



# Special Educational Needs And Disability Policy

Signed by:	
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## Introduction

Inkberrow Primary School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The SEND Code of Practice states that a child has Special Education Needs or Disability (SEND) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- (a) Has significantly greater difficulty in learning than the majority of children of the same age.
- (b) Has a disability which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in mainstream school.
- (c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special Educational Needs may relate to one or more of the following areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.
- Medical conditions.

## Links to Other Policies

This policy operates in conjunction with the following school policies and documents:

AAT Trust Statement

Accessibility Plan

Administration of Medicine Policy  
Admissions Policy  
Anti-bullying Policy  
Attendance and Lateness Policy  
Control and Restraint of Pupils Policy  
EYFS  
Equality Policy  
Exclusion of Pupils Policy  
Intimate Care Policy  
Positive Behaviour Policy  
Social, Emotional and Mental Health (SEMH) Policy  
Supporting Pupils with Medical Conditions Policy  
Child Protection and Safeguarding Policy

### **Admission to School**

Children with SEND are admitted into school in accordance with our whole-school Admissions Policy, a copy of which is available on our school website.

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. However, a response of concern may be raised prior to the naming of the school on an EHCP if we consider that provision will be inadequate for the child's needs or if there is evidence that to admit the applicant would have a detrimental impact on the learning of other students.

### **Our Commitment to SEND**

Inkberrow Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND are valued, respected and equal members of the school.

It is the policy of Inkberrow Primary School to actively encourage the involvement of staff, pupils and parents in the education of children with Special Educational Needs or Disability (SEND). The learning difficulties which these children may have are assessed and provided for in a variety of ways. The children have the opportunity to develop to their full potential with the guidance and support of their class teacher, the SEND Co-ordinator and external agencies.

The school aims to provide for all the needs of the child whilst encouraging integration in class and school activities. This policy describes in detail the procedures and systems which have been established for meeting the objectives of providing an integrated education for all children with Special Educational Needs, whilst aiming to provide the entitlement of access to a full and balanced curriculum, including the National Curriculum.

## Objectives

In order to meet the Special Educational Needs of our children, we must:

- Identify those children who have SEND as soon as possible.
- Provide intervention at a suitable level when a child is identified as having SEND.
- Use a variety of teaching styles, and cater for different learning styles, to allow children with SEND to access the National Curriculum.
- Use resources effectively to support children with SEND.
- Assess and keep records of the progress of children with SEND.
- Work with outside agencies who provide specialist support and teaching for children with SEND.
- Inform and involve the parents of children with SEND so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide on-going training for all staff working with children with SEND.

## Identifying Special Educational Needs and Disabilities

For this policy, a pupil is defined as having SEND if:

They have a significantly greater difficulty in learning than most others of the same age.

They have a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

Under the Equality Act 2010, they have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

**SEND** is divided into 4 types in the Code of Practice:

1. **Communication and Interaction** – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment and those who demonstrate features with the autistic spectrum.
2. **Cognition and Learning** – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
3. **Social, Emotional and Mental Health** – this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.
4. **Sensory and/or Physical Needs** – this includes children with sensory, multi-sensory and physical difficulties.

## Important Definitions

### 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.

### 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.

## Important Legislation and Guidance

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [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 [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- 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

## English as an Additional Language

The identification and assessment of the Special Educational Needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual pupil, the school will look carefully at all aspects of their performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used or whether they arise from Special Educational Needs.

Children who have English as a second language will not be classed as having a Special Educational Need or Disability.

## Identification, Assessment and Review

At some time in their school career, it is possible for any child to have Special Educational Needs, for example, because of social and domestic problems, medical problems, undue pressure from home or school. All of these can lead to temporary or even permanent learning difficulties which need to be identified at an early stage.

At Inkberrow Primary School, we identify children with SEND as early as possible. This is achieved through regular contact with feeder Early Years settings and by regular monitoring and assessment throughout the school year.

