

Special Education Needs and Disability Policy

Upton-upon-Severn CofE Primary and Pre-School



Approved by:	Governing Body	Date: December 2025
Last reviewed on:	December 2024	
Next review due by: <i>(Annually by Governing Body)</i>	December 2026	

Aims And Objectives

The aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23) We aim to:

- a) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND.
- c) Ensure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.
- d) Use the most appropriate resources to support learning, taking into account individual learning styles
- e) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

Objectives:

Through the application of this policy we wish to:

- a) Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- b) Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- c) To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- d) Ensure all staff implements the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND.
- e) Ensure that there is no discrimination or prejudice.
- f) Ensure all pupils have access to an appropriately differentiated curriculum.
- g) Recognise, value and celebrate pupils' achievements at all levels.
- h) Work in partnership with parents/carers in supporting their child's education.
- i) Guide and support all school staff, governors and parents on SEND issues.
- j) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- k) Provide appropriate resources and ensure their maximum and proper use.
- l) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
- m) To provide an appropriately qualified Special Educational Needs Co-ordinator (SENDCO) who will oversee and work with the SEND Policy.
- n) To provide support and advice for all staff working with pupils who have SEND.
- o) Support pupils with SEND to develop their personality, talents and abilities to the full. (UNCRC Article 23)
- p) Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)

Identification

A child has a learning difficulty or disability if he/she:

- greater difficulty in learning than the majority of children of his/her age, despite evidence-based intervention and consistent good teaching.
- and/or
- a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual curriculum of the school. Pupils are identified as having SEND if they are not making good progress within a curriculum that:

- a) sets suitable learning challenges
- b) responds to pupils' diverse learning needs
- c) aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

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

The school will always take needs that are NOT SEND but that may impact on progress and attainment into account, for example:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a Serviceman/woman

Graduated Approach

At our school all teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching with high expectations for all and adapted to ensure access for all learners, is the first step in responding to any learner encountering barriers to their learning. 'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of 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 the SEND most frequently encountered. Close liaison is maintained with all members of staff by the SENDCo to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Details of the provision on offer at Upton-upon-Severn Primary School can be found in the School Offer in the SEND section of the School's Website and on the local authority website by following this link: [WORCESTERSHIRE LOCAL OFFER](#)

Levels of Need

Upton-upon-Severn Primary School's Graduated Response consists of three levels as follows:

Level 1 - MONITORING

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch up. A pupil in this category may have one or more of the following indicators:

- Be at risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- New entrants to the school whose needs are still being assessed
- Currently have barriers to their learning eg
 - There are attendance/lateness issues
 - Concerns over their mental health
 - The family is currently experiencing challenges
 - They have EAL (English as an Additional Language)
 - Their behaviour is of concern and impacting on the learning of themselves and others

All class teachers are required to identify and implement strategies to address the needs of these pupils to enable them to catch up. This will involve conversations between the class teacher, SENDCO and parents, which will include problem-solving, planning support and strategies for the individual pupils.

Pupils at this level of need DO NOT form part of the school's SEND register and, in line with the Code of Practice, the school ensures that everything is done as early as possible to avoid the need for SEN Support. If after a period of time, an individual does not catch up, it is at this point that consideration will be given as to whether they need SEN support.

Level 2 - SEN Support

Pupils are placed on the SEND register under SEN Support after assessment and consultation between the SENDCo and Class Teacher when it is established that they have a significant difficulty and need provision that is **additional and different**. School will continue to work in partnership with parents/carers, listening to their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of an 'Assess- Plan-Do -Review Cycle.' (Usually over half a term/ term)

Assess	Plan	Do	Review
✓ Teacher's high-quality, accurate formative assessment and experience of the child ✓ Pupil progress, attainment and behaviour ✓ Development & attainment in comparison to peers ✓ Views and experiences of parents ✓ The child's own views ✓ If relevant, assessments, views of and advice from external services.	A plan will be drawn up by SENDCo & class teacher in consultation with parents and child. It will include: ✓ The outcomes agreed for the next half term/ term ✓ The support and interventions to be put in place ✓ The expected impact on progress, development or behaviour ✓ A clear date for review ✓ The plan will be recorded on the pupil's Individual Provision Map. ✓ The IPM will be shared with parents.	✓ The class teacher remains responsible for working with the child on a daily basis and works closely with TAs/ specialist staff to plan and assess the impact of the interventions. ✓ The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.	✓ Parents will be invited to attend review meetings with the class teacher and/or SENDCo at least termly in order to monitor/ review the effectiveness of the support and the impact on the child's progress. ✓ A new plan will then be drawn up and added to the ongoing Individual Provision Map.

Involving Specialists

If a child continues to make little or no progress over a sustained period or they continue to work at levels substantially below age expected despite SEN Support, the school will involve specialists, including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Level 3 - Education, Health and Care Plan

Pupils who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of Statutory Assessment. This is completed by the SENDCo, who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers' views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The LA then consider the application and decides whether to issue an EHCP.

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school and invitations are sent to the parent, child, and all professionals involved invited to attend.

