make provision for pupils with special educational needs and disabilities (SEND).
- Provide pupils with SEND access to all aspects of school life, enabling them to engage in activities alongside their peers.
- Help pupils with SEND fulfil their aspirations and achieve their best.
- Foster confidence in pupils with SEND, enabling them to live fulfilling lives.
- Involve pupils with SEND and their parents or carers in discussions and decisions about support and provision.
- Clearly define the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Ensure consistent implementation of the SEND policy by all staff.

2. Vision and Values

At our school, we are committed to providing all pupils with access to a broad and balanced curriculum. We strive to create an inclusive environment where provision is tailored to the diverse needs and abilities of all pupils.

3. Legislation and Guidance

We adhere to the following legislation:

- **Children and Families Act 2014:** Outlines schools' responsibilities for pupils with SEND.
- **Special Educational Needs and Disability Regulations 2014:** Details local authorities' and schools' responsibilities regarding EHC plans, SENCOs, and the SEN information report.
- **Equality Act 2010:** Mandates schools to make reasonable adjustments for pupils with disabilities.
- **Public Sector Equality Duty (Equality Act 2010, Section 149):** Requires schools to eliminate discrimination and advance equality of opportunity.
- **Governance Handbook:** Defines governors' responsibilities for pupils with SEND.
- **School Admissions Code:** Ensures schools admit pupils whose EHC plans name them and do not disadvantage pupils with disabilities or SEND.

4. Inclusion and Equal Opportunities

We strive to create an inclusive teaching environment that offers all pupils a broad, balanced, and challenging curriculum. We will make reasonable adjustments to teaching, the curriculum, and the school environment to ensure that pupils with SEND are included in all aspects of school life.



5. Definitions

5.1 Special Educational Needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision. This includes:

- **Learning Difficulty:** Significantly greater difficulty in learning than peers or a disability hindering access to facilities generally provided.
- **Special Educational Provision:** Educational or training provision that is additional to, or different from, that made generally for others.

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 perform normal daily activities.

5.3 The Four Areas of Need

1. **Communication and Interaction:** Difficulties in understanding or using verbal and non-verbal communication.
2. **Cognition and Learning:** Learning difficulties that affect the pace of learning, including specific learning difficulties like dyslexia.
3. **Social, Emotional and Mental Health:** Needs reflecting a range of difficulties, including anxiety and ADHD.
4. **Sensory and/or Physical Needs:** Disabilities that hinder access to educational facilities.

6. Roles and Responsibilities

6.1 The SENCO

The SENCO (senco@chiseldon.swindon.sch.uk) will:

- Inform parents if their child may have SEND and liaise about their needs.
- Work with the headteacher and SEND governor to develop the SEND policy.
- Oversee the implementation of the SEND policy and coordinate provision for pupils with SEND, including those with EHC plans.
- Provide guidance to staff and liaise with external agencies to ensure appropriate support.
- Monitor and evaluate the effectiveness of SEND support.

6.2 The Governing Board

The governing board will:

- Collaborate with the local authority in reviewing local SEND provision.
- Ensure that pupils with SEND receive necessary support.
- Publish information on the school's SEND policy and arrangements for disabled pupils.

6.3 The SEND Link Governor

The SEND link governor (n.hatcliffe@chiseldon.swindon.sch.uk) will:

- Raise awareness of SEND issues at governing board meetings.
- Monitor the quality of SEND provision and report to the governing board.



6.4 The Headteacher

The headteacher will:

- Collaborate with the SENCO and SEND governor to develop the SEND policy.
- Ensure compliance with the Equality Act 2010 regarding reasonable adjustments.
- Monitor the SEND budget and ensure the SENCO has adequate time for their duties.

6.5 Class Teachers

Class teachers are responsible for:

- Planning and providing high-quality, adaptive teaching.
- Monitoring the progress of all pupils and identifying those who may have SEND.
- Collaborating with the SENCO and parents to review progress and adjust provision as needed.

6.6 Parents or Carers

Parents or carers should:

- Inform the school of any concerns regarding their child's progress.
- Participate in discussions about their child's SEND and the support provided.

6.7 The Pupil

Pupils will be given opportunities to express their views about their SEND and support. Their involvement may include:

- Discussing strengths and difficulties.
- Contributing to target setting and attending review meetings.

7. SEN Information Report

The school publishes a SEN information report on its website, detailing how this policy is implemented. This report will be updated annually and after any significant changes.

8. Our Approach to SEND Support

8.1 The Kinds of SEND Provided For

Our school provides support for a range of needs, including:

- **Communication and Interaction:** ASD, speech and language difficulties.
- **Cognition and Learning:** Dyslexia, dyspraxia.
- **Social, Emotional and Mental Health:** ADHD, anxiety.
- **Sensory and/or Physical Needs:** Visual and hearing impairments.

