Pathway Trust

Special Educational Needs and Disability Policy

Policy effective from	1 September 2026
Policy owner	Director of Inclusion
Policy applies to	Berrow Church Primary School Burnham-on-Sea Infant School Castle Batch Primary School Charfield Primary School Cherry Garden Primary School Downend School East Huntspill Primary School Lyde Green Primary School Mangotsfield School Marlwood School Pawlett Primary School Priory Community School Severn Beach Primary School St Andrew's Church Junior School St Anne's Church Primary School The Castle School The King Alfred School Tortworth Primary School West Huntspill Primary School Worle Community School Pathway Partnership Teams
Policy changes since last version	New policy

1. Aims

1.1 Pathway Trust's behaviour strategy is based on our shared ambition to provide a great education for every child. We ensure that all children, irrespective of their individual circumstances, secure essential skills for life such as literacy and numeracy. We strive to provide a rich and inspiring education through which young people develop their knowledge and understanding of the world around them, expanding horizons and raising aspirations. Through this we promote personal development, enabling children to flourish both now and in their future lives, with the moral character to navigate the complexity of the world around them.

1.2 Each of our schools will ensure that:

- Pupils will not be labelled or disadvantaged by any policy or procedure
- It works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any pupil with special educational needs in order to achieve agreed outcomes
- It has a special educational needs co-ordinator (SENDCO) who meets the requirements set out in the Children and Families Act 2014. The SENDCO will maintain and regularly review the SEN register held in respect of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENDCO and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes; and
- Children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN

1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

1.4 This policy also has regard to:

- The Equality Act 2010, particularly the duty to make reasonable adjustments and eliminate discrimination;
- The Data Protection Act 2018 and UK GDPR regarding the processing of SEND-related personal data; and
- Working Together to Safeguard Children (2026) and Keeping Children Safe in Education.

2. Definitions

2.1 Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.2 A Child or Young Person will 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 that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools.

3. Roles & Responsibilities

3.1 The implementation of this policy will be monitored by the Trustees, and remains under constant review by the Chief Executive, Director of Inclusion and Headteachers.

- The Trust has a Director of Inclusion, supported by a trust SEND Lead, who provide professional governance of SEND by working with school leaders to monitor the quality and effectiveness of SEND provision within each school.
- The Headteacher will work with the SENDCO to develop the SEND provision within the school. The Headteacher has overall responsibility for the provision and progress of learners with SEND.
- The SENDCO will co-ordinate the school's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- Class teachers are responsible for the progress and development of every pupil in their class and will work with the SENDCO and TAs to ensure the "assess/ plan/ do/ review" cycle is appropriately implemented to support any pupil with SEND.

3.2 The school will work in partnership with pupils, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

3.3 Parents of pupils with SEN will be able to discuss the needs of their child with:

- Their child's class teacher or the SENDCO (in primary schools)
- Their child's tutor, year/house leader or the SENDCO (in secondary schools)

4. Identification & Assessment of SEND

4.1 Information about previous special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENDCO to make sure appropriate provision is continued. This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before pupils start at the school.

4.2 On entry to secondary provision, pupils are assessed and the data from these tests is then analysed by the SENDCO and subject leaders to identify any potential areas of need. Pupils may then be added to the SEND Register in line with the Code of Practice guidance for SEND.

4.3 Ongoing identification is also completed alongside the school reporting process as data is collected and analysed in all subject areas by subject leads. If a pupil has not made expected progress then interventions will be put in place. If a member of staff identifies a pupil whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the pupil setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENDCO will be informed.

4.4 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the pupil. Parents, and the pupil where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the pupil. A strategy sheet will be drawn up by the SEND team with copies shared with all staff concerned with the pupil's progress.

4.5 If a parent/carer refers their child to the school as they believe their child has special educational needs they should contact the SENDCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress then internal support will be implemented in accordance with the paragraphs above.

4.6 In all cases, where internal support is not effective in supporting the pupil, a referral to a relevant specialist (e.g. educational psychologist) will be completed with the parents' knowledge and information and strategies for support shared with all staff.

4.7 If there are no concerns regarding the pupils' academic progress then the school will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate.

4.8 Contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and pupils will be involved in developing and reviewing support plans/strategies.

4.9 All staff teaching pupils on the SEND register will be made aware of the individual needs. Subject leaders and the SEND team will help teachers when required to develop techniques to support differentiation and ensure that appropriate resources are available as part of the school's professional development programme.

4.10 Where pupils move to a different school or institution, the school will ensure that all relevant information regarding their special educational needs is sent to the appropriate authority in a timely manner.

5. Reviewing

5.1 All pupils regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support pupils who are not achieving as expected. All SEND interventions delivered outside the classroom have Specific, Measurable, Achievable, Relevant and Time-Bound targets (SMART) set to ensure that progress is made. All pupils on the SEND register will be monitored through the 'Assess/Plan/Do/Review' process. These plans are shared with teachers and parents.

5.2 Where, despite the school having taken relevant and purposeful action, as set out above, to meet the pupils needs and they have not made expected progress, the school will consider requesting an Education, Health and Care needs assessment.

5.3 If a pupil has an Education Health and Care Plan an annual review is held in accordance with legal requirements.

5.4 If, as a result of appropriate progress, a pupil is removed from the SEN register. The pupil will continue to be monitored through the school's structured reporting programme by the teachers or subject leads.

6. Complaints and Disputes

6.1 Parents with concerns about SEND provision in school should first discuss concerns with their child's class teacher, arrange a meeting with the SENDCO if issues remain unresolved and meet with the Headteacher if necessary.

6.2 If informal resolution is unsuccessful, parents may use the school's formal complaints procedure.

7. SEND Information Report

Each school within the trust publishes a SEND Information Report on the school website which is updated each year and provides detailed information about the specific context of the school.