



# SEND Policy

(Special Educational Needs and Disabilities)



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## Introduction

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Through a consultation with parents, it has been identified that parents view the following as priorities in relation to pupils with Special Educational Needs and Disabilities;

- Provide a safe and secure environment
- Good communication between professionals and parents
- Provide a quiet space for children to go to if they are stressed or upset
- Provide visual support to aid understanding of language – written and spoken
- Provide additional staff to support pupils who need extra support
- Have individual support plans for pupils with additional needs
- A trained SEN member of staff
- Make sure that pupils with additional needs feel included, not excluded
- Provide parents with information on how they can support their child at home
- Ensure that parents know who the point of contact is in order to discuss their child's needs and support
- Provide regular meetings to discuss the child's needs, progress and planned support
- Staff to attend training to keep informed about SEND; such as autism training
- Assess the impact and effectiveness of support
- Show empathy
- Support parents to access support services
- Ensure access around the school is appropriate for the children
- Explain information so that all children understand
- Adapt provision to meet a child's needs and to be flexible
- Consider individual situations in relation to individual pupils; what may appear as exclusion for one child could be a form of inclusion and support for another
- Understand that children may present different in school to their home setting
- Provide additional movement breaks if needed
- Ask the child what they think would help them

The following policy will indicate how the school aims to meet the needs of individual children and the priorities identified by parents.

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## Aim

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- To work with parents and identify a child's needs as early as possible.
- To ensure that appropriate support and provision is in place to meet the needs of all pupils.
- To ensure that staff members are appropriately trained to meet the needs of children throughout the school.
- To have regular communication with parents and ensure that information sharing is a two-way process.
- To provide a broad, balanced and accessible curriculum to meet the needs of all pupils.
- To appropriately deploy trained staff to specific roles supporting pupils with additional needs.
- To make best use of space around the school and appropriate resources to meet the needs of all pupils.
- To engage with other professionals to further understand the needs of pupils and how to support them.
- To help all children understand their different needs.
- To enable parents to access support in the local area.

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## Designated SEND Roles

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The Special Needs Co-Ordinator, Nicole Spencer, is the teacher responsible for co-ordinating the support for children with SEND. She is a qualified teacher at the school.

The Governor with responsibility for over-seeing SEND in the school is Hannah Johnson.

Teaching Assistants will be directed to support children with SEND via the SENDCo, the child's Class Teacher and Headteacher.

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## Admission and Inclusion

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Bowlsh Infant School adopts a whole school approach to SEND which involves all of the staff adhering to a model of good primary practice. The staff members are committed to identifying and providing for the needs of all children.

The school operates an equal opportunities policy for children with SEND, who are afforded the same rights as other children.

We adhere to the Somerset Fair Access Protocol.

We believe that every child and young person should have the equal right to:

1. be included as a valued, responsible and equal member of the learning community along with all other children and young people of the same age, having access to a common range of experiences;
2. have access to a broad, balanced and inclusive curriculum with differentiated learning which enables them to achieve their full potential and to be included in a lifelong learning process;
3. attend appropriate and local provision with appropriate resources and support networks;
4. have their views heard and contribution recognised.

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## Admission Arrangements

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Children with SEND will be discussed at a School Entry Plan Meeting prior to starting school. In the case of a child with an Education, Health, Care Plan (EHCP) the Local Authority has the responsibility to name the school that the child should attend prior to them starting school and a School Entry Plan Meeting will be held. School Entry Plan meetings involve the pre-school setting, family and receiving school in discussing the child's needs and how their transition into school will be managed to be positive and supportive. Actions will be agreed and a plan written which will then be reviewed during the first term of school.

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## Facilities

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Two classrooms have ramp access and there is an easy access toilet with shower facilities. The interior of the school building has steps which could make accessing all toilets difficult for a pupil with mobility needs. If a child with mobility needs were to attend the school additional facilities would be required to enable them to access some areas of the building.

Each classroom has an interactive whiteboard and word processing facilities, as well as other resources which will support pupils with a range of needs.

