SEND Policy 2025-2027

Academy Name: Minerva Primary Academy

Implementation Date: February 2025

Version: 2

History of Policy Changes

Date	Page	Change	Reason for Change
October 2018	Whole Document	Review of Policy, update of roles and responsibilities	Cyclical review of policy
November 2019	Whole Document	Review of Policy, update of roles and responsibilities	Cyclical review of policy
January 2020	Whole Document	Review of Policy, update of roles and responsibilities	Cyclical review of policy
January 2021	Whole Document	Review of Policy, update of roles and responsibilities	Cyclical review of policy
January 2023	Whole Document	Review of Policy, update of roles and responsibilities	Cyclical review of policy
January 2025	Whole Document	Review of Policy, update of roles and responsibilities	Cyclical review of policy
January 2026	Whole Document	Review of Policy, update of roles and responsibilities	Cyclical review of policy

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 September 2014 3.65 and has been written with reference to the following Guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 September 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy has been written by the Cabot Learning Federation Primary SENDCOs with an emphasis on recent SEND reform. In liaison with the SEND Governor and Senior Leadership Team, the policy has been adapted to meet the needs of each setting. In addition, each Academy has provided opportunities for stakeholders to collaborate in its co-production.

Signed by:

Education Director of Cabot Learning Federation (CLF)

Kate Richardson
Signature: _____ Date: _____2026

Principal of Minerva Primary Academy

Jennifer Harvey
Signature: _____ Date: _____2026

Chair of Minerva Primary Academy Council

Bridget Suitters
Signature: _____ Date: _____2026

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SENDCo: Ella Gibson **Tel**: 0117 377 2990

The Principal, Jennifer Harvey, has also held the role of SENDCo in previous years.

Ella Gibson is also a member of the school's Senior Leadership Team (SLT).

Vision and Aims

At Minerva Primary Academy we believe that **all** children deserve the best teaching for learning opportunities every day, with their needs being met and a love of learning fostered so that they will achieve great outcomes. We want all children to be confident, curious, adaptable and independent learners who can use these learning skills now and as they progress through their education and beyond.

We will do this by

- Setting the highest expectations of leaders, teaching staff, children and families to ensure all children achieve
- Ensuring learning is joy-filled and takes place in and out of the classroom
- Having an engaging curriculum that enables children to understand themselves, their place in the world, seek meaning and make connections
- Encouraging children to believe in themselves and developing a 'can do' attitude that builds resilience and self-belief

Our inclusive ethos, with a focus on equity and excellence, aims to encourage all learners to be actively involved in their own learning. At Minerva Primary Academy, we aim to improve outcomes through high aspirations and expectations for learners with SEND (Special Educational Needs and Disabilities).

This policy has been developed with contributions from learners, families, staff and our Academy Council. It reflects the guidance in the SEND Code of Practice 0 to 25 years (September 2014). The policy has been shared with the Academy Council and will be subject to regular review in line with other policies and procedures.

Objectives

1. To identify at the earliest opportunity and provide for pupils who have special educational needs and/or additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To provide an appropriately qualified or experienced Special Educational Needs and Disabilities Co-ordinator (SENDCo) to ensure the points in the policy are upheld.
4. To provide support, advice and facilitate professional development for all staff working with pupils with SEND.
5. To create an inclusive environment that meets the special educational needs and disabilities of each child.
6. To heighten the awareness that every teacher is a teacher of every child including those with SEND.
7. To develop and maintain partnerships and high levels of engagement with parents and outside agencies, and ensure that our children have a voice in this process.

1. Identifying Special Educational Needs

In the SEND Code of Practice, 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. The broad areas of need (page 98 of the guidance) are:

Communication and interaction	**Cognition and learning**	**Social, emotional and mental health difficulties**	**Sensory and/or physical needs**

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action school needs to take, not to fit a learner into a category.

