



Special Educational Needs (SEN) and Disability Policy

Adopted Date:	September 2025
Signature of Headteacher:	Annie Nesbitt
Signature of Academy Committee:	
Next Review Date:	September 2026

ROLES AND RESPONSIBILITIES

Headteacher - Annie Nesbitt - Overall responsibility for Special Educational Needs and Disability (SEND) in Verwood CE First School & Nursery. Designated Safeguarding Lead and oversight of pastoral provision

Mrs Helen Prestage - Special Educational Needs Coordinator (SENCo) - responsible for coordinating the provision and assessment of SEN within our school.

Mrs Helen Poole - Pastoral provision and Deputy Designated Safeguarding Lead

Mrs Jane Mearns - The Local School Committee Chair with oversight of the arrangements for SEND.

Contact details: school office (01202 822652) or e-mail send@verwoodfirstschool.org / office@verwoodfirstschool.org

This policy was developed in conjunction with the Inclusion Team and Local School Committee body.

WHAT IS MEANT BY 'SPECIAL EDUCATIONAL NEEDS AND DISABILITY'?

The [Children & Families Act 2014](#) and [Special Educational Needs and Disability Code of Practice: 0 to 25 years \(2015\)](#) explain that a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A Child or Young Person will 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 that prevents them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools.

AIMS

Verwood CE First School & Nursery has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.

- To work in partnership with parents and appropriate external agencies to support children's learning and health needs.

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs ensuring they get their needs met and make progress.
- To raise the self-esteem of our children with SEND, acknowledging the progress they are making.
- To work within the guidance provided within the SEND Code of Practice, 2014
- To employ a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work within the bounds of the SEND Inclusion Policy maintaining and regularly reviewing the SEN records held in respect of an individual pupil and co-ordinating their support.
- To provide support and advice to all staff who work with children with special educational needs.
- To work in partnership with parents/carers of child with SEND ensuring that their views are listened to in a meaningful way.
- Ensure that there is effective partnership working with outside agencies.

ROLES AND RESPONSIBILITIES

The Local School Committee will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Verwood CE First School & Nursery's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The Head Teacher will work with the SENDCo and SEND Local School committee member to develop the SEND policy and provision within the school. The Head Teacher has overall responsibility for the provision and progress of learners with SEND.

Roles and responsibilities of the SENDCo:

- Oversee the day-to day operation of the SEND policy
- Coordinate provision for children with SEND
- Liaise with parents of pupils with SEND
- Liaise with external agencies and support services
- Work in partnership with Headteacher, Local School Committee and lead the strategic vision for SEND
- Ensure that the school keeps the records of all pupils with SEND up to date

Class teachers are responsible for the progress and development of every pupil in their class and will work with the SENDCo and other professionals to ensure the 'Assess, Plan, Do, Review' cycle is appropriately implemented to support any pupil with SEND.

ADMISSION ARRANGEMENTS

Verwood CE First School & Nursery uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

In addition to this Verwood CE First School & Nursery makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Verwood CE First School & Nursery liaises with the local authority (or diocese), health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions.

More information can be found in the Local Offer information held on the local authority's website or our own school website.

[Verwood CE First School and Nursery Website](#)

[Dorset Local offer](#)

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS/DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Local School Committee in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school uses a range of specialist SEND facilities when appropriate.

This may include:

- Specialist equipment
- Assistive technology
- Increased support to access the curriculum
- Emotional Literacy Support Assistant (ELSA) who works across year groups

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Verwood CE First School & Nursery will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE Dec 2015). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Verwood CE First School & Nursery are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the school's policy on 'Supporting children at school with medical conditions'.)

SEND INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset. This can be found at:

[Initio Learning Trust SEND](#)

[Dorset Local offer](#)

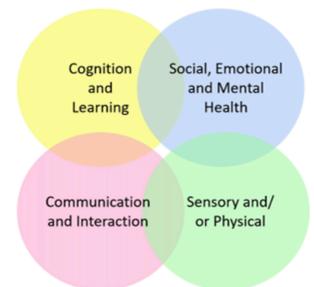
[Hampshire Local offer](#)

[BCP Local offer](#)

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*January 2015*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

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



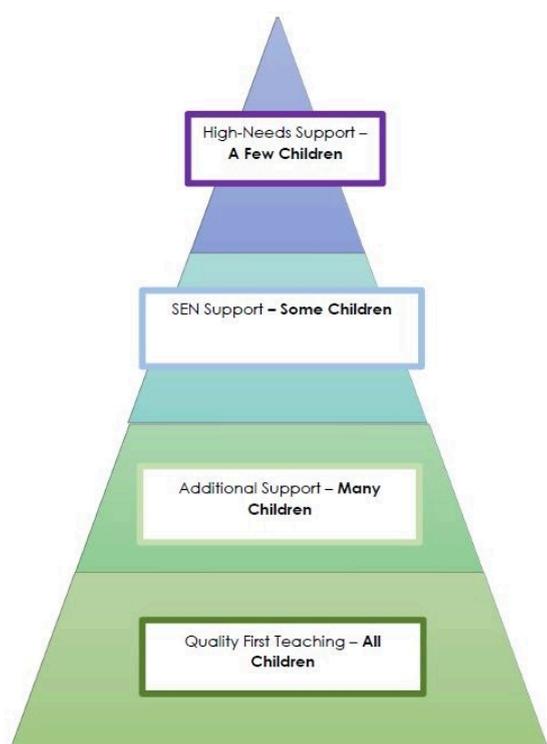
Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Verwood CE First School & Nursery staff use a wide range of tools to assess the amount and level of SEND needed support required.

