CHAGFORD CHURCH OF ENGLAND PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

2026–2027

Document Control

Policy Title	Special Educational Needs and Disabilities (SEND) Policy
Item	**Detail**
School	Chagford Church of England Primary School
Policy Lead	Beverley Pickett-Jones (SENDCo)
Approved	Autumn 2026
Review Due	Autumn 2027
Status	Statutory
Related Documents	SEND Information Report, Accessibility Plan, Behaviour Policy

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Our Commitment to Inclusion

At Chagford Church of England Primary School, we are committed to creating a nurturing, inclusive and aspirational environment where every child is known, valued and supported to flourish.

Rooted in our Christian vision and values, we believe that every child is unique and should be enabled to thrive academically, socially, emotionally and spiritually. We aim to provide an environment where all pupils feel they belong, are respected and can achieve their fullest potential.

We recognise that some children may require additional support at different points in their school journey. Through high-quality teaching, early identification of need and strong partnerships with families and professionals, we work to remove barriers to learning and participation.

As a small community school, we pride ourselves on knowing our children well and providing personalised support that enables every learner to succeed.

SEND Profile

At the time of review, Chagford Church of England Primary School supports 16 pupils identified as having Special Educational Needs and/or Disabilities (SEND), including 13 pupils receiving SEND Support and 3 pupils with an Education, Health and Care Plan (EHCP). Pupils present with a range of needs including Speech, Language and Communication Needs (SLCN), Autism Spectrum Disorder (ASD), Social, Emotional and Mental Health needs (SEMH), Cognition and Learning needs and Sensory Needs including Vision and Hearing Impairment. The school's approach to SEND is reviewed regularly to reflect the needs of the current cohort.

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1. Aims

This policy aims to:

- Ensure all pupils have access to an inclusive and ambitious curriculum.
- Identify Special Educational Needs and Disabilities (SEND) at the earliest opportunity.
- Provide effective support through a graduated approach.
- Enable pupils with SEND to achieve the best possible outcomes.
- Promote confidence, resilience and independence.
- Foster effective partnerships with parents and carers.
- Involve pupils in decisions about their learning and support.
- Work collaboratively with external agencies and professionals.
- Meet all statutory responsibilities in relation to SEND.

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2. Legislative Framework

This policy has been developed in accordance with:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 Years (2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Supporting Pupils with Medical Conditions at School
- Keeping Children Safe in Education
- Teachers' Standards

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3. Definition of SEND

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

A child has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally available to others of the same age.

Special educational provision is educational provision, which is additional to, or different from, that provided generally for children of the same age.

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4. Principles of Inclusion

At Chagford Church of England Primary School we believe that:

- Every child is entitled to feel valued, safe and included.
- Every teacher is responsible for the progress of every child.
- High-quality teaching is the foundation of inclusive education.
- Early identification improves outcomes.
- Positive relationships underpin success.
- Parents and carers are valued partners.
- Pupil voice should influence decision-making.
- Differences should be recognised, respected and celebrated.

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5. Identifying SEND

The purpose of identification is to determine the support a pupil requires, rather than simply applying a label.

Needs may be identified through:

- Teacher observation and assessment.
- Progress monitoring.
- Discussions with parents and carers.
- Information from previous educational settings.
- Screening and assessment tools.

- Medical information.
- Advice from external professionals.
- Pupil voice.

The school recognises that factors such as attendance, emotional wellbeing, English as an Additional Language, disadvantage or interrupted learning may affect progress and must be considered before identifying SEND.

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6. Areas of Need

The SEND Code of Practice identifies four broad areas of need.

6.1 Communication and Interaction

Including:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC)

6.2 Cognition and Learning

Including:

- Dyslexia
- Dyscalculia
- Dyspraxia
- Moderate Learning Difficulties (MLD)
- Other specific learning difficulties

6.3 Social, Emotional and Mental Health

Including:

- Anxiety
- Attachment needs
- Emotional regulation difficulties
- Mental health difficulties

6.4 Sensory and/or Physical Needs

Including:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Sensory processing differences

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7. The Graduated Approach

Chagford Church of England Primary School follows the graduated approach outlined within the SEND Code of Practice.

This process follows a continuous cycle:

Assess

Information is gathered from:

- Teachers
- Parents and carers
- Pupils
- Assessments
- External professionals

Plan

Outcomes, strategies, and support arrangements are agreed.

Do

Support is implemented through high-quality teaching and targeted provision.

Review

Progress and outcomes are reviewed regularly, and provision is adapted accordingly.

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8. Ordinarily Available Inclusive Practice

High-quality, inclusive teaching is the first step in responding to pupils who may have SEND. Teachers are responsible and accountable for the progress and development of all pupils in their class.
The school aims to deliver Devon's Ordinarily Available Inclusive Provision through high-quality teaching, adaptive practice and reasonable adjustments before considering additional interventions.

Universal classroom strategies may include:

- Adaptive teaching.
- Visual timetables and visual supports.
- Explicit teaching of vocabulary.
- Chunked instructions.
- Flexible grouping.
- Additional processing time.
- Use of assistive technology.
- Sensory regulation strategies.
- Movement breaks.
- Scaffolding and modelling.
- Relational approaches.
- Zones of Regulation.
- Clear routines and expectations.

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9. SEND Support

Where a pupil requires support additional to or different from that provided for most children of the same age, they may be placed on the SEND Register under SEND Support.

Support may include:

- Small-group interventions.
- Individual support programmes.
- Speech and language programmes.
- Literacy and numeracy interventions.
- Social communication support.
- Emotional wellbeing support.
- Sensory interventions.
- Environmental adaptations.
- Assistive technology.

Provision is regularly monitored to ensure it remains effective and responsive to changing needs.

