TALBOT PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY 2026/2027



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SEND Policy

Section 1
Purpose and Intent

At Talbot, we aim to provide a broad, balanced and engaging curriculum for all children. We are fully committed to promoting inclusion of all children through a curriculum offer that develops all children's skills regardless of their starting points. We believe that all children have the right to be educated within their peer group (whenever possible) where they will have the freedom and confidence to think for themselves and continue to ask questions about their place in the world around them.

As well as learning, we want all children to feel celebrated and valued, regardless of their abilities, behaviours, gender, religion or ethnic background and believe in preparing our children for the future by equipping them with the essential knowledge and skills that will enable them to thrive in whatever context they find themselves in. Our ethos is to support all children to become successful learners and confident individuals.

At Talbot, we employ a variety of learning approaches to nurture each individual pupil to achieve their own ambitions and those the school has for them. They are supported by high quality teaching, nurturing pastoral care and a committed and caring staff team.

This SEND Policy outlines how we ensure all pupils with SEND are supported to thrive during their educational careers while at Talbot Primary School.

This policy complies with the statutory requirements detailed in the SEND Code of Practice (2015) and has been written with reference to the following guidance and legislation:

- Equality Act (2010)
- Children and Families Act (2015)
- Talbot's SEND Information Report (2025-2026)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2015) • The National Curriculum in England KS2 framework document (2013)
- Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

This policy has been developed in consultation with the Headteacher, Senior Leadership Team and Hamwic Trust.

Person responsible for SEND Provision at Talbot Primary School: Mrs Louise McDonald (SENCo & Inclusion Lead) Talbot Drive, Poole, Dorset BH12 5ED. Tel: 01202 513981. Email: senco.mailbox@talbot.poole.sch.uk.

Section 2 School Ethos and Inclusion of pupils with SEND

At Talbot Primary School we are committed to:

- Ensuring each child is supported in achieving their full potential.
- Identifying (early indicators of) SEND as early as possible.
- Providing appropriate support tailored to each child's individual needs.
- Providing quality first teaching for all children, including those learning with SEND.
- Enabling all children to have full access to all elements of our school curriculum.
- Accurately assessing the learning and progress of pupils learning with SEND.
- Consulting with parents and carers of pupils with SEND, informing them of their child's learning and progress.
- Improving attainment of pupils learning with SEND.
- Providing appropriate training and support for all staff.

This is interwoven through our existing policies to ensure that the education of pupils with SEND at Talbot is a priority for all staff. The following policies can be found on our school website which give further information:

- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality and diversity statement
- PHSE and RSE Policy

Universal Provision and Quality First Teaching:

We adhere to the SEND Code of Practice (2015) and follow a Graduated Approach to SEND; recognising that all teachers are teachers of SEND and Quality First Teaching is the key to supporting all learners, especially those with Special Educational Needs.
Teachers are responsible for assessing and monitoring the progress of their pupils and supporting needs as identified by the SENCo or external agencies. This is achieved through use of Quality First Teaching general provision, along with reasonable adjustments which may include: carefully planned adaptations and/or assessment to identify children in need of further scaffold or support, support within class through small groups and individual support which is delivered by class teachers and/or support staff such as flexible grouping.

Through making reasonable adjustments:

- The learning needs of all children and young people are considered, ensuring support and challenge for learners – with high expectations for all.
- Lesson planning, involving everyone working with the children and considering prior learning based on assessment. This includes scaffolding and clear success criteria.
- Teachers employ a planned range of teaching skills, strategies and approaches to engage all learners.
- Teaching considers the use of language ensuring it is matched to the needs and circumstances of the learner.
- Teachers provide clear explanations of teaching points and use appropriate questioning to develop understanding and to set challenges.
- Teaching is based on clear objectives that are shared with the children and reflected upon; vocabulary is clearly explained; interactive teaching styles are employed that make maximum use of visual and kinaesthetic as well as auditory/verbal learning.
- Dual coding is used to support understanding.
- Modelling, checking and recall are used to support children to know more and remember more.
- Support staff are deployed appropriately and know how to support learning, adding value to the lessons delivered by the class teacher and to promote pupil independence.

Early Identification of SEND:

The SEND Code of Practice (2015) defines a child or young person as having a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for them, additional to the support normally provided in the classroom and educational setting.

