



Policy for Special Educational Needs & Disabilities

Our Values and Vision: "Inspiring Minds, Shaping Futures."

At Clifton upon Teme Primary School we aim to support all children to be the very best they can be and to achieve and develop both academically and personally. We promote an ethos in which children are encouraged to understand and be active participants within the learning process and we aim to support, develop and promote metacognition and emotional literacy.

We recognise that some pupils will have Special Educational Needs and/or disabilities (SEND) which may impact on their ability to access learning and aim to ensure that these children are carefully supported to achieve their full potential. This may be achieved in a variety of ways including Quality-First teaching, personalised learning approaches, access to interventions and resources, use of ICT, emotional wellbeing support and access to external professionals and support services. As an inclusive school, we also recognise the importance of partnership with pupils and their families, and we aim to work effectively together to secure high-quality provision and progress for our children with SEND. If you would like a copy of this SEND policy, please contact the school office.

Context

The staff at Clifton upon Teme Primary endeavour to promote equality in all aspects of school life, and all matters embraced by this policy will comply with relevant legislation.

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- 0-25 SEND Code of Practice (DfE 2014)
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The SEND Information report regulations 2014
- Teachers' Standards 2012

In response to the *Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE 2014)*, all Local Authorities must publish a 'Local Offer':

- To provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and service providers in its development and review.

For more information on Worcestershire School's Local Offer go to:

<http://www.worcestershire.gov.uk/sendlocaloffer>

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Introduction

At Clifton-upon-Teme Primary School, we believe that all pupils have the right to a broad and balanced education, with access to the Early Years Foundation Stage, the National Curriculum and extra-curricular activities. We also recognise the importance of nurturing independence, building self-esteem and developing self-regulation skills when supporting all children, including those with SEND, to fulfil their full potential, and we work closely in partnership with children and their families to support progress and achievement in school.

As stated in The SEND Code of Practice 0-25 years (DfE 2014), we promote and provide 'Quality-First Teaching' in all classrooms as the basis of effective education. This means that staff will provide adaptive, inclusive, and accessible teaching at a whole-class level which caters for a wide range of needs. Quality-First Teaching will include explicit instruction; cognitive and metacognitive strategies; appropriate scaffolding and resourcing; flexible grouping and the use of technology to support learning. For most children, this Quality-First Teaching approach will enable them to access the curriculum effectively, whilst others may require further support or intervention to achieve their full potential.

Our fundamental principles are that:

- We have high expectations and aspirations for all children, including those with SEND.
- Children with SEND should be identified and supported effectively.
- All teachers are teachers of all children.
- Children with SEND should have access to a broad, balanced and relevant education, including the Foundation Stage, National Curriculum and extra-curricular activities.
- The needs of most children with SEND can be successfully met in mainstream settings.
- The views of the child should be actively sought and taken into account at all times.
- Families have a pivotal role to play in supporting their child's education.

Definition of Special Educational Needs (SEND) as taken from section 20 of the *Children and Families Act 2014*.

A child or young person has Special Educational Needs and/or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) have 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is not the language in which they will be taught.

The Code of Practice (2014) recognises that most needs fall within/across the following areas:

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

Whilst provision is planned for across these categories, we recognise that many needs inter-relate. We therefore always consider the whole child when developing/tailoring provision.

Aims

Clifton-upon-Teme Primary is an inclusive school at which we aim:

- For our approach to SEND to be embedded firmly within the overall ethos of our school
- For our school ethos to promote self-esteem, resilience and independence in all children
- For all children with SEND to have access to a broad and balanced curriculum
- For Quality-First Teaching to support all children, including those with SEND, to achieve and progress
- To identify all forms of SEND as early and accurately as possible to support pupils' progress and self-esteem
- To ensure that the families of children with SEND are actively involved and informed at every stage of their child's education
- To ensure that the experiences and views of the child is actively sought and taken into account at all stages in their education, including when setting and reviewing targets

Objectives

To achieve our aims, we will work:

- To strengthen and develop Quality-First Teaching across school based on current educational research
- To ensure that staff and pupils have access to the resources, display materials and adaptive teaching strategies they need to enable all pupils to access a broad and balanced curriculum
- To develop staff awareness and understanding of SEND in order to ensure a consistent, whole-school response to SEND education
- To ensure that our 'assess, plan, do, review' cycle supports identification and response to children's needs
- To set achievable and measurable targets for children requiring additional support, which will support progress, independence and self-esteem
- To work in partnership with parents and pupils at all stages
- To ensure that children have access to external agency support when required

Admission Arrangements

As a community primary school, admissions and transfers are managed by Worcestershire County Council. Within the capacity of our Pupil Admission Number (PAN) for each year group, any spare pupil places are open to all. All children whose Education, Health and Care Plans name the school will be admitted. Liaison between the school and local pre-schools, and the school and local high schools is strong, ensuring successful and smooth transition for pupils to and from Clifton-upon-Teme Primary School.

Inclusion - Curriculum entitlement and integration

We are an inclusive school where all pupils, including those with SEND, are taught in mainstream classes alongside their peers. Teaching is adaptive and Quality-First Teaching approaches support all children to access a broad and balanced curriculum. Where children require additional support, this is delivered within the classroom wherever possible. At times, children may be withdrawn from lessons or assemblies to engage in intensive interventions or other forms of support from the teacher or a teaching assistant. In these instances, staff will aim not to withdraw children from the same subjects each time (unless the intervention is in-place of an inaccessible session) and to consider the impact of any missed sessions. When pupils have social or emotional needs, they may access support sessions from our in-school Emotional Literacy Support Assistant (ELSA). If children are accessing targeted interventions with a TA, the teacher will liaise regularly with them to discuss effectiveness, progress and the ways in which gains can be built upon back in the classroom. At all times, children's progress remains the responsibility of the class teacher and the child remains part of their class and of the main body of the school.

When supporting all children, including those with SEND, we follow a 'Waves of support' approach as outlined by Worcestershire's Local Offer:

- **Wave 1** describes high-quality, inclusive teaching which considers the learning needs of all the pupils. It is adaptive and takes place within an inclusive learning environment.
- **Wave 2** describes specific, time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.
- **Wave 3** describes targeted provision for a minority of pupils where it is necessary to provide highly tailored and often individualised interventions to accelerate progress or enable children to achieve their potential. Children receiving Wave 3 support are usually placed on the SEND register.

SEND in the Early Years

- Clifton-upon-Teme Primary School liaises with the local pre-school and other settings which ensures we are aware of known needs and can support transition effectively.
- We have good links with outside agencies and provide high-quality, inclusive provision in our Early Years. Our SENCo previously taught Reception in the school and has a very strong understanding of the EYFS and the process of transition to school.
- On entry to school, children are screened using Word Aware and WellComm baseline tools (where appropriate) to identify early language needs. Observational and academic baselines are also undertaken during the first half term to support early identification of additional needs.
- The Foundation Stage Profile is completed by the end of Reception and shared with parents. It indicates areas of need and can be used to inform future target setting.

Where children enter the setting with already identified needs, the SENCo and class teacher will use this information to support transition, provide a starting point for provision and next steps, and communicate with the family and other external agencies (where appropriate) in order to build the strong foundations of a partnership approach.

The identification of SEND needs in children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance to establish whether perceived difficulties are due to limitations within the English language or from special educational needs.

The Graduated Response

When working to identify, meet and review the needs of individual children, we utilise a 'Graduated Response' model which is underpinned by 'Assess, Plan, Do, Review' cycles. All pupils, including those on the SEND Register, or being monitored for potential need will be supported by teaching staff who will assess their needs, plan support strategies, put these into place and then review the impact they have had. For children on the SEND register, these cycles will be formally recorded on their Individual Education Plans (IEPs) and inform the targets being set.

