Stratford Upon Avon Primary School

Special Educational Needs and Disability Policy

(SEND Policy)

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Special Educational Needs and Disabilities (SEND) Policy

1. Policy Statement

At Stratford-upon-Avon Primary School, we are committed to creating a fully inclusive learning environment where all pupils are valued, respected and supported to achieve their full potential.

We believe in high expectations for all pupils and are committed to removing barriers without reducing ambition. We recognise that all children learn differently and that some pupils may require additional support, adaptations or provision to enable them to access learning and participate fully in school life.

Our approach reflects the principles outlined within the SEND Code of Practice (2015), the Equality Act 2010 and the direction of current national SEND and Alternative Provision reforms, which place inclusion, belonging, participation and high-quality mainstream provision at the centre of effective support for children and young people with SEND.

We are committed to:

- inclusive mainstream practice;
- strong universal provision;
- adaptive teaching and Quality First Teaching;
- evidence-informed approaches;
- promoting independence and participation;
- working collaboratively with families and external professionals;
- ensuring all pupils can access an ambitious, broad and balanced curriculum.

2. Aims and Objectives

The aims of this policy are to:

- identify pupils with SEND at the earliest opportunity;
- ensure all pupils receive high-quality teaching and appropriate support;
- provide an inclusive environment where all pupils feel safe, valued and included;
- remove barriers to learning and participation;
- ensure pupils with SEND can access an ambitious curriculum alongside their peers wherever possible;

- promote confidence, independence and resilience;
- involve pupils and families in decision-making through co-production;
- work in partnership with external agencies where appropriate;
- ensure staff are trained and confident in meeting a range of needs;
- monitor the effectiveness of SEND provision and ensure positive outcomes for pupils.

3. Legislative and Statutory Framework

This policy complies with the statutory requirements and guidance set out in:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Supporting Pupils at School with Medical Conditions (DfE)
- Working Together to Safeguard Children
- The Teachers' Standards

4. Definition of SEND

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for other children of the same age.

The four broad areas of need identified within the SEND Code of Practice are:

- Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

5. Inclusion and Equality

We are committed to promoting equality of opportunity and fostering an inclusive culture where diversity is valued.

Pupils with SEND are encouraged and supported to participate fully in all aspects of school life, including educational visits, enrichment opportunities, clubs, leadership roles and extracurricular activities.

Reasonable adjustments are made to ensure pupils with disabilities can access the curriculum and wider school environment.

The school complies with duties under the Equality Act 2010.

6. Quality First Teaching and Universal Provision

Quality First Teaching and high-quality inclusive classroom practice are the first and most important steps in supporting pupils with SEND.

High-quality universal provision forms the foundation of support for all pupils. Adaptive teaching, responsive planning and appropriate classroom adaptations are used to meet a wide range of needs before additional interventions are considered.

Our teaching approaches are informed by evidence-based practice, including guidance from the Education Endowment Foundation (EEF).

Teachers carefully plan lessons to anticipate and reduce barriers to learning so that pupils with SEND can access an ambitious curriculum alongside their peers wherever possible.

Universal provision may include:

- differentiated instruction;
- visual supports;
- scaffolding;
- sensory regulation strategies;
- flexible groupings;
- adapted resources;

- structured routines;
- use of assistive technology where appropriate.

7. Identifying SEND

Teachers are responsible for identifying pupils who may require additional support.

Identification may involve:

- teacher observations and assessments;
- discussions with parents/carers;
- pupil voice;
- assessment data;
- liaison with previous settings;
- advice from external agencies.

Early identification is prioritised to ensure barriers to learning are addressed promptly.

Some pupils' needs may be met through ordinarily available provision within the classroom, while others may require additional SEND Support.

8. Graduated Approach/Response and SEND Support

The school follows the graduated approach outlined in the SEND Code of Practice:

Assess

Information is gathered to understand the pupil's strengths, barriers and areas of need.

Plan

Appropriate support, targets and outcomes are identified in partnership with families and pupils.

Do

Strategies, interventions and adaptive teaching approaches are implemented.

Review

Please see Appendix 2 Graduated Approach/Response

Progress and impact are reviewed regularly and provision is adapted where necessary.

Pupils receiving SEND Support may have:

- Individual Education Plans (IEPs);
- Provision Maps;
- targeted interventions;
- specialist support.

Where progress remains limited despite sustained support, the school may request involvement from external agencies or request an Education, Health and Care Needs Assessment.

9. Education, Health and Care Plans (EHCPs)

Pupils with significant or long-term needs may require an Education, Health and Care Plan (EHCP).

The school works collaboratively with families, the Local Authority and professionals throughout the assessment and review process.

Annual reviews are held in accordance with statutory guidance.

10. Roles and Responsibilities

SENDCo

The SENDCo is Miss Tracey Parton.

