Defford and Besford Church of England
Primary School

"Through Faith, Friendship and Fun we Learn and Grow"

Special Educational Needs and Inclusion Policy

Ratified by Governing Body : February 2026
Review date : February 2027

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Designated Person responsible for managing the provision for children with SEND (SENCO):

Mrs Naomi Standing *PGCert NASENCO (2018)*



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1. Compliance and general statement

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- Children and Families Act (2014)
- SEND Code of Practice 0 -25 Years (April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Dec 2015)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)
- Education and Childcare during Covid-19 Guidance (2020)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by Mrs Naomi Standing in liaison with the Head teacher and SEN Governor, with due regard to the input of parents and pupils with SEND.

Defford-cum-Besford CE First School is a small, rural Worcestershire school educating children from age 3-11 years.

In compliance with the SEN Code of Practice, 2015 and SEN Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision. Should a pupil require provision that is additional and different to class provision they are included in our SEN Support category. Their provision will be identified and progress monitored through individual learning plans.

This policy sets out our commitment to raising the aspirations and expectations for all pupils with an identified special educational need.

2. Aim of the policy

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23) To this end, we aim to:

- Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.

- Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND.
- Ensure that teaching and learning is multi-sensory.
- Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.
- Use the most appropriate resources to support learning, taking into account individual learning styles
- Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

Objectives:

Through the application of this policy we wish to:

- Ensure compliance with National SEND Policy, the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- Ensure all staff implement the school's SEND policy consistently – fully endorsing our belief that *every teacher is a teacher of every child including those with SEND.*
- Ensure that there is no discrimination or prejudice.
- Ensure all pupils have access to an appropriately pitched curriculum.
- Recognise, value and celebrate pupils' achievements at all levels.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents on SEND issues.
- Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- Provide appropriate resources and ensure their maximum and proper use.
- Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil's wishes are considered as part of the process in meeting his/her educational needs.
- To provide an appropriately qualified Special Educational Needs Co-ordinator (SENCO) who will oversee and work with the SEND / Inclusion Policy.
- To provide support and advice for all staff working with pupils who have SEND.
- Support pupils with SEND to develop their personality, talents and abilities to the full. (UNCRC Article 23)

- Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)

3. Identifying Special Educational Needs

A child has a learning difficulty or disability if he/she demonstrates:

- greater difficulty in learning than the majority of children of his/her age.
  and/or
- a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

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

Whilst it is clear that the purpose of identification is to work out what action the school needs to take, it is not our purpose to fit a pupil into a category. We consider the whole child in our identification and nurture the needs of each individual child to allow them to achieve.

The school will always take needs that are NOT SEND but that may impact on progress and attainment into account, for example:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium

- Being a Looked After Child (LAC) or Previously Looked After Child (PLAC)
- Being the child of a Serviceman/woman

The identification of behaviour as a need is not an acceptable way of describing SEND and any concerns relating to a child's behaviour will be described as an underlying response to a need which the school has recognised and identified clearly.

4. A graduated approach to support of SEND

At Defford-cum-Besford C.E. First School all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants. High quality teaching that meets all pupil's needs is the first step in responding to pupils who have SEND. 'Quality First' teaching is a priority of our school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Close liaison is maintained with all members of staff by the SENCO to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Details of the provision on offer at our school can be found in our 'school offer' document https://www.deffordschool.co.uk/attachments/download.asp?file=82&type=pdf

Levels of Need

The Graduated Response consists of three levels as follows:

This refers to pupils who may, for some reason, have gaps in their learning and require some additional input to catch-up. A pupil in this category may have one of more of the following indicators:

- Currently working at a standard below age related expectations
- New entrants to the school whose needs are still being assessed
- Currently have barriers to their learning for example -
    - Their behaviour is disruptive
    - There are attendance/lateness issues
    - Concerns over their mental health
    - The family is currently experiencing challenges
    - They have EAL (English as an Additional Language)

All class teachers are required to keep a list of pupils who they are monitoring and to identify and implement strategies to address their needs to enable them to make progress. This will involve conversations between the class teacher, SENCO and parents which will include problem solving, planning support and strategies for the individual pupils.

Pupils at this level of need do not need to be added to the SEN Support category and, in line with the Code of Practice, the school ensures that everything is done at an early a stage as possible to avoid the need for SEN Support. However, if, after a period of time, an individual does not make the expected progress, it is at this point that consideration will be given as to whether they require SEN support.

5. SEN Support

Pupil details are recorded at this level after assessment and consultation between the SENCO and class teacher when it is established that they have a significant learning difficulty and need provision that is additional and different.

At this point, parents/carers will be invited to discuss a child's progress and any concerns with the class teacher and SENCO. The school will continue to work in partnership with them, listening to their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of an 'Assess- Plan-Do -Review Cycle.'

Assess

- Class teacher identifies gaps in learning or challenges for the child
- Quality first teaching strategies are adapted to address the identified need
- Views and experiences of parents
- The child's own views
- Class teacher to alert and liaise with SENCO regarding concerns identified

Plan

If adjusted quality first teaching strategies are not meeting a child's need then a plan will be drawn up by the SENCO & class teacher in consultation with parents and the pupil, it will include:

- The outcomes agreed for the next cycle of targeted support
- The support and interventions to be put in place
- The expected impact on progress
- A clear date for review
- Pupil needs and interventions clearly detailed on a class provision document
- The plan will be recorded on the pupil's learning plan
- A copy of the learning plan will be shared with parents and their contribution to the plan is encouraged

Do

- The class teacher remains responsible for working with the child on a daily basis and works closely with TAs or specialist staff to plan and assess the impact of the interventions.
- The SENCO supports 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.