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## Identification of SEND

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We aim to identify additional needs as soon as possible but it is also important to recognise, that we are working with young children who require time to settle into school and develop. Some children may not have been 'school ready' at the start of their Reception Year and this would show in their baseline assessment. With good quality teaching and support it is possible that these children can catch up with their peers during the first year of school.

The identification of an 'additional learning need' would arise from teachers making the judgement that a child has a significantly greater difficulty in learning than the majority of others of the same age. Children with a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools will be identified as having an additional need in relation to their disability.

Teachers will use the following criteria to identify a child's additional need which requires special educational provision;

- Children making less than expected progress given their age and individual circumstances
- Children making progress which is significantly slower than that of their peers starting from the same baseline
- Children who fail to match or better their previous rate of progress
- Children who fail to close the attainment gap between themselves and their peers
- Children who widen the attainment gap between themselves and their peers.

All of the above can equally relate to progress in relation to social and emotional development.

In the case of pupils with English as an Additional Language (EAL) care needs to be taken in identifying and assessing SEN. All aspects of the child's learning and development should be monitored to establish whether any delay is related to learning English or if it arises from SEN or a disability. Difficulties solely related to learning English as an additional language are not to be identified as SEN.

The SEND code of practice identifies four broad areas of SEND;

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

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## Graduated Response

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The Somerset Graduated Response is followed by the school and referred to, to ensure that appropriate provision is in place for all pupils. The standards illustrate the provision and actions that should be in place for the level of need. (Appendix 1 – Introduction to the core standards)

### Wave 1 (Provision for all)

Describes quality inclusive teaching taking into account the needs of ALL the children/young people in the classroom. It includes differentiated work and creating an inclusive learning environment.

### Wave 2 (SEN Support)

Describes specific additional and time limited interventions provided for some children/young people who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted as a group of children/young people with similar needs.

### Wave 3 (High SEN needs)

Describes targeted provision for a minority of children/young people where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential. Other professionals are likely to be involved, and a multi-agency approach may be required. An Education Health Care plan (EHCP) may be applied for or may be in place for these pupils. Pupils with an EHCP in place will have a SEND annual review which sets and reviews short and long-term targets.