1. **Assess:** We monitor and review the progress and attainment of all children. Adaptive, Quality-First teaching is the first step in responding to pupils who have or may have SEND. The majority of pupils can make progress through such teaching.
2. **Plan** Where lack of progress gives cause for concern, class-teachers work in partnership with children and families to develop a plan to ensure that children are supported to make progress. Class profiling and assessment practices support identification and planning at this stage. Individual Education Plans (IEPs) are produced at this stage for children on the SEND register.
3. **Do** The plans are implemented by teaching staff and overseen by the SENCo and headteacher. Parents are engaged and informed at the setting, implementing and reviewing stages of children's IEP targets.
4. **Review** The effectiveness of the support and the impact on the pupil's progress is formatively reviewed across the term. Formal, summative target reviews take place termly and new targets are set in partnership with children and their families. If adequate progress (define below) is not made, school may call upon external professionals for further assistance. They may also decide that long-term support such as an Educational Health and Care Plan (EHCP) might be required.

Adequate progress can include progress which:

- a. Is similar to that of peers starting from the same baseline
- b. Matches or betters of pupil's previous rate of progress
- c. Closes the attainment gap between the pupil and their peers
- d. Prevents the attainment gap growing wider

Individual Education Plans (IEPs)

The individual targets and approaches employed to enable the children on the SEND register to progress will be recorded on their IEPs. These are working documents which are formally updated termly. They include information about:

- The child's strengths and needs
- What is currently working well

- Their long-term and short-term targets
- The provision to be put in place
- The impact of this provision (completed when the IEP is reviewed)
- The views of the child and the family
- How the child can be supported at home

The IEP will only record that which is additional to, or different from, the universal Quality-First teaching strategies used in the classroom and will focus on up to four individual 'SMART' targets set by the class teacher, in communication with the child and their family. SMART targets are Specific, Measurable, Achievable, Relevant and Time-Bound.

External Agency Support

Where external service support is requested, the SENCo will be involved and parental consent will always be required. External service referrals might include:

- Educational Psychology Service (EPS);
- Behaviour Support Team (BST);
- Speech and Language Therapy (SALT);
- Complex Communication Needs Service (CCN);
- Physical and Sensory Support Service (PSSS);
- Hearing Impaired Service (HI);
- Visually Impaired Service (VI);
- Occupational Therapy (OT);
- Child and Adolescent Mental Health (CAMHS);

The trigger for external agency referral will usually be that, despite receiving individualised support the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing english and/or mathematics skills
- has emotional/behavioural difficulties which substantially interfere with the child's own learning or that of the class, despite individualised behaviour management
- has sensory or physical needs which necessitate additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

When school seeks the help of external support services, those services will require access to the child's records to establish which strategies have already been employed. The external specialist may act in an advisory capacity, provide additional specialist assessment and recommendations or be involved in teaching the child directly. Where pupils have involvement with and recommendations from external agencies, these will inform their IEP targets. Their progress remains the responsibility of the class teacher.

Educational, Health and Care Plan (EHCP) Assessment

The EHCP is for children and young people aged 0-25 years with the most complex needs. The education, health and care needs assessment will explore whether identified needs are greater than a school can provide from usual resources and reasonable adjustments. Where a request for an assessment is made by the school to an LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements in place.

This information may include:

- an IEP for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- attainment measured against National Curriculum age-related outcomes in English and mathematics or the Early Learning Goals
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- reports from professionals such as health, social services or education welfare service.

EHCP assessment involves consideration by the LA, working cooperatively with parents, the child's school and external agencies (when appropriate), to decide whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an EHCP needs assessment. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational needs provision through an Education, Health and Care Plan (EHCP).

All children with an EHC plan will have termly targets set for them that have been established after consultation with parents and child. These targets will be set out in their Individual Education Plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Annual review of EHCPs

All EHCP's must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified. The

annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Role of the Class Teacher

