



## Special Educational Needs and Disability (SEND) Policy 2025/2026

<b>Responsible Committee</b>	<b>School Governing Body</b>
<b>Date Reviewed</b>	
<b>Next Review Date</b>	

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## **1. Purpose**

This policy sets out how Chambersbury Primary School identifies and supports pupils with special educational needs and/or disabilities (SEND). It explains our approach to inclusive practice, the graduated response to need, and how we work in partnership with pupils, parents/carers, governors, the local authority and external professionals.

## **2. Legal Framework**

This policy should be read in conjunction with the following statutory guidance and legislation:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 years (2015)
- Equality Act 2010 (including the duty to make reasonable adjustments)
- The Special Educational Needs and Disability Regulations 2014
- Supporting Pupils at School with Medical Conditions (statutory guidance)

## **3. Our Inclusive Approach**

At Chambersbury, we are committed to creating an inclusive school where all pupils are valued and can achieve well. Most pupils' needs are met through high quality teaching, adaptive classroom practice and well-planned support for participation and independence. We make anticipatory reasonable adjustments for pupils with disabilities and remove barriers to learning wherever possible.

## **4. Definition of SEND**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability is present if a pupil has significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of educational facilities generally provided for pupils of the same age in mainstream schools.

### **4.1. The Four Broad Areas of Need**

The SEND Code of Practice identifies four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- sensory and/or physical

## **5. Ordinarily Available Provision (Universal Offer)**

Ordinarily Available Provision describes the inclusive provision and reasonable adjustments that should be available to all pupils as part of day-to-day practice. This includes (but is not limited to):

- Clear routines, predictable structures and supportive transitions
- adapted teaching approaches (e.g. scaffolding, chunking, modelling, pre-teaching, checking for understanding)

- Use of visual supports, task organisation and structured adult interaction to promote independence
- Classroom environments that reduce sensory overload and support attention and self-regulation
- Targeted feedback and flexible grouping informed by assessment

Where a pupil is not making expected progress, class teachers first consider whether further adaptations to teaching, additional practice or short-term catch-up are required. Where needs persist and require provision that is additional from those Ordinarily Available, SEN support may be considered.

## 6. Identification of Need

Teachers are responsible for identifying and responding to emerging needs. Identification may be informed by:

- Teacher assessment and observation (including learning behaviours, engagement and independence)
- Attainment and progress information
- Concerns raised by parents/carers and pupil voice
- Screening/checklists and in-school assessments where appropriate
- Information from previous settings and external professionals

We recognise that pupils may present with overlapping needs. Identification is not solely based on a label; it is based on a clear understanding of strengths, barriers to learning, and what helps.

## 7. Graduated Approach: Assess - Plan - Do - Review

Where concerns persist, we use the graduated approach to ensure support is planned, implemented and reviewed for impact.

- **Assess:** Understand the pupil's strengths, needs and barriers, using observations, assessment information and views of the pupil and parents/carers.
- **Plan:** Agree outcomes, provision and adjustments, and how impact will be measured.
- **Do:** Implement the agreed support. Class teachers remain accountable for progress, with support from the SENCO and other staff as needed.
- **Review:** Evaluate impact against agreed outcomes and decide next steps, including adjustments to provision or involvement of specialists.

If progress remains limited over time (or sooner where concerns are significant), the SENCO will consider specialist advice in partnership with parents/carers.

## 8. SEN Support

A pupil may receive SEN Support when they require provision that is additional to or different from the provisions ordinarily available. Parents/carers are informed when special educational provision is being made for their child.

### **8.1. Planning and Recording Support**

Support at SEN Support is recorded in an agreed written plan, namely, Personal Learning Plans. Plans include strengths, needs, outcomes, strategies, provision, and review dates.

### **8.2. Reviewing Impact**

Plans are reviewed regularly, at least three times per year, and more often where needed. Reviews focus on impact and next steps, including whether the pupil continues to require SEN Support.