In our Academy we identify the needs of learners by considering the needs of **the whole child** which will include other aspects, not just the special educational needs of the child or young person. Other factors may impact on progress and attainment such as:

- Disability (the 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)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

In the current guidance, identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a learner's behaviour should be described as an underlying response to a specific or range of needs. In school we will be able to recognise and identify this clearly as we will know the learner well.

2. A Graduated Approach to SEND Support

The Code of Practice for SEND clearly states: ***'teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'***. Quality First Teaching delivered by class teachers includes differentiation, target setting and personalised learning. This involves a range of strategies and resources to enable access to the curriculum for all children. Class teachers and Teaching Assistants (TAs) use a variety of inclusive strategies to meet the needs of different learners.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of high quality teaching. The Senior Leadership Team regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

If there are further concerns for a child the class teacher will apply the **ASSESS-PLAN-DO-REVIEW** cycle which involves:



- Collecting further evidence of the child's needs including any formative data or support agency advice.
- Observations of learning used to identify learning strengths with a focus on what the child **can** do.
- Meeting with parents to discuss their views and how they are able to support
- Ascertaining the views of the child
- Seeking the support of the SENDCO as necessary
- Planning and setting targets and regularly keeping parents informed of progress
- Reviewing the plan with parents and setting new targets if progress has been made in line with expectations

If, after a period of 'early action' and where pupils have not made adequate progress the class teacher with the SENDCO will consider if further or continued support is required. If this is the case, the child will now be identified as receiving **SEN Support,** the single category of SEN. Parents are informed of this in writing and informed that their child will be recorded on our school tracking system as receiving SEN Support and also the category of need.

3. Managing pupils' needs on the SEN register

If progress is still not as expected, despite a suitable period of appropriate and effective support and intervention, then further specialist advice may be sought e.g. our Educational Psychologist. The impact of this advice will be monitored and reviewed. We have access to a range of specialist services and expertise including:

- Our team of experienced TAs who are supported through a range of specialised support services e.g. Physiotherapy, Speech and Language, Behaviour, Educational Psychologist, Sensory Impairment and Health.
- Key staff who are trained to support specific health care needs e.g. epilepsy, medical needs.
- Access to a range of Universal (e.g. school nurse, speech and language therapy, CAMHS) and specialist (e.g. Educational Psychology, ASD outreach team) support services who can provide specialised assessments.
- A Play Therapist

If expected progress is not evident, despite 'relevant and purposeful action', then we will consider requesting an **Education, Health and Care** Needs Assessment. This may lead to an **Education, Health and Care Plan**; this process will take 20 weeks. Once an EHCP is in place, it will be reviewed annually.

Parents will be involved throughout all processes involving their child and will be invited to meetings with the class teacher, specialist support staff and SENDCO as appropriate. Pupils are involved in target setting and their views sought. An open-door policy allows parents to speak to staff regularly and more formal meetings are held at least twice a year to monitor overall progress.

4. Criteria for exiting the SEN register

The role of the class teacher is fundamental to the planning and delivery of any additional needs. Learning is personalised by the class teacher and individual provision maps are written in collaboration with the SENDCO for children who require them.

Regular meetings are held between the class teacher and parents/carers to share progress; the SENDCO may be involved in these meetings. Progress meetings with staff are held three times a year and progress is monitored at least termly. Where further specialist advice is required, the SENDCO will contact an appropriate professional and parents/carers will be invited to meet with them to plan and set targets for their child.

If your child has specific needs which require staff training, this will be arranged and specialists will be involved where necessary.

Progress of SEN Support pupils is monitored and discussed with parents. When children have made progress in line with their peers and are at age related expectations we will consider taking them off SEN Support. The performance of these children will continue to be monitored to ensure progress has been sustained.

5. Supporting pupils and families

Schools have a statutory requirement to provide a SEN Information Report and this can be found on our school website using the following link:

https://minervaprimaryacademy.clf.uk/wp-content/uploads/SEND-Information-Report-Jan-2024.pdf

A copy of Bristol's Local offer can be found at the following:

https://www.bristol.gov.uk/web/bristol-local-offer

This is a jointly co-produced and dedicated website for disability services.