The SEND Code of Practice (2015) outlines four areas of difficulty. It is recognised that children learning with SEND may experience difficulties in more than one area:

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

We aim to involve individual pupils in planning for and reviewing the provision for their needs along with their parent/carer, teacher and support staff. This may also include the consultation of and involvement with external agencies and providers of support.

- As set out in Section 5 of the SEND CoP (2015), we accept the principle that pupils' needs should be identified and met as early as possible. Through collaboration and discussions with parents/carers, feeder nurseries/schools and external agencies, we work to gain understanding of any SEN provisions already in place to ensure appropriate review of the child's progress.

Types and Categories of SEN:

- **Specific learning difficulty (SpLD)**
  Such as dyslexia, dyspraxia, attention deficit-hyperactivity disorder (ADHD), dyscalculia and dysgraphia.
- **Moderate learning difficulty (MLD)**
  Attainment is significantly lower than that of their peers specific programmes are required to aid progress in cognition and learning.
- **Severe learning difficulty (SLD)**
  Significant intellectual or cognitive impairments. •
- **Speech, language and communication needs (SLCN)**
- Social, emotional and mental health (SEMH)
- Autistic spectrum disorder (ASD)
- Visual impairment (VI)
- Hearing impairment (HI)
- Multisensory impairment (MSI)
- Physical disability (PD)

The SENCO co-ordinates and oversees the support and involvement of external agencies, working closely with parents and teachers to ensure that recommendations and appropriate provisions are in place where needed. External agency involvement can vary depending on the service and type of support needed and includes educational advice, guidance and intervention support to be put in place at school.

External agencies include:

- Child and Adolescent Mental Health Services (CAMHS)
- Specialist (Advisory) Teachers including outreach
- Educational Psychologists
- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists
- Social Care

- School Nurse service
- Health Visitors
- GPs
- Paediatricians

At Talbot, we recognise that parents are the experts on their children and aim to work together with parents to ensure their child is receiving the most appropriate support which enables them to succeed and thrive. Through discussion with class teachers and the SENCo, parents are invited to be involved in contributing to children's individual support through the use of meetings and contributions to Individual Education Plans.

Section 3
Leadership and Management of SEND

The SENCo, along with the Senior Leadership Team (SLT) work with all teachers and support staff to ensure a culture of high expectations is established and maintained, which expects all pupils with SEND to be supported and included in all the opportunities available to other children so they can achieve well.

The SLT regularly review how expertise and resources used to address SEND needs can be used to build the quality of whole-school provision as part of our approach to school improvement. The quality of teaching for pupils with SEND and the progress made by pupils is a core part of the school's performance management arrangements and approach to professional development for all teaching and support staff.

At Talbot, we follow a Distributed Leadership model, where the SENCo and SLT empower and support teachers and support staff to identify any patterns in the identification of SEND, to make regular assessments and use this to develop the quality of teaching as per the needs of the pupils.

For those pupils who are identified as being on the school's SEND Register, their progress is monitored and evaluated using Individual Education Plans (IEPs). IEPs are used to follow the Plan, Do, Review cycle of assessment as outlined in the SEND Code of Practice (2015). This approach allows for the close tailoring and monitoring of individual targets personalised to the child's learning needs, where necessary.

All staff regularly receive training by either the SENCo, SLT or external agencies on specific SEND areas. This follows evidence-based research and practice as identified through the Education Endowment Foundation and recommendations for practice. Through working closely with external agencies and Hamwic Trust, external training providers and experts within the field of SEND are also utilised for effective, quality staff development and training.

The governor responsible for the governance of SEND at Talbot Primary School:

Mrs Sheila Lloyd-Jones.

Section 4
A Graduated Response to supporting SEND

The SEND Code of Practice (2015) states that pupils are identified as having SEND if they do not make age-related or adequate progress once all reasonable adjustments, provisions and additional interventions, alongside quality first, personalised teaching have been made.

We strive to provide quality first teaching in every lesson, for all pupils. Class teachers are responsible for the learning, development and progress of all pupils in their class, including providing pupils with access to additional provision and support where appropriate.

Through following a Graduated Response to SEND, the support for all pupils is separated into stages. This is reviewed each term and pupils' provision is assessed and evaluated accordingly. We will regularly monitor and assess all pupils with SEND to ensure that the provision continues to have a positive impact on their attainment and progress. This is done through collaboration with SLT, the SENCo and teachers.

Stage 1:
Universal provision for all

Part of the Quality First Teaching general provision, along with reasonable adjustments which may include:

- Carefully planned adaptations
- Assessment for Learning to identify children in need of further scaffolding or support.

