



SEN Policy 2026-2027

Reviewed – Annually	Curriculum Committee
Reviewed September 2026	

Introduction and Core Principles

Monkton Park School is committed to providing an inclusive, stimulating and safe environment in which every pupil is supported to achieve their full potential.

The school recognises that pupils learn in different ways and that some pupils may require provision that is additional to, or different from, that ordinarily available to their peers. The school is committed to identifying and responding to Special Educational Needs and/or Disabilities (SEND) at the earliest appropriate opportunity and to ensuring that pupils with SEND are fully included in the life of the school.

High-quality, inclusive teaching is the first response to supporting pupils who may experience barriers to learning, achievement or participation. Where a pupil requires additional support, the school will use a graduated approach to identify needs, plan appropriate provision, implement support and review its impact.

The school's approach to SEND is underpinned by the following core principles:

- **High expectations:** We have high aspirations for all pupils and believe that every pupil can make progress when appropriate support and opportunities are provided.
- **Inclusion:** Pupils with SEND should be able to participate fully in the curriculum and wider life of the school alongside their peers.
- **Early identification:** We seek to identify emerging needs as early as possible so that appropriate support can be put in place without unnecessary delay.
- **High-quality teaching:** Teachers remain responsible for the learning and progress of all pupils. Teaching will be adapted appropriately to respond to individual needs and remove barriers to learning.
- **Individualised provision:** Support will be based on the individual strengths, needs and circumstances of the pupil rather than on a diagnosis or label alone.
- **Pupil voice:** The views, wishes and feelings of pupils will be sought and taken into account, with pupils involved as fully as possible in decisions about their education and support.
- **Partnership with families:** Parents and carers are valued partners. The school will work openly and collaboratively with families to understand needs, plan support and review outcomes.
- **Graduated response:** Provision will follow an Assess, Plan, Do, Review approach, with support reviewed and adapted according to its effectiveness.
- **Collaborative working:** The school will work with relevant professionals, specialist services and other agencies where this will help to meet a pupil's needs effectively.
- **Equality and accessibility:** The school will meet its duties under the Equality Act 2010, including making reasonable adjustments for disabled pupils and promoting equality of opportunity.
- **Preparation for the future:** SEND provision will support pupils to develop the knowledge, skills, confidence and independence they need for the next stage of their education and, ultimately, adult life.

These principles inform the identification, assessment, provision and review of SEND support described throughout this policy.

Legislation and Statutory Guidance

This policy has regard to the statutory framework and guidance applicable to schools in England, including:

- Children and Families Act 2014, Part 3.
- Special Educational Needs and Disability Regulations 2014, as amended.
- SEND Code of Practice: 0 to 25 years.
- Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils and the Public Sector Equality Duty.

- School Admissions Code.
- Statutory guidance on supporting pupils with medical conditions at school.
- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children.
- Current statutory guidance relating to school attendance.
- Current statutory guidance relating to maintained school governance, where applicable; and
- Relevant guidance and procedures issued by Wiltshire Council.

The school will also have regard to relevant local arrangements, including the Wiltshire Local Offer and Wiltshire Council's procedures for Education, Health and Care needs assessments and plans.

The government's SEND reform programme is subject to change. Where reforms are proposed but have not yet become statutory requirements, the school will continue to comply with the legislation and statutory guidance currently in force and will update this policy when changes become legally applicable.

Definition of Special Educational Needs and Disability

The SEND Code of Practice defines Special Educational Needs as follows:

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

A child of compulsory school age or a young person 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

A disability is defined by the Equality Act 2010. A person is disabled where they have 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.

Not every pupil who has a disability will have SEN. Equally, a pupil may have SEN without being disabled under the Equality Act.

The school will consider both frameworks carefully and will meet its duties under the SEND framework and the Equality Act 2010.

Identifying Special Educational Needs

The school recognises that pupils' progress and attainment can be affected by a range of factors that do not necessarily constitute SEND.

These may include:

- disability.
- poor attendance or punctuality.
- English as an additional language.
- being in receipt of Pupil Premium.
- being a looked-after or previously looked-after child.
- being a child of a service person.
- social, emotional or family circumstances.
- changes in circumstances.
- medical conditions; or
- other factors affecting access to learning.

These factors will be considered carefully when assessing a pupil's needs. The school will avoid assuming that underachievement automatically indicates SEND.

The school will make reasonable adjustments for disabled pupils where required. A disability and the requirement for reasonable adjustments do not, in themselves, mean that a pupil has SEN.

Broad Areas of SEND

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

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

These four areas provide a framework for understanding the range of needs that may require additional or different provision.