The “triggers” for further intervention are one or more of the following:

- Baseline Assessment indicating poor early learning skills at the start and end of Foundation Stage.
- On-going teacher and TA observation and assessment within the classroom and/or attainment in annual standardised tests showing one or more of the following:
  - The child is working at a level below the national expectation for that year group.
  - The attainment gap between the child and his peers is getting wider.
  - A previous rate of progress is not being maintained.
  - Little progress is being made even when teaching approaches and resources have targeted a child’s identified area of weakness.
- Assessments in KS1 and in KS2 showing how far below the national expectations the child is working.
- Low scores in diagnostic testing.
- Emotional and behavioural difficulties persisting in spite of the use of the school’s behaviour management programmes.
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment.
- Looked After children - Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being ‘Looked After’ by the LA. These children will not necessarily have SEND but research shows that they are more likely to,

and that a significant proportion of them will have an EHC plan. The school has a designated member of staff for coordinating the support for LAC.

- For a child who is new to the setting, records from the previous school indicating that additional intervention has been in place.
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.

A clear and defined system for identifying and acting upon SEN is set out in the Code of Practice on the identification and assessment of Special Educational Needs. When a child is identified as needing SEN support, we identify the barriers and adopt a graduated approach applying as “assess, plan, do, review” cycle.

### **Stage 1 - Quality First Teaching**

Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

The pupil’s class teacher will take steps to provide adapted learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Parents will be informed of any concerns and the action the school is taking. Parents are encouraged to share information and knowledge with the school.

Pupils will only be placed on the SEND register once the need is confirmed. Pupil progress meetings are used to monitor and assess the progress being made by the pupil. The frequency of these meetings is dependent on the individual pupil’s needs and the progress being made; however, it is the school’s policy to review all children’s progress formally every term so this would be the maximum length of time for a review period.

### **Stage 2 - SEND Concern**

Through pupil progress meetings, which occur at the end of each term, some children may be identified as having a need for specific additional help for a short time. This may be offered through interventions delivered in small groups, pairs or 1:1. For example, Read, Write Inc 1:1 tutoring. At the beginning of any group intervention, a baseline assessment is completed which highlights the pupil’s specific needs. Once the intervention has been completed, the end assessment is completed and the pupil’s progress is measured. All baseline assessments and end assessments for these group interventions are recorded on Insight. It is also important to note that early intervention is critical and therefore if a child requires external support sooner than the procedures in Stage 2 then they are accelerated through the process in order to meet their needs.

### **Stage 3 – SEND Support**

A pupil is moved to Stage 3 and identified as having SEND when steps have been taken under the provision outlined in Stage 2 and these have not been successful in supporting the pupil to make progress within an area of learning. If a child has completed two cycles of the graduated response (assess, plan, do, review), it is at this point that external advice is sought and the pupil makes the transition from SEND Concern (Stage 2) to SEND Support (Stage 3). Following the school’s

previous assessment under Stage 2, where appropriate, external professionals will be called to make their own assessments of the pupil and provide support in the planning of extended provision, continued assessment and revised action points. The school will make every effort to ensure that advice from the external agencies is put into practise as quickly as possible and will keep in regular contact with support services and parents regarding progress.

External input can involve support and intervention, for example through specialist teaching or therapy. The school will co-ordinate this and, with the external professional, monitor, review and evaluate the effectiveness of the interventions.

See Appendix 1 for the flowchart showing the SEND Graduated Response at Inkberrow Primary School.

## **School Request for Statutory Assessment – Education Health and Care Plan**

For some pupils, the interventions provided by school and from outside agencies may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the Local Authority to initiate a statutory assessment.

Where a request for a statutory assessment is made to the Local Authority, the pupil will have demonstrated significant cause for concern and is making little or no progress while accessing additional interventions.

We will provide written evidence as required by the Local Authority detailing:

- The intervention and provision map records
- Individual pupil profile
- Records of regular reviews and their outcomes
- National Curriculum level attainments
- Other assessment data
- Written reports from an advisory specialist support teacher or an educational psychologist if available
- Views of the parents and of the pupil
- The involvement of any other professionals
- Any known involvement by the social services or education welfare service

Depending upon the outcome of such a request, statutory assessment may take place. Following statutory assessment, the Local Authority may issue a statement of the child's special educational needs.

## **Individual Learning Plans (ILPs)**

All pupils on the SEND register at Stage 3 will have an Individual Learning Plan (ILP). These ILPs must be reviewed at least three times a year, to include the parent and the child if it is appropriate. These plans will be shared with parents throughout the year, ideally during our SEND parents meetings with the SENDCo and class teacher. If a pupil is making good progress the ILP review can be used to consider removing a child from the SEND register. Alternatively, if targets have not been met and all the required support has been in place the review may be the first part of

the process to move the pupil to the next step on the register, for example to request Statutory Assessment.