Stage 2:
Early intervention support:

In addition to stage 1:
Support within class through small groups and individual support which is delivered by class teachers and/or support staff (E.g. flexible groups)

Stage 3:
Targeted additional support

In addition to stages 1-2:

- Additional group or individual programmes
- Evidence based interventions with pre and post assessments

- Teacher responsible for early identification and meeting of needs under SENCo supervision
- Monitoring to consider placement on or off SEND Register

Stage 4:

Targeted, intensive additional support (Entry onto SEND Register)

In addition to stages 1- 3:

- Multi-professional support is sought and followed
- Individual Education Plan following a termly Assess, Plan, Do, Review (APDR) cycle.
- Identified on school SEND Register
- Evidence gathering of APDR cycles in consideration of a request for statutory assessment and Education, Health and Care Plan.

- The SEND Register is monitored and reviewed on a termly basis.
- Pupil's progress and attainment is closely monitored and provision reviewed accordingly.
- Targeted interventions are planned and delivered, under the supervision of the SENCo.
- Individual needs are recognised, addressed and met through intervention which can be learning based or through pastoral / ELSA / SEMH / support.
- External agency and professional advice implemented and reviewed such as Outreach Teachers, Educational Psychologist, CAMHS, other external agencies & professionals.
- Training and coaching support given to staff delivering this level of provision to ensure optimum outcomes and impact – led by SENCo.
- Parents play an active role in their child's provision and are kept well-informed of their child's progress.

Stage 5:
Provision over and above stage 4

- Education, Health and Care Plan obtained, provision is monitored and in place
- Annual Reviews monitor progress
- Alternative provision and pathways considered and in place where necessary.
- Provisions as set out in their EHCP are evident and support the child's learning.
- Clear range of strategies and approaches to support differentiated day-to-day teaching is agreed by all those involved, based on specialists' advice.

- Targeted, intensive additional provision that addresses the pupil's needs is planned, with agreed outcomes and review points
- Any additional training for teachers and support staff is arranged

In line with the guidance provided in the SEND Code of Practice (2015), once a pupil has been identified as learning with Special Educational Needs, it is the school's responsibility to record each individual's needs on their SEND register.

Criteria for exiting the SEND Register:

Following the Graduated Response, if a pupil's progress accelerates and comes within the 'average' requirements for their age and no longer requires additional support to sustain this, then they will exit the SEND register. This will be discussed and celebrated with the child's parents. Following their exit, their progress will be monitored closely through pupil progress meetings attended by senior leaders as well as through regular assessment and monitoring completed by their class teacher.

Education Health and Care Plans (EHCPs)

Where a pupil has significant, severe and sustained needs, and the steps taken by the school do not result in expected progress being made, the school and parents may need to consider requesting an Education, Health and Care Plan.

The SENCo, in collaboration with parents, will make a referral to the Local Authority to request an EHC Plan when a pupil has a Special Educational Need which will require significant, specifically targeted, long-term support for the child to make progress.

We will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and ensure that all requirements for application have been met through proactive additional SEN Support at an earlier stage.

Once an EHCP is obtained and in place, the SENCo will work closely with class teachers and support staff to ensure the provisions as set out in Section F of the EHCP are in place and support the child to meet the annual steps as set out in the plan as well as proceeding to meet the end of Key Stage targets. Their progress will be reviewed annually in a formal Annual Review meeting to which all parties, including the pupil, parents, local authority and external agencies, are invited to attend. The local authority must complete a review of all EHCPs a minimum of every twelve months.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice (2015) and with local NCC policy and guidance - particularly regarding the timescales set out within the process.

Section 5
Interventions

Additional intervention programmes may be necessary to ensure the expected progress can be maintained. At Talbot Primary we use a range of specific, evidence-based intervention programmes and our support staff are highly skilled and experienced in delivering these.