We identify children as needing extra help in a variety of ways. We gain information from the child's previous school or setting. Transition meetings are held with our local pre-schools to discuss children with specific needs and how best to support them as they start school. Parents will inform us of any needs or concerns they have about their child. Teachers will raise concerns of children who are not progressing in their learning as expected or are having difficulty in accessing the curriculum for different reasons. This may be due to their understanding, a physical or health difficulty or because of their emotional state. We have a team approach to inclusion. Our inclusion team meet regularly and discuss any child who has been raised as a concern and what actions need to be taken.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.



High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents/carers **must** be informed that special educational provision is being made.

The SENDCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

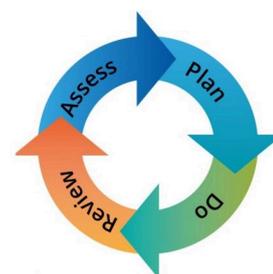
Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues

SUPPORTING CHILDREN WITH SEND IN OUR SCHOOL

Where a child is identified as having SEND, Verwood CE First School & Nursery adopts a process of 'Assess, Plan, Do, Review'. This method is detailed in the



SEND Code of Practice: 0 to 25 (sections 6.45 to 6.56.) The principle is firmly embedded, through working closely with parents/carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Class teachers are responsible for assessing and monitoring the progress of pupils with SEND. They are held accountable by the SENDCo and Leadership team through regular meetings. Children with SEND will have specific targets set on an Individual Education Plan (IEP) or a Provision Map. If a child has a range of different needs or requires very specific or specialised support, an Individual Education Plan is created. If a child's needs are specific to one area and support is given in the form of an intervention group, this will be highlighted. Targets and interventions are reviewed at least termly, by the class teachers in conjunction with the SENDCo and parents. Careful consideration is made when deciding on the most appropriate intervention or strategy to use to meet the children's targets. If we are unable to fully meet a child's needs we seek additional support from specialist services. This is in agreement by the inclusion team and parents.

[SEE sections 6.36 to 6.56 and 6.58 to 6.78 of SEND CoP]

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Our SEND provision feeds into our annual School Evaluation Form. The inclusion team (including the Head Teacher, SENDCo and Inclusion Local School Committee Member) meet termly to review SEND procedures. A SEND report is shared with the Local School Committee annually. Parents' views are valued and carefully considered.

COMING OFF THE SEND REGISTER

A child will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked, so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an Education, Health and Care Plan (EHCP) will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However, a child's progress will continue to be monitored by using the school's tracking systems and through annual EHCP review meetings.

TRANSITION ARRANGEMENTS

Verwood CE First School & Nursery is committed to ensuring that parents/carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents/carers and agree the information that should be passed to the next phase of education.

During the second part of the summer term, transition meetings are held within school. All teachers pass on information about children with SEND outlining their need and how best to support them. Careful consideration is given to how best to support children when moving to the next stage and this is often dependent upon their individual need. When appropriate we provide opportunities for the children to visit their new classrooms and meet their new teachers and TAs. They may be involved in making a transition book, with pictures of people and objects in their new classroom that are important to them.

When moving on to a new school our SENDCo will communicate with the child's new school to discuss their need, provide historic information and advice on the type and level of support they may require. Parents are often included in these meetings.

If appropriate, arrangements will be made for child to have additional visits to the school with a member of staff they are familiar with, if felt appropriate.

Sometimes support services such as the Educational Psychologist Service or Behaviour Support Service may also be involved in supporting transition.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required. [For example; ASD training, Dyslexic training]

The SENDCo will provide information on specific needs for new staff.

The SENDCo regularly networks with other SENDCos and professionals in the field of SEN through regular attendance at County Inclusion briefings, which supports personal professional training.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEND INFORMATION

Verwood CE First School & Nursery presents its SEND information in four ways:

- i. by information placed on the school website which can be found: [Verwood CE First School and Nursery Website](#)
- ii. by information placed on the Trust website which can be found: [Initio Learning Trust SEND Website](#)
- iii. by following the link from the school website to the local authority's Local Offer website;
- iv. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

The following information is on the school website:

- The SEND Policy
- Link to Dorset's Local Offer website
- The policy for Supporting children at school with medical conditions
- The Accessibility Plan

- Our Equality information
- School admissions information

ACCESSIBILITY

Verwood CE First School publishes its Accessibility Plan on the school website; this information can be found: [Verwood CE First School and Nursery Website](#)

Further information about our school's accessibility can be found on the local authority's Local Offer website; this can be found at [Dorset Local offer](#)

COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015)), and has been written with reference to the following guidance and documents:

- [Equality Act 2010: Advice for schools – \(DfE May 2014\)](#)
- [SEND Code of Practice 0 to 25 \(2015\)](#)
- [Children & Families Act 2014](#)
- [Reasonable Adjustments for Disabled Pupils \(Dec 2016\)](#)

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made to speak with the SENDCo/Headteacher.

Further details can be found on our [Complaints Policy and Procedures document](#) which is available on the website.