10. Working in Partnership with Pupils and Families

We believe children make the best progress when schools and families work together.

Parents and carers will:

- Be informed when concerns arise.
- Be involved in planning support.
- Be invited to review meetings.
- Receive regular updates regarding progress.
- Be encouraged to contribute to decision-making.

Pupils will:

- Share their views and experiences.
- Contribute to outcome setting.
- Discuss strengths and aspirations.
- Participate in review meetings where appropriate.

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11. Education, Health and Care Plans (EHCPs)

Where a pupil's needs cannot be met through SEND Support alone, the school may request an Education, Health and Care Needs Assessment from the Local Authority.

For pupils with an EHCP, the school will:

- Deliver provision outlined within the EHCP.
- Monitor progress towards agreed outcomes.
- Hold Annual Review meetings.
- Work closely with parents and professionals.
- Support effective transition planning.

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12. Monitoring Progress

The progress of pupils with SEND is monitored through:

- Ongoing teacher assessment.
- Pupil progress meetings.
- SEND reviews.
- Intervention monitoring.
- Annual Reviews.
- Attendance information.
- Persistent absence and attendance trends for pupils with SEND.
- Wellbeing information.

Provision is reviewed regularly to evaluate its impact on progress, participation, attendance, wellbeing and independence. Support is adapted in response to evidence gathered through the Assess-Plan-Do-Review process.

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13. Supporting Wellbeing and Emotional Health

We recognise the importance of emotional wellbeing in successful learning.

Support may include:

- Relational practice.
- Trauma-informed approaches.
- Emotional literacy support.
- Trusted adult relationships.
- Zones of Regulation.
- Individual support plans.
- Sensory regulation strategies.
- Access to external support services.

14. Attendance and Inclusion

Regular attendance is essential to enable pupils to access learning, develop relationships and achieve positive outcomes. The school recognises that some pupils with SEND may experience additional barriers to attendance, including anxiety, medical needs, sensory differences, communication difficulties or other individual circumstances.

The school is committed to working proactively with families, pupils and external agencies to identify and remove barriers to attendance at the earliest opportunity.

To support attendance, the school will:

- Monitor attendance and punctuality of pupils with SEND regularly.
- Identify patterns of absence and emerging concerns at an early stage.
- Work in partnership with families to understand barriers to attendance.
- Implement reasonable adjustments where appropriate.
- Liaise with health professionals and external agencies when required.
- Consider attendance as part of the Assess-Plan-Do-Review process.
- Support successful transitions into school, between classes and following periods of absence.
- Promote a sense of belonging, safety and inclusion for all pupils.

The school recognises that improving attendance is not solely about increasing presence in school but ensuring that pupils feel safe, supported and able to engage successfully in learning.

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15. Working with External Agencies

The school may work alongside:

- Educational Psychology.
- Speech and Language Therapy.
- Occupational Therapy.
- School Nursing Service.
- Health Professionals.
- Advisory Teachers.
- Autism and Communication Teams.
- Early Help Services.
- Children's Social Care.
- Mental Health Services.

Parental consent will normally be sought before referrals are made.

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16. Supporting Transitions

Carefully planned transitions help children feel safe, prepared and positive.

Starting School

- Transition visits.
- Meetings with families.
- Information sharing with previous settings.

Moving Between Classes

- Enhanced transition arrangements where required.
- Additional visits.
- Transition books and visual supports.

Moving to Secondary School

- Liaison with receiving schools.
- Additional visits.
- Planning meetings.
- Pupil-centred transition support.

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17. Accessibility

The school is committed to ensuring equal access and opportunity for all pupils.

Reasonable adjustments will be made to ensure pupils with disabilities can access:

- The curriculum.
- School activities.
- Educational visits.
- The physical environment.
- Information and communication.

Further information can be found in the school's Accessibility Plan.

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18. Admissions

Chagford Church of England Primary School welcomes applications from all pupils, including those with SEND.

Admissions are administered in accordance with the school's Admissions Policy and statutory guidance.

No child will be disadvantaged because of a disability or special educational need.

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19. Roles and Responsibilities

Governing Body

Governors will:

- Ensure compliance with SEND legislation.
- monitor SEND provision, attendance, inclusion and outcomes for pupils with SEND.
- Ensure appropriate resources are available.
- Promote an inclusive culture.

Headteacher

The Headteacher will:

- Provide strategic leadership.
- Ensure implementation of this policy.
- Promote inclusive practice throughout the school.

SENDCo

Beverley Pickett-Jones

Special Educational Needs and Disabilities Coordinator (SENDCo)

Email: bpickettjones@dmatschools.org.uk

The SENDCo will:

- Coordinate SEND provision.
- Maintain the SEND Register.
- Liaise with families and professionals.
- Support staff through advice and training.
- Monitor outcomes and provision.
- Contribute to school improvement planning.

Class Teachers

Class teachers remain responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support.

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20. Complaints

Parents and carers who have concerns regarding SEND provision should:

1. Speak with the class teacher.
2. Contact the SENDCo.
3. Contact the Headteacher.
4. Follow the school's Complaints Procedure if concerns remain unresolved.

Information regarding mediation and disagreement resolution services is available through Devon Local Authority.

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21. SEND Information Report

The school's SEND Information Report is published on the school website and should be read alongside this policy.

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22. Monitoring and Review

This policy will be reviewed annually by the SENDCo, Headteacher and Governing Body.

It may be reviewed sooner if changes in legislation, guidance or school practice require amendments.

Inclusion Statement

At Chagford Church of England Primary School, we celebrate the uniqueness of every child and are committed to ensuring that all pupils feel valued, included and able to achieve their potential. Through strong relationships, high expectations and a commitment to

inclusion, we strive to ensure that every child flourishes academically, socially, emotionally and spiritually.