



# **Stretham Community Primary School Special Educational Needs and Disabilities (SEND) Policy**

*'Achieving Potential Together  
School Family.  
- Compassionate  
- Curious  
- Courageous*

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Implemented on: March 2024

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Signed by the Headteacher: M Sweeney

Signed by the Chair of Governors: J Rist

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## Aims and objectives

At Stretham Community Primary School we strive to create a sense of community and belonging for *all* our pupils. We have an inclusive ethos with high expectations for all pupils, celebrating the uniqueness of every child. All pupils have equal opportunities to access a broad and balanced curriculum, encouraging them to become independent learners, learning to take responsibility within the school.

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life, so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## Vision and values

At Stretham Community Primary School, we are determined to meet the educational needs of all our pupils including those with special educational needs and disabilities. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

### Our School Aim

- Our school aim is that all children should be enabled to develop confidently to the best of their ability within the context of a caring community.
- All pupils, whether they have special educational needs or not, must have equal opportunities to participate in the full curriculum of the school, including the National

Curriculum. They will be encouraged to become independent and learn to take responsibility within the school.

- Some children may have disabilities which prevent them from making full use of our school facilities. We aim to give these children individual consideration and make special provision for them, working in partnership with others where necessary.
- Some pupils with have some Mental Health and/or wellbeing needs that can significantly affect their learning and/or prevent them from making full use of our school facilities. This may include anxiety/depression/trauma or a diagnosed mental health need. We aim to give these children individual consideration and make special provision for them, working in partnership with others where necessary.
- Everyone in the school community - governors, staff, pupils and parents - have a positive, active part to play and views of all stakeholders should be sought and considered.

Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. We seek to ensure that:

- Individual needs of pupils are identified and met as soon as possible.
- Work in class is appropriately scaffolded or differentiated and reasonable measures are taken through Quality First Teaching (QFT).
- Pupils with Special Educational Needs and Disabilities (SEND) are given individual consideration and suitable provision is made for them.
- Where needed, Assess, Plan, Do Reviews (ADPRs) will provide structured and specific SMART targets for pupils with Special Educational Needs.
- All pupils, whether they have Special Educational Needs and Disabilities or not, have access to the full curriculum of the school, including the National Curriculum, and all activities.
- We have genuine communication and partnership when working with parents.
- We listen to the voice of the child and involve pupils with SEND in the planning of their education.
- We raise the achievement of all pupils.

## Legislation and guidance

This Policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [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 coordinators (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' 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

## Definitions

Stretham Community Primary School identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEN) Code of Practice (DfE, July 2014):

- A child or young person has SEN 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 significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...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'

The school provides special educational provision for pupils who require

“provision different from or additional to that normally available to pupils of the same age.”  
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The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## Roles and responsibilities

### The SENCO

The SENCO at our school is **Mrs. Sally Woodman** ([office@stretham.cambs.sch.uk](mailto:office@stretham.cambs.sch.uk))

The SENCo will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **The Governing Body**

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need

- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

## The SEND Link Governor

The SEND link governor is **Miss Angela Dix** ([office@stretham.cambs.sch.uk](mailto:office@stretham.cambs.sch.uk))

The SEND link governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCo, advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer



- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

## **Class Teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is scaffolded, adapted and / or differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Planning and reviewing each pupil's progress and development, by writing an APDR, deciding on any changes to provision termly, in conversation with the SENCo
- Planning and assessing the impact of support and interventions detailed in the pupil's APDR, and consider how they can be linked to classroom teaching, working closely with any teaching assistants or specialist staff
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## **Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil.

## **The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes

- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible and in line with their age and ability.

## **SEN Information Report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated regularly and as soon as possible after any changes to the information it contains.