## **9. Involving External Professionals**

Where additional expertise is needed, we work with relevant external professionals (for example, speech and language therapy, occupational therapy, specialist advisory services, health and social care). Decisions about involving specialists are taken with parents/carers.

## **10. Education, Health and Care (EHC) Needs Assessment and EHC Plans**

Where, despite relevant and purposeful action, a pupil has not made expected progress, the school may consider requesting an EHC needs assessment in partnership with parents/carers. If an EHC Plan is issued, the school cooperates with the local authority and convenes and contributes to annual reviews in line with statutory requirements.

## **11. Roles and Responsibilities**

### **11.1 Class Teachers**

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including pupils with SEND. They plan and deliver high quality teaching, implement agreed strategies and support, and contribute to APDR reviews.

### **11.2 SENCO**

The SENCO coordinates SEND provision across the school, advises colleagues, supports the graduated approach, and liaises with parents/carers, governors, the local authority and external professionals. The SENCO supports identification, assessment, planning, reviewing and record keeping.

The SENCO is a qualified teacher and holds, or is working towards, the mandatory SENCO qualification (NPQ for SENCOs) within the required timeframe.

### **11.3 Headteacher and Senior Leadership Team**

The Headteacher and Senior Leadership Team ensure that SEND is prioritised within school improvement, that systems and training enable high quality inclusive practice, and that resources are deployed effectively.

### **11.4 Governing Body**

Governors have statutory responsibilities for SEND, including monitoring the effectiveness of provision, ensuring the SEN Information Report is published and reviewed, and ensuring arrangements are in place for pupils with medical conditions.

## **12. Working in Partnership with Parents/Carers and Pupils**

We work in partnership with parents/carers and value their knowledge of their child. We seek and respond to pupil voice in ways appropriate to age and need (for example, structured conversations, visual supports and pupil profiles). Parents/carers are encouraged to contact the school if they have concerns, and reviews will be planned collaboratively.

## **13. Admissions and Transitions**

Admissions for pupils with SEND follow the school's usual admissions arrangements, unless the school is named in an EHC Plan. Transitions are planned carefully to support successful moves between classes and key stages, and into and out of the school.

## **14. Supporting Pupils with Disabilities and Medical Conditions**

We make reasonable adjustments for pupils with disabilities to ensure access to learning and school life. Arrangements to support pupils with medical conditions are set out in the school's Supporting Pupils with Medical Conditions policy, and individual healthcare plans are implemented where needed. This policy should be read alongside the school's Accessibility Plan.

## **15. Looked After Children / Previously Looked After Children**

The school has a Designated Teacher for Looked After Children. Where a pupil who is looked after has SEND, we work closely with the wider professional network, including social care and the virtual school, to ensure support is joined up.

## **16. Safeguarding, Wellbeing and Inclusion**

Pupils with SEND can be more vulnerable to safeguarding concerns and bullying. The school promotes a culture of safety and inclusion, and this policy should be read alongside the safeguarding/child protection policy, behaviour policy and anti-bullying procedures.

## **17. Monitoring and Evaluating SEND Provision**

SEND provision is monitored for impact through the APDR cycle, progress and attainment information, attendance and wellbeing indicators, pupil and parent views, and the quality of classroom practice. Findings are used to refine provision and inform staff development.

## **18. Funding and Resources**

The school uses delegated funding (including the notional SEND budget) to meet needs through inclusive practice, staffing and resources. Where needs are exceptional and require support beyond delegated funding, the school may apply for additional funding through local authority processes.

## **19. Complaints**

If parents/carers have concerns about SEND provision, they should first speak to the class teacher. Concerns can then be raised with the SENCO and Headteacher. If concerns remain unresolved, parents/carers may follow the school's Complaints Policy.

## **20. Related Documents**

This policy should be read alongside:

- SEN Information Report
- Accessibility Plan
- Safeguarding / Child Protection Policy
- Behaviour Policy and Anti-Bullying procedures
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy

**Appendix A: Chambersbury SEND processes (graduated response pathway)**

