

SEN Policy 2025-26

Safe and Happy – Supportive – Respectful – Aspirational – Inclusive

Frogwell Primary School

- *Safe and Happy: We want all children to feel emotionally and physically safe in our school and to enjoy coming here each day. We aim to make our school a happy place for everyone*
- *Supportive: We believe it is essential to provide children with the support they need to succeed both academically, socially and emotionally.*
- *Respectful: We want all members of our school community to treat others and themselves with respect. We believe in the importance of adults modelling respectful behaviours to help children to learn respect.*
- *Aspirational: We believe all children should be encouraged to have aspirations for the future regardless of their starting points. We aim to inspire children and build their confidence to aim high.*
- *Inclusive: We believe our school is a better place if we can include everyone and support those with different needs to experience success in education and in life.*

Date of Policy: 01.11.2025

Review Date: 01.11.2026

Governor Responsibility:	Full Governing Body
Governor Lead:	Alison Cummings
Nominated Lead Member of Staff:	Imogen Woods
Status & Review Cycle:	Annual

Please read in conjunction with our SEN Visual Policy 2025-2026:
<https://www.frogwell.co.uk/attachments/download.asp?file=784&type=pdf>

1. Introduction

This policy complies with the statutory requirements outlined in the Special Educational Needs and Disability (SEND) Code of Practice 0–25 years (January 2015). It has been written with reference to:

- Equality Act 2010: advice for schools (DfES, Feb 2013)
- SEND Code of Practice 0–25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Children 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)

This policy was developed by Frogwell's SENCos, in liaison with the SEN Governor, Senior Leadership Team (SLT), staff, and parent representatives.

2. Contact Details

Headteacher: Ms Imogen Woods

Mainstream SENCo: Victoria Davies – admin@frogwell.wilts.sch.uk

Resource Base SENCo: Jasmine Kennedy -admin@frogwell.wilts.sch.uk

SEN Governor: Mrs Alison Cummings

Family Support Worker: Jackie Parish

School Address: Frogwell Primary School, Derriads Lane, Chippenham, SN14 0DG

School Email: admin@frogwell.wilts.sch.uk

School Telephone: (01249) 652 815

3. Our Approach to SEN

Every teacher is responsible for the progress and attainment of all pupils. Frogwell Primary School provides differentiated resources, targeted interventions, and specialist support as needed. Parents are fully involved in identification and assessment of SEN.

The school supports a range of needs, including:

- Communication and Interaction (e.g., Autism Spectrum Condition, Speech & Language Difficulties)
- Cognition and Learning (e.g., moderate, severe, or complex learning difficulties)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Frogwell also operates a Resource Base for Complex Needs (Primary), spaces within this provision are allocated by the Local Authority only and attending the mainstream school does not mean that there is a fast track to this provision.

4. Aims

Raise aspirations and expectations for all pupils with SEN. Focus on outcomes, not just hours of provision. Ensure inclusive and high-quality teaching for all.

5. Objectives

- Work within the SEND Code of Practice (2015).
- Identify and monitor pupil needs early.
- Set SMART targets.
- Plan an effective, tailored curriculum.
- Involve pupils and parents in reviewing progress.
- Provide SENCos and staff support.
- Work closely with external agencies.

6. Definition of SEN

A child has SEN if they have a learning difficulty or disability requiring special educational provision, which includes additional to or from different support to enable progress. Children are added to our SEN register when they are supported within Wave 3 of our school provision.

7. Areas of Need

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

Provision considers the whole child and is adapted as needed.

8. Graduated Approach to SEN Support

Frogwell adopts Quality First Teaching. Please refer to our OAP (ordinarily Available Provision), Wave 1 document for further details of this offer:

<https://www.frogwell.co.uk/attachments/download.asp?file=843&type=pdf>

- Wave 2: Targeted short-term support
- Wave 3: SEN Support; Individual Education Plans (IEPs) and addition to the SEN register.
- Wave 4: EHCP - Specialist input: SSENS, Educational Psychologists, Specialist Outreach

Resource Base is a provision that is allocated by the Local Authority only: Small-group teaching, high adult-to-pupil ratios, personalised programmes.

Support is coordinated via the Assess–Plan–Do–Review cycle.

Examples of interventions:

- Literacy and numeracy interventions
- Speech and language therapy
- Emotional support via ELSA-trained staff
- Occupational therapy/fine motor skill programmes
- Assistive technology and adapted resources

9. Identification of SEN

Early identification is key. Evidence includes:

- Teacher observations and assessments
- Parental input

- Specialist assessments
- Pupil voice

The Wiltshire Graduated Response to SEN Support (WGRSS) guides decision-making. Parents are consulted before adding a child to the SEN register.

10. Supporting Children and Families

- Admissions: Standard Wiltshire policy; reasonable adjustments made
- Parent partnership: Open-door policy, consultation evenings, IEP reviews
- Family Support Worker: Jackie Parish supports families with issues affecting learning or wellbeing
- Pupil voice: Involvement in goal-setting, school council, decision-making
- Transition support: Early Years visits, moving-up days, secondary liaison, extended plans where needed

11. Working with External Agencies

Frogwell school works with a number of external agencies to ensure that children are well supported and needs are met within their provision. These include:

- Educational Psychologists, SALT, OT, CAMHS, SSENS
- School Nursing, EMTAS, Family Support services
- Local and national SEN organisations

12. Curriculum and Assessment

Frogwell school ensure that curriculum and assessment are appropriate through the use of:

- Differentiated materials, visual aids, assistive technology, and TA support
- Regular assessment and review
- Adjustments for national tests where appropriate

13. Emotional Wellbeing and Social Development

Pastoral support includes:

- ELSA-trained staff
- School council and clubs
- Soft-start mornings and Forest School sessions

14. Monitoring and Evaluation

- Termly pupil progress meetings
- Review of IEPs three times per year
- Feedback from parents and pupils
- Analysis by SLT and SENCos to refine provision

15. Training and Staff Expertise

- SENCos hold NASENCO qualifications
- Staff training includes OAP guidance, ELSA, Thrive, Forest School
- Ongoing CPD ensures staff are equipped to support pupils with SEN

16. Roles and Responsibilities

Governing Body: Monitor and evaluate SEN provision, ensure policy aligns with statutory guidance

SENcos: Coordinate provision, liaise with parents and agencies, monitor progress

Class Teachers: Responsible for progress of all pupils, plan interventions in collaboration with SENcos

Headteacher: Overall responsibility for SEN provision

Family Support Worker: Jackie Parish supports pupils and families affecting learning or wellbeing

17. Managing Information

- Confidential records stored securely in locked cabinets or on protected electronic drives
- Secure protocols for sharing information externally

18. Complaints Procedure

1. Discuss concerns with the class teacher
2. Contact the SLT if unresolved
3. Meet the Headteacher if still unresolved
4. Refer to the Complaints Policy:

<https://www.frogwell.co.uk/attachments/download.asp?file=801&type=pdf>

19. Review and Governance

This policy will be reviewed annually by the SENcos, SEN Governor, and Headteacher. Updates will be reported in the school prospectus.

Agreed by Governing Body:

Reviewed: November 2025