Bowlish Infant School SEN Wave 1, 2 & 3 Offer of Provision			
	Wave 1	Wave 2	Wave 3
<b>Cognition &amp; Learning</b>	Offered as part of our Quality First Teaching <ul style="list-style-type: none"> <li>• Differentiated planning</li> <li>• Differentiated activities</li> <li>• Targeted 1-1 Key word practise</li> <li>• Targeted 1-1 reading</li> <li>• TA group support</li> <li>• TA Input support</li> <li>• Targeted questioning</li> <li>• Use of timers</li> <li>• Visual aids</li> <li>• Visual timetables</li> <li>• Now / Next</li> <li>• Writing frames / use of Communication in Print</li> <li>• Sound/Word mats</li> <li>• STC rich environment and communication</li> <li>• Stage appropriate resources and expectations</li> <li>• Re-visit and recap learning</li> <li>• Regular practice of a skill</li> <li>• Multi-sensory activities</li> <li>• Dyslexia friendly approaches.</li> <li>• Numbersense</li> </ul>	<ul style="list-style-type: none"> <li>• Number Sense group intervention</li> <li>• Colourful semantics</li> <li>• Focused common exception word groups</li> <li>• Phonological Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• ILI – 1:1 Literacy intervention</li> <li>• External agency support</li> </ul>
<b>Communication &amp; Interaction</b>	<ul style="list-style-type: none"> <li>• Differentiated planning</li> <li>• Differentiated activities</li> <li>• Targeted teacher support</li> <li>• Class TA support</li> <li>• Increased visual aids</li> <li>• Visual timetables</li> <li>• Now / Next</li> </ul>	<ul style="list-style-type: none"> <li>• Talk About</li> <li>• Talk Boost</li> <li>• Early Talk Boost</li> <li>• Google Chrome Books</li> <li>• Attention Bucket</li> <li>• Racing to English</li> <li>• TALC</li> </ul>	<ul style="list-style-type: none"> <li>• Focused Speech and Language support</li> <li>• Small group or 1:1 language support</li> <li>• Social skills / time to talk groups</li> <li>• ELSA support</li> <li>• External agency support</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing frames / use of Communicate in Print</li> <li>• STC rich environment and communication</li> <li>• Pre-teach key vocabulary</li> <li>• Communication</li> </ul>		
<b>Social, emotional and mental health</b>	<ul style="list-style-type: none"> <li>• Behaviour / Relationship policy</li> <li>• Class expectations and rewards</li> <li>• Colour Monster</li> <li>• Circle time</li> <li>• Jigsaw PSHRE curriculum</li> <li>• School values</li> <li>• Visual timetable</li> <li>• Now / Next.</li> <li>• Individual reward charts</li> <li>• Individual behaviour logs</li> <li>• Social stories</li> <li>• Symbol prompt cards</li> <li>• Quiet space / Calm space to go to</li> <li>• Calming resources / busy box</li> <li>• Adult check-in times</li> <li>• Emotion books</li> <li>• Personal visual timetable</li> <li>• Nest – Sensory room</li> </ul>	<ul style="list-style-type: none"> <li>• Talk About</li> <li>• Home/School book</li> <li>• Zones of regulation</li> </ul>	<ul style="list-style-type: none"> <li>• ELSA support</li> <li>• Nurture curriculum – cooking / gardening / increased outdoor activities</li> <li>• One Page profile</li> <li>• Pastoral support plans</li> <li>• Increased TA support – in class and or on the playground</li> <li>• External agency support</li> <li>• Attachment support – invisible string</li> <li>• Zones of regulation.</li> </ul>
<b>Sensory and physical</b>	<ul style="list-style-type: none"> <li>• Writing slopes</li> <li>• Writing screens</li> <li>• Pencil grips / sizes</li> <li>• Wobble cushions / fidget toys</li> <li>• Weighted cushions / toys</li> <li>• Additional gross and fine motor skills and activities</li> <li>• Multi-sensory approaches</li> <li>• Staff aware of implications of the physical impairment</li> <li>• Differentiated curriculum according to need.</li> <li>• Forest School</li> <li>• Sensory Trail</li> <li>• Actival</li> <li>• Movement breaks</li> <li>• Primary Movement</li> <li>• Ear defenders</li> <li>• Nest – sensory room.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific resources to meet the child's needs e.g. large keys on keyboard, appropriate chair / table</li> <li>• Group or individual sessions for specific skill development.</li> <li>• Actival</li> <li>• Move to learn, Learn to Move</li> </ul>	<ul style="list-style-type: none"> <li>• Additional adult support to ensure safety throughout the day</li> <li>• Physiotherapy programme</li> <li>• Occupational Therapy programme</li> <li>• External agency support.</li> </ul>

### First response

Where a child's rate of progress is causing some concern the first response from a teacher would be to target the child's areas of weakness within the class through high quality teaching and support. Class teachers have the most contact with children in their class and they are accountable for their progress and development, including where children access support from teaching assistants. Teachers will refer to guidance as set out in the Graduated Response Toolkit for the area of need that the child is displaying.

Teachers will work with the following in mind to ensure that classroom practice meets the needs of all children:

- The provision of an exciting learning environment to arouse the children's interest and curiosity and to help those who need extra support and encouragement to overcome any difficulties.
- A climate of warmth and support in which self-confidence and self-esteem can grow and in which all the pupils feel valued and able to take risks as they learn, without fear of criticism.
- Flexible grouping of children so that learning may be met in individual, small group or whole class contexts.
- A differentiated curriculum to meet the needs of individual children.
- Curriculum tasks and activities matched to children's differing paces, interests, capabilities and previous experience.
- Curriculum tasks and activities broken down into a series of small and achievable steps for the children who have additional needs.
- Teaching approaches and the use of a range of resources that enable children to access the task / curriculum.
- Visual systems of communication to support learning whenever possible.

