



Special Educational Needs (SEN) and Disability Policy

Ownership	SENCO
Created	September 2023
Approved by Governors	24 th September 2025
Updated	September 2025
To be reviewed	September 2026

CONSULTATION

The policy was developed in consultation with :

- Pupils with SEN and disabilities
- Parents
- Governors
- All school staff
- Dorset Council

INTRODUCTION

All schools must have a Special Educational Needs (SEN) and Disability Policy, also known as a SEN policy. This is a duty set out in the Special Educational Needs and Disability Code of Practice (2015).

An SEN policy explains how a school will identify and support pupils with special educational needs (SEN) and disabilities.

SPECIAL EDUCATION NEEDS AND DISABILITY

The Special Educational Needs and Disability Code of Practice (2015) explains that a pupil has a special educational need if:

- they have a learning difficulty or disability which makes it harder for them learn than other pupils of the same age

and

- they require special education provision to be made for them.

There are four main areas of SEN

Communication and Interaction

Cognition and Learning

Social, Emotional and mental health difficulties (SEMH)

Sensory and/or physical needs

A disability is described in law (Equality Act 2010) as a 'physical or mental impairment which has a long term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

More details about SEN and disability can be found on Dorset's Local Offer

[Dorset Council Local Offer](#)

ROLES AND RESPONSIBILITIES

The governing body of Stower Provost Community School ensures that the school meets the duties set out in the Special Educational Needs and Disability Code of Practice (2015). The governor with oversight of the arrangements for SEN and disability at our school is Sam Watridge, who can be contacted through the school office 01747 838370.

Out headteacher, Mrs Ailsa Boardman-Hirst, has overall responsibility for SEN and disability at our school. She has overall responsibility for the leadership, management and standards achieved by all pupils.

Our Special Educational Needs Coordinator (SENCO) is Mrs Sarah Toy. Parents can contact her through the school office 01747 838370.

THE SENCO ROLE INCLUDES

Overseeing the day-to-day operation of the special educational needs policy.

Advising on the graduated approach to providing SEN support and working alongside staff to ensure that provision is well planned, efficiently and consistently delivered and affective.

Liaising with early years providers, other schools, educational psychologists, specialist teachers, health and social care professionals.

Being the key point of contact for external support agencies.

Ensuring provision outlined on EHCPs is in place and carrying out progress and transition reviews at least annually.

Liaising, in conjunction with class teachers, with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

Working with the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Ensuring that the school keeps the records of all pupils with SEN up to date.

Contributing to the in-service training of staff.

Building strong relationships with parents of children with special educational needs

We employ teaching assistants who receive regular training and supervision to support teachers in meeting the needs of all of our children. We also have a trained ELSA.

VISION AND AIMS

At Stower Provost Community School we want all our pupils to feel welcome, valued and included in the school community. We have high aspirations for our pupils with SEN and disabilities and will provide them with high quality learning opportunities to ensure that they achieve their best. We also want to help our pupils with SEN and disabilities to develop a positive view of themselves so that they become confident individuals and go on to live fulfilling lives, making a successful transition into adulthood. We will endeavour to fully involve our pupils with SEN and disabilities in all decisions that affect them, so that they can help us to identify what works for them and reflect on what doesn't. The view of our pupils and parents is especially important to us and will take these into account when consulting on, implementing and reviewing this policy. To achieve this we will:

- create an atmosphere of encouragement and acceptance in which all pupils can thrive;
- be sensitive to individual pupils' needs and celebrate achievements;
- enable each pupil to take part and contribute fully to school life;
- provide access to and progression within our broad and rich curriculum;
- involve pupils in planning to support their SEN or disability;
- work in partnership with parents to support children's learning and health needs;
- provide quality training for staff that enables them to support pupils with SEN and disabilities.

OBJECTIVES

Stower Provost Community School will do its best to ensure that the right provision is made for each pupil with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each pupil.

In implementing this policy, our goals are to:

- identify all pupils who have SEN and disabilities at an early stage;
- ensure that pupils with SEN and disabilities have their needs met and that they make progress;
- work in line with the Special Educational and Disability Code of Practice (2015);

- provide support and advice to all staff who work with pupils with SEN and disabilities;
- operate a whole school approach to meeting SEN and disabilities in which all members of the school community understand their role in supporting all children;
- ensure that pupils with SEN and disabilities join in with all the activities of the school alongside their peers;
- adopt a person-centred approach to supporting pupils with SEN and disabilities, ensuring that pupils and their parents are fully involved in decision which affect them;
- ensure that there is effective partnership working with outside agencies.

ADMISSION ARRANGEMENTS

Stower Provost Community School uses the Local Authority arrangement for school admissions. This arrangement 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.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Our teachers are responsible and accountable for the development and progress of the pupils in their class and we have systems in place to ensure that special educational needs are identified as early as possible. We start by:

- providing consistent high, quality teaching;
- using formative and summative assessment to inform next steps and identify challenges and difficulties;
- adapting teaching, learning activities and classroom provision to ensure that all pupils can thrive.

