



Adopted at Local Governing Board

Signed.....

Due for Review.....January 2027

Henry Chadwick Community Primary School

SEND Policy

Vision and Values

At Henry Chadwick our school motto is "Learn to Live". Everything that we do in school is to ensure that children have the skills to become independent learners.

We create a happy, caring, secure environment in which our children can develop confidence, individuality and good learning habits. We strive to nurture and develop the whole child, preparing each individual for the experiences, opportunities and responsibilities of adult life. In this way, each child may have the opportunity to achieve his or her potential.

Children, like people in general, learn in many different ways. We believe that learning should be multi-sensory and interactive; where pupils have the opportunity to learn from each other, through peer support and peer assessment opportunities. Lesson planning reflects different learning styles and work is differentiated appropriately. We are proud to say that we are a fully accessible school for pupils or visitors who require a wheelchair, have held the Enhanced Dyslexia Friendly School award, and continue to use the good practice recommended.

Inclusion

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy and information report, which recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND information report reinforces the need for quality first teaching that is fully inclusive. The Governing Body ensure that appropriate provision is made for all pupils with SEND.

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- We recognise that many pupils will have special needs at some time during their school life.

In implementing this policy, we believe pupils will be helped to overcome their difficulties and achieve their potential.

2. Admission Arrangements

- No pupil will be refused admission to school on the basis of his or her 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.
- We are a Group A Accessible school, which means that our environment has been adapted to be fully accessible to wheelchair users. We have disabled toilet facilities. Ramps allow for wheelchair access outside.
- Continuous assessment of learners' needs highlights where new equipment is required; and individual adaptations will be made for specific pupils e.g. chair supports and individual workstations.

Further work to improve the school's accessibility can be found on the Accessibility Plan

3. Management of SEND within school

The governing body has delegated the responsibility for the day-to-day implementation of the policy to the SENDCo, Sarah Orme, who has Qualified Teacher Status. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). Adults in school show a positive and sensitive attitude towards all pupils. Staff responsibilities are identified in individual job descriptions.

The SENCo is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies including educational psychology services, health and social services, and voluntary bodies
- The SENDCo is responsible for reporting to the governor with responsibility for SEND (Alison Cartwright) on the day-day management of SEND policy. Termly meetings will take place and reports provided for governor meetings.

4. Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Communication and Interaction (C and I)
- Cognition and Learning (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical (S/P)

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

The process of SEND identification and provision is cyclical: **assess** the child's needs; **plan** support and intervention; **do** the planned provision into action; and **review** progress.

The SENDCo works closely within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs

- the analysis of a wide range of summative and formative data

- the use of our local authority SEND criteria
- staff concerns
- following up parental concerns
- tracking individual pupil progress over time
- review of LSPs (Learning Support Plans)
- information from previous schools on transfer
- information from other services

The SENDCo maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed every half term when a detailed analysis of the list takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

5. Curriculum Access and Provision

In order to meet the varying needs of all pupils, teachers differentiate work. Children will receive high quality first teaching, targeting the areas where they need support and differentiated to meet their needs. Where a child appears behind expected levels, or where their progress gives cause for concern, teachers will observe and monitor the child's learning and we will talk to parents/carers and the child (as appropriate) to gather information.

In the first instance, the child's class teacher will oversee the curriculum for the child and monitor his/her progress. If it is agreed by parents and the class teacher that a special programme of work would benefit your child, we will set up initially a Classroom Support Plan. If, as part of the Plan, Do, Review cycle, we feel that sufficient progress is not being made, a Learning Support Plan will be produced and the child's name will be added to the SEND register

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A learning support plan (LSP) identifies short term smart targets and a provision map (PM) records a graduated response to individual's needs.

The range of provision may include:

- In class support for small groups with an additional teacher or Teaching Assistant
- Small group withdrawal with Teaching Assistant or Class Teacher
- Individual class support / individual withdrawal
- Further differentiation of resources
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies

- Access to Specialist Teaching and Educational Psychology or other support services for advice on strategies, equipment, or staff training.

We constantly review our practice, and relentlessly pursue the most effective provision for our children.

Learning Support Plans will be reviewed at least termly, but are also a working document and embedded into classroom reflection.

If additional support beyond that available in school is required pupils may work with professionals from a range of agencies: Educational Psychologist, Speech and Language Therapist etc. These specialists may work with individuals or groups; carry out assessments; meet with parents; or offer specialist advice to home and school.

For a small percentage of pupils, whose needs are significant and complex, the special educational provision to meet their needs cannot be provided from within the school's own resources, a request may be made to the local authority to consider completing an Education, and Health Care needs assessment (EHCNA).

6. Monitoring Progress

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

7. Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

8. Learning Support Plans

All pupils on our SEND Support list will have individual Learning Support Plan (LSPs) setting out smart targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan. The plans identify the area of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; or sensory and/or physical needs.

Strategies for pupils' progress will be recorded in the LSP containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review
- Pupil and parent views

The Learning Support Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that match the pupil's needs. The Learning Support Plan will be created through discussion with both the pupil and the parent or carer and reviewed every term.

8.1 Learning Support Plan Review

Personalised Learning Plans will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views.

9. Code of Practice – A Graduated Response

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil, have an input in planning future support, and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. Placement of a pupil on the SEND Support list will be made by the SENDCO after full consultation with parents at a Learning Support Plan meeting. External support services may advise on targets for a new Learning Support Plan and provide specialist input to the support process.

SEND intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a designated period of time
- Continues to work at National Curriculum levels lower (one year lower) than expected for a pupil at a similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional problems that substantially impede their learning.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The resulting Learning Support Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

9.1 Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following Information available:

- Records from past interventions
- Current and past Learning Support Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in a Learning Support Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The SENDCo will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist

- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase transition reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

10. Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- Termly review meetings with parents and children.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services.
- Involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

11. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition, pupils who are identified as having SEND are invited to participate in:

- Learning Support Plan reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with Teaching Assistants
- Annual reviews

12. Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, Autism Inclusion Team.

13. Links with Other Services and Schools

Effective working links are maintained with:

- Speech and Language Therapy Service
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service

14. Inset

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the SEN report to governors each term.

15. Resources

The provision for SEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy

16. Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher. The chair of LGB may be involved

if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

17. Review of the SEND policy

The school considers the SEND Policy document to be important and, in conjunction with a representative from the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Policy Date: September 2026 Reviewed by S Orme Next Review: September 2026