The SENDCo is responsible for:

- coordinating SEND provision across the school;
- overseeing identification and assessment procedures;
- supporting staff in delivering inclusive practice;
- liaising with families and external agencies;
- monitoring provision and outcomes;
- maintaining SEND records;
- contributing to staff training and school improvement.

Class Teachers

Class teachers are responsible for:

- the progress and development of all pupils in their class;
- delivering Quality First Teaching;
- adapting teaching to meet pupil needs;
- implementing agreed provision and strategies;
- monitoring progress and communicating with families.

Headteacher

The Headteacher is responsible for:

- ensuring the school meets its statutory duties;
- monitoring the effectiveness of SEND provision;
- ensuring appropriate staffing and resources;
- promoting an inclusive school culture.

Governing Body

The Governing Body is responsible for:

- ensuring statutory compliance;
- monitoring the impact of SEND provision;
- appointing a named SEND Governor;
- supporting strategic development.

11. Working with Parents and Carers

We believe parents and carers are essential partners in supporting their child's education.

We value open communication and co-production with families when planning, reviewing and adapting provision.

Parents are invited to regular review meetings and are kept informed about progress, support and next steps.

The school also signposts families to external advice and support services where appropriate.

12. Pupil Voice

We value the views of pupils and encourage them to participate in decisions about their learning and support.

Pupil voice may be gathered through:

- review meetings;
- target setting;
- discussions with staff;
- school council;
- surveys and wellbeing activities.

Communication methods are adapted to ensure all pupils can express their views safely and confidently.

13. Working with External Agencies

The school works collaboratively with a range of professionals and agencies, including:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- RISE/CAMHS;
- SEND Support Services;
- Early Help and Social Care;
- Family Support Services.

External agencies support assessment, intervention planning and advice for staff and families.

14. Supporting Pupils with Medical Conditions

The school recognises that pupils with medical conditions should be properly supported to ensure full access to education.

Individual Healthcare Plans are implemented where appropriate and staff receive relevant training to support pupils safely.

The school works closely with health professionals and families to ensure needs are met effectively.

15. Accessibility

The school is committed to improving accessibility for all pupils.

This includes:

- increasing access to the curriculum;
- improving the physical environment;
- improving access to information.

Further details can be found within the school Accessibility Plan.

16. Safeguarding

The school recognises that pupils with SEND may be more vulnerable to safeguarding risks.

All staff receive safeguarding training and understand their responsibilities in identifying and responding to concerns.

Safeguarding procedures are implemented in line with the school's Child Protection and Safeguarding Policy.

17. Training and Continuing Professional Development

The school is committed to ongoing professional development.

Staff receive training in:

- inclusive classroom practice; **Please see Appendix 3 Inclusive Classroom Framework**
- adaptive teaching;
- Quality First Teaching;
- autism awareness;
- speech and language needs;
- SEMH needs;
- safeguarding and wellbeing.

The SENDCo provides guidance, support and training to staff across the school.

18. Monitoring and Evaluating SEND Provision

The effectiveness of SEND provision is monitored through:

- pupil progress and attainment data;
- learning walks and observations;
- review meetings;
- feedback from pupils and families;
- intervention monitoring;
- governor monitoring.

Provision and outcomes are reviewed regularly to ensure support remains effective and responsive.

19. Funding Arrangements

The school receives funding to support pupils with SEND through delegated school funding and, where appropriate, additional top-up funding from the Local Authority.

Resources are allocated according to identified need and reviewed regularly.

20. Complaints Procedures

If parents or carers have concerns regarding SEND provision, they are encouraged to speak initially with the class teacher or SENDCo.

If concerns remain unresolved, the school's Complaints Policy should be followed.

The school aims to resolve concerns through open communication and partnership working.

21. Monitoring and Review of this Policy

This policy is reviewed annually by the SENDCo, Headteacher and Governing Body.

The policy may also be reviewed earlier in response to changes in legislation, guidance or school practice.

22. Related Documents

This policy should be read alongside:

- SEND Information Report
- Accessibility Policy
- Behaviour Policy
- Attendance Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Complaints Policy

23. Useful Links

External SEND Information and Support

Warwickshire SEND Local Offer

Warwickshire SEND Local Offer

SENDIASS Warwickshire

SENDIASS Warwickshire

Warwickshire Parent Carer Voice (WPCV)

Warwickshire Parent Carer Voice

SEND Code of Practice (DfE)

SEND Code of Practice: 0 to 25 years

Education Endowment Foundation (EEF)

Education Endowment Foundation (EEF)

