



The Blue Kite
Academy Trust



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St Leonard's Special Educational Needs and Disability (SEND) Policy 2025 2026

This policy has been updated by the SENDCO in line with the **SEND Code of Practice (0-25 years) 2014**, with regard to the **Equality Act 2010, Safeguarding Policy** and **Accessibility Plan**, and in liaison with the Senior Leadership Team. It should be read in conjunction with our **SEND Information Report**, which can be found on our website.

1. Introduction

At St Leonard's, we are committed to identifying and supporting the needs of all children with SEND at the earliest opportunity, working in partnership with parents, carers, and external agencies. Guided by our Christian vision, we strive to ensure that every child is included, respected, and able to thrive—**living and learning together with God's help**. As a Church of England school, we see this as part of our wider mission: to create a loving, inclusive community where every child can grow in faith, knowledge, and confidence, ready to serve others and contribute positively to the world.

In line with the **Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)**, we define a child as having Special Educational Needs 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.

Special educational provision means **educational or training provision that is additional to, or different from, that made generally for other children or young**

Living and Learning Together With God's Help

St Leonard's CE Primary Academy is part of the Blue Kite Academy Trust.

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people of the same age.

Mission and Values in SEND Provision

Our Christian values shape everything we do, guiding the way we support and celebrate every child, including those with special educational needs and disabilities. We believe that all children are made in the image of God, and therefore deserve to be treated with dignity, respect, and compassion. Our approach to SEND is rooted in our vision and is lived out through our core values:

- **Generosity** – ensuring that every child receives the time, attention, and resources they need to flourish.
- **Truthfulness** – being open and honest with families, children, and staff about needs, progress, and support.
- **Justice** – striving for fairness and equality so that no child is disadvantaged by their needs or circumstances.
- **Service** – working together with parents, carers, and professionals to support each child's unique journey.
- **Courage** – enabling children to face challenges with confidence and resilience, and encouraging staff to innovate and adapt to meet needs.
- **Forgiveness** – fostering a community where mistakes are part of learning, and every child is given new opportunities to grow.
- **Friendship** – building relationships of trust and care where every child feels a sense of belonging.
- **Respect** – valuing each child's voice, celebrating differences, and upholding the dignity of all.
- **Thankfulness** – recognising and celebrating each child's gifts, achievements, and contributions.
- **Trust** – working in partnership with families and professionals in a spirit of mutual confidence and respect.
- **Perseverance** – committing to overcoming barriers to learning so that every child can thrive.
- **Compassion** – ensuring care, kindness, and understanding are at the heart of our provision for children with SEND.

Our approach to special educational needs and disabilities is rooted in our vision of *“living and learning together with God’s help”* and guided by our

Christian values. We believe that every child is a precious individual, made in the image of God, and we are committed to providing an education where they feel valued, included, and able to flourish. Through generosity, justice, respect, perseverance, and compassion—along with all our school values—we work together to remove barriers, celebrate diversity, and enable every child to achieve their God-given potential.

2. Aims

The aims of this policy are to raise the aspirations of and expectations for all pupils with special educational needs/disabilities, by focusing on outcomes for children, not just hours of provision and support. To achieve this, we need to:

- identify the needs of pupils with SEND as early as possible and ensure appropriate provision is put in place.
- provide high-quality teaching, personalised support, and appropriate interventions that enable all children to make good progress.
- value and celebrate diversity, ensuring that every child is welcomed, respected, and included within our school family.
- work in partnership with parents, carers, and external professionals to provide the best outcomes for children with SEND.
- uphold our Christian values in all aspects of SEND provision, ensuring compassion, justice, respect, and perseverance guide our practice.
- prepare children with SEND for the next stage of their education and for life beyond school, enabling them to contribute positively to society.

We will achieve these aims by:

- Implementing a graduated approach to identifying, assessing, and meeting SEND, in line with the SEND Code of Practice.
- Ensuring that teaching staff are well trained and supported to meet the needs of children with SEND.
- Adapting the curriculum and learning environment to enable access for all pupils.
- Regularly reviewing the progress and provision for pupils with SEND, ensuring that support remains effective and responsive.
- Promoting a culture of high expectations for all pupils, recognising their individual strengths and talents.
- Embedding our Christian ethos into SEND provision, ensuring that every child knows they are valued, loved, and capable of achieving their God-given potential.

