

CORSHAM PRIMARY SCHOOL

Special Educational Needs and Disability Policy



Reviewed: September 2025

Policy Ratified by the LGC: November 2025

Next Review Date: September 2026

School's Vision and Values

Values

At Corsham Primary School, we are committed to giving all our children every opportunity to achieve their best. We value and celebrate the unique contribution that every individual including those with Special Educational Needs and Disabilities (SEND) can make to our school community. The achievement, engagement and well-being of each pupil is at the heart of our school values and is considered a collective responsibility of all members of our school community.

Vision

All pupils, regardless of their individual needs, have access to high quality teaching to enable them to make the best possible progress and to develop the knowledge, understanding and skills they need to become active and responsible citizens. In implementing this policy, we strive to ensure that all children are fully included in school life, can access a broad and balanced curriculum and have the opportunity to reach their own individual potential as learners.

Aim

At Corsham Primary School, our priority is to ensure the identification of all pupils requiring SEND provision as early as possible. All children have access to high quality teaching targeting their needs effectively, making reasonable adjustments where needed and applying careful targeted additional resources including specific interventions through adult support. Through our caring, stimulating and positive ethos, we aim to nurture the whole child and celebrate their individual achievements and progress.

Identification and Assessment:

Definitions of Special Educational Needs and Disability (SEND)

Under the Code of Practice, a child is deemed to have Special Educational Need or Disability (SEND), if he or she has 'significantly greater difficulty in learning than the majority of others of the same age', or their disability 'prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school'. Special educational provision is needed for him or her, over and above that which can be met through good quality classroom teaching and differentiation.
(Special Educational Needs and Disability Code of Practice, 2014)

Children may have needs and requirements which fall into at least one of four areas:

- communication and interaction;
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Children must not be regarded as having Special Educational Needs solely because their language, or form of the home language, is different from that in which they are taught. Not all children with a disability have special educational needs. Under the Equality Act 2010, a disability is defined as '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

In accordance with the Children and Families Act 2014, our school aims to identify Special Educational Needs at the earliest point and then to implement effective provision to achieve specific short-term targets and long-term outcomes for the individual.

The school follows the guidance of the Code of Practice 2014, implemented a graduated response to need:



All teachers are responsible for identifying pupils with SEND and, in collaboration with the Inclusion Manager, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified.

Initial concern

Where a child is not making progress within a differentiated curriculum delivered through quality first teaching, the Class Teacher will alert the Inclusion Manager to their concern by completing a SEND Concern form and also discuss this with parents.

Where a child does not make progress despite inclusive strategies and additional interventions, there will be a discussion between parents, Class Teacher and the Inclusion Manager to explore what underlying reasons may be contributing to the child's lack of progress.

The Wiltshire Graduated Response to SEND Support (GRSS) may be completed by the Class Teacher in order to identify specific difficulties. This gives guidance regarding procedures and strategies and helps to inform decisions as to whether children should be on the SEND Register.

SEND Support

Children at Corsham Primary who appear to have significant barriers to learning may be identified as having Special Educational Needs. If the school decides, in consultation with parents, that a pupil requires additional support to make progress, the child will be placed on the SEND Register at 'SEND support' level. This would trigger allocation of support from within school funds, which is additional to and different from that provided through a normally differentiated curriculum.

The Class Teacher will remain responsible for planning and delivering individualised learning opportunities in consultation with the Inclusion Manager, who may deploy Teaching Assistants to provide SEND interventions either in class, one to one or as part of a small group.

Learning Plan

Every child on the SEND Register at 'SEND Support' level will have a Learning Plan which outlines achievable targets that they are working on and strategies that are being implemented to help them to achieve these.

Pupil progress as a result of interventions will be closely monitored and reported to parents through the class Parent Consultations and through Learning Plan Reviews.

My Support Plan

Whilst most children with SEND will have their needs met at the 'SEND Support' level, a small number may require a higher level of support. Where children with SEND continue to make little or no progress in relation to small step targets or are working at a level that is significantly below their peers, a meeting will be held between parents, school and professionals to write a 'My Support Plan'. This document sets out in detail the child's strengths and difficulties and outlines the support and intended outcomes for the individual child.

Educational Health Care Plan

If it is agreed that the child needs a higher level of support and funding in order to meet the identified learning outcomes, a statutory Education, Health and Care (EHC) assessment from the Local Authority can be requested.

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention, following the recommendations of an external SEND professional, the child continues to experience significant barriers to learning. A Statutory Assessment can also be requested by a parent or external agency.

