Crown Meadow First School and Nursery

SEND Policy

This policy is reviewed at least annually by the governing body and SLT and was

Last reviewed on Date: September 2026

Next Review Date: September 2027

Print Name: **Signature:** *(Chair of Governors)*

Print Name: **Signature:** *(Headteacher)*

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1. Vision and values

At Crown Meadow First School and Nursery places inclusion at the heart of its ethos, ensuring every child is valued, supported, and able to thrive academically, socially, and emotionally. We deliver high-quality, inclusive teaching with a broad and balanced curriculum that is meaningfully adapted to meet diverse needs and promote high expectations for all. Pupils and families are central to our approach, with their voices shaping provision alongside timely identification, tailored interventions, and collaborative work with professionals. Through ongoing staff development and regular review of impact, we foster a culture of belonging where every child feels safe, respected, and empowered to succeed.

2. Aims and objectives

At Crown Meadow First School and Nursery we know precisely where children and young people with SEN are in their learning and development. We ensure that:

- **Inclusion as a Core Priority:** Our school places inclusion at the heart of its ethos, ensuring every learner is supported to thrive academically, socially, and emotionally.
- **High-Quality Teaching for All:** All pupils, including those with SEND, have access to a broad and balanced curriculum, benefitting from high-quality teaching that is responsive to their needs and promotes high expectations.
- **Meaningful Curriculum Adaptations:** Our curriculum is accessible to all learners, through Quality First Teaching strategies with meaningful adaptations in place that enable full participation and progress.
- **Whole Child Development:** Positive outcomes in the wider areas of personal, social and emotional development are promoted and celebrated, to help every child to achieve their best, become confident individuals living fulfilling lives and make a successful transition into the next stage of education.
- **Identification of Need:** We have robust systems for the identification of SEND and provide timely, tailored interventions to meet individual needs based upon ambitious 4ersonalized targets.
- **Pupil and Parent Voice:** We actively involve pupils with SEND and their families in decision-making, planning, and reviewing provision to ensure it reflects their lived experiences and aspirations.
- **Evidence of Impact**: provision that is additional to or different from ordinarily available is systematically reviewed and pupils are regularly monitored towards their personal targets
- **Collaborative Multi-Agency Working:** We work in partnership with education, health, and social care professionals to deliver coordinated support for pupils with SEND
- **Inclusive Behaviour and Belonging:** We foster a culture of belonging where all children feel safe, our behaviour policies are inclusive and bullying or discrimination are not tolerated.
- **Professional Development for Staff:** Staff receive ongoing training in inclusive practices and SEND strategies to ensure they are confident and skilled in meeting diverse needs.
- **Robust SEND policy:** the policy is evaluated and monitored by staff and Governors on an annual basis and actively shared with staff, governors and parents

3. SEND definitions

3.1 What are Special Educational Needs?

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

3.2 What is a Disability?

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.
The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

3.3 What are the SEND areas of need?

Areas of need can be classified into four broad areas; however, it is recognised that individuals may have needs which cut across different areas and their needs may change over time.

Area of Need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, having trouble expressing themselves, or not understanding or using the social rules of communication. Pupils who have Autism often have needs that fall in this category.

Area of Need	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or low self-esteem • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical disability (PD), vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) which will require specialist support and/or equipment. These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

4. Our approach to SEND support

All the teachers in our school are teachers of children with special educational needs and therefore at Crown Meadow First School & Nursery we adopt a 'whole school approach' which involves all staff adhering to a model of good practice. The staff are committed to providing for the needs of all children in an inclusive environment. This means that the majority of children with SEND are taught together with their peers for the majority of their time, being withdrawn only for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole.

The school publishes a **SEND information report** on its website, which sets out how this policy is implemented in the school.

4.1 Identifying pupils with SEND and assessing their needs

At Crown Meadow, we **identify** SEND pupils in the following ways:

- We will assess each pupil's current skills and levels of attainment when they start at the school, building on information from previous settings and baseline assessment task, where appropriate.
- Through on-going assessment and review, class teachers will regularly assess the progress of all pupils and identify any whose progress:
  - Is significantly slower than that of their peers starting from the same baseline
  - Fails to match or better their previous rate of progress
  - Fails to close the attainment gap between them and their peers
  - Widens the attainment gap
- Children making little or no progress can be identified through monitoring their attainment and progress using Arbor assessment tracking software. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
- Persistent disruptive, withdrawn or emotional behaviours do not necessarily mean that a child has SEN, however teachers should record their observations and consider the triggers to determine whether there are any causal factors.
- Observation of sensory and physical problems witnessed through the wider curriculum can be further assessed.
- Use of Worcestershire Dyslexia Pathway checklist for learning characteristics.
- Professional discussions of pupil's needs through termly Pupil Progress with the Deputy Head Teacher, termly data scrutiny discussion or ongoing professional discussions as needs and issues arise.
- Communication with parents/carers will allow for further investigation of pupil's additional needs

4.2 Consulting and involving pupils and parents/carers

The school will put the pupil at the heart of all decisions made about special educational provision. and the parents/carers will be consulted about all decisions about a child's provision.

When we are considering whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

4.3 Planning to support additional needs

In class support: When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive teaching strategies, as detailed in the EEF 5-a-day approach to high-quality teaching.

1. Explicit instruction: Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. It usually begins with detailed teacher explanations, followed by extensive practice of routine exercises, and later moves on to independent work.

2. Cognitive and metacognitive strategies: Cognitive strategies are skills like memorisation techniques or subject-specific strategies such as methods to solve problems in maths. They may involve teaching ways for pupils to think about and remember content. Evidence points towards mnemonic devices and graphic organisers as effective cognitive strategies.

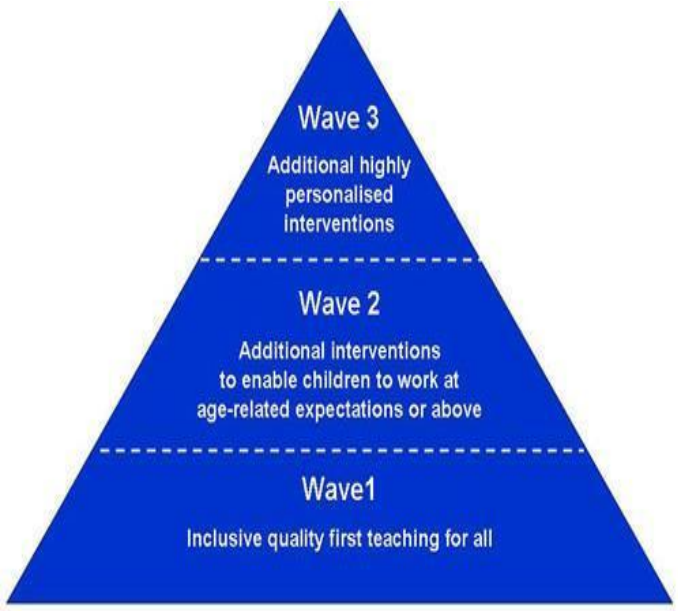
Metacognition refers to the ways in which pupils monitor and purposefully direct their learning. Supporting pupils with SEND to approach their learning metacognitively – in how they think about what they need to do, how they need to do it and what personal qualities they need to show – is likely to have a positive impact on pupil learning.

3. Scaffolding: 'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. These scaffolds may be verbal, visual or written, and should be closely targeted to the area of support the pupil currently requires.

4. Flexible grouping: Research suggests that teachers should allocate pupils to groups flexibly based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. To be successful, teachers need to know their pupils well and embed formative assessment as part of their ongoing practice. This is likely to be a more positive experience for pupils than creating permanent streams or sets.

5. Using technology: There is positive evidence around schools using technology to support pupils to access the learning, to record their learning and to practice their learning.

Provision for Needs: All children are individuals having different learning abilities, strengths and weaknesses. We recognise that the needs of the whole child must be met in order for adequate learning to take place. Special education provision is defined as provision that is additional to or different from that made generally for other young people of the same age.



- **Wave 1:** Effective inclusion of all children in a daily, high-quality teaching. This is an entitlement for all children.
- **Wave 2:** Additional time - limited provision, in the form of small-group intervention, to accelerate progress and enable children to work at age - related expectations.
- **Wave 3:** Targeted individualised interventions for children who are working well below age-related expectations to fill gaps in their learning, remove barrier and accelerate progress

Inclusive Practice at Crown Meadow is linked to the National Curriculum statutory inclusion statement and Worcestershire Local Offer and 'Graduated Response approach;