Our intervention offer addresses a broad range of needs and is utilised in line with the Graduated Response to SEND:

Stage 2 interventions:

- Pre-teaching
- Keep up Little Wandle Sessions
- Fine Motor Skills
- Sensory/movement breaks
- Pastoral support
- Bespoke scaffolding
- Targeted support in class
- Social stories

Stage 3 interventions:

- Focus group in English or Maths lessons
- Pre-teaching Maths or Literacy Group
- Daily reader
- Catch up Little Wandle Sessions
- Additional Spelling Shed practice
- Additional Times Tables Rock Stars practice
- ELSA
- Nessy
- Sensory Circuits
- Speech and language
- Social skills group - Lego Therapy
- Sand Play and Big Empathy Drawings
- Pegs to Paper

Stage 4 interventions:

- Counselling offer
- CAMHS
- Occupational therapist
- Paediatrician referral
- Little Wandle (1:1 SEND programme)
- Behaviour Support Plan
- Speech and Language Therapist
- Outreach
- Educational Psychologist
- Vision Support
- Hearing support
- Play therapy

Stage 5 interventions:

- Attention Autism
- Outreach recommendations and reviews
- Speech and Language Therapy plan
- Educational Psychologist recommendations and reviews
- Occupational therapy targets and reviews
- Physiotherapy targets and reviews.
- Hearing or Visual Impairment teacher recommendations and reviews
- Provision Section F (EHCP) and outcomes implemented by class teacher
- Education, Health and Care Plan (EHCP) reviewed annually (Annual Review)
- Multi-professional planning including Educational Psychologist
- Specialist counsellor/therapist
- Alternative provision

Section 6
Assessment of pupils with SEND

The SEND Code of Practice (2015) and Graduated Response sets out for stages of action: Assess, Plan, Do, Review (APDR). The APDR cycle is completed once a term.

Talbot Primary School regularly monitors and evaluates the quality of provision for all pupils. This is done through lesson observations, work scrutiny and termly pupil progress meetings. The Governors and Trust meet regularly with the Senior Leadership Team and SENCo to monitor, challenge and support the school at a strategic level.

All Year groups complete termly assessments and all pupils on the SEND register have their reading age assessed on a termly basis. Teachers monitor the progress made and necessary adjustments are made through discussion with the SENCo, in line with the Graduated Response to SEND.

Key Performance Indicators (KPIs) are used to assess pupil's progress against the National Curriculum. Where a child is working below the *Expected Standard* (EXS), they will be assessed against the appropriate KPI, which in some cases may require working below the Key Stage. If a child is assessed as working *Below Key Stage* (BKS), teachers may use the Hamwic Building Blocks to form accurate assessments, to monitor their progress and set appropriate targets for their next stages in learning.

Individual Education Plans

Once a child has been placed onto the school's SEND Register (Stage 4 of the Graduated Response to SEND), their progress will be closely monitored through use of an Individual Education Plan.

Individual Education Plans are used to follow the Assess, Plan, Do, Review cycle of assessment. This approach allows for the close tailoring and monitoring of individual targets personalised to the child's learning needs where necessary. Targets are set each term, which aim to address and remove barriers to learning through additional provision and intervention. Progress is monitored throughout the term and reviewed at end of term which is overseen by the SENCo.

Parents are kept informed of their child's progress using the Individual Education Plans which are sent home each term.

Section 7
Supporting Pupils with Medical Conditions

Talbot Primary School recognises that a medical need is not necessarily a Special Educational Need or Disability and are experienced in supporting children with a variety of requirements.

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions and individual healthcare plans are used where needed to specify the type and level of support required to meet the medical needs of such pupils. It is important to recognise that some medical conditions do not constitute a SEND need.

Pupils at school with medical conditions are supported so that they have full access to all elements of the school curriculum, including school trips and physical education. As part of Quality First Teaching, all teachers make necessary arrangements to help pupils manage any medical conditions and overcome any potential barriers to getting the most from their education.

Where a pupil is disabled, the school will comply with its duties under the Equality Act 2010. Where a pupil with medical conditions is identified as also having a SEND need, their provision is planned and delivered in a co-ordinated way along with their healthcare plan.

Section 8
Admissions and Transitions for pupils with SEND

No pupil can be refused admission to school on the basis of a special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. We support the Local Authority admissions criteria, which does not discriminate against pupils with special education needs or disabilities.

Where a child is identified as having SEND, the SENCo will work closely with parents and feeder nurseries/schools to ensure timely and accurate handovers are completed. This will include discussion about existing adaptations and support, external agency involvement, additional intervention where needed and recommendations for provision to ensure the transition is as smooth as possible.

We will ensure:

- Early and timely planning for transfer to a pupil's next phase of education
- Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at annual review meetings
- Pupils are supported in coming to terms with transitioning to the next year group
- Pupils learning with SEN are familiarised with key adults
- Teachers and support staff provide emotional support during transition periods.