The school recognises that individual pupils may have needs across more than one area and that needs may change over time.

The purpose of identifying an area of need is not to categorise pupils, but to ensure that provision is appropriately matched to their individual needs.

Graduated Approach to SEND

The school follows a graduated approach to identifying and supporting pupils with SEND.

The progress and attainment of all pupils are regularly monitored and reviewed as part of high-quality teaching. Teachers are expected to adapt their teaching and provide appropriate support where barriers to learning are identified.

Where early concerns arise about a pupil's progress, teachers will deploy appropriate early support through the school's [Ordinarily Available Provision for All Learners](#).

Where concerns continue despite high-quality teaching and appropriate early support, the class teacher will discuss concerns with parents/carers and explore any factors that may be affecting the pupil.

The teacher will seek advice from the SENCO. This may initially take place through an SEN surgery and, where appropriate, may involve advice from specialist or external agencies.

Early intervention will be planned through the Assess, Plan, Do, Review cycle.

Where, following appropriate cycles of support and review, it is determined that a pupil requires special educational provision, the pupil may be identified as requiring SEN Support and placed on the school's SEN register.

Parents/carers will be informed when SEN Support is being provided.

Where a pupil is identified as having SEND, the SENCO and class teacher will work together to remove barriers to learning and provide provision that is additional to or different from that normally available to pupils of the same age.

The provision will be recorded through a support plan which is called an Individual Education Plan (IEP) at Monkton Park School and will be shared with parents/carers and relevant staff.

Provision will be reviewed, refined and revised as part of the Assess, Plan, Do, Review cycle.

Assess, Plan, Do, Review Cycle

Assess

When identifying a pupil as requiring SEN Support, the class teacher, working with the SENCO and, where appropriate, senior leaders, will undertake an analysis of the pupil's needs.

Assessment will draw upon:

- the teacher's assessment and experience of the pupil.
- the pupil's previous progress and attainment.
- information from other areas of the school.
- comparison with appropriate age-related expectations and relevant national information.
- the views and experience of parents/carers.
- the views of the pupil.
- information from previous schools or settings.
- information from relevant external agencies; and
- other appropriate assessment information.

Assessment will be reviewed regularly so that support remains matched to the pupil's needs and barriers to learning can be identified and addressed.

The school will consider the whole child rather than relying on a single test, score or assessment.

Plan

Following assessment and discussion, the SENCO and class teacher will identify appropriate provision and interventions.

A clear plan will be produced and recorded on the pupil's IEP.

The plan will identify:

- the pupil's areas of need.
- barriers to learning.
- desired outcomes.
- provision and intervention.
- teaching approaches and strategies.
- resources required.
- staff responsible for delivering provision.
- expected impact.
- how progress will be monitored; and
- when the provision will be reviewed.

Support will be selected to meet identified outcomes and, wherever possible, will be based on reliable evidence of effectiveness.

Provision will be delivered by staff with appropriate skills, knowledge and training.

Parents/carers will be involved in planning support and will receive appropriate information about the provision being made.

The pupil's views will be sought and taken into account.

IEPs will be reviewed at least three times each academic year, and more frequently where required.

Do

The class teacher remains responsible for the pupil's learning and progress, including where the pupil receives support from a teaching assistant or specialist member of staff.

The class teacher will:

- work closely with teaching assistants and specialist staff.
- plan and assess the impact of support.
- ensure that interventions are linked to classroom teaching.
- adapt teaching where required.
- monitor the pupil's response to intervention; and
- maintain appropriate communication with parents/carers.

The SENCO will support the class teacher through:

- further assessment.
- advice and problem-solving.
- identification of appropriate strategies.
- liaison with specialists.
- monitoring of provision; and
- advice regarding effective implementation.

Senior leaders will monitor the implementation and effectiveness of provision that is additional to or different from ordinarily available provision.

Review

The IEP will be reviewed at least three times each year, and sooner where required.

Reviews will consider:

- the impact of support and intervention.
- the quality and effectiveness of provision.
- the pupil's progress and development.
- the pupil's experience of the support.
- the views of parents/carers.
- the pupil's views.
- whether outcomes have been achieved.
- whether provision should continue, change or cease; and
- whether further specialist advice is required.

Parents/carers will receive information about the impact of provision and the next steps.

Review information will feed into the school's wider analysis of pupil need and progress.

Where appropriate, the class teacher will work with the SENCO to revise provision.

Specialist and External Agency Support

Where a pupil continues to make insufficient progress despite appropriate provision, the school may seek advice or involvement from a specialist or external agency.