3. Inclusion

We are an inclusive school and want to promote a sense of community and belonging through: our values; a broad and balanced curriculum; high expectations; systems for early identification and removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- may need reasonable adjustments as per the Equality Act 2010;
- need a range of different teaching approaches and experiences.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have special educational needs/disabilities. Additional interventions and support may also be put in place to support pupils.

4. **Identifying Special Educational Needs/Disabilities**

At St Leonard's, we are committed to the early identification of pupils who may have special educational needs or disabilities. By recognising needs quickly, we can provide the right support at the right time, enabling every child to flourish in line with our vision of *“living and learning together with God's help.”*

We adopt a **strengths-based approach** to identification. This means that, alongside recognising barriers to learning, we actively seek to identify and celebrate each child's gifts, talents, and interests. We believe that focusing on strengths builds confidence, resilience, and motivation, and enables pupils to make the most of opportunities both within and beyond the classroom.

In accordance with the **SEND Code of Practice (2015)**, we recognise four broad areas of need:

1. **Communication and Interaction** – including speech, language and communication needs (SLCN), and difficulties associated with autism spectrum conditions.
2. **Cognition and Learning** – including difficulties such as moderate, severe or profound learning needs, and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
3. **Social, Emotional and Mental Health Difficulties (SEMH)** – which may include attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), attachment difficulties, or anxiety-related needs.

4. **Sensory and/or Physical Needs** – including vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), or physical disabilities that affect access to the curriculum.

We understand that pupils may have needs across more than one category, and we always consider the whole child, not just their areas of difficulty.

Early Identification and Monitoring

- High quality first teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have special educational needs/disabilities. The DfE Code of Practice (2015) states:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such a provision is underpinned by high quality teaching and is compromised by anything less.”

In practice, this includes (but is not limited to):

- ensuring lessons are planned to meet the needs of all learners
 - adaptive teaching; using in the moment assessment of children’s ability to support and challenge all learners
 - the use of modelling, scaffolding and questioning to ensure learners engage with high level critical thinking skills
 - use of individual, small group and whole class discussions
 - use of positive praise and whole school behaviour management
- The Early Years Framework and National Curriculum are our starting point for a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose progress and attainment falls significantly outside the expected range may have special educational needs. All pupils’ progress is regularly monitored by the teacher throughout the year. Where progress continues to be less than expected for a pupil, the teacher will work with the SENDCo to provide appropriate support.
 - A range of evidence is gathered, including classroom observations, assessment data, and feedback from parents, carers and (where appropriate) the child themselves. We value the crucial information that parents/carers hold about their child. In the process of identifying potential special educational needs, we will invite parents to meet with the class teacher to gather further information about their child. Parental voice is prioritised and we will work collaboratively with parents to plan

provision for their child. We are fully committed to working in partnership with parents and carers as this approach can lead to higher aspirations and attainment for a child.

- Where a pupil is identified as having SEND, we will act to remove barriers to their learning and put effective SEND provision in place. Following parental permission, we will record children's names on the Special Educational Needs Register.
- External specialists may be consulted if further assessment is needed. This could be one or more of the following:
 - Educational Psychologist
 - Speech and Language Specialist
 - SEMH Support
 - Occupational Therapist
 - Physiotherapy
 - Swindon Autism Support Service
 - Cognition and Learning Advisory Support Service
 - B U Swindon
 - Blue Kite Lighthouse Team
 - Specific Learning Difficulties Support
 - Hearing or Visual Impairment Team
 - School Nurse
 - Play Therapist
 - Outreach Support from a specialist setting
 - Early Help Hub
 - Social Care

Parent/carer permission will be sought prior to any referrals being made and parents/carers will be kept up to date with any referrals and any notes of visits will be shared. Actions will then be put in place as suggested and reviewed regularly.

Factors Not Considered as SEND

We recognise that some factors may impact a child's progress and attainment but do not, in themselves, constitute SEND. These include:

- Attendance and punctuality.
- English as an Additional Language (EAL).
- Being in receipt of Pupil Premium funding.
- Being a Looked-After Child (LAC).
- Behaviour difficulties arising from external circumstances.

Where such factors affect learning, we will provide appropriate support but will not automatically identify a child as having SEND.

Graduated Response: Assess, Plan, Do, Review

At St Leonard's, we follow the **graduated approach** to supporting children with SEND, as outlined in the SEND Code of Practice (2015). This ensures that support is tailored, purposeful, and regularly reviewed to secure the best possible outcomes for every child.