- To know the needs and educational histories of the children in their cohorts
- To follow the graduated response outlined later in this policy to support all pupils, including those with SEND
- To identify children who are not making the expected progress (refer to 'definition' section) and undertake a 'assess, plan, do, review' cycle to better understand need
- To deliver Quality-First adaptive teaching (Wave 1) which provides appropriate explicit delivery, chunking, scaffolding and resources to enable all children to access learning
- To plan and oversee the provision of Wave 2 and 3 interventions and additional support
- To produce and implement and continually monitor Individual Education Plans (IEPs) for all children on the SEND register, setting and reviewing termly targets in partnership with children and families and updating these as necessary across a term
- To regularly monitor and record the progress of all children
- To effectively deploy teaching assistants and oversee the impact of their work
- To support children's social, emotional, behaviours and mental health needs by effectively implementing our relationships-based behaviour approach and the teaching of our PSHE programme and highlighting children in need of further support
- To liaise with the SENCo regularly on the effectiveness of class provision and the needs of pupils on the SEND register or being monitored, including discussions and support of referrals and engagement with external agencies
- To read and implement recommendations from external reports for individual children
- To communicate with parents, sharing targets, strategies and ways that children can be supported at home
- To share any challenges and barriers being experienced with the SENCo in order to access the support required to meet the needs of the pupils in their class

Role of the Teaching Assistant

Teaching Assistants will support the delivery of Quality-First Teaching in the classroom as directed by teaching staff. They may be deployed to deliver small-group or one-to-one interventions, or to support specific pupils to access learning within the classroom and may receive additional training to do this, where necessary. Pupils with EHCPs may have named support staff to help them access the curriculum.

In all cases, the support staff member remains under the deployment of the class teacher and the class teacher remains responsible for the provision and progress of all children. Teachers and Teaching Assistants should communicate regularly about learning done outside of the classroom or in addition to whole-class lessons so that teaching staff are aware of its impact and can supported and continued children's progress in the classroom. They are also welcomed and encouraged to ask for additional support and training to support them to carry out their role. This will facilitated when possible and appropriate.

Role of the Special Educational Needs & Co-ordinator (SENCo)

The SENCo, in conjunction with the headteacher, oversees and coordinates our SEND approach within school to ensure that we continue to develop effective ways of

overcoming barriers to learning and sustaining effective teaching and progress for children with SEND. They aim to ensure that children with SEND are accessing a broad and balanced curriculum in which their individual needs are met, their self-esteem is developed, and where additional, tailored support is delivered effectively on top of a basis of effective, whole-class Quality-First Teaching. They will liaise with teaching staff, families, and external agencies to achieve this.

The SENCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Supporting teaching staff to fulfil their commitments in relation to Quality-First Teaching, class profiles and the setting and implementing of IEP targets
- To oversee implementation of support for children with EHCPs and engage with annual reviews to monitor need
- Liaising with the relevant designated teacher where a looked-after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact for external agencies
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options to secure smooth transition
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Children and Families Act (2014), the SEND Code of Practice (2014) and the Equality Act (2010)
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Ensuring the SEND policies and the school's Information Offer is current and accurate
- Reporting to governors regarding SEND provision

Role of the Headteacher

- To have an accurate overview of the SEND profile at the school and the pupils currently on SEND register
- Ensure that the school meets its responsibilities under the Children and Families Act (2014), the SEND Code of Practice (2014) and the Equality Act (2010)
- To have clarity of arrangements in place in order to respond to need
- To monitor SEND reviews in liaison with the SENCo
- To monitor teaching for children with SEND including Quality-First Teaching, Wave 2 and 3 interventions and the deployment of teaching assistants
- To support staff members at all levels to deliver high-quality adaptive teaching

Role of the Governors

The governing body must:

- Ensure that the school meets its responsibilities under the Children and Families Act (2014), the SEND Code of Practice (2014) and the Equality Act (2010)
- Ensure that the necessary provision is made for pupils with SEND

- Ensure that reasonable adjustments are made so that SEND pupils are included and resources are used effectively and efficiently
- Report to parents on the implementation of the school's policy for pupils with special educational needs

Governors play a major part in school self-review and should establish mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation. In relation to SEND, the governing body should make sure that:

- They are fully involved in developing and monitoring the school's SEND policy.
- All governors, especially the SEND governor, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND provision is an integral part of the school development plan
- The quality of SEND provision is continually monitored

New Staff

All new staff members will be informed of their roles and responsibilities relating to SEND and will receive support from the SENCo to assume these when they begin their role.