The Academy's team of TAs are supported through a range of specialised support services as referenced above.

Staff have been trained in the Administration of Medicines and key staff are trained to support specific health care needs e.g. epilepsy, diabetes. The Academy has access to a range of Universal (e.g. school nurse, speech and language therapy) and specialist (e.g. Educational Psychology, ASD outreach team, ISS) support services.

Our Lead Learning Mentor is also a trained Play Therapist, and our Family Support Worker can also support families of pupils with SEND. We also have an experienced ELARIT (Early Language Acquisition and Reading Teacher) who works in our school.

The SEND Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting to the next.

During the summer term the children will be invited to come in and have a tour of their new school. Academy staff will visit the Nursery settings to gain a picture of the child in their previous setting. There is a new families information evening when parents will have the opportunity to meet their child's new class teacher and discuss individual needs. Parents can make an appointment to meet with the SENDCO to discuss individual needs.

For children transferring within the school year parents/ carers and child will be invited to visit the school for a guided tour. This will be an opportunity to discuss any SEND concerns. Information from the previous school is referred to as soon as possible.

As appropriate, for children moving on to Secondary school, there will be opportunities to visit their new school and parents/carers will be invited to a 'Welcome Evening'. The SENDCOs from both the primary and secondary schools will liaise and if the child has SEND,

additional meetings will be arranged. The SENDCO from the secondary school will be invited to a transition meeting to prepare the pupil for secondary school. If a child has particularly high needs a transition package will be put in place and will be personalised to meet individual requirements.

Some children may find transition between year groups a challenge and extra support will be provided. All SEND information is passed onto the following class teacher and shared with settings your child transfers to. Parents/carers will be fully involved in the transition process and invited to make contributions.

6. Supporting pupils at school with medical conditions

The Children and Families Act 2014 includes a duty for schools to support children with medical conditions. Where children have a disability, the requirements of the Equality Act 2010 will also apply. Where children have an identified special need, the SEN Code of Practice will also apply. All children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well.

The Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils may have a Statement of SEN or Education, Health and Care Plan (EHCP) which brings together health and social care needs with their special educational provision. Refer to our policy: Supporting pupils at school with medical conditions for further information.

7. Monitoring and evaluation of SEN

The Academy regularly monitors and evaluates the quality of provision offered to all learners. SLT regularly step 'in the learning' to audit the quality of provision for children with additional needs. The SENDCO meets informally with class teachers to discuss the needs of individual children and to adapt provision as required, but teachers also attend an SEN Surgery slot with the SENDCO three times per year to discuss concerns or find solutions. SLT meet with year groups every two weeks in 'Core Group Meetings' to monitor progress of all pupils across a year group and identify further allocation of resources and training needs.

SMART (Specific, Measurable, Achievable, Realistic, Time related) targets are set for individual pupils and teachers write **Learning Passports** for pupils who are on the SEND register to monitor progress against targets for their specific needs. These are monitored and reviewed three times per year, and shared with parents.

The quality of TA support is monitored through a supportive process of Professional Development Meetings three times per year. As part of this process, relevant training needs are identified.

Evidence, as a result of monitoring, is used to inform best practice; a strategic plan for SEN is developed through a cycle of provision planning, implementation and review. Through robust evaluation and monitoring arrangements the Academy is able to promote an active process of continual review and improvement of provision for all pupils.

An annual SEN report is shared with the Academy Council and link SEN Academy Council member, who monitors and evaluates the progress of SEN across the Academy.

8. Funding of SEN support

Schools receive funding for all children including those with Special Educational Needs and Disabilities and additional needs are met from this, including equipment. Funding allocated to schools enables early intervention and appropriate provision for all pupils with SEN. Most children will have their needs met from the core education budget which includes additional support for pupils with higher levels of need up to a notional amount of £6,000.

If the review of a learner's progress and evaluation of provision made shows that further, additional support is needed the Academy may consider applying for further funding directly from the Local Authority through the Early Intervention Fund or through applying for an EHCP.

