



Special Educational Needs and Disability Policy

Frome Valley CE First School

Adopted By: Board of Trustees

Date: September 2026

Review Date: September 2027

Special Educational Needs and Disability Policy

Date of Issue:	June 2026
Policy applies to:	All staff employed by the Wessex Multi-Academy Trust.
Policy Version Number:	6
Purpose of the document:	This policy outlines the framework the Trust and its schools will use in meeting their duties, obligations and principal equality values in providing an appropriate high-education for pupils with SEND.
Summary of the main points:	The document provides: 1. Aims and Objectives 2. Roles and Responsibilities 3. Admission Arrangements 4. Identifying Special Educational Needs 5. Managing SEND in our Schools
Approved by:	This policy has been approved by the Wessex MAT Board of Trustees
Reviewer:	Rachel Munro
Summary of amendments:	No amendments
Next review due:	June 2026

1. This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25(July 2014), and has been written with reference to the following guidance and documents:

1.1. Equality Act 2010: Advice for schools – (DfE May 2014)

1.2. SEND Code of Practice 0 to 25 (July 2014)

1.3. Schools SEN Information Report Regulations (2014)

2. **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) – SCHOOL INFORMATION**

2.1. The Head of School, Clare Moore, has overall responsibility for SEND at Frome Valley CE First School.

Commented [RD1]: Needs updating to Clare Moore

2.2. The designated teacher responsible for coordinating SEND provision for children/children/young people is: Rachel Dixon (Email: sen@frome.wessex.ac Tel: 01305 852643).

Commented [RD2]: Needs updating to sen@frome.wessex.ac

2.3. The people co-ordinating the day to day SEND provision for children/young people in our school are: the class teachers. They can be contacted through the school email address office@frome.wessex.ac or the school telephone number (01035 852643).

Commented [RD3]: Email address needs updating

2.4. The Governor with oversight of the arrangements for SEN and disability is: Lizzie De Bardi. She can be contacted via the school office email (office@frome.wessex.ac).

Commented [RD4]: Email address to update.

2.5. This policy was developed by the Wessex MAT in conjunction with parents and carers, students, governors, teachers, teaching assistants and the leadership team.

2.6. The terms “pupils pupils” and “pupil pupil” refer to anyone under the age of 18.

3. AIMS AND OBJECTIVES

3.1. SEND support is used to enable and empower our children/children/young people so that they develop confidence and growing independence. We consider this culture of inclusion to be everyone's responsibility and it exists throughout the school. It is driven by the high aspiration we have for all children/young people in our school to make successful transitions throughout their education/a successful transition into adulthood, whether into employment, further or higher education or training, leading to a happy, fulfilled and productive life.

3.2. AIMS:

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children/young people can thrive;
- To identify individuals who need extra help and support;
- To enable each child/young person to take part and contribute fully to school life;
- To develop each individual's self-esteem and positive view of him or herself as a learner;
- To provide access to and progression within the curriculum;
- To involve children/young people in planning to address and monitor their special educational needs and / or disability;
- To work in partnership with parents to support their child/young person's learning and health needs;
- To provide quality training for staff in special educational needs and disability.

3.3. OBJECTIVES:

- To identify and provide for children/young people who have special educational needs and additional needs;
- To work within the guidance provided in the SEND Code of Practice, 2014;
- To operate a person-centred, whole school approach in the management and provision of support for children/young people with special educational needs or disability;
- To employ a Special Educational Needs Co-ordinator(SENDCO) who will work within the bounds of the SEND Policy;
- To provide support and advice to all staff who work with children/young people with SEND.

4. ROLES AND RESPONSIBILITIES

4.1. The Governing Body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that our school's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published on the school website.

4.2. Teachers and Support Staff have the following specialism:

- The SENDCO is a qualified and experienced teacher who took on the role in September 2022. She achieved the National Accredited SENDCO Award in September 2023.
- Our HLTA is highly specialised in supporting Speech and Language and liaises with Speech and Language therapists.
- TA trained to deliver Learn to Move/Move to Learn
- TA trained as an ELSA
- TA trained in Hamish & Milo wellbeing intervention
- Teachers and TAs trained in delivering Read Write Inc programme
- TA trained to deliver handwriting interventions
- Staff trained in delivering I Can Problem Solve
- Staff trained in delivering Precision Teaching
- 1 x Trained Trauma Informed Schools Practitioner

There is regular liaison with external services including the County Psychology Service (Educational Psychologist), SEN Specialist Services (including Specialist Teachers), Hearing and Vision Support Service, the School Nurse and other colleagues from health, such as Speech and Language Therapy, Occupational Therapy and Physiotherapy and other services such as Social Care. There is also regular liaison with Early Help.