1. Assess

- The class teacher, working with the SENDCo, gathers evidence of a child's progress, strengths, and areas of difficulty.
- Assessment draws on teacher observations, pupil progress data, the views of parents/carers, and (where appropriate) the child's own perspective.
- Where necessary, advice from external agencies may be sought.
- Assessment is ongoing so that any interventions are rooted in a clear understanding of the child's needs.

2. Plan

- Where a child is identified as needing additional support, the teacher, SENDCo, and parents/carers agree on strategies and outcomes.
- A **Learning Plan** will be drawn up, detailing the child's needs, desired outcomes, and planned interventions.
- Parents are fully involved in decision-making, ensuring their insights and aspirations for their child are valued.
- Wherever possible, the child's voice is included so they feel ownership of their learning journey.

3. Do

- The class teacher remains responsible for the day-to-day teaching and support of the child, even when interventions are delivered outside the classroom.
- Support staff may deliver specific programmes or targeted interventions, under the guidance of the teacher and SENDCo.
- Adjustments to teaching and the classroom environment are made to remove barriers to learning.
- Christian values of compassion, perseverance, and respect guide the

way support is delivered, ensuring children feel encouraged and included.

4. Review

- Progress towards the agreed outcomes is reviewed regularly—at least termly—with teachers, the SENDCo, parents, and (where appropriate) the child.
- The impact of interventions is evaluated, and adjustments are made where needed.
- Where progress is not as expected, further strategies or external support may be considered.
- Parents are kept informed throughout, recognising them as essential partners in their child's education.

Through this cycle of assess, plan, do, and review, we aim to provide responsive and effective provision that helps every child thrive. Our goal is not only to support academic progress but also to nurture resilience, independence, and confidence, so that each child can live out our vision of *“living and learning together with God's help.”*

Education, Health and Care Plan (EHCP)

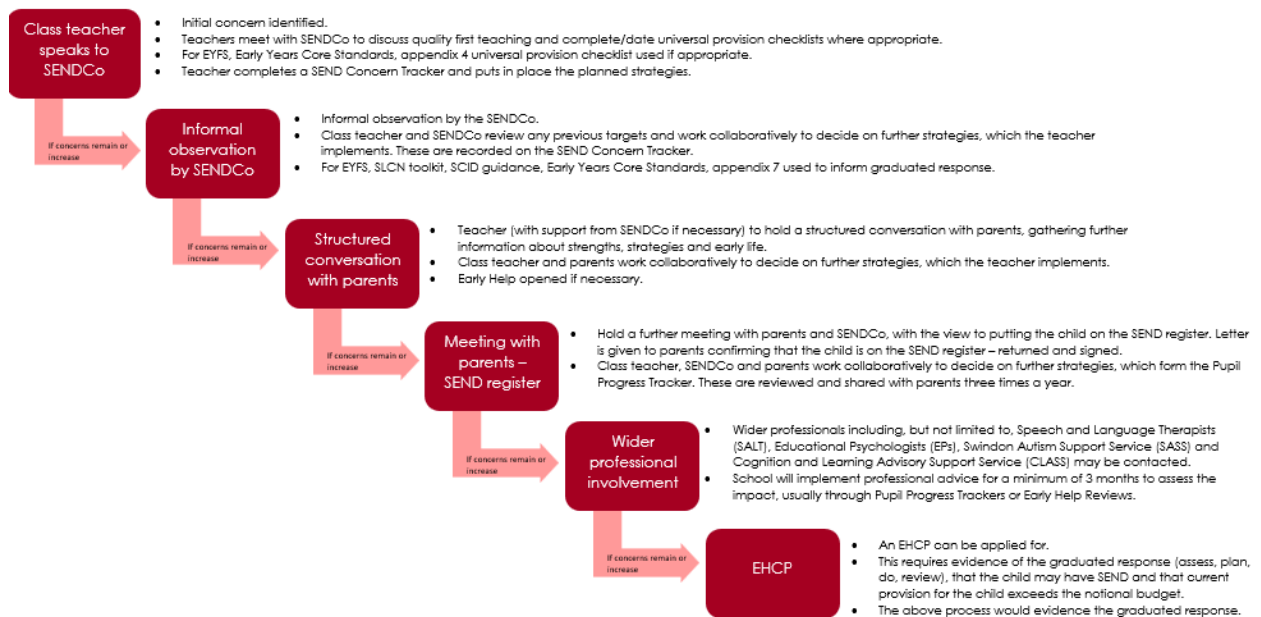
Most children with special educational needs and/or disabilities will have their needs met within the school. However, some children may require an EHCP. The purpose of an EHCP is to make sure the special educational provision meets the special educational needs of the child, and as they get older, prepare them for adulthood. To achieve this, local authorities use the information from assessment to:

- establish and record the views, interests and aspirations of the parents and child;
- provide a full description of the child's special educational needs and any health and social care needs;
- establish outcomes across education, health and social care based on the child's needs and aspirations;
- specify the provision required and how education, health and social care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

The above is summarised on the following flowchart:



St Leonard's SEND Identification Pathway



The impact of support for children with SEND is monitored in a variety of ways:

- Assessment for learning is used by teachers to reflect on the progress of all children, including those with SEND, on a continuous basis
- For children working below age-related expectations, gaps in learning are identified and progress monitored by assessing children against previous year groups expectations
- Learning Plans are reviewed three times a year
- The efficacy of interventions are assessed through our intervention record forms on an individual basis
- Pupil progress meetings occur three times a year with class teachers and the Senior Leadership Team to identify any emerging concerns and reflect on efficacy of support and interventions.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear **Key Learning Points (KLP's)**; we adapt work appropriately and we use assessment to inform the next stage of learning.

5. Partnership with Parents/Carers

The school website contains details of our policy for special educational needs and the arrangements made for these children in our school. A named governor takes a particular interest in special educational needs and is always willing to talk to parents.

At all stages of the SEND process, the school keeps parents/carers fully informed and involved. We take account of the wishes and knowledge of parents/carers at all stages and encourage parents to make an active contribution to their child's education. We will meet with the parents/carers to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We incorporate the views of parents/carers.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear about the child's next steps.
- The child's views are incorporated.

6. Pupil Participation

At St Leonard's school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social – as well as educational – skills.

Children are involved at an appropriate level in setting targets in their Learning Plans. They are encouraged to make judgements about their own performance against their targets. We recognise success here, as we do in any other aspects of school life.

7. Staff Training

Our SENDCo is currently completing the National Professional Qualification (NPQ) SENCO. She works closely with other SENDCos in the Blue Kite Trust, sharing good practice and developing knowledge. Attending SEND BRICKS meetings, SENDCo network meetings and conferences, keeps our SENDCo up to date on training and latest information.

All teachers and TAs receive in house training from the SENDCo on supporting children with SEND. Areas of development are identified through Teacher and TA appraisals, monitoring the impact of interventions and booster sessions, observations of Teachers and TAs through learning walks.

Staff across the school have received training including, but not limited to:

- RWI Phonics
- Colourful Semantics
- Lego Therapy
- Trauma Informed Practice
- Language for Thinking
- ELSA
- Team Teach

8. Monitoring and Review

The SENDCo monitors the movement of children within the SEN system in school and liaises with the Senior Leadership Team about the practice happening within the school.

The SENDCo supports teachers in provision and support for children with SEND. The SENDCo and the headteacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governors with responsibility for SEND also meet.

This policy will be presented to Staff and Governors for discussion and approval in September 2025 and will be formally reviewed in September 2026 and on a regular basis in accordance with the School Development Plan.

9. Provision for More-Able Pupils

At St Leonard's, staff will strive to ensure that all children will be extended to their full potential, including those who are already working at or above their expected level.

Challenges and activities will be chosen for these individuals with this in mind. Teachers will use effective questioning techniques to extend the more-able learners. More-able learners will have their progress closely monitored to ensure that they are making good or better progress. They will take part in tasks that require critical thinking and problem solving. They will be encouraged to transfer skills across the curriculum and also explain ideas and things in more than one way.

More-able children may be engaged in additional projects in groups across year groups to give them an opportunity to transfer skills and work collaboratively. We will identify and work with More-able children in all subjects across the curriculum.

10. Supporting Transition

We will support children transitions between year groups and settings. Information will be gathered and shared and plans put in place to ensure a smooth transition.

Enhanced transitions are available for those children that require extra support when transitioning between year groups or settings. This could include: additional visits to our setting; transition booklets with photographs and key information for the pupils to share; the SENDCo attending any Early Help meetings; liaising with current settings prior to the children starting at our school and/or additional opportunities for pupils to meeting with their new teacher or children already in their year group setting.

We encourage any parents who feel their child may need an enhanced transition to contact the school office, if they are a new pupil, or their child's class teacher if they are an existing pupil at our school.

SENDCO: Mrs Hayley Welch

SEND Governors: Jan Milsom and Erica Milsom

Date: September 2025

Date for review: September 2026