## **Our approach to SEND support**

### **Identifying pupils with SEND and assessing their needs**

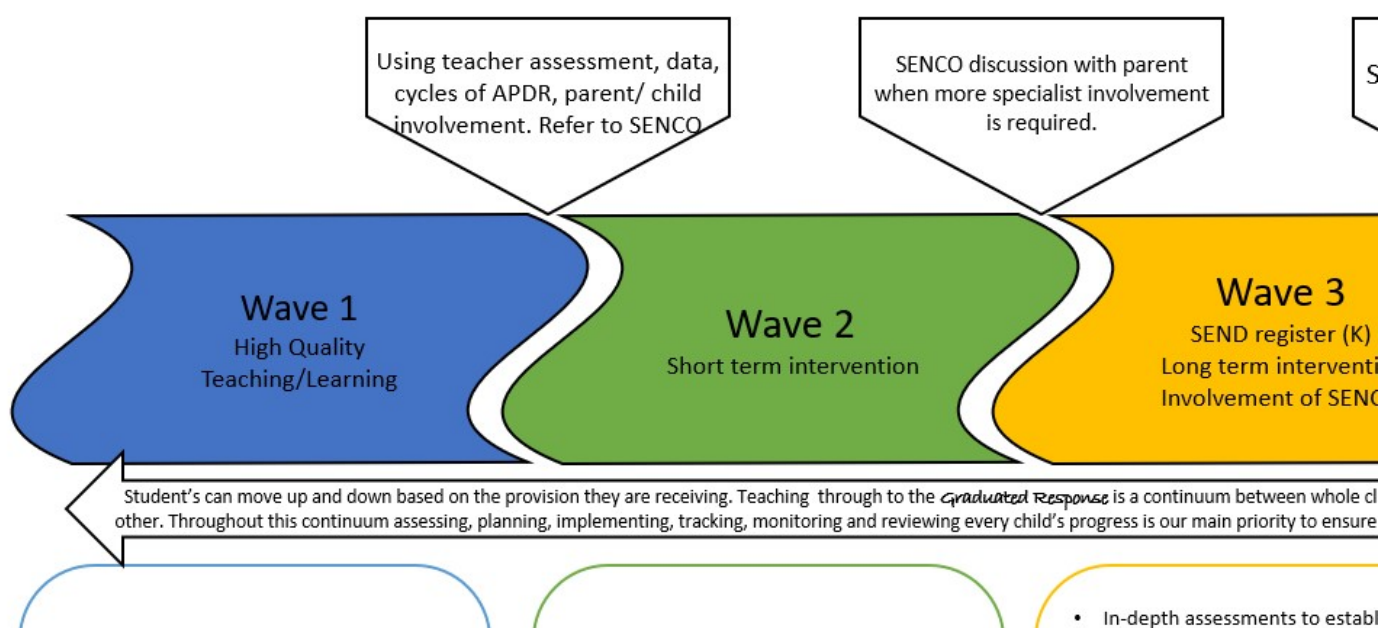
All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, the SENCo, class teacher, pupil and parents will collaborate to identify and plan any appropriate support and teaching strategies.

High quality teaching, scaffolding and differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEN. The identification of SEN will be built into the school's overall approach to monitoring the progress and development of all pupils.

In line with the 2014 Code of Practice requirements, the school will deliver a Graduated Response Model as described in the diagram below for pupils identified as having SEN:

# Stretham Community Primary School

## Graduated Approach



## The Graduated Approach

### Wave 1:

High quality teaching for all pupils, with a variety of teaching styles, scaffolding and differentiation to meet the needs of all pupils, as appropriate.

### Wave 2:

Where a child is falling just below national expectations for their age group and starting points, they will be offered interventions or 'catch-up' programmes. These are usually delivered by the class teacher or teaching assistant and are designed to be short and highly focused.

### Wave 3:

If, despite high quality teaching and targeted 'catch-up' support, a child is still falling below age-related expectations and is not making the progress expected, further exploration will take place, carrying out more in-depth assessments. Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of **assess, plan, do, review (APDR)**.

### Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

## **Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded with an APDR and will be made accessible to all staff. Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

## **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher, with the support of the SENCO, will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **Wave 4:**

Where a child's needs require additional support, beyond what is usually available and funded within the school's existing budget, the school may apply for an Education and Healthcare Plan (EHCP). Sometimes, this is already in place when a child reaches statutory school age. This plan will articulate how best the additional funding will be utilised to support the child to attend mainstream school.