- Regular assessment and planning for next steps to monitor the child's rate of progress in relation to their starting point.

### **Next steps**

Where progress continues to be less than expected, the class teacher will work with the SENCo to identify whether the child has SEN. Evidence will be gathered which will include information from the child's parents and the child themselves. If a higher level of need is identified, the school will call on specialised assessments from external agencies to identify specific need and ways to support the child.

SEN provision will be identified and planned for with the focus being on desired outcomes, including the expected progress and attainment of the child. The focus on a desired outcome will help to determine the support that is needed and how it can be provided within the school setting.

### **SEN support**

When a child is identified as having SEN or a disability, this will be recorded on the school's Special Needs Register. Parents must be informed that their child has an identified SEN or disability, and that special provision is being made for their child.

SEN support in the school will follow a four-part cycle of:

- Assess
- Plan
- Do
- Review

### **Assessment**

Assessments will be made of the child's need, rate of progress and development in relation to that of their peers who had similar starting points. Information from the child and their parents in relation to their needs and how they feel support is required will also be gained. Barriers to learning will need to be identified, and the outcome of previous intervention should be analysed.

### **Plan**

Planning will involve the process of identifying what support, adjustments, and interventions need to be put in place to support the child in making more rapid progress. This will be agreed in consultation with the child and their parents. Targets will be agreed with a focus on outcomes and a planned review date. Where possible, the plans will involve parental involvement to reinforce or contribute to progress at home.

### **Do**

The child's class teacher remains responsible for the child daily. Where interventions within a group or on a one-to-one basis with support staff take place, the class teacher retains responsibility for the pupil. The Class Teacher and Teaching Assistants must work closely to plan and assess the impact of support and interventions and optimise the opportunity to make links within classroom teaching. The SENCo will support the class teacher in the further assessment of the child's needs and advise on further support.

### **Review**

The effectiveness of support and interventions and their impact on the child's progress will be reviewed at the agreed date. An evaluation of the desired outcomes will be made together with the child's parents and with the views of the child considered.

Next steps for the child will be identified and where necessary, the Assess, Plan, Do, Review cycle will continue with new desired outcomes identified.

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## **Involving Parents and Children During SEND Support**

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Throughout the Assess, Plan, Do, Review cycle, parents and children will be involved as much as possible. Regular discussion (at least termly) will take place between school and parents to ensure that they are aware of current provision, desired outcomes, and their child's progress. Their support at home will be required to aid progress, and the teacher and parents will plan how this can happen. Where a child has an Individual Support Plan, parents will be asked to express their views about it and sign their agreement to the plan and the desired outcomes.

For children receiving SEN support at school, their voice will be important within the Assess, Plan, Do, Review cycle. They will have time to discuss their needs and progress with their Class Teacher or a familiar Teaching Assistant. Supportive resources such as Communicate In Print symbols will be used to gain the views of the child. Learning passports will be used to aid transition between year groups and schools to enable the child to communicate their needs and desired support with their new teacher prior to moving into their class.

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## **Involvement of Specialists from External Agencies**

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Specialists from external agencies will be referred to when the school believes that additional specialist assessment of the child and advice on provision is required. The school will always consult with parents prior to making a referral unless the referral is in relation to a safeguarding concern.

Records and reports from the specialist will be shared with the parent and stored within the child's SEND file.

In some cases, a multi-agency approach will be required, and this may lead to multi-agency meetings to ensure that information sharing, support, and planning for desired outcomes involves all parties concerned with the child.

Support from the following agencies will be sought as necessary:

- Education Psychology Service
- Audiology Service
- Service for the visually impaired
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Physical Disability Service
- Language and Communication Team
- English as an Additional Language Support Service.
- Health Service
- Tor School
- Mendip School
- CAMHS
- Children's Social Care
- School Nurse
- Parent Family Support Advisors (PFSA)

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## Education, Health and Care Plans

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When a child is not making the expected progress despite the SEND support within the school, the school or parent may consider making a request for an EHC Plan. The Local Authority will request to see the evidence of the graduated response already taken by the school towards desired outcomes.