Communication and Liaison with Parents

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education. The school will have regard to chapter six of the *Special Educational Needs and Disability Code of Practice (DfE 2014)* when carrying out its duties toward all pupils with SEND and ensure that parents are notified of a school's decision that SEND provision is being made for their child and permission will be sought to place a child on the SEND register.

Where a pupil is receiving SEND support, teaching staff will engage with parents termly to review and set individual targets and to discuss the ways in which children can be supported both in school and at home.

- Parents are encouraged to contact the class-teacher and SENCo directly when necessary
- Parents are encouraged to give their support at home wherever possible with an emphasis on raising self-esteem and building a positive attitude

Pupil Involvement and Pupil Voice

Children are involved with the setting and review of their own individual targets in a way that is age and developmentally appropriate to them. As pupils are aware of their own targets, discussions about their progress can occur in the classroom and their progress

towards them recognised and celebrated regularly. IEP targets are reviewed and discussed with parents termly at Parents Evening and during additional meetings in the Summer Term. Parents receive copies of each term's IEP, which outlines the agreed targets and includes ways in which they can support their child at home.

Resources and Accommodation

The majority of the SEND intervention and support is carried out within the classroom. Additional intervention work, individually or in small groups, is sometimes carried out in other rooms in school. Staff expertise and training is considered when organising additional support and some staff are used to deliver interventions across key stages, such as Phonics. Staff have access to a general bank of resources which aim to target general areas of learning such as English, mathematics, visual and auditory discrimination and speech and language skills as well as specific and targeted support programmes (for example *Socially Speaking*, *Teaching Children to Listen* and *Black Sheep Narrative Press*) and physical support resources (for example physio balls, pencil grips, sensory toys). New programmes, resources or materials will be purchased by the SENCo if and when required, including when named on a child's external agency reports or in their EHCP. Staff should direct any requests for new resources to the SENCo.

Support services and links with other agencies

We have established links with many external agencies including:

- Behaviour Support Team
- Learning Support Team
- Speech & Language Therapist
- Integrated Service for Looked after Children
- Parent Partnership/Family Support Worker Service
- School Nurse
- Occupational Therapist
- Integrated Specialist Support Service

The SENCo refers to the Local Offer for advice.

Links with other schools/transfer to Secondary School

The SENCo attends meetings with SENCos of local primary and high schools and undertakes training and networking opportunities to develop and strengthen practice. When pupils with SEND move to a different school or transition to high school, the SENCo will liaise with the SENCo from the new setting to ensure that staff are aware of children's individual needs and requirements. Children will begin their new setting with all information, IEPs and external reviews having been passed on in order to best support their transition.

Training and In-Service Training

SEND matters are discussed at staff meetings and training is provided for teaching and/or support staff when necessary. Teaching and support staff receive regular training sessions delivered by the SENCo, members of the SLT and other agencies.

Budget/allocation of resources

The school is committed to supporting children with SEND and employs a SENCo to manage this area. An annual budget is available for the purchase of resources and training. The SENCo is also responsible for managing applications for top-up funding and for the management of SEND funding, including for pupils with EHCPs.

Complaints

In the event of a complaint in respect of provision for a child with SEND, parents should first approach the headteacher who will investigate and meet again with the parent. If necessary the complaint may be referred on to the governing body who will respond to it within one week. Families should always follow our Complaints Procedure which can be found on the school website.

Criteria for success

The success of the system can be measured in terms of the following:

- Effectiveness in identifying and meeting the needs of the children
- Quality-First Teaching is observed and is meeting the needs of most pupils
- Accurate records of identified pupils on the register
- Provision mapping which is realistic and well-defined
- The children do not perceive themselves to be 'different' or 'failing'. Work must be based on small, achievable targets with in-built success which will raise self-esteem
- Every child feeling valued by adults and other children
- An inclusive ethos across school where children talk positively about their learning and each other
- Parents and the school working together in partnership

Reviewing the policy

The SEND policy will be reviewed and revised through day-to-day delivery and minor amendments will be made annually where necessary.

The Governing Body will monitor and review the Special Educational Needs & Disabilities Policy every two years or sooner if required. If the policy appears to need modification, then the SENCo will report findings and recommendations to the full governing body.

Date of last review: September 2025

Date of next review: September 2026