The process is described in detail on the Cambridgeshire website:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/education-health-and-care-plan-ehcp/>

By law, all Local Authorities must publish their SEND Local Offer. This provides information about education, health and social care provided both by the Local Authority as well as partners in the voluntary and community sectors. There are useful links for parents to organisations that can help with the process. The Cambridgeshire Local Offer can be found by clicking on this link:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

## **Consulting and involving pupils and parents**

At Stretham Community Primary School we put the pupil and their parents at the heart of all decisions made about special educational provision, fostering close working relationships in order to ensure children receive early and accurate identification and assessment of SEND, leading to appropriate intervention and provision and support to make social, personal and academic progress.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Where specific advice, guidance and support are required, the SENCo may signpost parents of pupils with SEND to other services locally.

## **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

## **Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **Links with external professional agencies**

Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational Psychologists

- Occupational Therapists, Speech and Language Therapists or Physiotherapists
- General Practitioners or Community Paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## **Admission and Accessibility Arrangements**

### **Admission arrangements**

The admission arrangements for pupils with SEND are set out in legislation. In Cambridgeshire, the admissions arrangements are set out on the county website. Parents are encouraged to discuss their child's needs with the Headteacher when visiting the school and applying for admission.

### **Accessibility arrangements**

Our school governing body produces an 'Accessibility Plan', which considers:

- Improving the physical environment for disabled pupils
- Increasing the extent to which disabled pupils can participate in the full curriculum offered
- What information should be provided to pupils and parents.
- Ensures all accessibility has been considered to enable equality of opportunity.

The school consults with the Local Authority over accessibility issues relating to structural alterations of the building (internally or externally).

### **Complaints about SEND provision**

If you have any complaint about the special educational provision for your child or about special educational needs generally, please do see the class teacher in the first instance. If you feel that the matter has not been resolved, speak to the SENCo and subsequently the Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

### **Monitoring and evaluation arrangements**

## **Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND, throughout the year
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- How well pupils with SEND take part in the whole curriculum of the school
- The effectiveness of the Graduated Approach and APDR cycles in meeting the needs of our pupils
- Whether pupils with SEND feel safe, valued and included in the school community
- How pupils with SEND become more independent over time
- How resources have been allocated to and between pupils with SEND
- How many pupils go onto having an EHCP
- Comments and feedback from pupils and their parents and carers

## **Monitoring the policy**

This policy will be reviewed by the SENCo and headteacher every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## **Links with other policies and documents**

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Medical needs policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

## Glossary of SEND Terms and Abbreviations

<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit and Hyperactivity Disorder
<b>ASD</b>	Autistic Spectrum Disorder
<b>CAMHS</b>	Child and Adolescent Mental Health Service
<b>LAC</b>	Looked After Child
<b>C&amp;I</b>	Communication and Interaction needs
<b>C&amp;L</b>	Cognition and Learning needs
<b>CoP</b>	Code of Practice
<b>CP</b>	Child Protection
<b>DCD</b>	Developmental Co-ordination Disorder
<b>DDA</b>	Disability Discrimination Act
<b>DfE</b>	Department for Education
<b>EAL</b>	English as an Additional Language
<b>EHCP</b>	Education, Health and Care Plan
<b>EP</b>	Educational Psychologist
<b>EWO</b>	Education Welfare Officer
<b>FSM/UFMSM</b>	Free School Meals/ Universal Infant Free School Meals
<b>Graduated Approach</b>	An approach to identifying and providing SEND support
<b>HI</b>	Hearing Impairment
<b>IEP / APDR</b>	Individual Education Plan / Assess, Plan, Do, Review: the means by which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
<b>KS</b>	Key Stage
<b>LA</b>	Local Authority
<b>NC</b>	National Curriculum
<b>OAP (Ordinarily Available Provision)</b>	This defines the provision which is made for pupils, which can be met from the resources generally available to and within the school
<b>OT</b>	Occupational Therapist



<b>PEP</b>	Personal Education Plan
<b>FSW</b>	Family Support Worker
<b>SALT</b>	Speech and Language Therapy
<b>SEMH</b>	Social, Emotional and Mental Health
<b>SEN</b>	Special Educational Needs
<b>SENCo / SENDCo</b>	Special Educational Needs & Disabilities Coordinator
<b>SpLD</b>	Specific Learning Difficulty
<b>TA</b>	Teaching Assistant
<b>VI</b>	Visual Impairment