# SPECIAL EDUCATIONAL NEEDS AND DISABILITY

## SEND POLICY 2026–2027

**OUR VISION**

"From the smallest of seeds, fed with faith and love … our St John's family will flourish and grow."

Every child is valued, included and supported to flourish.

St John's Church of England Infant School
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# 1. Policy information

Policy lead: SENDCo / Inclusion Lead – Mrs Sarah Campbell
Headteacher: Mrs Rebekah Edwards
Academic year: 2026–2027
Approved: September 2026
Review: September 2027 or earlier if legislation/guidance changes
Related documents: SEND Information Report, Accessibility Plan, Equality, Admissions, Safeguarding, Behaviour, Medical Conditions, Complaints and Data Protection policies.

# 2. Purpose and principles

St John's is committed to inclusive education, high expectations and removing barriers to learning. Pupils with SEND will be included in activities with other children wherever reasonably practicable and compatible with good education for all. The school will identify needs early, use high-quality teaching first, work with families and professionals, promote independence and make reasonable adjustments.

# 3. Legal and statutory framework

This policy is informed by the Children and Families Act 2014; SEND Regulations 2014 as amended; SEND Code of Practice 0–25; Equality Act 2010; statutory guidance on medical conditions and allergy safety; Keeping Children Safe in Education 2026; Working Together to Safeguard Children; the EYFS statutory framework where applicable; UK GDPR and the Data Protection Act 2018; and current local authority guidance.

# 4. Definition of SEND

Under section 20 of the Children and Families Act 2014, a child has SEN if they have a learning difficulty or disability which calls for special educational provision. This includes significantly greater difficulty in learning than the majority of children of the same age, or a disability that prevents or hinders access to educational facilities generally provided for others. The whole child, strengths, needs, context and barriers are considered.

# 5. Broad areas of need

Communication and interaction: speech, language, communication, hearing, social communication and autism.
Cognition and learning: learning difficulties and specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
Social, emotional and mental health: emotional regulation, anxiety, withdrawal, concentration and behavioural presentation.
Sensory and/or physical: visual, hearing, multisensory and physical needs.

# 6. Identification and assessment

Concerns may arise through limited progress, parent/carer or pupil information, staff observations, transfer records, medical information, specialist feedback, screening, formal assessment or observation. Initial concerns are normally addressed through Quality First Teaching. Teachers monitor impact, normally over 6–8 weeks unless earlier SENDCo

involvement is required. External advice may be sought with appropriate consent and lawful information sharing. EAL, attendance, health, behaviour, Pupil Premium, looked-after status or disability alone do not automatically mean SEN, although they may interact with SEND.

## 7. Quality First Teaching

Teachers anticipate barriers and adapt teaching without reducing ambition. Strategies may include modelling, scaffolding, visual supports, concrete resources, explicit vocabulary, repetition and retrieval, accessible routines, sensory and regulation strategies, alternative ways to demonstrate understanding and reasonable adjustments.

## 8. Graduated approach: Assess, Plan, Do, Review

Assess: gather progress data, observations, assessment, family information and pupil voice. Plan: agree outcomes and provision, normally over 6–12 weeks, and record it on intervention plans and the provision map. Do: the class teacher oversees delivery and remains responsible for progress, including when teaching assistants or specialists provide support. Review: evaluate impact with the child and parents/carers; continue, adapt, increase, reduce or replace support and seek specialist advice where needed.

## 9. Provision and EHC plans

Provision may include adapted teaching, targeted phonics, reading, writing and mathematics, communication support, social communication, emotional literacy, self-regulation, social skills, Lego Therapy, Draw and Talk where appropriate, motor and sensory activities, visual supports, individual or group intervention, specialist equipment and external agency advice. Where needs are significant or persistent, the school may support an EHC needs assessment request. The local authority decides whether to issue an EHC plan; the school will deliver specified provision and contribute to annual reviews.

## 10. Roles and responsibilities

### Governing Board / Trust Board

- Monitor implementation and effectiveness of SEND policy and provision.
- Ensure budgets consider staffing, training, equipment and individual needs.
- Monitor records, review meetings, feedback, progress, standards and staff awareness.
- Ensure inclusion, equality, accessibility and statutory website information.

### Headteacher

- Secure special educational provision and maintain high expectations.
- Ensure reasonable adjustments and prevent discrimination, harassment and victimisation.
- Consult pupils and parents/carers on policies affecting them.
- Ensure SENDCo time, resources and administrative support are sufficient.
- Monitor policies, teaching quality, progress, accessibility information, complaints and exclusion education duties.

- Cooperate with the local authority on the Local Offer and appoint a designated teacher for looked-after children where appropriate.