An EHCP will normally be provided where, after a Statutory Assessment, the Local Authority considers that the child requires provision beyond what the school can offer. Currently, schools are expected to provide initial support to the value of £6000 before additional funding is allocated. A request for a Statutory Assessment does not inevitably lead to an EHCP, but the Local Authority's decision can be appealed by parents.

Staff Roles and Responsibilities:

Governors

The Governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND Policy;
- The SEND policy is reviewed regularly and is reported on the school's website;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Development and Improvement Plan. (The SDIP plan is reviewed annually);
- The quality of SEND provision is continually monitored through reviews of effectiveness;
- They have regard to the Special Educational Needs and Disability Code of Practice when carrying out its duties toward all children with special educational needs;

Headteacher(s)

The Governors play an important role in ensuring that:

- The day-to-day management of all aspects of the school including the SEND provision;
- Keeping the Governors well informed about SEND within the school;
- Working closely with the Inclusion Manager and SEND team;
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- Overseeing the overall budget with regards to Special Educational Needs and making strategic decisions

Inclusion Manager(s)

The Inclusion Managers' responsibilities include:

- The coordination of provision
- Working with the Headteachers, the Leadership Team and the Governors to determine the strategic development of the policy.
- The day-to-day implementation of the SEND policy including monitoring, evaluating and reviewing
- Coordinating provision for children with SEND in order to meet their needs effectively;
- Meeting regularly with class teachers to discuss the needs of children on the SEND register, to identify vulnerable children and to help them to identify appropriate strategies and resources;
- Evaluating the effectiveness of interventions through assessing and identifying children's needs;
- Working in partnership with class teachers in the formulation and review of individual Learning Plans (LP's) and any recommended actions from external agencies;
- Working with class teachers, SEND pupils and parents/carers of those pupils in the formulation of a 'My Support Plan' for some SEND pupils;
- Leading, managing, supporting and developing the Teaching Assistant Team including the provision of regular training;
- Working in partnership with outside agencies connected with children on the SEND register;
- Requesting statutory assessments where appropriate;
- Working closely with parents or carers of children with SEND including regularly meetings and Annual Reviews;
- Maintaining up to date records for pupils with EHCPs and overseeing the record keeping for all children with special educational needs;
- Working in partnership with the Family Support Officer to ensure appropriate provision for pupils with social, emotional or mental health needs;
- Overseeing and maintaining specific resources for special educational needs;
- Liaising with the Inclusion Governor;
- Facilitating appropriate training and professional development for staff in the field of SEND;
- Working with the Finance Officer Head Teachers to ensure the effective use of the SEND budget;
- Reviewing and writing the SEND section of the School Development and Improvement Plan for both sites;
- Organising transition for SEND children –feeder nurseries, linked secondary schools and other schools that children are transferring from/ to.
- Fostering links with other Inclusion leaders within the Multi-Academy Trust to share effective practise.

Class Teachers

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Providing high quality teaching, effectively differentiated, adapted or scaffolded to meet the needs of children with SEND;
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND;
- Ensuring that all children can access the curriculum and engage in learning;

- Setting and reviewing, with pupils, their individual targets on their Learning Plans or EHCPs and working with them regularly to help them to achieve them;
- Identifying, planning and monitoring progress of SEND pupils;
- Writing and implementing Learning Plans for pupils with SEND needs in collaboration with the Inclusion Manager;
- Working closely with additional adults including teaching assistants to ensure the needs of pupils with SEND are met.

Working in partnership with parents and specialist advisers to understand the individual strengths and needs of the child and agree next steps;

- Contributing to a 'My Support Plan' for the most complex SEND pupils in collaboration with the Inclusion Manager, SEND pupil and their parents/carers;
- Collaborating with the Inclusion Manager to decide the action required to assist the pupil to progress;
- Working with the Inclusion Manager to collect all available information on the pupil;
- Being involved in the development of the school's SEND policy.

Teaching Assistants (TAs)

- Teaching Assistants (TAs) are valued team members and have responsibility for:
- Supporting pupils to work towards their desired outcomes set out on their Learning Plan, Support Plan or Education and Health Care Plan either in small groups or individually.
- Supporting class teachers to ensure that all pupils have full access to the curriculum.
- Reporting progress or areas of concern to the class teacher and SENDCo.

Staff Development

Training and Continuing Professional Development of staff in relation to SEND is ongoing according to individual needs and school priorities. Part of the Inclusion Manager's role in school-based INSET is to develop awareness of needs, resources and practical teaching procedures for use with SEND pupils.