As necessary we also use standardised tests, specialist diagnostic tests, external agency assessments and reports, medical information, information from parents/carers, information from previous educational settings.

If a pupil continues to struggle with the curriculum despite quality first teach, we will consider whether they will have a special educational need. This is a process involving the class teacher, TA, SENCO, parents and the pupil. If it is decided that a pupil has SEN and requires provision that is additional to and different from that which is available to other pupils at the school (see Appendix 1), they will be added to our SEN register, under the category of SEN Support. Dialogue between parents and children will have been on-going, but at this stage opportunity will be given to discuss need and provision planned in detail. The provision given at SEN support will be individual to each child, according to their need, but it could include:

- A specialist intervention programme
- Additional support from an adult in the classroom
- Additional small group work
- Specialist programmes as advised by outside agencies, such as Speech and Language Therapy Services or Occupational Therapy.

We will involve parents in decisions about the support to be provided for their child by:

- Sharing advice and recommendations from all professionals
- Carefully writing and sharing desirable outcomes

Much of this information will be discussed and recorded on the child's individual Support Plan to support a graduated response. Parents and children will work with staff to agree the needs of the

child, helpful and appropriate outcomes and how we will support the child in achieving them. The Support Plans will be collaborative and reviewed regularly (at least termly) in the context of assessment and new outcomes developed as required.

Stower Provost Community School will support most pupils with SEN at SEN Support. However, some pupils with more complex need may benefit from an Education, Health Care Plan (EHCP).

EHCPs are issued by the Local Authority following an education, health and care needs assessment. Stower Provost School will work with parents and other services to request an EHC needs assessment where it is felt this would be beneficial.

Further details about the assessment process and EHC plans can be found on Dorset's Local Offer.

[Dorset Council - EHCP information](#)

Sometimes other factors can affect a pupil's progress, but are not considered to be a special educational need, for example: attendance, ill health, English as an additional language, children in care, service children. These needs will be addressed appropriately using other processes or strategies.

The SEND Register – Entrance and Exit Criteria

A SEND register is kept as a record of need within the school, and is updated as soon as the children meet the entrance or exit criteria.

To enter the register, a child will have been through three cycles of plan, do, review using the school SEN Concern Form, and have been given a SEN Support Plan or have joined the school with an SEN Support Plan, EHCP, document of equal standing to this from their previous setting or with clear and evident need.

To exit the register, a child will now be achieving within the age-related expectations, making consistent progress and now able to access the curriculum and school life successfully without additional support. They will be accessing the same inclusive Ordinarily Available Provision as provided to their peers for a period of at least a full school year. (Appendix 2) However, they will continue to be closely monitored. Parents will be consulted at each stage.

SUPPORTING PUPILS WITH SEN AND DISABILITIES

At Stower Provost we follow the graduated response of 'Assess, Plan, Do, Review' to support pupils with SEN and disabilities. This process helps us to learn more about the pupil and what helps them to make good progress. The four parts of the approach are as follows:

Assess – using the assessment approaches outlined above to ensure we have a detailed knowledge of the child

Plan – the class teacher (in consultation with parents/carers and SENCO) will write a plan which will describe the support and provision we will put in place and the outcomes we hope to achieve.

Do – the class teacher is responsible for ensuring that the plan for support and provision is put in place and will be supported by the SENCO

Review – all involved will contribute to review the effectiveness of the support. At this stage, new outcomes will be agreed and provision may be adapted.

If needed, we may ask for advice from specialist support services such as specialist teachers, speech and language therapists, occupational therapists. Parental permission will always be sought prior to involvement and mostly parental input will be essential.

Additionally, pupils with EHCPs will have a progress review (at least annually) held at the school each year. The pupil, their parents/carers and any relevant professional are invited to this. Progress Reviews at Stower Provost Community School are person-centred and focus on pupils' achievements and progress towards outcomes. Reviews also:

- consider whether the outcomes in the EHCP are still appropriate;
- review the effectiveness of provision and suitability of educational provider;
- review any health or social care provision currently in place;
- Consider whether the EHCP is still needed.
- Details of the review are sent to the Local Authority.

TRANSITION ARRANGEMENTS

Stower Provost Community School is committed to ensuring that parents have confidence in the arrangements for pupils entering our school, progressing through year groups and when transferring to their next school. We ensure that this is the case for all our children, but often provide a more personalised approach to transition for our children with special educational needs and disability.

TRAINING AND RESOURCES

Stower Provost Community School aims to keep all staff up to date with relevant training, recommendations and practice in relation to pupils with SEN and disabilities. Funding is set aside to support continued professional development.

Training needs are identified through analysis of the school population by the SENCO and Senior Leadership Team. We can access good quality training through Dorset County Council and other agencies, as well as health professionals. The SENCO will provide information on specific needs for new staff as well as fortnightly in-house support staff training based on the needs in the school. Additional training to support medical needs will be a priority and arranged swiftly.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection Law. All paper records will be held in a locked cupboard in the SEN office.

