



SEN Policy 2025-2026

Reviewed– Annually	Curriculum Committee
Reviewed in October 2026	

Monkton Park School is committed to ensuring that all necessary provision is made for every pupil within the school. High quality teaching which is adapted to meet the needs of pupils is the first response to supporting pupils who may have barriers to achievement and progress. Some pupils may need provision additional to and different from that which is ordinarily available for most pupils. This is special educational provision and the pupils in receipt of this provision are classified as requiring Special Educational Needs Support. This policy sets out the procedures for pupils with Special Educational Needs and/or Disability (SEND) at Monkton Park. To see how this policy works in practice please see or [SEND Information Report](#)

Aim

Our aim is to provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve to their full potential in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education. By doing this, leaders hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify and provide for pupils who have SEND and regularly assess and review the provision that is offered.
- To work within the statutory guidance as set in the SEND Code of Practice (2014).
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the pupil into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy, make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.

Identifying Special Educational Needs

The SEND Code of Practice (2014) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

Have a 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 facilities generally available in a mainstream school.

Pupils' progress and attainment may be impacted by other factors which are not SEND but can leave pupils at risk of underachieving if not addressed. These include but are not limited to

- Disability (the SEN Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- Poor attendance and punctuality
- English as an additional language
- Being in receipt of Pupil Premium
- Being a Looked After Child/previously Looked After Child
- Being a child of Serviceman/woman

The SEND Code of Practice (2014) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for but staff at Monkton Park will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Graduated Approach to SEND

The progress made by all pupils is regularly monitored and reviewed as part of high quality teaching which is adapted where necessary. When early concerns are raised about a pupil's progress teachers are expected to deploy early support through [Ordinarily Available Provision for All Learners](#).

In instances where concerns continue about a pupil's progress, despite high quality teaching and early support being implemented, the class teacher will speak to parents/carers to discuss any concerns they may have and explore any reasons why they feel their child may be struggling. The teacher will also seek advice from the SENCO. This will initially be in the form of an SEN surgery, which may include advice from outside agencies where appropriate. Early intervention will be planned using the Assess, Plan, Do, Review Cycle.

Following a cycle of Assess, Plan, Do, Review, if a pupils difficulties persist it may be decided that the pupil requires support which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEN Code of Practice 2014, 6.15) and the pupil will be added to the SEN register. The school will notify the parents immediately that SEN Support is being offered.

Where a pupil is identified as having SEND, the SENCO and the class teacher will take action to support effective learning by removing any barriers and putting in place 'additional to and different from' provision. The additional provision being put in place will be recorded on an Individual Education Plan and shared with parents and staff working with the pupil. The support and provision will be revisited, refined and revised as part of the Assess, Plan, Do Review Cycle. As staff develop a growing understanding of the pupil's needs, they will be able to support the pupil in making good progress and securing good outcomes.

Assess, Plan, Do, Review Cycle

Assess

In identifying a pupil as needing SEN support the class teacher, working with the SENCO and senior leadership team at Pupil Progress Meetings, should carry out a clear analysis of the pupil's needs. This should draw on:

- The teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed.

Plan

Following Pupil Progress Meetings, the SENCO will hold an SEN surgery with the class teacher to decide on the interventions needed and the support to be put in place as well as the expected impact on progress and development. A clear plan will be produced and recorded on an Individual Education Plan (IEP) and shared with parents/carers. The IEP will be shared with all relevant staff, and the reviews will include key members of staff where necessary. The IEP will be reviewed a minimum of three times a year.

The IEP will clearly identify the areas of need, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do

The class teacher remains responsible for working with the pupil daily and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

The senior leadership team will monitor the implementation of provision which is additional to and different to ensure it is being delivered with fidelity.

Review

The IEP will be reviewed at least three times a year, sooner if required. This review will evaluate the impact and quality of the support and interventions which have been implemented and the impact this has had on the pupil's learning in the classroom. Parents/carers will be given information about the impact of the support and interventions provided and the next steps to be taken.

The review of IEPs will feedback into the analysis of the pupil's needs at Pupil Progress Meetings. The class teacher will then work with the SENCO in a SEN surgery to revise the support considering the pupil's progress and development.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need that they no longer require, any provision that is additional to or different from that which is normally available as part of high quality and adapted teaching they will no longer be seen as requiring SEN Support. At this point, through discussion with parents/carers the pupil will be removed from the school's SEN register.

Education Health Care Needs Assessments (EHCNA)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment (EHCNA). This may result in an Education Health Care Plan (EHCP) being given to the pupil. Monkton Park will follow Wiltshire local authority's guidance for this process and will involve

parents/carers and the pupil at all points of the process. Parents are able to make their own [request for an EHCNA](#). However, we always encourage parents to discuss this with the school first so that evidence to support the application can be discussed and provided where necessary.

Admissions

In line with the Equality Act 2010 the school will not discriminate against disabled pupils in respect of admissions for a reason related to their disability. Neither will a pupil be refused admission to school based on his or her special educational need. Monkton Park will use their best endeavours to provide effective educational provision, however on occasions it may be unsuitable for the age, ability, aptitude or SEN of the pupil to attend the school or the attendance of the pupil would be incompatible with the efficient education of others, or the efficient use of resources. (SEN Code of Practice 2014, 9.79)

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the Assess, Plan, Do, Review cycle ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where need is identified to support staff in meeting pupil's needs.