If a parent is considering requesting an EHC Plan the school will support the parent through this process. They will ensure that the parent knows who to contact in the Local Authority to gain further support and guidance. If the school is considering making a request for an EHC Plan they will discuss this with the parents prior to making any application.

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## Record Keeping

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The progress of all children at the school is monitored carefully, commencing with Baseline assessment and the Early Years Foundation Stage Profile in the Reception Classes. Class Teachers are responsible for ensuring that assessment records are kept of the individual children in their class. Detailed records are kept by the SENCo and Class Teachers of children who are receiving support for an additional need. These records will indicate the targets to which the children are working towards, the support and interventions put in place for the children, and then a review of the impact. Records will be used to track the progress that children are making and will be shared with parents to keep them fully informed and involved with the process.

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## Transition

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### **When they first start school**

Before starting in the Early Years Foundation Stage, induction days help the new children familiarise themselves with the EYFS staff and school in advance. Children and parents are invited to induction activities such as a Teddy Bear Picnic, stay and play session and a classroom visit. The EYFS teachers and when appropriate SENDCo, will visit pre-school settings to meet the children and talk with pre-school staff to gather any information to support the transition.

To ensure smooth transition into Reception, if your child is identified as having special educational needs prior to starting school a School Entry Plan (SEP) meeting will be held. Parents, school staff, pre-school staff and any external professionals supporting your child will be invited. Your child's interests, strengths and needs will be discussed, as well as actions required so their additional needs can be met when they start school. Actions may include your child attending extra visits to the Reception Class and staff attending training. Transition booklets including photographs and simple information about Bowlsh Infant School will be produced for your child to look at before they start school. This will ensure that your child is familiar with the people and places in the school.

### **When moving to another year group**

Information about your child will be shared with their new teachers.

New teachers will visit your child in their current class, to see them working and start to get to know them.

All children spend the whole day in their new class on 'All Change Day'. This provides an opportunity to familiarise themselves with their new classroom and get to know their new teacher and classmates. Your child may have additional opportunities to visit their new classroom and teacher. They will also be given a transition booklet which will have photographs, symbols and text to introduce them to their new classroom, new staff and routines.

When moving to a new year group, children who have been identified to need SEND support will have a 'One Page Passport' document created to ensure that information about them is shared with the new class teacher. Parents and the child will be asked to provide information for the passport to ensure that their new

### **St. Paul's**

Before going to St. Paul's Junior School, children in Year 2 make several visits to help make their transition a smooth one. In the Summer Term prior to transition, all children are invited to join an after-school 'Explorers Club' at St. Paul's, where they can explore the school and meet the staff.

Children identified as having specific SEND needs or may find the transition a more challenging time, will be invited to join a nurture group. The nurture group will visit St. Paul's school with members of Bowlish staff and engage with a variety of different activities to help them get use to the school environment and staff, prior to their classroom visit. These sessions will run weekly for 4 to 6 weeks prior to 'All Change Day'.

All children visit their new Junior School on 'All Change Day' to meet their new teachers and classmates.

In the Summer Term an 'Art afternoon' is arranged where the Year 3 children from St. Paul's visit Bowlish Infant School. This provides an opportunity for our Year 2 children to pair up with the St. Paul's Year 3 children to work creatively together.

If your child is identified as having a SEND need or has an EHCP in place, prior to transition your child will be discussed with the SENDCO of the receiving Junior School. A School Entry Plan Meeting will be held with parents, Infant and Junior School staff and any external professionals supporting your child. This ensures that your child's transition is as smooth as possible. Transition booklets containing photos and information about their new school will also be provided.

We make sure that all records about your child are passed on to their new school as soon as possible to ensure that receiving staff are fully informed.