4.3. The SENCOs liaise closely with key staff including the Head of school with responsibility for Looked After Children and Safeguarding, teachers, support staff and our preschool staff in providing advice on how to help students to reach their potential.

5. ADMISSION ARRANGEMENTS

5.1. Our school uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children/young people including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

5.2. In addition to this the school makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, we liaise with the local authority education services, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website at www.dorsetforyou.com/local-offer.

6. FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

6.1. The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children/young people with disability as defined by the Act.

6.2. At this school we might use the following to support children with SEN:

- Assistive technology
- Differentiated access to the curriculum
- Slanted desks
- Sit n Move Cushions
- Specialist pencils/pencil grips
- Phonics materials
- Visual support resources (timetables, flashcards, communication cards)
- Multisensory boxes
- A sensory room
- Fiddle toys
- Sensory equipment e.g. weighted blanket, balance boards, sensory balls
- Sensory circuits

Commented [RD5]: Differentiated and adapted access to the curriculum

Commented [RD6]: Change this to fiddle tools not toys

7. SEN INFORMATION AND LOCAL OFFER

7.1. The school website holds information about SEND and specific information about how children/young people with SEND are supported in the curriculum and around the school. Please see our page on SEN Provision (under key information) <https://www.frome.wessex.ac/key-information/sen-provision>

We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

7.2. We publish further information about our arrangements for identifying, assessing and making provision for children/young people with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

8. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

8.1. The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- Communication and Interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

8.2. Children/young people may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

8.3. Teachers work closely with the SENDCO to identify and assess need. External agencies are called upon where required to support identification.

8.4. Our school uses a wide range of tools to assess the SEN support required. Many of our students with additional needs are identified by their class teacher or Special Educational Needs Co-ordinator (SENDCO). LA biannual planning meetings also ensure that there is a discussion with specialist teachers, as required. The school work together as a team to ensure that we all have knowledge of how to support children with SEN and to keep our SEN knowledge up to date. For example, all teaching staff have a good understanding of dyslexia and sensory needs. The school can support all children, including those children with a range of learning needs including specific learning difficulties such as dyslexia, dyspraxia or dyscalculia, speech and language difficulties, autistic spectrum conditions and moderate learning difficulties. The school also has 1 Trauma Informed Schools practitioner and all staff are trained in Trauma Informed Schools practices. The school places strong emphasis on supporting the needs of children's social, emotional or mental health needs through using a therapeutic thinking approach.

8.5. In addition, all staff strive to listen to concerns of parents and carers and appreciate that they have a unique insight into their children/young people. The views of parents/carers will be taken into consideration for any decisions respecting their

children/young people. However, the final decision on provision for all pupils must lie with the school, whose representatives will use their professional judgement to take into account the needs of all pupils, the specific needs of those with SEND and any other additional requirements, and the resources available to meet those needs.

8.6. At Frome Valley First School, there is a whole school approach to identifying needs

If parents have concerns about their child, they should contact:
- the Class Teacher (always try to speak to the class teacher first) - the SENDCO (Miss Rachel Dixon, based in Year 1) - the Head of School (if you feel that any issue/concern has not been resolved)
If staff have concerns about a child:
- the class teacher will arrange an initial meeting with parents to express these concerns - the class teacher will complete a Meeting Log form to record notes from the meeting - the class teacher will seek advice from the SENDCO (as required) as to how best to support your child in school - Discuss the child at a SEN tracking and monitoring meeting - the class teacher will arrange a further meeting to discuss progress and further support with the parent (as required)

Commented [RD7]: Head of School

Children's progress is tracked and monitored regularly by the class teacher. Feedback from activities is collected through observational notes and discussions with all members of the classroom team. Progress is monitored by the SENDCO and Head of School through half termly Tracking and Monitoring meetings.

If your child is identified as requiring additional support, whole class or small group activities will be planned on an individual basis to allow the child to access the curriculum at their level. Your child may receive support from a teacher or TA during a lesson. If a child does not show improvement, despite additional support within the classroom, the class teacher and SENDCO will arrange a meeting with parents to discuss this further.

8.7. Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children/young people with special education needs or disability will have their needs met through a whole school approach and be placed on the SEN Register at the level 'SEN Support' in compliance with the SEND Code of Practice 0 to 25 (July 2014).

