



John Mayne Church of England Primary School

John Mayne Church of England Primary School promotes the development of the Christian values of love, hope, friendship and compassion throughout its work.

Special Educational Needs and Disabilities Policy (SEND)

Review undertaken by:	Mrs E. Stanford
Date:	March 2026
Review Frequency:	Annually or as required
Review Date:	March 2027
References:	Previous School SEND policy New SEN Code of Practice 2015
Governor Agreement	
To be read in conjunction with:	<ul style="list-style-type: none">● Child Protection Policy● National Teaching Standards● Plus other policies listed on next page.

Contact details of the SENCo (SEND Co-ordinator)

The SENCo at John Mayne CE Primary School is Mrs. Stanford, who is a qualified teacher and has the qualification of National Award for SEN Co-ordination.

Mrs. Stanford is available by email at senco@john-mayne.kent.sch.uk or by phone on **01580 291424**. She is available on a Friday.



Introduction

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at John Mayne Church of England School. This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2021

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

School Admissions (England) (Amendment) Regulations 2025.

This policy should be read in conjunction with the following school policies – Behaviour, Anti bullying and Exclusion Policy, Child Protection and Safeguarding Policy, Complaints Procedure Policy, Supporting Pupils with Medical Needs Policy and Teaching, Learning and Assessment Policy, and Looked After Children Policy.

This policy was developed by the SENCo with the assistance of a working party of parents and the SEND Governor through a consultation process. It will be reviewed annually.

Definition of Special Educational Needs

Children have SEND if they have a learning difficulty or disability which calls for Special Educational Provision to be made for them. This means they are provided with strategies and interventions over and above that which is offered to other children because of their Special Educational Needs and Disabilities.

The following is taken directly from the DfE SEN Code of Practice 2015.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

xv. For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. “
(SEN Code of Practice 2014 p. 15 – 16 xiv-xv)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2015, p16)

Roles and responsibilities

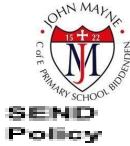
The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN 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 potential 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 SEN governor

The SEN governor is Mr Stuart McKillop, he will:

- Help to raise awareness of SEN 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 SEN policy and provision in the school



The headteacher

The headteacher will:

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

Class teachers

Each class teacher is responsible for:

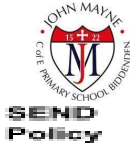
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development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

Provision Arrangements for Pupils with Special Educational Needs and Disabilities

- At John Mayne CE Primary School, we can make provision for every kind of frequently occurring special educational need and disability without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, syndrome, learning difficulties and behavioral difficulties. There are other kinds of special educational needs and disabilities which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.
- For pupils with the most complex needs, we will work in close partnership with the Local Authority to implement the statutory requirements of their Education, Health, and Care Plan (EHCP). The school recognises its legal duty under the Children and Families Act 2014 and the SEND Code of Practice to ensure that all special educational provision specified in **Section F** of a pupil's EHCP is delivered.
- The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Specialisms and Special Facilities

- Ramps and wider doors for wheel chair access
- Disabled toilet
- Coloured filters to aid dyslexic children if helpful when reading plus dyslexia friendly exercise books
- Fizzy and Clever Hands
- Staff experienced to teach children on the Autistic Spectrum
- Precision teaching
- Sensory Circuits
- Drawing and Talking therapy
- Speech and Language Link
- Social Stories
- Individual resources have been obtained for specific children with physical needs on the advice of Occupational Therapy.



Support for improving the emotional and social development of pupils with SEND

- At John Mayne we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance list e.g. PSHE (Personal, Social, Health, Economic), circle time and indirectly with every conversation adults have with pupils throughout the day.
- For some pupils with the most need for help in this area we also can provide the following list
- e.g. Drawing and Talking Therapy, referral to LIFT (Local Inclusion Forum Teams), external referral to the Early Help service, time-out space for pupil to use when upset or agitated, Bereavement Counselling and Social skills programmes.
- Pupils in the early stages of emotional and social development because of their special educational needs and disabilities will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

Staff Development

- The auditing of training needs is based on the National Standards for SENCOs and specialist teachers of SEND as well as School Improvement Plans.
- The SENCo, Teachers and TAs will attend SEND courses which are of interest and have a particular bearing on children they are supporting.
- Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEND children. Staff will be involved in developing practices which promote Whole School approaches to SEND.
- Early Career Teachers will access specific training and induction programmes.
- Where a training need is identified beyond this we will find a provider who is able to deliver it. Examples of training providers we can approach are, speech and language therapist, occupational therapists, physio therapist, school nursing and the Specialist teaching and learning Service. The cost of training is covered by the notional SEN funding.

Partnership with Parents

- The school aims to promote a culture of co-operation with parents, Schools, LEAs and others by:
- Ensuring all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and the SENCo.
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher
- Providing access to the SENCo to discuss the child's needs and approaches to address them, perhaps using a Personalised Plan.
- Supporting parents' understanding of external agency advice and support.
- Undertaking Annual Reviews for children with Education Health Care Plans.
- Completion and review of Personalised Plans when and where they are appropriate.
- Completion of Early Help Service referral form and clear explanation of help that can be accessed.
- Referral to Local Inclusion Forum Team (LIFT) and parental consent and input of views and concerns.



Education Health Care Plans

- The SEND support that a child receives will be closely monitored and targeted. If, even after adjustments, the child has not made expected progress, a request for an Education, Health and Care needs assessment should be considered.
- A small minority of pupils who have significant and lifelong difficulties may require an Education Health Care needs assessment in order for the LA to decide whether it is necessary for it to make provision in accordance with an Education Health Care plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child to secure improved outcomes for them across education, health and social care.
- Parents and children will be fully involved in this process, and their wishes given due consideration.

Monitoring arrangements

This policy and information report will be reviewed by the SENCO and the SEN Governor. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Safeguarding Policy
- Medical Conditions Policy