### **Specialist Setting**

If your child has an EHCP in place and a specialist school is named on their plan as their next placement, the SENDCO will liaise with the new school alongside the parent. It is important that parents make initial contact with the new school to ensure they are aware of what your child's needs are and the support you require. Bowlish Infant School will support with transition by:

- arranging an initial transition meeting with parents to discuss what they would like this to look like e.g., possible visits, transition booklets required, support from current staff.
- Then the SENDCO will contact the Specialist Provision Setting to share any relevant information. It is the responsibility of the Specialist Provision School to arrange a School Entry Plan (SEP) meeting and any onsite visits prior to the transition.
- Bowlish school staff will attend the SEP meeting and make sure that all records about your child are passed on to their new school as soon as possible to ensure that receiving staff are fully informed. If you child has additional 1:1 adult support in class and you would like that adult to support your child during transition activities, this Bowlish will work to make this possible, following discussion and as arranged with the Head Teacher / SENDCO. This will only be possible with appropriate notice and not on All Change Day.

Please note, it is the responsibility of the new setting to arrange transition dates and meetings.

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### **Staff Training**

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Training is undertaken as necessary to ensure that members of staff are equipped to support children with varying needs. The SENDCO attends regular training and meetings to ensure that SEND practice within the school is up to date.

Information from meetings and training is passed on to members of staff who require the information to support children and their families.

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## SEND Information Report

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The school will publish a yearly report in relation to SEND at the school. This will be published on the school website and will include the information required as set out in the SEND regulations. This yearly report will indicate the school's local offer to pupils with SEND and will contribute towards the Local Authority's local offer. A paper copy of the SEND report / school local offer can be requested from the school office.

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## Complaints

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The inclusion of parents in meetings about their child should keep them fully informed about the provision made for their child and the progress being made. If parents are concerned about the provision for their child, they should discuss it first with the Class Teacher, or if appropriate, the SENCo or Head Teacher.

A formal complaint would be dealt with according to the school complaints procedures.

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## Responsibilities

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We are committed to providing an inclusive education that enables all pupils, including those with Special Educational Needs and Disabilities (SEND), to thrive and achieve their full potential.

All members of staff share responsibility for identifying and supporting pupils with SEND and for removing barriers to learning.

This section outlines the key responsibilities of Governors, the Headteacher, the SENDCo, and Teachers in implementing the SEND policy in line with the **Children and Families Act 2014**, the **SEND Code of Practice (2015)**, and the **Equality Act 2010**.

### The Governing Body

The Governing Body has overall responsibility for ensuring that the school meets its duties under the legislation relating to SEND and equality.

Governors will:

- Ensure there is an effective and up-to-date SEND policy in place that complies with statutory requirements.
- Review and approve the SEND policy at least annually and ensure it is published on the school website.
- Monitor the effectiveness of SEND provision and ensure it contributes to high standards of teaching and learning.
- Oversee the use of SEND funding and ensure resources are used efficiently to improve outcomes for pupils.
- Appoint a **named SEND Governor** to take particular responsibility for monitoring SEND provision and reporting to the full governing body.
- Promote a school culture that values inclusion and ensures equality of opportunity for all pupils.
- Ensure that parents, carers, and pupils are involved in decisions about SEND provision and support.

### The Headteacher

The Headteacher has overall responsibility for the leadership and management of SEND provision across the school.

The Headteacher will:

- Ensure the SEND policy is implemented consistently and reflects the school's inclusive ethos.
- Appoint a qualified and effective **SENDCo** and provide time, resources, and training to fulfil the role.
- Oversee the strategic development of SEND provision and ensure it is integrated into the School Improvement Plan.
- Ensure compliance with statutory duties, including publication of the **SEND Information Report** and participation in local authority processes.
- Monitor the progress and attainment of pupils with SEND and report regularly to the Governing Body.
- Ensure that parents and carers are involved in discussions about their child's support and progress.
- Promote professional development and training to ensure staff are confident in meeting diverse learning needs.

### **The Special Educational Needs and Disabilities Coordinator (SENDCo)**

The SENDCo is responsible for the day-to-day coordination of SEND provision and ensuring that pupils with SEND receive the support they need.