The training needs of the Teaching Assistant Team will be considered frequently in order to develop the skills required to support pupils' needs. Needs are highlighted through the SEND Audit, the School Development and Improvement Plan, as well as particular professional development needs of individual staff (specifically related to their role of support). TA's attend regular training.

Training may be led by the Inclusion manager, outside agencies or other staff members. Information from courses is also disseminated within these sessions. Teaching assistants take part in an appraisal cycle and are observed through learning walks.

Inclusion and the Curriculum areas:

| SEND Area of need | Specific need | Areas of learning to be supported | Recommended support |
|------------------------|--|---|--|
| Cognition and Learning | Learning difficulties cover a wide range of needs, including moderate learning | Support for learning difficulties may be required when children and young people learn at a slower pace | Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. |

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| | <p>difficulties (MLD), severe learning difficulties (SLD) as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia</p> | <p>than their peers, even with appropriate differentiation.</p> | <p>They may need more practical activities than their peers to support the development of abstract concepts.</p> <p>They may require programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.</p> <p>Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.</p> |
| <p>Communication and interaction</p> | <p>Children and young people with speech, language and communication needs (SLCN).</p> <p>Children and young people with ASD, including Asperger's Syndrome and Autism.</p> | <p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p> | <p>Rich oral language environments.</p> <p>Interventions taking account of their individual sensory needs and requirements.</p> |
| <p>Social emotional</p> | <p>Children and young people may</p> | <p>These may manifest themselves in many ways.</p> | <p>Schools, colleges and early years providers should identify clear</p> |

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| and mental health | experience a wide range of social and emotional difficulties | These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. | processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their pupils and students with emotional, social or mental health difficulties. |
| Sensory and / or physical needs | <p>This may include children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI).</p> <p>Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>Some children and young people may have a physical disability (PD).</p> | <p>Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p> | Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. |

Monitoring and Evaluation:

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers;
- Prevents the attainment gap widening;
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- Equals or improves upon the pupil's previous rate of progress;
- Ensures full curricular access;

- Shows an improvement in self-help and social or personal skills;
- Shows improvements in the pupil's behaviour and attitude to learning.

The school uses ongoing assessments within each lesson to carefully track pupil progress on an ongoing basis. In addition, for pupils with SEND, the Wiltshire Graduated Response to SEND Support (GRSS), standardised reading and spelling tests and Strengths and Difficulties Questionnaires are used to assess the progress of pupils with SEND as appropriate. Progress against Individual Learning targets on their Learning Plans, My Support Plans or My Plans are also assessed and monitored. Where teachers decide that a pupil's progress is below expectations, the Inclusion Manager is the first to be consulted. The Inclusion Manager and teacher will review the approaches adopted and share their concerns with parents/carers.

Annual Reviews

Children who have Education, Health and Care Plans (EHCP) will have a formal Annual Review meeting to review their progress and current needs involving all key stakeholders.

The aim of the review will be to:

- Assess the pupil's progress in relation to their targets and consider their wellbeing and development;
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's progress and attainment during the year;
- Agree new targets for the coming year;
- Make recommendations as to whether to cease, continue, or amend the EHCP.

Year 5 and 6 Annual Reviews

At the Year 5 annual review, agreement should be reached regarding secondary school placement. Parents are strongly advised to visit all appropriate secondary school settings before this meeting, in order to make an informed decision.

The secondary school placement requested as part of the Year 5 annual review serves as the parents' application for a place.

At Year 6 annual reviews, an appropriate person from the secondary school setting will be invited to attend. This will be the SENDCo from a mainstream school, or a Year 7 teachers from a special school. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to ask questions, and enables plans to be made for a smooth transition for the child.

With due regard for the time limits set out in the Code, the Inclusion Manager will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The Inclusion Manager will ensure that records are maintained and ensure access to them. In addition to the usual school records, the pupil's SEND folder will include:

- Information from parents
- Information on progress and behaviour

- Pupil's own perceptions of difficulties (if appropriate)
- Information from health/social services
- Information from other agencies

Parent and Pupil Involvement:

The school is fully committed to a partnership with all the parents. Parents or carers are seen as important partners in the effective working relationship with the school in raising their child's attainment. Parents' contribution to their children's education is valued highly by the staff of the school. Transition meetings are held with parents of children who have had additional needs identified within a pre-school setting.