- Setting suitable challenges.
- Responding to the pupil's diverse learning needs.
- Overcoming potential barriers to learning and assessment.
- Inclusive First Quality teaching and differentiated curriculum.
- Deployment of Teaching Assistant support in class.
- Interactive approaches to learning.
- Withdrawn support, to maximise learning in small groups or one-to-one.
- Provide different learning materials or specialist equipment.
- Use of visual timetables and task management boards
- Visual/practical support material.
- Behaviour management techniques.
- Providing Transition support

Cause for Concern: If progress does not improve, the teacher will raise the issue with the SENCO by completing a cause for concern form. This will detail the strategies employed through QFT and the 5-a-day principals, reflecting on parent voice and the impact of strategies already trialled. This will lead to an initial professional discussion within two weeks to review the class teacher's evidence and findings about whether this lack of progress may be due to a special educational need, or any other contributing factor. This is an informal stage when Class Teachers identify a concern about the educational needs and/or academic progress of a pupil. A pupil at this stage, may receive additional interventions ordinarily available, but will not be designated as 'SEND'. The SENCO will advise on QFT strategies at Wave 1 to ensure they make progress, to ensure parent and pupil voice is captured and recommend targeted intervention within the class. Or it may be considered that the evidence from QFT and classroom provision shows that the child has additional needs above and beyond what is ordinarily provision, and so the child will be moved to school-based SEND Support.

4.4 The Graduated Approach

Where a child is identified as having SEND, through the Cause for Concern evidence, we work in partnership with the parents to establish the support the child needs. SEND provision means school will take action to remove any barriers to learning and and put effective special educational provision in place. This support will be delivered through four stages of action known as the Graduated Response: Assess Plan Do Review cycle.



1. Assess: When a child has been identified as needing SEND Support through the Cause for Concern process, the class teacher will take the lead on documenting the pupil's needs, supported by the SENCO. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. It should also draw on the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent via the class teacher, contact with the SENDCo.

Assessments we may use to **identify and monitor** children with SEND are.

- Daily teachers' assessment for learning.
- Record of phonic patterns for reading and spelling (ELS).
- Phonological Assessment Battery (PhAB).
- Verbal and Non-Verbal Abilities Tests (Hodder).
- Number Screening Test (Hodder).
- Dyscalculia Assessment (Emerson & Babtie).
- SNAP assessment
- Observation of class and playground.
- Smart Moves Motor skills assessments.
- Talkabout Social Skills Screening.
- Listening skills rating scale.
- Articulation Screening.
- Strengths and Difficulties Questionnaire (SDQ)
- Learning Support Team assessment by specialist SEND teacher.
- Educational Psychologist learning assessment.
- Speech and Language assessment by therapist.

2. Plan: In consultation with the parents/ carers and the pupil, the teacher and SENDCo will decide on the adjustments, interventions and support to be put in place, the expected outcomes and , and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are needed. This meeting/information will be recorded on our information sharing, CPOMS, and will be made accessible to staff in a pupil passport and individual teaching plan. This document will outline the child's needs, support strategies and approaches to access the curriculum, and the assess - plan - do - review cycle with SMART targets to ensure the child to make progress throughout the term.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do: The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. Review: The impact and support will be evaluated by the class teacher and discussed with the pupil and their parents during the termly meetings. Pupil and parent views will feed into the reviews and will contribute to the planning and setting of new targets for the following term. If a child has made adequate progress, then they will be removed from the SEND Register.

4.5 Levels of support

1. School-based SEN support:

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach, as detailed above. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The school recognises that it won't always be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

The provision for these SEND pupils is funded through the school's notional SEND budget. On the census, these pupils will be marked with the code K in the school's MIS system, Arbor.

Through the graduated response, the progress and attainment will be closely monitored and reviewed at least termly. Should the identified needs continue, there will be successive rounds of the graduated response to ensure the child makes adequate progress from their personal starting points.

Adequate progress might be that:

- Closes the attainment gap.
- Prevents the attainment gap growing wider.
- Matches or betters the child's rate of previous progress.
- Ensures access to the full curriculum.
- Demonstrates improvement in self-help, independence, social or personal skills.
- Demonstrates improvements in child's behaviour.

2. SEND Support+

Following considerable intervention and support, should a pupil continue to have **significantly** differing needs to their peers, then they will considered as SEND Support+. At this stage we are gathering evidence to satisfy the requirements of EHCP request and preparing to submit the necessary documents. This stage will also cover the time for an Education Health and Care Needs

Assessment, should the local Authority agree to undertake an assessment and also the time taken to draft an EHCP, while the paperwork is being consulted and formalised.