Where a pupil is transitioning to a new school, we will ensure:

- Pupils and parents are encouraged to consider all options for the next phase of education
- Where appropriate, outside agencies are involved to ensure information is comprehensive but easily accessible and understandable
- Accompanied and additional visits may be arranged as appropriate
- ELSA/Pastoral support and social stories will be put in place if needed by the pupil.

Our admissions policy has due regard for the guidance in the Code of Practice and our Accessibility Plan should be read in conjunction with this policy.

Section 9
Accessibility

At Talbot Primary School there is a wheelchair accessible lift between the ground and first floors and there are disabled toilets.

Entry to the school's Reception is via double doors and all ground floor doors which enter the school are wheelchair accessible. In addition, all corridors are wide and wheelchair accessible.

Section 10 School Trips, School Clubs & Extra Curricular Activities

Reasonable adjustments will be made to ensure full participation in wider school life is accessible to all children with SEND to ensure equal opportunities are provided and offered. Where necessary, external advice and support may be sought to ensure this is possible.

Teachers complete risk assessments ahead of practical lessons and any extra-curricular activities including trips and residentials to ensure adequate planning and consideration is made in order to achieve full participation and engagement. Parents will be consulted where necessary about additional provision regarding trips and residentials to ensure this is a successful and enriching experience.

Section 11
Local Offers

Through working closely with parents, carers and external agencies, our school-offer is as set out in this SEND Policy and the accompanying SEND Information Report which can be found on the school's website. We have access to a number of external services whom the SENCo can refer to where needed to either seek further support, assessment and recommendations to support pupils learning with SEND at Talbot.

The BCP Council Local Offer sets out details of information, advice and support related to SEND can be accessed and how it is resourced. For further information about the BCP Council local offer please follow the link below: https://fid.bcpcouncil.gov.uk/sendlocaloffer.

Section 12
Support for Families

The Children and Families Act (2015) denotes that local authorities are required to publish and review information about services available for children and young people with special educational needs and disabilities (SEND) aged 0-25 years.

Talbot Primary publishes a SEND Information Report, which is updated annually. This is a statutory requirement which outlines our offer of support for all areas of SEND. This is available on the school website.

Talbot Primary School's Senior Leadership Team can signpost and support families in need of short or long-term, practical or emotional support, particularly when difficulties arise around attendance, parenting and the wellbeing of children. Through working closely with the SENCo, further referrals may be made to external agencies for more targeted support for families in supporting their child at home.

Through working closely with BCP Children's Services, it may also be necessary to refer families to the Early Help service for further intervention and support with matters that are adversely affecting a child's development or wellbeing.

SENDIASS support is available for parents to access for advice and support. SENDIASS aims to empower children and young people with special educational needs/disabilities and their parents/carers to make informed decisions about education, health and social care. The service can be self-referred into by parents or the SENCo can support parents with this and seeking further advice.

Further information regarding SENDIASS can be found here: https://sendiass4bcp.org/

Section 13
Monitoring Arrangements

The SEND Policy along with the SEND Information Report is reviewed and updated each year which is ratified by Hamwic Trust and the Board of Governors.

The Hamwic Trust Standards Officers hold termly reviews which evaluate the practice of all staff with a focus on monitoring teaching practice including SEND provision.

The board of Governors visit the school on a regular basis to work with the SLT to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Section 14
Complaints Procedures

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the class teacher, who is responsible for the provision for the children in their class. If there are further concerns or the matter is not improved following an initial discussion with the class teacher, a meeting will be held with the SENCo.

If a matter is unresolved, it may be dealt with by the Headteacher or evaluated by the Governor with SEND responsibility.

For more information or to view the school's complaints procedure, please refer to the complaints policy on the website:

Section 15
Roles and Responsibilities

Provision for pupils with SEND is a priority for the school as a whole. The Headteacher, SENCo and SLT are responsible for determining the policy and provision for pupils learning with SEND.

Designated Safeguarding Lead: Mr Chris Brown
Deputy Safeguarding Leads: Mrs Kate Curtis (Headteacher), Mr Ross Browne (Deputy Headteacher), Mr Mikey Saunders (Assistant Headteacher), Mrs Tracey McDonald (Pastoral Support and Family Liaison) Mrs Louise McDonald SENCO

Member of staff responsible for managing PPG/LAC funding: Mrs Tracey McDonald (Pastoral Support and Family Liaison).