Once children have started school, this partnership is continued and extended. Parents are fully involved in the identification, assessment and decision-making process in the school. The school will also update parents with relevant information. An Early Support Assessment (ESA) meeting may be called as a way of gathering useful information and agencies together to support families as fully and as sensitively as possible.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective learners during their school years. In this school we encourage children to participate in their learning by being voted onto the school council. We encourage them to have a voice in deciding the priorities for our School Development and Improvement Plan. We encourage them to take ownership of their learning targets by discussing them and thinking about what they can do to improve. For children with SEND this includes discussing the strategies for success in their learning targets. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Liaison with External Agencies:

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the Inclusion Manager will make the necessary arrangements and referrals and will inform parents accordingly. These agencies normally include the Local Area Team; SEND lead workers, Specialist SEND team, speech and language therapist, social care, occupational therapists, school nurse, educational psychologists and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised.

Links with other schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local pre-school groups. Pre-school children are invited to visit Corsham Primary School for induction visits in the term before they start school and key staff also visit children in their nursery settings. We ask for previous records of children who enter from other schools which will enable the Inclusion Manager to be alerted to all new entrants with special educational needs. If necessary, the school liaises with other agencies at this stage.

Close links are maintained with the Corsham Secondary School and other local secondary schools to ensure smooth transition between Years 6 and 7. Transition arrangements include completed pro-forma, a meeting with the Inclusion Manager and the SENDCo from

the secondary school to pass on information. All children have a 3-day pre-visit to the secondary school and extra visits are arranged if necessary. A meeting is held for all parents of children in Year 6 during the spring term with the opportunity for parents to visit the secondary school in the summer term and discuss any individual needs. A 'moving on up' club involving extra visits is provided for children with SEND and any other children who may find the transition challenging. Staff from the secondary school visit Corsham Primary and specialist staff from the Curriculum Support Faculty also maintain close liaison which continues into Year 7.

Children with special educational needs who do not transfer to the Corsham School are subject to similar arrangements with the receiving school.

Complaints procedure:

If parents or carers have a complaint concerning provision for their child they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the Inclusion Manager and/or Executive Headteacher. The staff and school will try to resolve any difficulties with the aim of disrupting the child's education as little as possible. Should the matter still be unresolved the parents should contact the 'responsible person' on the LGC. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint could be taken to the LA and/or Secretary of State.

Legal and Statutory Information:

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), 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 (July 2014)
- Corsham Primary School's SEND Information Report Regulations (2025-2026)

Resources:

Corsham Primary School has a wide range of SEND resources. In each classroom, there is a range of resources that are used by class teachers and teaching assistants to support children with SEND. In addition, staff often develop resources that are specifically aimed at meeting the needs of certain individuals.

Teaching assistants are provided with regular training in order to continue to develop their skills and expertise in supporting teachers to meet the needs of children with SEND. The Inclusion Manager is responsible for allocating Teaching Assistants to classes, children and interventions. Some Teaching Assistants have become highly skilled in certain areas and deliver certain interventions to children across the school. For example, certain TA's have been specifically trained to deliver speech and language plans. They liaise directly with the Speech and Language Therapist to ensure high quality provision. Some TA's have been trained as 'Emotional Literacy Support Assistants' and provide this pastoral support to children across the school. We also have TAs trained in Sand Tray therapy at both sites.

TAs who have responsibility for delivering specific interventions review the impact of the interventions at the end of each term.

The Senior Leadership Team, Inclusion Team and Governors ensure that resources are flexibly allocated to support appropriate provision for all pupils requiring it, and in meeting the

objectives set out in this policy. The primary area of spending is staffing costs, including SEND Management to meet the objectives of this policy. Money is also be spent on additional resources and training.

Equal Opportunities

When writing and reviewing this policy staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with equality obligations outlined in anti-discrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme.

Review and Approval:

This policy will be continually monitored, reviewed and evaluated with reference to the aims outlined at the beginning of this policy through rigorous self-evaluation by the Inclusion Manager in liaison with the Executive Headteacher and the school's Inclusion Governor. Areas of strength and development are identified and the Inclusion Manager forms an action plan which is shared with the Inclusion Governor.

This policy is in line with the Code of Practice. It will next be reviewed in May 2026. This policy should be read in conjunction with the school Safeguarding Policy, Inclusion Policy, Equality Scheme and Behaviour Policy. More information about our offer is available in our SEND information Report on our school's website: [Corsham Primary School - Home](#)

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents/Carers
- Pupils
- External professionals and agencies