8.2 Identifying Pupils with SEND

We will assess each pupil's skills and attainment on entry and regularly throughout their education.

Indicators of SEND may include:

- Progress significantly slower than peers.
- Failure to close the attainment gap.



8.3 Unit Provision

Our school has a small unit provision specifically designed for pupils with EHC plans, particularly those with autism spectrum disorder (ASD) and sensory difficulties. This unit aims to provide tailored support and interventions to meet the specific needs of these pupils.

- **Accessibility:** The unit is not accessible for pupils who are neurodivergent or have ADHD, as we have a dedicated sensory room to support these pupils.
- **Goals:** The primary aim of the unit is to improve engagement and behaviour, with a focus on successful reintegration into mainstream lessons.

8.4 Sensory Room

Our sensory room is designed to provide a calming and supportive environment for pupils who are neurodivergent or have ADHD. This space is equipped with various sensory tools and resources to help pupils manage their sensory needs and emotions.

- **Purpose:** The sensory room aims to facilitate self-regulation, reduce anxiety, and support emotional well-being. It serves as a safe space where pupils can take breaks, engage in sensory activities, and develop coping strategies.
- **Accessibility:** Unlike the unit provision, the sensory room is specifically tailored for pupils with neurodivergent profiles and those with ADHD, allowing them to access the support they need without the structured interventions of the unit.
- **Goals:** The primary aim of the sensory room is to enhance pupils' emotional and sensory regulation, enabling them to re-engage with their learning in a mainstream classroom setting.

8.5 Consulting and Involving Pupils and Parents

We believe in early involvement of parents when difficulties arise. The class teacher will contact parents to discuss targets for interventions and notify them if their child will move to the Concern List. Early discussions will ensure:

- Understanding of the pupil's strengths and difficulties.
- Consideration of parents' concerns.
- Clarity on agreed outcomes and next steps.

8.6 Assessing and Reviewing Pupils' Progress Towards Outcomes

We will follow the graduated approach: assess, plan, do, review. The class teacher and SENCO will analyse the pupil's needs, considering:

- Teacher assessments and experiences.
- Previous progress and attainment.
- Peer comparisons and national data.
- Parental and pupil views.
- External support services' advice.

8.7 Supporting Pupils Moving Between Phases and Preparing for Adulthood

We will share information with the next school or setting. Parents and pupils will agree on what information is shared.

8.8 Our Approach to Teaching Pupils with SEND

Teachers are responsible for the progress of all pupils. High-quality teaching is our first response, adaptive teaching for individual pupils. Therapies may include:

- Reading therapies or reading to an adult with support



- Phonics intervention (Sounds Write).
- Mathematics therapies.
- Mental health support.
- Nurture groups.

8.9 Adaptations to the Curriculum and Learning Environment

We make adaptations to ensure all pupils' needs are met, including:

- Differentiated curriculum access.
- Adapted resources and staffing.
- Use of recommended aids (e.g., laptops, visual timetables).
- Adaptive teaching strategies.

8.10 Additional Support for Learning

We provide additional support through:

- Trained teaching assistants for therapies.
- Collaboration with external agencies, including:
 - Learning Support Service (LSS)
 - Educational Psychology Service (EPS)
 - Speech & Language Therapist (SALT)
 - Occupational Therapist (OT)

8.11 Expertise and Training of Staff

Training will be provided regularly. The headteacher and SENCO will identify specific training needs and incorporate them into the continuous professional development plan.

8.12 Evaluating the Effectiveness of SEND Provision

We evaluate effectiveness by:

- Tracking progress using provision maps.
- Regular reviews of the graduated approach.
- Feedback from pupils and parents.

8.13 Enabling Pupils with SEND to Engage in Activities

All extracurricular activities are available to all pupils. No pupil is excluded from activities due to SEND or disability.

8.14 Support for Improving Emotional and Social Development

Support for emotional and social development includes participation in school parliament and clubs promoting teamwork. We maintain a zero-tolerance approach to bullying.

9. Complaints About SEND Provision

Complaints should be directed to the class teacher initially, following the school's complaints policy. Parents may make disability discrimination claims to the SEND tribunal if they believe discrimination has occurred.

10. Contact Details for Raising Concerns

For concerns regarding SEND, please contact the SENCO by calling the school office at 01793 740349 or emailing senco@chiseldon.swindon.sch.uk.



11. The Local Authority Local Offer

Our contribution to the local offer can be found [here](#). The local authority's local offer is published [here](#).

12. Monitoring Arrangements

This policy will be reviewed annually and updated as necessary to reflect changes in legislation or practice.