

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

September 2026

1. Introduction

- 1.1 Our school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children may have barriers to learning that may require a particular action or reasonable adjustments to be made by the school. This provision may be called Special Educational Needs and/or Disabilities known as SEND.
- 1.2 Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and enable them to participate effectively in all curriculum and assessment activities. These children may need additional or different help from that given to other children of the same age.
- 1.3 Children may have SEND either throughout or at any time during their school career. This policy ensures that curriculum planning assessment for children with SEND takes account of the type and extent of the challenges, which may be temporary or long term, that are experienced by the child. A pupil may have SEND in one or more of the following areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and/or physical

1. Aims and objectives

The aims of this policy are:

- To create an environment that meets the needs of each child;
- To ensure that the Special Education Needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's SEND;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children and parents/carers have a voice in this process

2. Inclusion

- 2.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
 - Have different educational needs and aspirations
 - Require different strategies for learning
 - May require support in maintaining appropriate behaviour
 - Acquire and communicate information at different rates

- Need a range of different teaching approaches and experiences

2.2 Teachers respond to children's needs through:

- Providing support for children who need extra help
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in all aspects of learning
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- Strategies to support inclusion, high expectations and progress for all

3. **Provision for children with Special Educational Needs and/or Disability**

3.1 Children with Special Educational Needs have learning or behavioural difficulties that call for special or additional provision to be made for them. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age

3.2 Some of the children who join our school have already attended an early education setting. Children may join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

3.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will make provision which is different from or additional to the provision made as part of the school's usual working practices. The class teacher will keep parents or carers informed and draw upon their additional information. The Special Educational Needs Co-ordinator (SENDCO) will become involved if the teacher and parents/carers feel that the child would benefit from further support. The class teacher is initially responsible for monitoring and making the initial provision for the child. The SENDCO may then take the lead in further assessments of the child's needs when requested to do so.

3.4 We will record the strategies used to support the child within an Individual Education Plan (IEP) which outlines the strengths and weaknesses of the child and also includes targets and success criteria. Short-term targets will be set for the child and the teaching strategies to be used / support will be detailed. It will also indicate the planned outcomes and the date for the target to be reviewed. These targets will be reviewed at least termly.

3.5 When the child's progress is reviewed it may be identified that support is needed from outside agencies and we will consult parents prior to any support being requested. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies being employed at an enhanced level. These

strategies will, wherever possible, be implemented in the child's normal classroom setting.

- If the child continues to demonstrate significant cause for concern, a request to the Local Authority for a Needs Assessment can be made which may inform an Education, Health and Care Plan. A comprehensive range of evidence about the child will be gathered and shared with the Local Authority for the request to be heard at panel and a decision made.

4. Arrangements for coordination of SEND provision

4.1 The governing body will ensure that:

- It has due regard to the Code of Practice when carrying out its duties towards all pupils with SEND
- It does its best to secure the necessary provision for any pupil identified as having SEND
- It has identified a governor with specific oversight of the schools' provision for pupils with SEND
- All governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

4.2 The Special Educational Needs Co-ordinator (SENDCo) is responsible for:

- Managing the day-to-day operation of the policy
- Helping staff to identify children with SEND and carry out detailed assessments and observations where needed
- Assisting in the monitoring and evaluation of progress of children with SEND
- Maintaining the school's SEND register and the records of all children with Special Educational Needs
- Liaising with parents when required to do so
- Acting as a link with external agencies and other support agencies
- Monitoring and evaluating the special education needs provision and reporting to the governing body
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs
- Contributing to the professional development of all staff

4.3 The Head Teacher has responsibility for:

- Managing all aspects of the school's work, including provision for children with SEND
- Keeping the governing body informed about SEND issues
- Ensuring that the progress and attainment of children with SEND is monitored and evaluated
- Making all staff aware of the need to identify and provide for children with SEND

5. Funding and allocation of resources

- ##### **5.1 The school receives funding from the Local Authority for pupils with additional needs, including SEND, and extra funding is received for pupils with more complex needs linked to Educational, Health and Care Plans.**

- 5.2 The funding received is used to provide additional support through targeted interventions and physical resources. Specific resources and support can be provided if required.

6. Arrangements for monitoring and evaluation

The school has a rigorous schedule of monitoring the progress, attainment and quality of provision for all children including those with SEND; this is an ongoing process and includes:

- Lesson observations
- Data analysis
- Pupil Progress Meeting between the Headteacher, Deputy Headteacher / SENDCo and Class Teacher
- Scrutiny of children's work
- Monitoring of children's voice
- Monitoring of parent's/carer's voice

- 6.1 Early identification of any needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The SENDCo may work with teachers to plan an appropriate programme of support.
- 6.2 The assessment of children reflects as far as possible their ability to participate in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to provide detailed and accurate indicators. The results of such assessments can then be used to plan activities which will aid progress.

7. Access to the curriculum and extra curricula offers

- 7.1 All children have an entitlement to a broad and balanced curriculum delivered by the teacher known as Quality First Teaching.
- 7.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, work is planned appropriately and assessments are used to inform the next stage of learning.
- 7.3 We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible, we do not withdraw children from the classroom situation. At times, to maximise learning, children will work in small groups, or in a one-to-one situation outside the classroom.
- 7.4 The school is committed to promoting the inclusion and participation of children with special educational needs and disabilities (SEND) in extra-curricular activities outside of normal school hours, such as our morning club (Sunshine Club) and after-school clubs and events. Where special educational needs are known and identified, participation in such clubs and events will be considered on an individual basis and will be subject to an appropriate risk assessment to ensure that the activity can be undertaken safely and that any adjustments necessary can be reasonably expected of the school. Should additional adult support be required which has a financial implication to the school, it is regrettable that it will not be possible to offer this for activities outside of normal school hours. The safety, wellbeing and individual needs of the child, alongside the needs of the wider group, will be carefully considered when determining appropriate participation and support.

8. Partnership with Parents/Carers

- 8.1 The schools work closely with parents/carers in the support of children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with them. Parents/carers have every opportunity to contribute to supporting their child.
- 8.2 The school prospectus contain details of our policy for Special Educational Needs, and the arrangements made for these children in our schools. A named governor takes a special interest in SEND and is always willing to talk to parents/carers.
- 8.3 Some parents/carers may require more regular feedback about their child's progress in school and this can be done through:
 - Communication with the class teacher
 - Home/school contact books
 - Regular meetings

9. Pupil participation

- 9.1 As part of the culture of our school, we encourage children to take responsibility and make decisions for their learning to develop their independence. We ensure that every child and young person, including those with SEND, receives the very best education so that they are empowered to develop, learn and achieve to the best of their ability.
- 9.2 Children are involved at an appropriate level in setting targets and are encouraged to make judgements about their own performance against their targets. We recognise success in achieving small steps towards targets as we do in any other aspect of school life.

10. Monitoring and evaluation

- 10.1 The SENDCO monitors the movement of children on the SEND register. The SENDCo provides the Headteacher and governors with a summary of the impact of the policy in reports to the governing body.
- 10.2 This policy is reviewed annually to ensure it reflects any changes to practice.

Date: September 2026

Review date: September 2027