This may include services such as:

- educational psychology.
- speech and language therapy.
- occupational therapy.
- specialist teaching services.
- behaviour support.
- health professionals.
- social care.
- mental health services; or
- other specialist services relevant to the pupil's needs.

The school will discuss the involvement of external agencies with parents/carers and seek their views and consent where this is required.

Where specialist advice is obtained, the school will consider the recommendations carefully and incorporate appropriate recommendations into the pupil's provision.

Ceasing SEN Support

Where a pupil makes sustained and sufficient progress and no longer requires provision that is additional to or different from the provision normally available through high-quality, adapted teaching, the school may determine that the pupil no longer requires SEN Support.

This decision will be discussed with parents/carers and the pupil where appropriate.

The pupil's progress will continue to be monitored, and the school will respond if further concerns arise.

Removal from the SEN register does not mean that the pupil will no longer receive reasonable adjustments or appropriately adapted teaching where these remain necessary.

Education, Health and Care Needs Assessments and Plans

A small number of pupils may have special educational needs that require provision beyond the school's ordinarily available resources. Where a pupil may need such additional or specialist support, the school will consider whether an Education, Health and Care Needs Assessment (EHCNA) is required in line with the SEND Code of Practice

The school will gather evidence from the graduated approach, including:

- the pupil's needs.
- progress and attainment.
- provision already implemented.
- the impact of intervention.
- the views of the pupil.
- the views of parents/carers.
- relevant specialist advice; and
- other evidence relevant to the request.

The school will involve parents/carers and the pupil throughout the process.

Parents/carers and young people also have rights to [request an EHC needs assessment](#) directly from the local authority.

The school will follow Wiltshire Council's current procedures and guidance.

Where an Education, Health and Care Plan (EHCP) is issued, the school will use its best endeavours to secure the special educational provision called for by a pupils SEN and will contribute to annual reviews in accordance with statutory requirements.

Monitoring and Evaluation of SEND Provision

The quality and impact of SEND provision will be monitored through the school's normal assessment, monitoring and evaluation arrangements.

Senior leaders will monitor the implementation of provision that is additional to or different from ordinarily available provision.

The school will use the Assess, Plan, Do, Review cycle to ensure that individual provision is reviewed regularly.

Monitoring may include:

- pupil progress and attainment.
- review of IEPs.
- observation of teaching and interventions.
- scrutiny of provision.
- pupil voice.
- parent/carers feedback.
- staff feedback.
- analysis of attendance and participation.
- analysis of SEND identification and outcomes.
- review of the use of SEND funding.
- monitoring of intervention impact; and
- evaluation of inclusion.

Where pupils are not making sufficient progress, the school will seek further information, review provision and take appropriate action.

The SENCO will report to school leaders and governors as appropriate.

Roles and Responsibilities

Provision for pupils with SEND is a responsibility of the whole school. The governing body, headteacher, SENCO, teachers, teaching assistants, support staff, pupils and parents/carers all have important roles in securing effective SEND provision.

Governing Body

The governing body has strategic oversight of the school's SEND arrangements. The designated individual governor identified as having oversight of SEN is **Miss Fiona Gout**.

The governing body will:

- ensure that appropriate arrangements are in place to identify and support pupils with SEND.
- appoint a governor or governing body representative with strategic oversight of SEND.
- monitor the effectiveness of SEND provision.
- ensure that the school complies with its duties under the Equality Act 2010.
- ensure that the school publishes an appropriate SEN Information Report.
- ensure that appropriate arrangements are in place to support disabled pupils.
- ensure that the school meets its duties relating to pupils with medical conditions.
- ensure that SEND provision is appropriately considered within school improvement planning.
- monitor the use and effectiveness of resources allocated to SEND; and
- provide appropriate challenge and support to school leaders.

The governing body should ensure that its SEND arrangements reflect current statutory requirements and relevant DfE guidance.

Headteacher

The Headteacher, **Mr Steve Rafferty**, has overall responsibility for the leadership and management of the school and for ensuring that appropriate SEND provision is secured.

The Headteacher will:

- work with the SENCO and SEND governor to determine the strategic development of SEND policy and provision.
- have overall responsibility for the provision and progress of pupils with SEND.
- ensure compliance with the Equality Act 2010.
- ensure reasonable adjustments are made where required.
- oversee the effective use of the school's resources.

- maintain an overview of the needs of the current SEND cohort.
- identify SEND-related staff training requirements.
- work with the SENCO to evaluate the breadth and impact of SEND provision.
- monitor patterns of SEND identification and outcomes; and
- ensure that SEND provision is considered within school improvement planning.