LINKS TO OTHER INFORMATION

This policy closely links with the other policies, plans and information produced by Stower Provost Community School, including our SEN Information Report, Accessibility Plan and Supporting Children with Medical Conditions policy.

MONITORING AND EVALUATION

Our SEN Report to Governors will provide an annual account of the implementation of this policy detailing how we have identified and supported pupils with SEN and disabilities.

This policy will be reviewed annually, but will be fully updated every three years.

We will evaluate the success of our policy through:

- SEN audit toolkit;
- feedback from pupils, parents and professionals working with the school;
- monitoring of quality first teach and SEN provision;
- analysis of data outcomes for children with SEN – including small steps of success;
- success towards outcomes on support plans and EHCPs;
- external evaluations and inspections.

COMPLAINTS

It is hope that all situations of concern can be resolved quickly through discussion with the school and early action. Parents are strongly encouraged to speak with class teachers in the first place. If they would like further discussion, they are encouraged to contact the SENCO or headteacher. Further details of our Complaints Policy are available on our school website.

Appendix 1

SEND Graduated Response and Provision Cycle

Wave 1	Wave 2a	Wave 2b	Wave 3
<p>Inclusive High-Quality Teaching (Teacher)</p> <p>Assess</p> <p>Teacher uses universal assessment data to identify if the pupil is not making expected progress. E.g. Phonics data, PIRA, PUMA</p> <p>Plan</p> <p>Teacher uses inclusive high quality teaching strategies from the Ordinarily Available Provision to design appropriate in-class support and boosters in discussion with the child and informs the family.</p> <p>Do</p> <p>Teacher implements planned boosters and support over a 6-week period and records onto child's provision map.</p> <p>Review</p> <p>Teacher gathers new data to evaluate whether progress has been made and shares this with the family.</p>	<p>In-class targeted support (Teacher and concern shared)</p> <p>Assess</p> <p>Teacher shares concerns and successes with child, family and SENCo to seek advice. This is recorded as part of the first assess, plan, do, review cycle.</p> <p>Plan</p> <p>Teacher develops increased inclusive high quality teaching strategies from the Ordinarily Available Provision following advice from the SENCO and family and plans a targeted 6-week intervention with clear outcomes</p> <p>Do</p> <p>Teacher implements planned interventions with clear outcomes over a 6-week period and records onto child's provision map.</p> <p>Review</p> <p>Teacher gathers new data to evaluate progress and feed back to family, learner and SENCO. Teacher completes a raising a concern sheet.</p>	<p>Additional targeted support (SENCO involvement)</p> <p>Assess</p> <p>Refer to SENCo who conducts class observation to give advice for support. Discussion between SENCo and Class Teacher looking at data and next steps.</p> <p>Plan</p> <p>Class teacher and SENCo meets stakeholders (learner, family, key teacher(s), support staff, external professionals). Class teacher plans a further targeted 6-week intervention with clear outcomes</p> <p>Do</p> <p>Teacher implement a further set of planned interventions with clear outcomes over a 6-week period.</p> <p>Review</p> <p>SENCO meets stakeholders to evaluate progress and decide if the learner has SEND and needs to be added to the register.</p>	<p>Specialist assessment and intervention (SENCO & teachers)</p> <p>Assess</p> <p>SENCO refers to specialist assessors and uses in house assessments for relevant area(s) of need. Class teacher and SENCO discuss assessment outcomes</p> <p>Plan</p> <p>Class Teacher creates a Support Plan with stakeholders (learner, family, key teacher(s), support staff, external professionals) based on recommended strategies.</p> <p>Do</p> <p>Relevant staff implement planned interventions over a 6-week period with clear targets linked to their support plan.</p> <p>Review</p> <p>SENCO meets stakeholders to evaluate progress and decide next steps. If an EHCP is required, there must be 3 cycles of assess, plan, do, review, a range of in-house data, evidence and external recommendations in order to proceed.</p>
<p>If progress is made go to wave 1.</p>		<p>If progress is made go to wave 2a.</p>	
<p>If progress is made go to wave 2a.</p>		<p>If progress is made go to wave 2b.</p>	
<p>If no progress is made go to wave 2a</p>		<p>If no progress is made go to wave 2b</p>	
<p>If no progress is made go to wave 2a</p>		<p>If no progress is made go to wave 3.</p>	

Appendix 2

At Stower Provost we consider the individual needs within the class and make reasonable adjustments to ensure that children can access the learning offer. Some of the reasonable adjustments could be:

- adjusting a timetable to provide a child with learning difficulties more time to learn and practice new skills
- allowing a child or young person with a visual impairment to sit at the back of a classroom to accommodate their field of vision
- providing a child or young person with dyslexia a card to indicate to teachers that they may need extra time to complete written tasks
- providing key word sheets or number fact help sheets.
- providing a child or young person with alternative ways of recording work, for example a laptop