Members of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Mrs. Louise McDonald (SENCo & Inclusion Lead)

Section 16

Provision of Supporting Evidence for Assessments, Referrals and Benefit Applications

The school recognises the importance of working in partnership with parents, carers and external professionals to support children and young people with SEND. The school will provide information and evidence to support statutory assessments, professional referrals and benefit applications where appropriate. Schools are expected to contribute information to Education, Health and Care (EHC) needs assessments and to cooperate with relevant agencies involved in supporting pupils with SEND.

The school will provide information required as part of statutory assessment processes and will respond to requests from relevant professional agencies. Requests for additional bespoke reports or letters will be considered on a case-by-case basis. The school reserves the right to provide existing documentation in place of a bespoke letter

Principles

Any information provided by the school will:

- Be factual, objective and evidence based.
- Reflect staff observations within the educational setting.
- Be drawn from existing records wherever possible.
- Represent the child's presentation in school and may differ from information gathered in other settings.
- Remain within the professional expertise of school staff.

Requests for Reports and Supporting Information

The school may provide information to support:

- Education, Health and Care (EHC) needs assessments.
- Autism, ADHD and other neurodevelopmental assessments.
- Medical and health referrals.
- Disability Living Allowance (DLA) or other benefit applications.
- Requests from local authorities and other recognised professional agencies.

However, these requests must be made directly by the outside agency and sent to school addressed to the SENDco. Sencomailbox@talbot.poole.sch.uk

All communication is agreed at the sole discretion of the SENDco

Professional Boundaries

School staff are not qualified to make medical diagnoses or determine eligibility for benefits. Therefore, the school will not:

- State that a child has, or does not have, a medical or developmental condition.
- Recommend whether a diagnosis should be made.
- Advise whether a benefit claim should be awarded.
- Provide opinions beyond the evidence available within the educational setting.

Where Concerns Are Not Evident in School

Where parents request evidence to support an assessment or application and staff are not observing the same level of difficulty within school, reports will reflect this honestly and professionally.

Requests for Bespoke Letters

The school may provide existing documentation in line with GDPR responsibilities.

Record Keeping

Copies of all reports, questionnaires, letters and information shared with parents or external agencies will be retained on the pupil's file in accordance with the school's data protection procedures.

Requests for Supporting Letters for School Admissions, Selection Tests and Examination Access Arrangements

The school may be asked to provide evidence to support applications for secondary school admissions, selective school testing, examination access arrangements or requests for special consideration.

The school will:

- Provide factual information based on current and historical school records.
- Confirm details of a pupil's identified SEND, medical needs or disabilities where appropriate.
- Share evidence of adjustments and support routinely used in school.
- Complete forms or questionnaires requested by admission authorities or examination bodies where this falls within the school's professional role.

The school will not:

- Recommend that a pupil should automatically receive additional time, rest breaks, a separate room or other access arrangements.
- State that a pupil has a diagnosis where this has not been formally confirmed.
- Provide evidence that is not supported by school records.
- Produce letters that are intended to secure an advantage in admissions or selection processes where there is insufficient objective evidence.

Secondary Selective School Admissions and Entrance Tests

Where parents request a supporting letter for a grammar school, selective school entrance test, independent school assessment or admission appeal, the school may provide factual information regarding:

- The pupil's identified needs.
- The impact of those needs within school.
- Adjustments routinely used in the classroom.
- Attendance, attainment and progress data.
- Relevant professional reports already held by the school.

The school will not provide letters that endorse a particular outcome or make recommendations regarding admission decisions. Decisions regarding access arrangements, admissions and testing adjustments remain the responsibility of the relevant admission authority or examination provider.

Time Frames

Parents are encouraged to provide as much notice as possible. The school cannot guarantee completion of requests received with less than 10 working days' notice.

Where exceptional circumstances, staffing pressures or school holidays impact timescales, the school will inform parents as soon as possible and provide an anticipated response date.

Priority of Statutory Duties

The school's statutory responsibilities, including safeguarding matters, pupil support, annual reviews, SEND assessments and requests from local authorities, health services or regulatory bodies, will take priority over non-statutory requests.

How to Make a Request

Any requests for supporting information from schools in regard to any of the above should be made in writing via email to the SENDco mailbox.

Sencomailbox@talbot.poole.sch.uk. Please be aware that in term time this mailbox is monitored Monday – Thursday only.

The information or evidence will be gathered by the SEND team in consultation with the stakeholders who know your child best. All responses will be agreed by the SENDco before distribution.

Written – September 2026
Review – September 2027