SENCO

The school has a designated Special Educational Needs Coordinator (SENCO), **Ms Kerry Haines**, who holds the National Award for SEN Co-Ordination (NASENCO).

The SENCO will:

- work with the Headteacher and SEND governor to determine the strategic development of SEND policy and provision.
- have day-to-day responsibility for the operation of this policy.
- coordinate provision for individual pupils with SEND, including pupils with EHCPs.
- provide professional guidance to colleagues.
- work with staff, pupils, parents/carers and external agencies.
- advise on the graduated approach.
- support effective identification and assessment.
- evaluate SEND provision and outcomes.
- advise on deployment of SEND resources.
- act as a point of contact for external agencies.
- support effective transition between educational settings.
- work with school leaders to meet Equality Act duties.
- promote inclusion and participation.
- ensure that SEND records are appropriately maintained.
- contribute to staff training and development; and
- keep up to date with national and local SEND developments.

Teachers and Support Staff

All teaching and non-teaching staff have responsibility for supporting pupils with SEND.

Staff are expected to:

- be aware of the school's SEND policy and procedures.
- identify and respond appropriately to emerging concerns.
- provide high-quality teaching adapted to individual needs.
- understand the needs of pupils they teach.
- implement agreed strategies and provision.
- contribute to the Assess, Plan, Do, Review cycle.
- monitor pupil progress.
- remove or reduce barriers to learning.
- provide appropriate learning challenges.
- implement reasonable adjustments.
- deliver agreed provision and interventions.
- maintain appropriate records; and
- communicate concerns promptly to the class teacher, SENCO or relevant leader.

The class teacher remains responsible for the progress and development of all pupils in their class, including pupils receiving SEN Support.

Training and Professional Development

The school will identify SEND training requirements through:

- pupils need.
- staff feedback.
- pupil progress meetings.
- monitoring and evaluation.
- changes in statutory guidance.

- recommendations from specialist services; and
- school improvement priorities.

The school will provide appropriate training and development opportunities for staff.

The school currently has staff expertise in areas including:

- literacy.
- numeracy.
- phonics.
- speech and language.
- Makaton.
- autism.
- behaviour.
- Lego Therapy.
- emotional literacy; and
- Drawing and Talking approaches.
- Thrive

The precise training and interventions offered will be reviewed in response to the needs of the current pupil cohort and the evidence available regarding their effectiveness.

The SENCO will attend appropriate local and national SEND network activity and maintain awareness of relevant developments.

Where specialist services are available, the school will seek appropriate training, advice and consultation.

SEND Funding and Resources

The school expects to meet the needs of pupils with SEND from its delegated resources and notional SEN budget, in accordance with current funding arrangements.

Where a pupil receives additional funding through an EHCP or other statutory arrangement, the school will use that funding appropriately to secure the provision and outcomes identified in the relevant plan.

Resources may be used for:

- staffing.
- specialist support.
- training.
- intervention.
- equipment.
- accessibility.
- resources.
- alternative provision where appropriate; and
- other provision required to meet identified needs.

The school will monitor the effectiveness and value of SEND expenditure.

Supporting Pupils with Medical Conditions

Some pupils with medical conditions may require additional support to access education. Medical needs are considered alongside, but distinct from, SEND.

Monkton Park School follows its separate Supporting Pupils with Medical Conditions Policy, which sets out the statutory arrangements for Individual Healthcare Plans, staff training, emergency procedures, allergy safety and partnership working with health professionals.

Where a pupil's medical condition gives rise to a special educational need, the SEND Policy and Code of Practice will also apply.

Information, Records and Confidentiality

SEND information will be shared appropriately with staff who need the information to support the pupil effectively.

Information will be handled in accordance with:

- data protection legislation.
- the school's privacy and information management arrangements.
- the school's records management and retention policy; and
- relevant safeguarding requirements.

Paper SEND records will be stored securely.

SEND information is stored securely on the school's approved electronic systems. Monkton Park School uses CPOMS, the internal server, and Insight for recording, managing and monitoring pupil information. Access to SEND records is restricted to authorised staff and handled in accordance with data-protection legislation and the school's Data Protection Policy.

Where SEND information relates to medical needs, it will be managed in line with the school's Supporting Pupils with Medical Conditions Policy, including the use of Individual Healthcare Plans and associated documentation.

Information will only be shared where there is an appropriate lawful basis and where doing so is necessary and proportionate.

Partnership with Parents and Carers

The school recognises parents and carers as important partners in supporting children with SEND.