There must be clear evidence on the Learning Plan of when ILPs have been reviewed and the outcome of that review. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to Statutory Assessment.

## **Annual Review of Statements of Special Educational Needs or Disability/Education, Health and Care Plan (EHCP)**

All Statements and Education, Health and Care Plans will be reviewed at least annually with parents, the pupil, the Local Authority and School to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The Annual Review will be chaired by the SENDCo. Reports will be submitted by the class teacher, teaching assistant and anyone else working with the child, eg Speech Therapist. If there are concerns about the progress or behaviour of a pupil with an EHCP then an Annual Review can be held at any time during the year and more than one can be held in the course of a year.

The Annual Review can be used to request additional support or changes to the EHCP. In the unfortunate event of a pupil with an EHCP facing permanent exclusion an Annual Review MUST be held at the earliest opportunity prior to the exclusion meeting.

## **Access to the Curriculum and Integration**

It is recognised that support within the classroom has its place, as does withdrawal in certain circumstances. We aim for integration in all areas as far as is reasonably practicable, as regular withdrawal will affect access to the curriculum.

Class teachers are responsible for their own organisation and teaching styles, but it is recognised that differentiation of work will be a necessary tool for the accommodating of children with SEND in the classroom. To further integrate children with physical SEND in particular, support staff are employed on a needs basis.

Strategies which are used to enable access to the National Curriculum for all children are:

- Differentiation of the curriculum to match tasks to ability.
- Grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Use of TAs to provide additional support within English and Maths lessons.
- Small withdrawal group and 1:1 teaching.
- Accessibility to resources to support pupils with sensory or physical difficulties.
- Peer group support through mixed ability grouping, paired reading and "buddy" systems.

- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- In-Service training for all staff on the needs of children with SEND.

## Academically More Able Children

Provision needs to be made for academically more able children, both in terms of identification and supplying a suitable curriculum. It is recognised that some children will be gifted and that this is very much a Special Educational Need. These children may be able to work at a much higher level than most of us are aware, and we recognise that they will not be stimulated by the provision of extra quantities of work pitched at the same intellectual level of their peers. Gifted children need a radical improvement in the quality of their work, rather than the quantity.

## Resources

Funding for SEND is received through the EFSA and Local Authority. This funding is used to provide teaching support for children with SEND and the provision of appropriate learning and teaching materials.

A wide variety of resources are available for intervention and quality first teaching.

## Transition

The SENDCo and Early Years Lead will arrange a visit to the Early Years setting when they are informed of a child with SEND who will be starting school at Inkberrow Primary School.

When a child with Special Educational Needs transfers from Inkberrow Primary School, the SENDCo will provide information to the new school prior to transfer. For pupils with an Education, Health and Care Plan, the SENDCo will arrange a meeting with the SENDCo from the chosen school prior to transition and, where possible, plans will be put in place to aid a smooth transition.

At Year 6, adequate transition time will be given for the SENDCo and Year 6 class teacher to provide information to the High School about children who have chosen to go there. For pupils with an Education, Health and Care Plan, the SENDCo will arrange a meeting with the SENDCo from the chosen High School during the summer term prior to transition.

## Criteria for Exiting the SEND Register

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child.

If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and then passed on to the next setting). The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

## Supporting Pupils at School with Medical Conditions

Our school has a separate policy for supporting pupils with medical conditions.

### Roles and Responsibilities

#### **The Governing Body**

The Governing Body, together with the Head Teacher, determines the school's general policy and approach to provision for children with SEND.

Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.

Appointing a designated teacher for LAC, where appropriate.

Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.

Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with an Equality Policy.

Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.

Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.

Preparing the accessibility plan, showing how the school intends to progressively improve access over time.

Publishing annual information, setting out the measures and facilities to assist access for pupils with disabilities on the school's website.

Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan on the school's website.

Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.

Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.

Cooperating with the LA in drawing up and reviewing the Local Offer.

Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.

Reviewing the SEND Information Report and publishing it on the website.

## **The Head Teacher**

It is the responsibility of the Head Teacher to:

- Allocate roles and responsibilities to staff so that special needs are met.
- Liaise with staff, support services, parents and pupils.
- Report to Governors on the needs of the SEND children in his/her care including mental health and wellbeing.
- Ensure the needs of the SEND children are met within the school.
- Ensuring that the SENDCo is provided with training, with an emphasis on mental health, on an annual basis.