Review

- Provision maps will be reviewed by the class teacher and shared with the SENCO
- A new plan will then be drawn up establishing new targets for further progress - Parents will be given copies of all learning plans
- Decisions will be made for additional input and advice from external professionals based on the progress made since targeted support

Involving Specialists

If a child continues to make little or no progress over a sustained period, or where they continue to work at levels substantially below age expected despite SEN Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Education, Health and Care Plan

Pupils who need more specialist provision and whose needs cannot be met at SEN Support level may require Statutory Assessment. This is completed by the SENCO who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The LA then consider the application and issue an EHCP if appropriate.

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all professionals involved invited to attend.

In addition, pupils with an EHCP are subject to the Assess-Plan-Do-Review Cycle.

The SENCO is responsible for:

- Assessing specific needs of students with SEND, including application for statutory assessment.
- Liaising with other schools to aid transition
- Ensuring all relevant information is forwarded on to new schools
- Day-to-day operation of the school's SEND Policy
- Liaising and advising class teachers and support staff.
- Maintaining the SEN records of all pupils with SEND.

- Liaising with parents/carers of pupils with SEND.
- Liaising with external services including the Educational Psychology Service, Social Care, Early Support, Speech and Language therapists, Play therapists and health professionals
- Planning, attending/holding review meetings for pupils with SEND including those with an EHCP (annually)
- Reporting to the Head teacher and Governors on SEND

6. Supporting pupils and families

Worcestershire's Local Offer

The purpose of the local offer in Worcestershire is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Worcestershire's Local Offer is available from the website www.worcestershirelocaloffer.org.uk.

Our school website includes the SEN Policy and Annual SEN Information Report in accordance with Regulation 51, Part 3 section 69(3)(a) of the Act.

- Admission arrangements can be found on the school website or by contacting the school office – office@defford-cum-besford.worcs.sch.uk
- The school's policy on managing the medical conditions of pupils can be found on the school website.
- Transition meetings between class teachers to discuss the needs of individual pupils with SEND take place in July and will include the passing on of all records including all learning plans
- We ensure that KS2 pupils with specific SEND transition to their secondary school successfully through careful liaison with class teachers and SENCOs in receiving schools.

7. Supporting pupils with medical conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some pupils may also have SEND and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.
- The school has trained members of staff in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils

with medical conditions. See the school policy for supporting Pupils with Medical Conditions for more detailed information including the name of the member of staff who leads on this aspect of care.

- The school follows all guidance from the DfE on Covid-19 Procedures
- The school follows guidance published by the DfE which can be found at www.sendgateway.org.uk

8. Monitoring and evaluation of SEND

Please refer to information given in Section 4 of this policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, termly and annual review, on an individual and cumulative basis in conjunction with the governors, headteacher, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

9. Training and resources

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Development Plan.
- The SENCO undertakes audits of staff skills and SEND Knowledge to recognise and address gaps within the school and for individuals.
  The Headteacher oversees the professional development of all teaching staff and teaching assistants. Training occurs during whole school training days, staff meetings and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- Newly appointed teaching and support staff undertake an induction meeting with the SENCO who will explain systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.
- The SENCO regularly attends continuing profession development training courses and attends SEND network meetings to keep up to date with local and national developments in SEND.

10. Roles and Responsibilities

Role of the SEND governor/Governing Body

Our named SEND Governor is Mrs Sue Rees.

The Governing body has regard to the SEN code of Practice (2015) when carrying out duties towards all pupils with SEND consequently it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEND.
- Determine the school's general policy and approach to pupils with SEN in cooperation with the Headteacher and SENCO.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the school to make SEND provision for their child.
- Ensure that pupils with SEND are included as far as reasonably possible into all activities of the school.
- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

Role of the Teaching Assistants

Teaching assistants and higher-level teaching assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the senior leaders and class teachers. The learning of all pupils remains the responsibility of the class teacher at all times.

11. Storing and managing information

- The school complies with General Data Protection Regulations (GDPR) – March 2018.
- All staff have received GDPR training and are aware of confidentiality requirements with regard information about pupils and families.
- The SENCO understands that elements of special educational needs data are sensitive and it is the school's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law.
- Explicit consent is always sought from parents/carers to allow the involvement of outside professionals to observe/assess or work with their child for example - Educational Psychologist; Speech & Language Therapist; SEND Specialists.
- The SENCO ensures that all sensitive personal information, about individual pupils and/or their families, e.g. their SEND file, is stored securely and is not freely accessible.

- The SENCO ensures that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school including; offices, staffroom, classrooms, unless it is required for Safeguarding e.g. medical needs such as allergies, in which case explicit consent is gained.

12. Reviewing the SEN Policy

The Policy will be reviewed annually to comply with requirements for SEND.

13. Accessibility

Please refer to the Accessibility Plan. This can be seen on the school website.

14. Dealing with complaints

The school's standard complaints system applies. More information can be found on the school website.

15. Bullying

Please refer to the school's Behaviour Policy which is available on the school website.

16. Safeguarding

Children with Special Educational Needs and disabilities can face additional safeguarding challenges. All staff at Defford-cum-Besford CE First School are aware of these challenges. Further details can be found in the school's Safeguarding Policy which can be viewed on the school website.

Designated Safeguarding Lead:
Mr Liam Hanson



Special Educational Needs Co-ordinator (SENCO): Mrs Naomi Standing

Designated Teacher for Looked After Children:
Mrs Naomi Standing
Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils:
Mrs Naomi Standing (in collaboration with trained staff for specific conditions and staff qualified in First Aid)



Designated SEND Governor:
Mrs Sue Rees