



Special Educational Needs and Disability Policy 2025

Dated: September 2025

Approved by Governors:

Head Teacher: Mrs E Bartholomew

Senco: Miss D Oddi

SEND Governors: Helena Pitcher

As part of our commitment to meet the Public Sector Equality Duty (PSED), under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Contents

Introduction	2
Legislation and Guidance	2
Definition of SEND	2
Roles and Responsibilities	3
SEND Process at Mayflower Primary School	5
Complaints	5
Monitoring	5
Links with other policies	5

Introduction

At Mayflower Primary School we provide a range of support for all children and those with additional needs. As a school we ensure high quality teaching is at the heart of any classroom. We believe that every child has the ability to succeed and as teachers and support staff we are there to facilitate and provide the resources to enable this to happen.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Definition of SEND

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them above and beyond that of their peers.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are four areas of main need within the SEND Code of Practice (2015):

- Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory

A child may have a primary area of need but have needs in all four areas, therefore children are not defined by this.

Roles and Responsibilities

The SENCO is Donna Oddi.

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with previous and next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

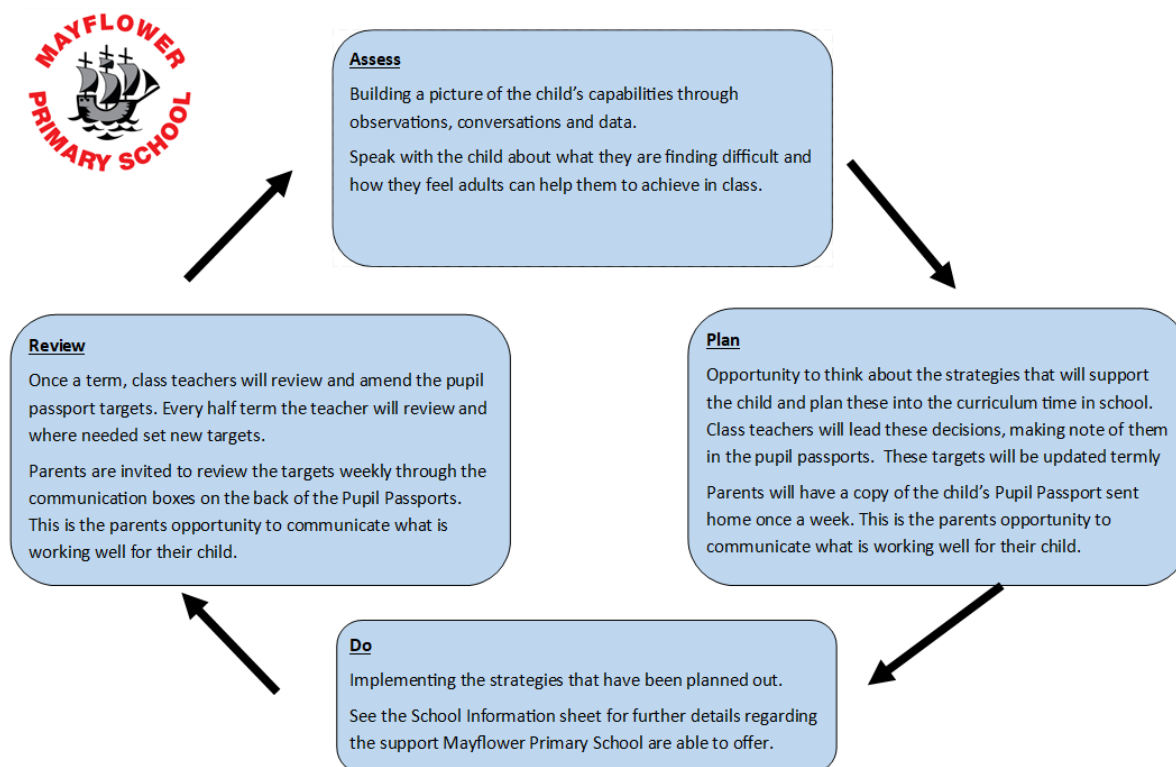
The SEND Code of Practice (2015) states that teachers are responsible and accountable for the progress and development of the pupils in their class and that high-quality teaching is the most effective way of delivering the National Curriculum.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

SEND Process at Mayflower Primary School

At Mayflower Primary School, the children are at the heart of the SEND process ensuring that a person-centred approach is maintained in accordance with the SEND Code of Practice (2015). We use the Assess, Plan, Do and Review cycle when identifying any additional needs a child may have. The diagram below shows the cycle.



Complaints

A complaint may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'. (Complaints policy online)

If you feel the need to raise a complaint then please follow the guidance online however, in the first instance please approach the Class teachers, the Senco or the Family Liaison and Pastoral Officer about your complaint as we may be able to resolve this with an explanation quickly.

Monitoring

The SEND Policy will be reviewed annually and with any updated guidance released by the Department for Education.

Links with other policies

This policy links with:

- Behaviour Policy
- Equality Objectives Statement
- Keeping Children Safe in Education