## **The Special Educational Needs Co-ordinator (SENCO)**

The SENCO is responsible for the arrangements of SEN provision throughout the school. The SENCO:

- Collaborating with the Governing board and Headteacher, as part of the SIT, to determine the strategic development of the SEND policy and provision in the school and also that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Has responsibility for the day-to-day operation of the SEND Policy.
- Maintains a register of children with SEND and ensures that the records on children with SEND are up to date.
- Works closely with the Head Teacher, the Senior Management Team and the teaching and support staff in co-ordinating provision for our SEND children.
- Organises annual and termly reviews.
- Ensures Individual Learning Plans are written and reviewed termly.
- Ensures that the impact of SEND interventions is assessed for each pupil.
- Reports to Governors termly as requested by the Head Teacher.
- Works closely with the parents of children with SEND.
- Liaises with outside agencies to gain advice and support for children with SEND.
- Keeps their own skills updated by reading, researching and attending appropriate related external courses.
- Contributes to in-service training for staff on SEND issues.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses and advising on effective implementation of support.
- In collaboration with the Headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.

## **The Teaching Staff**

**ALL** teachers are teachers of children with Special Educational Needs and Disabilities and will actively seek to adapt the curriculum to meet their needs.

Class teachers must:

- Identify the Special Educational Needs of individual children in their class.
- Know which pupils in their class are on the SEND Register and at what stage.
- Maintain a SEND file for their class reflecting this information for each individual child and copies of all relevant ILPs.
- Write individual ILPs for pupils as required.
- Ensure that these IPLs are reviewed (with the parents and child if appropriate) at least 3 times a year.
- Provide a detailed record of the Individual Learning Plan targets and the strategies adopted and their relative success for each child with special needs.
- Ensure TAs are supporting pupils in their class as directed.
- Ensure that the Head Teacher and other colleagues are aware of children's needs.
- Provide learning experiences which are appropriate to the needs of the child.
- Attend appropriate INSET and courses.

## **Teaching Assistants (TAs)**

All Teaching Assistants have a responsibility for all children, including those with Special Educational Needs and Disabilities. Under the guidance of the Class Teacher, TAs must:

- Carry out activities and learning programmes planned by the Class Teacher and the SENDCo.
- Keep records of this work as requested.
- Support children in class or by withdrawing individuals and small groups.
- Attend INSET and courses where appropriate.
- Be fully aware of the school's SEND Policy.

## **The Role of Parents of Pupils with SEND**

The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.

- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

## External Support Services

A range of support services are involved with children at Inkberrow Primary School. We have visits from Speech and Language Therapists, Occupational Therapists and other specialist support. The SENCO keeps a file listing support services for each child and containing an up-to-date timetable of when various services are in school.

## Monitoring and Evaluation of SEND Provision

The effectiveness of our provision for pupils identified as having special educational needs is carried out in the following ways:

- Classroom observation (SENCO, Head Teacher, SEND Governor)
- Work sampling (SENCO, Head Teacher)
- Scrutiny of planning (Head Teacher, SENCO)
- Information feedback from all staff
- Pupil Interview
- Pupil Tracking (Head Teacher, SENCO)
- Pupil review meetings and records of review meetings (SENCO)
- Monitoring ILP targets and Pastoral Support Programmes
- Attendance records

Assessment and record keeping procedures aim to ensure that pupils with SEND are working at the appropriate levels for any given Attainment Target and Programme of Study. Information about the progress of individual pupils is passed on from teacher to teacher, and to parents.

## Funding

1. The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.
2. Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.
3. Local Offer

In developing and reviewing the Local Offer, the school will adopt the following approach:

**Collaborative:** The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also co-operate with those providing services.

**Accessible:** The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs (for example by broad age group or type of special educational provision). It will be well signposted and publicised.

**Comprehensive:** Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for

information, advice and support, as well as how to make complaints about provision or appeal against decisions.

**Up to date:** When parents and pupils access the Local Offer, it is important that the information is up to date.

## **Complaints Procedure**

Complaints about the provision or organisation of SEND will be dealt with through the procedures outlined in the whole school Complaints Policy.

## **Review**

This policy will be reviewed annually by the Head Teacher, SENDCo and Governing Body.