Equality Act 2010 Guidance

Equality Act 2010 Guidance

Children and Families Act 2014

Children and Families Act 2014

Supporting Pupils with Medical Conditions Guidance

Supporting Pupils with Medical Conditions at School

Keeping Children Safe in Education

Keeping Children Safe in Education

Warwickshire Early Help

Warwickshire Early Help

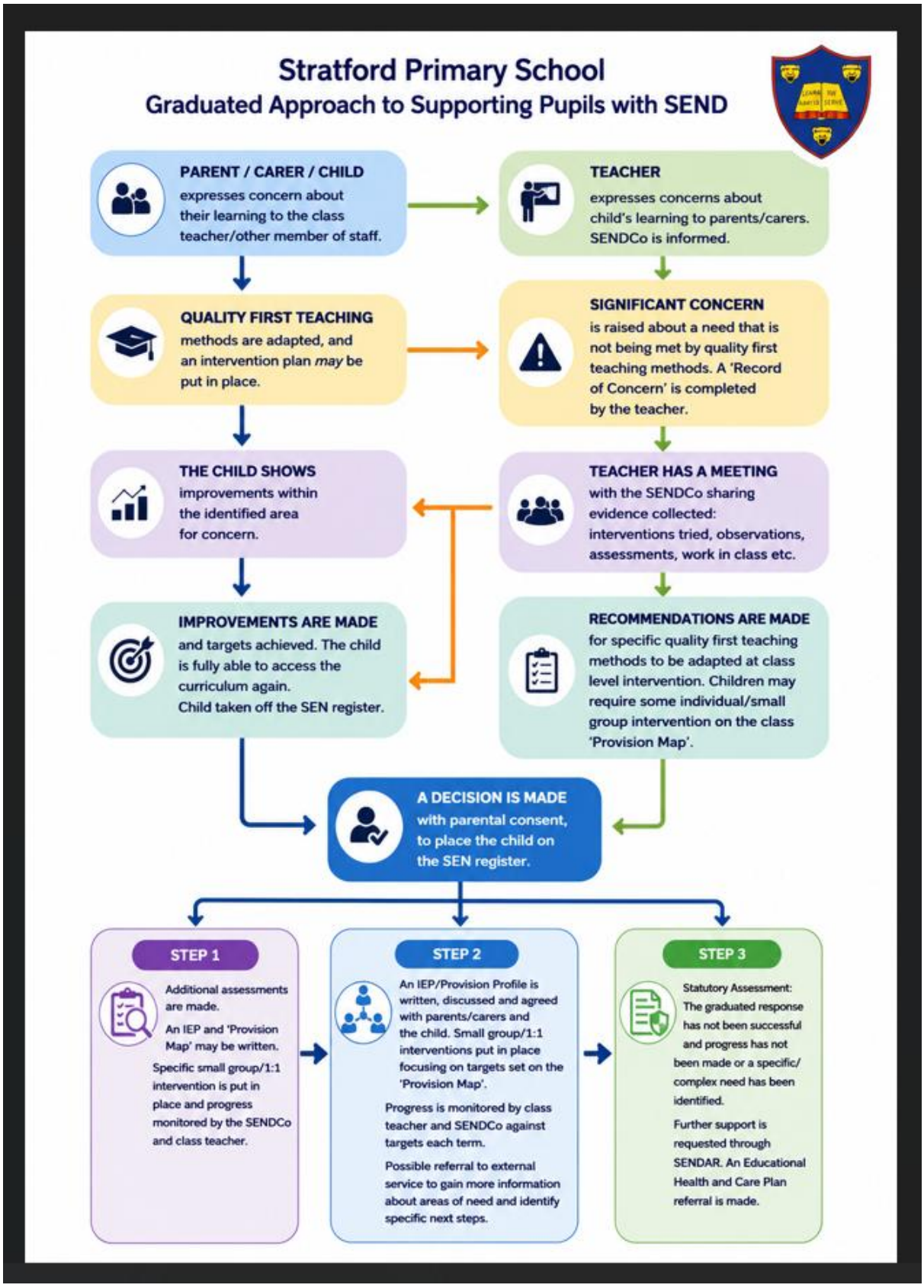
RISE Mental Health Support

RISE Mental Health Support Team Warwickshire

Appendix 1 – Glossary of Terms

SEND – Special Educational Needs and Disabilities
SENDCo – Special Educational Needs and Disabilities Co-ordinator
EHCP – Education, Health and Care Plan
QFT – Quality First Teaching
EEF – Education Endowment Foundation
ASC – Autism Spectrum Condition
SEMH – Social, Emotional and Mental Health
OT – Occupational Therapy
SALT/SLT – Speech and Language Therapy
Universal Provision – inclusive support ordinarily available to all pupils within mainstream classrooms
Adaptive Teaching – responsive teaching approaches used to meet differing pupil needs while maintaining high expectations

Appendix 2 Graduated Approach/ Response



Appendix 3 Inclusive Classroom Framework