3. Education, Health and Care Plans (EHC Plan) (previously known as a statement)

An EHC Plan brings together the health, education and care needs for young people aged 0 – 25 and sets out the provision that they need from education, health and care to meet these needs.

If the child or young person has not made expected progress despite following the graduated approach, we will consider in complex, extreme cases requesting an Education, Health and Care needs assessment. Parents and the pupil will be involved in these discussions and the assessment at all times. As evidence will need to be provided by school and external agencies we ask that parents contact us to discuss any concerns.

Following a request for an assessment the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful the Local Authority will provide a finalised EHC plan for a child or young person from the age of 0 – 25 years.

Where an EHC assessment is not successful children with special educational needs will have their needs in school met through the ordinarily available provision.

EHC Plans should be used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed by the Local Authority as a minimum of every 12 months. Reviews for children in the Early Years take place every 6-months. Reviews must focus on the child's progress towards achieving the outcomes and whether they remain appropriate.

5. Monitoring and evaluation arrangements

5.1 Evaluating the effectiveness of SEN provision

The Governor with responsibility for SEND will regularly monitor the special needs provision and ensure that the policy is applied in practice. The SENDCO will ensure that the policy is monitored and regularly updated in conjunction with the SEND Information report and the school website. The school will ensure that the budget for special needs is monitored and effectively used and will also monitor arrangements made for teachers to attend in-service training. The school will regularly assess and report to governors on the success of the SEND pupils.

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

5.2 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our values (section 1) and objectives (section 2)

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

This policy will be monitored by the SEND Governor termly. It will be reviewed by SEND Governor and the Quality of Education Governing Body committee **every year**. It will also be updated when any new legislation, requirements, or changes in procedure occur during the year. It will be formally approved by the full governing body annually.

6. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.
Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

7. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation, and neglect in this group.

For more details of the pastoral support, we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

8. Admission and accessibility arrangements

8.1 Admission arrangements
Having a special educational need or disability will never stop a child from being offered a place here.

If parents make school aware of an additional need, we talk with families before a child starts so that we can understand their needs and make any adjustments to help them settle in. We will also discuss needs with previous settings to find out ow the child presents, and which support has been most effective.

If a prospective pupil whose EHC plan names the school, the local authority manages the admission process and consults catchment and requested school to see if they can meet need. Parental preference is always a strong factor in the child's educational placement will be admitted before any other places are allocated

8.2 Accessibility arrangements
At Crown Meadow we have an accessible site which is all on one level with no steps or changes of

level. We have additional rails and ramps around school and a disabled toilet and bathroom management suite.

We are committed to ensuring that every pupil has the necessary resources and equipment to access their learning alongside their peers. We draw on expertise from Physical Difficulties and Multi-Sensory impairment support teams to ensure the best provisions are made.

The school's accessibility plan can be found on the school website.

9. Links with other setting and transition arrangements

We recognise the importance of maintaining close links with all our Pre-school nursery/childcare settings and discuss children's learning needs as they transfer to our Reception classes. Links are also maintained with local schools and Middle schools, particularly with the SENDCO for those children with SEND who transfer at Year 4 or any point in their school career. Information and records are given to primary schools or link secondary schools about special needs pupils. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school.

10. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, who will try to resolve the issues swiftly and take action within their class to resolve the concern. Any unresolved concerns about SEND provision, should then be directed to the SENDCO, who will support the class teacher and navigate SEND support systems to make the changes necessary for ensure the child's needs are effectively met in school.

If concerns remain unresolved, parents may submit a formal complaint to the Headteacher. The complaint will then be managed in accordance with the school's adopted Complaints Policy and procedure.

Parents can also seek advice from the local authority or independent services such as Worcestershire SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) who can offer guidance and be a point of contact to help resolve problems that may be encountered by parents with regard to SEN provision and provision for pupils with disabilities http://www.hwsendiass.co.uk

11. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance. This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

12. Links with other policies and documents

This policy links to the following documents, which can be found on the school website, or requested via the school office.

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality opportunities policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

APPENDIX A

Roles and Responsibilities

The SENCO	The SENCO at our school is **Mrs. Rebecca Hanson.**

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Governing Body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need

- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND.

The SEND link governor	The SEND link governor is **Mrs Hazel Byrne**.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher	The Headteacher, **Ms Hillary Allan**

They will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.