Through the process of school-based reviews, the Academy will provide evidence to show that the provision made through the school-based funding will have been evaluated, pupil progress monitored and impact demonstrated. The evidence will indicate the additional provision which may be required for these learners in order to access a broad and balanced curriculum.

9. Training and resources

In order to maintain and develop the quality of teaching and provision in response to the strengths and needs of all learners, Academy staff undertake regular and appropriate training and development.

Teaching Assistants have appropriate training in Speech and Language therapy provision, Autism Spectrum Disorder, Down syndrome, ADHD and attachment disorder. This is provided and updated depending on the needs of the children with whom they are working.

Staff who have children with specific SEN will access training towards the beginning of the academic year where possible e.g. ASD support strategies. Staff training regarding behaviour strategies occurs regularly to ensure consistency in approach. The SENDCO, Designated Safeguarding Lead and Deputy Designated Safeguarding Leads have attended recent

Safeguarding training and all staff and Academy Council members have had appropriate Safeguarding training.

All teachers and support staff undertake induction when first in post at our Academy and this includes a meeting with the SENDCO to explain the procedures in place around the school's SEN provision and to discuss the needs of individual pupils.
The Academy's SENDCO regularly attends the CLF SENDCO network meetings and local Bristol SENDCo network meetings in order to keep up to date with local and national updates in SEN.

10. Roles and responsibilities

Ella Gibson: 0117 377 2990

- SENDCo
- The Designated Teacher for Looked After Children
- Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils
- Line Manager for all TAs

Designated Safeguarding Lead: Emily Hudson

Member of staff responsible for managing Pupil Premium Grant funding: Jenny Shaw

The SENDCO updates information about pupils on SEN register throughout the year when whole school pupil data is discussed and in line with the School Census.

The SEN link Academy Council Member liaises with the SENDCO to monitor the Academy's work for children with SEN; supports the SENDCO in monitoring appropriate staffing and funding arrangements and in deciding the general policy and approach to meeting children's SEN.

11. Storing and managing information

All SEN paperwork is kept in a locked filing cabinet in the Pastoral Office, which is secured at all times. Relevant SEN information is forwarded to the learner's next school. The Academy does not keep any copies. Information at the Academy is stored in line with CLF polices on Management of Information and Freedom of Information.

All staff are aware of sharing information on a 'need to know' basis. Class teachers have the most recent and relevant documents stored in their classrooms. Any sensitive information is stored in locked filing cabinets in the Leadership room.
Medical care plans are available for relevant learners in their classroom and in the school office in case of emergency.

The following policies are all in the process of being reviewed at CLF board level: Policy on Information Management; Data Protection Policy; Freedom of Information Policy; Information Security Policy.

12. Reviewing the policy

The Academy's SEND policy will be reviewed every two years in line with the SEND Code of Practice and shared with the school governors, all school staff and placed on the school website.

13. Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. See our website for this policy.

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. The Academy works with parents and children to prevent treating any individual 'less favourably' and is committed to improving access progressively over time.

All pupils have access to school trips and visits around the local area; where necessary reasonable adjustments will be made. Visits are chosen that are accessible to all and parents/ carers are invited to join their child's class.

Year 6 will take part in a residential visit and all pupils are encouraged to attend. Parents are invited to discuss individual needs and access requirements with a member of staff.

14. Bullying

The Academy is committed to taking steps to ensure and mitigate the risk of bullying of vulnerable learners at our school. Our aim is to work together to stop bullying and create safe environments in which children and young people can live, grow, play and learn. Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010. The ethos at our Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND. For further information please refer to our anti-bullying policy and statements.

15. Dealing with complaints

If there are any complaints relating to the provision for pupils with SEN which have not been resolved these will be dealt with by the SENDCo and then the Principal. If issues have not been resolved, the Principal will arrange a meeting with the Executive Principal or Chair of the Academy Council. The Complaints policy can be access on the website, and the CLF Complaints Policy is found on the following website:

www.cabotlearningfederation.net