The school will seek to:

- communicate clearly and regularly.
- involve parents/carers in identifying concerns.
- involve parents/carers in planning support.
- share information about progress.
- seek parents/carers' views about provision.
- explain decisions about SEND support.
- involve parents/carers in reviews.
- signpost families to appropriate sources of advice and support; and
- work collaboratively when specialist advice or an EHC needs assessment is being considered.

Parents/carers will be encouraged to raise concerns early so that the school can work with them to identify appropriate support.

Pupil Voice

The views, wishes and feelings of pupils will be taken into account when decisions are made about their education and support.

The school will seek to involve pupils in:

- identifying their strengths and needs.
- setting appropriate outcomes.
- reviewing support.
- evaluating interventions.

- identifying strategies that help them learn.
- transition planning; and
- decisions about their education wherever appropriate.

The level and method of pupil participation will be adapted to the individual pupil's age, understanding and communication needs.

Transition

The school recognises that transition can present additional challenges for pupils with SEND.

To support effective transition the SENCO and relevant staff will work with:

- parents/carers.
- pupils.
- previous settings.
- receiving settings.
- external agencies; and
- relevant professionals

Transition planning may include:

- sharing relevant information.
- visits.
- additional familiarisation.
- pupil profiles.
- meetings between professionals.
- support with changes in routine.
- communication support; and
- individual transition plans where required.

The school will seek to ensure that pupils and their parents/carers are informed about appropriate future options.

Complaints

The school encourages parents/carers to raise concerns as early as possible.

In the first instance, concerns about a pupil's learning, progress, SEND provision or behaviour should normally be discussed with the class teacher.

If the concern is not resolved, parents/carers may speak to the SENCO, Deputy Headteacher or Headteacher.

Where a concern remains unresolved, parents/carers may make a formal complaint in accordance with the school's [Complaints Policy](#).

The school's complaints procedure is separate from statutory rights of appeal relating to EHC needs assessments and Education, Health and Care Plans.

Where a parent/carer or young person disagrees with a decision made by the local authority regarding an EHC needs assessment or EHCP, they may have rights of appeal or mediation in accordance with the statutory SEND framework.

The school will support parents/carers to understand the appropriate route where such a disagreement arises.

SEN Information Report

The school will publish an annual [SEN Information Report](#) in accordance with statutory requirements.

The SEN Information Report will explain how the school:

- identifies and assesses pupils with SEND.
- provides SEND support.
- consults with parents/carers and pupils.
- supports pupils with medical conditions.
- supports disabled pupils.
- provides access to the curriculum.
- supports transition.
- works with external agencies.
- supports emotional and social development.
- handles complaints.
- provides specialist equipment or facilities where appropriate; and
- works with Wiltshire Council and other services.

The SEND Information Report will be reviewed annually and updated where required.

Accessibility and Equality

The school is committed to equality, inclusion and accessibility.

The school will comply with its duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils.

The school will seek to:

- prevent unlawful discrimination.
- remove or reduce barriers to participation.
- promote equality of opportunity.
- involve disabled pupils and their families where appropriate.
- consider accessibility in curriculum planning.
- provide appropriate adjustments to teaching and assessment.
- promote participation in school life; and
- contribute to the school's accessibility planning arrangements.

SEND provision and accessibility will be considered together but will not be treated as identical duties.

Review and Monitoring

The school regularly monitors the effectiveness of SEND provision through pupil progress reviews, evaluation of interventions, and ongoing analysis of SEND data.

The SEND Policy is reviewed annually, or sooner if required by changes in legislation or local authority guidance. Governors oversee the monitoring of SEND provision and receive regular reports from the SENCO.

Compliance

This policy is intended to comply with the statutory framework applicable to Monkton Park School and should be read alongside the school's other relevant policies and published information.

The policy has been developed with reference to:

- Children and Families Act 2014, Part 3.
- Special Educational Needs and Disability Regulations 2014, as amended.
- SEND Code of Practice: 0 to 25 years.

- Equality Act 2010, including the reasonable adjustment duty and Public Sector Equality Duty.
- School Admissions Code.
- Supporting pupils with medical conditions at school.
- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children.
- current statutory guidance on school attendance.
- Maintained schools: governance guide, where applicable.
- relevant Wiltshire Council SEND and EHC needs assessment arrangements; and
- the school's own SEND Information Report, Accessibility Plan, Safeguarding and Child Protection Policy, Medical Conditions Policy, Complaints Policy, Equality Policy and Records Management/Retention Policy.

The school will review this policy whenever relevant legislation or statutory guidance changes and will amend the policy where necessary.