8.8. Our teachers are responsible and accountable for the development and progress of the children/young people in their class, including where they access support from Teaching Assistants or specialist staff.

- 8.9. High quality teaching, differentiated and adapted for individual learners is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children/young people, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child/young person may have special educational needs. If a child/young person has been identified as having special educational needs, personalised learning profiles will be created and the school will keep careful records in order to monitor progress.
- 8.10. Where it is decided that a child/young person does have SEND, the decision should be recorded in the school records and the parents / carers will be informed in writing that special educational provision is being made.
- 8.11. The SENDCO will use in-school tracking and comparative national data and expectations to monitor the level and rate of progress for children/young people identified with SEND.
- 8.12. Staff monitor the progress of all children/young people to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.
- 8.13. Examples of other influences upon progress may include:
- Attendance and punctuality
 - Health and welfare
 - English as an Additional Language
 - Families on a low income
 - Looked After Children
 - Service children
 - Disability where there is no impact on progress and attainment.
 - Behaviour where there is no underlying SEND
 - Bereavement and family issues.

9. **MANAGING SEND CHILDREN IN OUR SCHOOL**

- 9.1. Where a young person is identified as having SEND and or a disability, our school adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND

Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children/young people to agree, action and monitor individual progress over time so that special educational needs for all children/young people are addressed appropriately, effectively and with good outcomes.

9.2. In addition to the normal reporting arrangements, parents are informed about the progress if they are following additional programmes or interventions. For children/young people with EHC Plans, Person Centred Planning and Review meetings take place so that families and children/young people are involved in deciding next steps and parents / carers are advised on how to help support learning outside of the school.

9.3. The school works in partnership with parents in the following ways:

The school welcomes parents' comments and suggestions; parents / carers can make an appointment to speak to any member of staff including the SENDCO, throughout the year for any reason. If parents / carers have concerns about staff supporting their child / young person with special educational needs they should talk in the first instance to the SENDCO or to the Head of School if the concern regards the SENDCO.

Communication between home and school, both informally and formally, is actively encouraged. The school operates an open-door policy and parents are given many opportunities throughout the year to come in and see how their child is progressing. Parents / carers are kept up to date with their child's progress through termly Pupil Passport Reviews, 2 x Parents Evenings, Half Termly Drop-In Sessions, the Annual Report and End of Year Summary Report.

Commented [RD8]: Pupil Passport reviews

Pupil Passport meetings are arranged so parents can always attend and regular communication between school and parents is actively promoted. Copies of all support plans are sent home and appointments can be made to discuss any concerns or the suggested targets in more depth.

9.4. In addition, parents' training and/or learning events or support groups take place periodically and are well advertised on the school website or by personal invitation.

9.5. Pupil Passports will review progress termly with both the parents and the child involved in these achievement plans. Each half term, new targets will be agreed and these targets will include how the school, parents/carers and child will work towards the child achieving these targets.

9.6. If the SENDCO identifies that the school is unable to fully meet the needs of a child/young person through our own provision arrangements, external advice is gained through our colleagues in education, health or social care. A joint framework for working or Common Assessment Framework process will be used and this will always be in collaboration with parents and carers and the young person's wishes and views will be actively sought.

[SEE sections 6.36 to 6.56 and 6.58 to 6.78 of SEND CoP]

10. MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

10.1. Provision for children/young people is monitored and evaluated through gathering views of individual children/young people, parent / carers feedback, views of staff and by using school data to ascertain effectiveness and value for money. An effort is made to measure qualitative outcomes as well as academic process (such as how prepared a child/young person feels to move onto the next stage of education, or how motivated they are in school).

10.2. Sometimes a child/young person fails to make expected progress in spite of our best endeavours and where this is the case the SENDCO, in collaboration with the child/young person and family, other staff and / or external services, will look at the case in detail to gain an understanding of what the barrier to learning is so that additional provision can be put in place.

11. COMING OFF THE SEND REGISTER

11.1. A child/young person will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children/young people may require support for particular aspects of their learning which may be due to their underlying learning issues. All children/young people will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children/young people it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

11.2. Some children/young people with particular needs, usually which are long-lasting, may develop skills and strategies which help to minimise the impact of their difficulty to a level at which the need can be met through quality first teaching. An example of this might be a child/young person with dyslexia, who has had support to work

around barriers in order to be a confident and independent learner and as a result and is making good progress. In this case, additional support may no longer be necessary, even though the child/young person requires examination Access Arrangements.

