



SEND Policy

2025- 2026

Our Vision

All can participate, all can enjoy, all can achieve because our life together is shaped by the Fruit of the spirit.



1.Introduction – Values and Vision

As a Church of England Primary School, it is our vision that every member of our school community feels valued and respected with a clear sense of belonging. Our school vision and Christian values underpin the work of the staff and governors to enable all children, including those with SEND to reach their full potential, flourish and thrive.

At Swannington C of E Primary School, we believe each child is special and that all have unique talents, interests and strengths. Our Christian Values focus on:

Love, care, sharing, forgiveness, trust, tolerance, peace, respect and thankfulness.

We recognise our responsibility to nurture our children whatever their individual needs and to encourage and help each child to achieve their full potential, not only intellectually, but physically, emotionally and socially.

We believe in creating an inclusive environment where all children, parents and staff can feel a valued part of our school community.

Inclusion Statement

Swannington provides a broad and balanced curriculum for all children including those with special educational needs or disabilities. We are committed to inclusion for all children in all areas of the curriculum. Individual needs will be met through the highest quality of education for all pupils and the efficient and effective use of resources.

We will aim to secure special educational provision for pupils for whom it is required, that is additional to and different from that provided within the differentiated curriculum, to respond to the four areas of need identified in the Code of Practice (September 2014):

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

2.Aims and objectives

We aim to:

- Encourage parents/carers to join us in planning and supporting at all stages of their child's development.
- Identify, assess and record and regularly review pupil's special educational needs.
- Promote self-belief, confidence, independence and metacognition in all learners.
- Enable every child to experience success.
- Make effective use of support services.
- Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development (CPD).
- Share a common vision and understanding with all stakeholders.
- Set high aspirations and reach high levels of achievement for all We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting individual pupils needs.

The objectives are:

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCO.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO and Head of School and the Executive Headteacher,

and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. It is in our ethos to ensure that the whole school is: Working together to develop a community where everyone is valued and children become confident and successful learners.

3. Legislation and Definition of SEND

Legislation

- With reference to the SEND Code of Practice (2014): A children or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significant greater difficulty in learning than the majority of others of the same age, or
 - has a disability that prevents or hinders him or her from making use of facilities

Defining SEND

- A pupil who presents with "greater difficulty" or a "disability that hinders" progress in line with age related expectations, and is identified with SEND may require more specialist or specific educational provision to be made for them.

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 school.

- The identification of SEND is built in to the overall monitoring of all pupils. Indicators of possible additional needs would be:
 - Progress not being similar or in line with peers starting from baseline.
 - Being below previous rate of progress.
 - Attainment gap remains the same or widens between them and their peers.
 - They do not make adequate progress despite appropriate interventions, adjustments and from high quality teaching.
- We assess children in four broad categories of need:
 1. Communication and Interaction (CI)
 2. Cognition and Learning (CL)
 3. Social, Emotional and Mental Health (SEMH)
 4. Sensory/and or Physical (SP)
- The SENDCO works closely with staff to look at assessment and with the Head of school and Executive Head teacher to look at the whole school data as an early identification indicator;
- Early Years Foundation Stage data
- Tracking data linked to the Pira and Puma results and other standardised assessments where appropriate.

Whole school data is used to monitor and evaluate the progress of pupils identified as having SEND.

4. Roles and Responsibilities

The Head Teacher and the governing body are responsible for ensuring the implementation of the policy and have delegated the day to day implementation of the policy to the SENDCO. The SENDCO is Louise Compton. Louise is completing qualification of National Award for Special Educational Needs Coordination.

- The SENDCO

The SENDCO is Louise Compton

The SENDCO will:

- Oversee the day-to-day operation of the school's SEND policy
- Co-ordinate the provision for children with SEND
- Liaise with and advise fellow teachers and support staff
- Oversee the records of all children with SEND
- Liaise with parents of children with SEND
- Contribute to the in-service training of staff
- Liaise with local high schools so that support is provided for Y6 pupils as they prepare to transition
- Liaise with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinate and develop school based strategies for the identification and review of children with SEND
- Make regular visits to classrooms to monitor the progress of children on the SEND Record
- The SEND Governor and the role of the Governing Body

The Governing Body ensures Swannington secures the necessary provision for any pupil identified as having SEND. They support school provision for SEND by monitoring the provision and progress for SEND children and ensuring its policies and practices follow the latest code of practice and stator guidance.

The SEND governors are Holly Gibbs and Pat Stafford

The SEND governor will:

- Help to raise awareness of SEND issues at governors' meetings.
- Monitor the quality and effectiveness of SEN provision within the school and update the other governors on this.
- Work with the Head teacher, Head of schools and the SENDCO to determine a strategic development of the SEND policy and provision within the school.
- The Executive Head teacher

The Executive Head teacher will:

- Work with SENDCO and the SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- The Class teachers

Class teachers, supported by the SENDCO, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same base line.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

All teachers and teachers of Special Educational Needs.

5. Storing information

The SENDCO will keep record of all SEND matters including:

- Records sent from outside agencies
- SEND register
- Meetings
- Provision maps
- Minutes
- Pupil passports

Passports are shared with parents and carers.

Teachers can access relevant documents where appropriate in order to ensure carefully planned provision meets individual needs. Every staff member has a duty to ensure pupils are tracked and information about all pupils with SEND is updated in regard to their requirements to ensure the individual needs of all pupils are met.

6. Allocation of resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCP.

7. Assessment

- Monitoring children's progress and identification of SEND

Early identification is vital. The class teacher informs parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. Teachers are responsible and accountable for the progress and development of their pupils. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND provision.

The class teacher and the SENDCO assess and monitor children's progress in line with existing school practices. This includes talking to the child about their progress and what they feel their strengths and areas for development might be. The class teacher and SENDCO work closely with parents to plan an appropriate programme of intervention and support.

SEND support

If a various interventions a child's progress is still a concern, the child will be given a passport in consultation with parents. Parents will be involved in the setting of intended outcomes. It maybe necessary for the school to involve other agencies within the support of individual children. If pupils continue to make less than expected progress or the school needs advice on early identification and support or intervention, specialist involvement will be sought with the parents' permission.

Requesting an Education, Health and Care Plan

Where despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a child or young person, the child or young person has not made expected progress, the school or young person should consider requesting an EHCP assessment.

EHCP

The local authority seeks a range of advice before an EHCP is developed. The plan incorporates support from a number of different services. The needs of the child are considered to be paramount in this.

8. Access to the Curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to;

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and the rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

9. Partnership with parents and families

The school aims to work in effective partnership with parents and carers. We do so by:

- Working effectively with all other agencies to support children and their parents.
- Enabling parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing appropriately.
- Focusing on the child's strengths as well as areas of additional need.

- Providing parents and carers with opportunities to discuss ways in which they and the school can help their child.
- Agreeing and setting the individual targets for their child.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.

10. Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions, exercising choice and having aspirations for their future. All pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and metacognition.
- Share in individual target setting.
- Having aspirations on their long-term future.

11. Evaluation and Review

The policy was created by the school's SENDCO and agreed by the Executive Head Teacher. Governors in liaison with the SLT, SENDCO's and all staff as well as the parents of pupils with SEND. It is the responsibility of the SENDCO in collaboration with the SLT and Governing Body to evaluate and review the policy.