The SENDCo will:

- Oversee the operation of the SEND policy and maintain an accurate SEND register.
- Coordinate identification, assessment, and provision for pupils with SEND through the graduated approach (Assess–Plan–Do–Review).
- Work with teachers to plan, implement, and review **Individual Education Plans (IEPs), Support Plans, and Education, Health and Care Plans (EHCPs)**.
- Monitor the progress and outcomes of pupils with SEND and evaluate the impact of interventions.
- Advise and support staff on inclusive classroom strategies and differentiation.
- Liaise with parents, carers, and external professionals to ensure a joined-up approach to support.
- Ensure smooth transition arrangements for pupils with SEND entering or leaving the school.
- Keep up to date with national and local developments in SEND practice and share relevant information with staff.
- Report regularly to the Headteacher and Governors on the effectiveness of SEND provision.

### **Teachers**

All teachers are teachers of pupils with SEND and are responsible for ensuring that every child in their class receives high-quality teaching tailored to their needs.

Teachers will:

- Deliver high-quality, differentiated teaching that meets the needs of all pupils, including those with SEND.
- Take responsibility for the progress, attainment, and wellbeing of all pupils in their class.
- Identify pupils who may have SEND and share concerns promptly with the SENDCo.
- Work collaboratively with the SENDCo, teaching assistants, and external professionals to implement and review support plans.
- Record, monitor, and review pupil progress and contribute to meetings and reviews.
- Maintain positive communication with parents and involve them in decisions about their child's support.
- Direct and support teaching assistants effectively, ensuring their work contributes to pupils' progress.
- Engage in professional development to enhance understanding of SEND and inclusive practices.
- Promote inclusion, independence, and participation for all pupils in every aspect of school life.

### **Parents and Carers**

We recognise that parents and carers know their children best and play a vital role in supporting their learning and development. We are committed to working in genuine partnership with families to ensure that all pupils with Special Educational Needs and Disabilities (SEND) receive the right support to thrive.

Parents and carers are valued members of the school community and are encouraged to share their views, contribute to decision-making, and work collaboratively with school staff.

Parents and carers will:

- Share information about their child's strengths, interests, and needs to help the school identify and plan appropriate support.
- Engage positively in discussions and meetings with the **SENDCo**, **teachers**, and **Headteacher** about their child's progress and provision.
- Attend review meetings, including those for **Individual Education Plans (IEPs)** or **Education, Health and Care Plans (EHCPs)**, and contribute their perspectives and priorities.
- Support agreed strategies and interventions at home, reinforcing the work done in school wherever possible.
- Communicate regularly with class teachers and the SENDCo about their child's progress or any changes in circumstances that may affect their learning or wellbeing.
- Seek clarification or advice when needed and work with the school to resolve concerns in a constructive and timely way.
- Encourage their child's independence, resilience, and confidence both at home and in school life.
- Respect confidentiality and the school's procedures for managing information and communication.

The school values the insights and partnership of parents and carers and is committed to maintaining open, honest, and supportive communication. Together, we aim to ensure that every child receives an inclusive, nurturing, and high-quality educational experience.

### **Children**

We believe that every child has a voice and should be encouraged to share their thoughts, feelings, and ideas about their learning. Even our youngest pupils can help us to understand what helps them to learn best and what support makes a difference.

Children are at the centre of everything we do, and we aim to help them develop confidence, independence, and a sense of belonging within our school community.

Children are encouraged to:

- "Try their best" in all areas of learning and school life.
- Share how they feel about their learning, including what they enjoy and what they find difficult.
- Talk to a trusted adult (such as their teacher or teaching assistant) if they are worried or need help.
- Take part in small group or individual activities designed to help them learn.
- Be kind and supportive of others, including children who learn in different ways.
- Celebrate their own achievements and the achievements of their friends.
- Develop independence by having a go, asking for help when needed, and taking pride in their progress.

The school will support children to understand their own learning needs in a positive way, using age-appropriate approaches such as play, discussion, and visual tools. Their views will be listened to and considered in decisions about their learning and support.