- 11.3. EHC Plans are reviewed annually. A child/young person with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child/young person no longer requires the special education provision as specified in the EHC Plan. However, his or her progress will continue to be monitored by using the school's tracking systems.

12. **STORING AND MANAGING INFORMATION**

- 12.1. All data including data stored electronically is subject to Data Protection law.
- 12.2. All paper records will be held in line with the Trust's policy/protocol on security of information. All people working with a particular child/young person will have access to any records or reports but the originals will be kept securely and confidentiality will be maintained.

13. **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

- 13.1. Our school will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that our school is expected to make reasonable adjustments in order to accommodate children/young people who are disabled or have medical conditions. (See the school's policy on "Supporting children at school with medical conditions".)

14. **TRANSITION ARRANGEMENTS**

- 14.1. Our school is committed to ensuring transition is highly effective for our children/young people with SEN.

Preschool: Most children entering the school from preschools, who are identified as having Special Educational Needs, will arrive with SEND information and will very likely have paperwork relating to this. The school has developed an internal system with the Frome Valley Preschool. The SENDCO liaises with other preschools, as

required.

Middle School: The school works closely with St Mary's Middle School in Puddletown. The majority of children leaving the school move on to here, and it is part of the Wessex MAT. Children leaving the school in year 4 and transferring to middle school will have had their needs discussed with the SENDCO from the middle school. All Dorchester schools use an agreed format for the transfer of data between first schools and their middle school. Additional discussions are also held with the Year 5 Lead. St Mary's Middle School offers all parents and children the chance to meet with staff and pastoral care support team. Children who are felt to be particularly vulnerable or anxious about the transition to middle school will also meet for 4 sessions with the ELSA and pastoral care team from the middle school.

14.2. Staff will discuss these arrangements with parents / carers and discuss the information to be passed to the next phase of education. Particularly in KS2, there is a focus on developing independence and confidence. In the main, TAs do not sit next to students unless there is a specific reason to do so. In this way, students learn to use initiative and develop confidence in asking for support rather than becoming dependent on an additional person, which does not reflect adult life.

14.3. During their time with us, children/young people with EHC Plans are supported to think about their long-term goals and they will have annual Person Centred Reviews with their parents / carers. These help school staff and people at home to think about the 'whole person' and what we need to do to help them get to the next stage in their lives. This process is usually an empowering experience as it gives a degree of control that can sometimes be missing in the life of a child/young person with additional needs.

15. TRAINING AND RESOURCES

15.1. Training needs are identified through a process of analysis of need of both staff and children/young people as and when required.

15.2. The Head of School and SENDCO meet weekly to discuss the needs of SEN children. The SENDCO and Head of School lead training for both teachers and TAs. Staff regularly update their training as a whole school, specifically to meet to needs of the SEN pupils in the school. Recent training includes training on dyslexia, proprioception, mental health and sensory integration.

15.3. The SENDCO will provide information on specific needs for new staff and teachers

Commented [RD9]: ELSA, Hamish and Milo and therapeutic approach rather than trauma informed.

who are training.

15.4. The SENDCO also maintains up-to-date knowledge by training with other schools in Dorset through the Inclusion Briefing Network, Wessex MAT termly meetings and via membership of the National Association of Special Education Needs.

15.5. Additional training is also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

16. SEN INFORMATION

16.1. Our school presents SEN information in three ways:

- by information placed on the school website which can be found on the main school website;
- by following the link to the local authority's Local Offer website;
- through information contained in this policy which is also published on the school website.

16.2. All information can be provided in hard copy and in other formats upon request.

17. ACCESSIBILITY

17.1. Our school publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the local authority's Local Offer website; this can be found at www.dorsetforyou.com/local-offer.

18. COMPLAINTS

18.1. It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child/young person has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO.

18.2. Wessex Multi-Academy Trust, of which our school is a member, publishes its Complaints Policy on the school website.

19. REVIEWING THE SEND POLICY

19.1. This policy will be reviewed and updated annually. Our school appreciates parents and carers views on all aspects of this policy and will ask for volunteers to help with the review process (please contact the SENDCO if you are a parent or carer, or any other stakeholder and wish to make suggestions or comments at any time).

20. **LINKS TO OTHER RELATED POLICIES**

- Supporting children at school with medical conditions
- Accessibility Plan
- Equality / equality information and objectives
- Child Protection
- Anti-bullying
- Data protection

Amendments

May 19 – First template policy produced
May 20 – Final draft approved