### SENDCo / Inclusion Lead – Mrs Campbell

- Lead strategic development and day-to-day implementation.
- Coordinate identification, assessment, graduated support, EHC plans and annual reviews.
- Liaise with families, staff, early years providers, schools, health, social care, local authority and voluntary organisations.
- Prepare the SEND Information Report and maintain accurate records.
- Advise on resources, reasonable adjustments, access arrangements, training and transition.
- Ensure pupils with SEND participate in activities wherever possible and provide professional guidance and training.

### Class teachers

- Identify, assess, plan and review SEND provision.
- Set high expectations, teach the full curriculum and remove barriers.
- Remain accountable for progress when additional adults or specialists support pupils.
- Know each pupil's needs, outcomes and provision and communicate concerns promptly.
- Work with parents/carers and the SENDCo and maintain records.

### Teaching assistants and support staff

- Deliver agreed provision, promote independence, record observations and communicate concerns.
- Follow safeguarding, confidentiality and professional expectations.
- Participate in relevant training.

## 11. Partnership and pupil voice

The school will listen to families, involve them in assessment, target setting and review, communicate regularly and signpost the Medway Local Offer and SENDIASS. Children will be supported to share views, strengths, needs and preferred strategies using age-appropriate language, visuals and communication methods.

## 12. Equality, accessibility and inclusion

The school will comply with the Equality Act 2010. Disabled pupils will not be discriminated against, harassed or victimised. Reasonable adjustments may involve policies, practice, environment, resources, communication, auxiliary aids and access arrangements. The Accessibility Plan addresses curriculum, physical environment and information access. Pupils will be included in trips, clubs, assemblies, PE, performances and other activities wherever reasonably practicable.

## 13. Medical conditions, allergy safety and safeguarding

Pupils with medical conditions will be supported to access education, trips and PE through appropriate plans agreed with families and professionals. Current allergy safety requirements will be implemented, including training and

incident/near-miss learning. Children with SEND may be more vulnerable to safeguarding risks; staff must follow KCSIE 2026 and must not explain away concerns through disability, communication differences or behaviour.

## 14. Training and external agencies

Training will reflect pupil and school needs and may cover communication, autism, specific learning difficulties, sensory regulation, motor development, emotional wellbeing, de-escalation, safeguarding, medical needs and allergy safety. Advice may be sought from Educational Psychology, SALT, OT, health, social care, specialist outreach, local authority and voluntary services. The school will ensure the SENDCo meets current qualification requirements.

## 15. Assessment, transition and records

The SENDCo will coordinate statutory access arrangements in line with current guidance. Transition will be personalised where required through visits, visual preparation, meetings, information sharing and liaison with receiving settings. SEND records will be accurate, current and securely stored; information will be shared lawfully and in accordance with data protection and safeguarding duties.

## 16. Exiting SEN support

SEND support is not necessarily lifelong. Where needs can be met through Quality First Teaching and reasonable adjustments, support may be stepped down or ceased following review with the child, parents/carers, class teacher and SENDCo. Monitoring will continue and support can be reinstated if required.

## 17. Complaints and disagreement

Concerns should normally be raised with the class teacher, then the SENDCo or Headteacher, followed by the formal complaints process. Parents/carers may have rights to pursue disability discrimination claims or SEND Tribunal appeals in accordance with statutory law and timescales. Accessible information about these routes will be provided.

## 18. Monitoring and review

Effectiveness will be monitored through accurate records and achievements, review meetings, pupil/parent/staff feedback, progress and attainment, teaching quality, provision-map impact, EHC outcomes, attendance, behaviour and safeguarding information, governor oversight and review of legislation and guidance.

## 19. SEND Information Report and Local Offer

The school will publish and update its SEND Information Report at least annually and when significant changes occur. It will cover types of SEND, identification, provision, progress review, teaching, adaptations, additional support, inclusion, wellbeing, SENDCo contact details, training, equipment, participation, complaints, external agencies, transition, admissions, disability discrimination, facilities, accessibility and the Local Offer.

## 20. Equality statement

All members of the St John's family, whatever their background, disability, ethnicity, gender, learning difficulty, nationality, religion or sexual orientation, will be welcomed, treated fairly and treated with dignity and respect.

## 21. Key statutory sources

- SEND Code of Practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Children and Families Act 2014: https://www.legislation.gov.uk/ukpga/2014/6
- SEND Regulations 2014: https://www.legislation.gov.uk/uksi/2014/1530
- Equality Act 2010: https://www.legislation.gov.uk/ukpga/2010/15
- Mandatory SENCO qualification: https://www.gov.uk/government/publications/mandatory-qualification-for-sencos
- Medical conditions guidance: https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3



Signed:

Liam Anderson, Chair of Governors 22.10.2026

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