Pupil progress is tracked in line with the school's assessment and monitoring calendar and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

The senior leadership team will monitor the implementation of provision which is additional to and different from to ensure it is being delivered with fidelity.

The SENCO will monitor the inclusivity of the school through the monitoring the engagement of pupils with SEND in the activities of the school alongside pupils who don't have SEN. The SENCO will also gain parent and pupil views of the inclusive nature of the school.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher and SENCO have specific responsibilities and must follow the guidelines as laid down in the SEND Code of Practice (2014).

Governing Body:

The governing body have elected Miss Fiona Gout as the governor with oversight of SEN.

The governing body has a responsibility to

- Appoint a designated teacher to be responsible for co-ordinating SEN provision – the SENCO.
- Publish an SEN information report and arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions and should ensure that school leaders consult health and social care professionals, pupils and parents to make sure that the needs of children with medical conditions are effectively supported.

- Elect a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.

Headteacher

The governing body have appointed Mr Steve Rafferty as the headteacher.

The Headteacher has a responsibility to

- Work with the SENCO and the SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.
- Work with the SENCO and the Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Be responsible for the effective use of the school's notional SEN Budget and any additional funding allocated by the Local Authority to support individual pupils.
- Have an overview of the needs of the current cohort of pupil on the SEND register.
- Work with the SENCO to identify staff who may have specific training needs regarding SEND and incorporate these into the whole school plan for continuous professional development.
- Work with the SENCO to regularly review and evaluate the breadth and impact of the SEND support the school offers.
- Work with the SENCO and teaching staff to identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

SENCO

The school employs a qualified teacher as the designated Special Educational Needs co-ordinator. Ms Kerry Haines holds the NASENCO award and is part of the senior leadership team.

The SENCO is responsible for

- Working with the Headteacher and SEN Governor to determine the strategic development of the SEND policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with EHCPs.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEND receive appropriate support and high-quality teaching.
- Advising on the graduated approach to providing SEND support.
- Evaluating the process and practice for improving outcomes.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Being the point of contact for external agencies.
- Liaising with previous and next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and the Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring all pupils with SEND engage in the activities of the school alongside pupils who don't have SEN.
- Ensuring the school keeps the records of all pupils/young people up to date.

All Teaching and Non-Teaching Staff

All staff are responsible for

- Being aware of the school's SEND policy and the procedures for identifying,

assessing and making provision for pupils with SEND.

- Being fully involved in providing high quality teaching, adapted for individual pupils where necessary. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Being responsible for the progress and development of all pupils including those with SEND.
- Being responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning.
- Ensuring that any pupil on SEN Support is provided with the required support as outlined on their IEP.

Training and Resources

Training needs are identified in response to the needs of all pupils. The school employs staff with specific training in:

Numeracy

Literacy

Phonics

Speech and Language

Makaton

Autistic Spectrum Disorders

Behaviour

Lego Therapy

Emotional Literacy

Drawing & Talking therapy

The whole school attends training sessions led by the SENCO who also offers optional training in specific areas of needs through drop-in sessions. The SENCO attends regular SENCO network meeting to receive local and national updates on SEND. The school has access to specialist services who offer training and surgeries e.g. Behaviour Support.

All members of teaching staff discuss the progress of all pupils and the support and provision that is being offered through Pupil Progress meetings. If through these meetings, or at other times, it is identified that additional training or resources are required the SENCO and/or Head teacher will advance this.

It is the expectation that the school provides support to their pupils with SEND from the Notional SEN budget. Where a pupil is in receipt of additional funding allocated via an EHCP the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan. This may be spent on resources, staffing or alternative provision.

Storing and Managing Information

Pupils' records and SEND information may be shared with staff working closely with pupils with SEND to enable them to better meet the individual pupil's needs. Pupil's paper SEND files are kept in a locked filing cabinet. Electronic copies of SEND files are stored on online platforms, CPOMS & Provision Map. All information stored in school and on the online platforms are stored in compliance with our Records management and retention policy.

Complaints

If parents/carers have concerns about their child's progress, learning needs or behaviour we would encourage them in the first instance to speak to their child's class teacher. If a parent/carer feels that their concern has not been resolved or feels that they need further clarification, then we would encourage them to speak to the SENCO, deputy head or headteacher. If a parent does not feel like their concern has been addressed they may escalate their concern to a complaint by following the school's complaints procedure

[Complaints Policy](#)

If a parent/carer disagrees with a decision the local authority has made about their child's Education Health Care Plan they may submit an appeal. Parents/carers can appeal if the local authority

- Refuse to carry out an Education Health Care Needs Assessment or reassessment.
- Refuse to create an Education Health Care Plan after carrying out an assessment or reassessment.
- Refuse to change the sections of an existing Education Health Care Plan which are about Education (Sections B, F and I)
- Decide that their child does not need an Education Health Care Plan anymore.

Compliance

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014, revised 2015) and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014 which sets out the school's responsibility for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014 which set out local authorities and schools responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOS) and the special educational needs (SEN) information report.
- The Equality Act 2010 (Section 20) which sets out the schools duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010) which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The Maintained Schools Governance Guide (March 2024) which sets out governors responsibilities for pupils with SEND.
- The Schools Admissions Code which sets out the schools obligation to admit all pupils whose education, health and Care (EHC) plan names the school, and its duty to not disadvantage unfairly children with a disability or with special educational needs.