Pupils with an EHCP are also subject to the Assess-Plan-Do-Review Cycle.

The SENDCo has responsibility for the removal of a pupil from the SEND register at the level of SEN support. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies, and parents.

Responsibilities For Ensuring Progress And Attainment

The Role of the Class teacher

- Understanding the school's procedures for identifying, assessing and making provision for pupils with SEND.
- Responsibility for assessing children, scaffolding learning and devising suitable pre-learning plans where necessary.
- Liaising with parents and the SEND Co-ordinator if it is felt there is any cause for concern.
- Identification of inconsistent progress and/or persistent lack of progress and raising initial concerns with SENDCO which include records of the nature of the concern, action taken, targets set and review procedures.

The Role of the SEND Co-ordinator

- Coordinating the referral routes of concerns about variable progress for individual children.
- Coordinating assessment of the specific needs of students with SEND.
- Liaising with other schools to aid transition
- Ensuring all relevant information is forwarded on to the new school.
- Day-to-day operation of the school's SEND Policy and offer
- Liaising and advising class teachers and support staff.
- Maintaining the SEN Register and records of all pupils with SEND.
- Liaising with parents/carers of pupils with SEND.
- Liaising with external services
- Planning, attending/holding review meetings for pupils with SEND, including those with an EHCP.
- Supporting application for access arrangements, e.g. additional time for KS2 SATs.

The Role of the SEND governor/Governing Body

The Governing body has regard to the SEN Code of Practice (2015) when carrying out duties towards all pupils with SEND. Consequently, it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEND.
- Determine the school's general policy and approach to pupils with SEN in cooperation with the Headteacher and SENDCo.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the school to make SEND provision for their child.
- Ensure that pupils with SEND are included as far as possible into the activities of the school.
- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

The Role of Parents

Parents will be consulted and involved in the identification, assessment and provision of their child's special needs at all stages. In addition, the parents of a child with SEND will be invited to contribute information when an expression of concern has arisen from any source, as follows:

- Their views of the child's health and development
- Their perception of the child's performance, progress and behaviour at school
- Factors contributing to any difficulties
- Action the school might take

Parents will be encouraged to play an active partnership role with the school in supporting their child. They will be able to contribute to the setting of realistic targets, monitoring and reviewing of such a plan.

The Role of the Child

Where appropriate, the child will be encouraged to participate in the decision-making about provision for his or her SEND. His or her views in identifying difficulties, setting goals, monitoring and reviewing progress will be sought and treated sensitively. Great emphasis will be placed upon the involvement of the child and the improvement of his or her self-image and self-confidence. Where appropriate, he or she will complete self-assessment activities and suggest targets for the future.

Role of the Teaching Assistants

Teaching Assistants and Higher Level Teaching Assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the Senior Leaders and Class teachers. The learning of **all pupils** remains the responsibility of the class teacher at all times.

Storing And Managing Information

- The school complies with General Data Protection Regulations (GDPR) – March 2018.

- The school uses the DfE's Data Protection: a toolkit for schools (April 2018) as guidance.
- All staff have received GDPR training and are aware of confidentiality requirements with regard to information about pupils and families.
- The SENDCo understands that elements of special educational needs data are sensitive and it is the school's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law. (see the school's GDPR Policy)
- Explicit consent is always sought from parents/carers for the following:
 - Involvement of outside professionals to observe/assess or work with their child, eg Educational Psychologist, Speech & Language Therapist; SEND Specialists.
 - Inclusion in the school's Pastoral programme, eg Play/Art Therapy; Small group therapy
- The SENDCo ensures that all sensitive personal information about individual pupils and/or their families, eg their SEND file, is stored securely and is not freely accessible.
- The SENDCo ensures that any documents with sensitive personal information about individual pupils and their families that need to be shared with other professionals outside the school are sent through secure emails and encrypted if required.
- When a pupil with SEND moves to another school, their SEND files are, wherever possible, delivered to the receiving school by hand or by recorded delivery and a signed file transfer receipt is required from the school. If this is not possible, the files are sent by recorded delivery post. Should the SENDCo not receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school.
- All staff are responsible for ensuring that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school, including offices, staffroom, classrooms, unless it is required for Safeguarding, e.g. medical needs such as allergies

Supporting Pupils With Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010.
- **Some** pupils may also have SEND and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.
- The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. See the school policy for supporting Pupils with Medical Conditions for more detailed information

Continuing Professional Development

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Development Plan.
- The SENCO maintains an ongoing record of training completed and training requirements.
- The Headteacher oversees the professional development of all teaching staff and teaching assistants. Training occurs during whole school training days, staff meetings and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- Newly appointed teaching and support staff undertake a general induction meeting with the Headteacher. Specific SEND induction is completed by the SENDCo.
- The SENDCo regularly attends continuing profession development training courses and hosts/attends SEND network meetings in order to keep up to date with local and national developments in SEND.
- Support Staff are encouraged to take an active part in all school functions/training including leading after-school clubs.

Safeguarding

Children with Special Educational Needs and disabilities can face additional safeguarding challenges. All staff at Upton-upon-Severn Primary School are aware of these challenges. Further. Details can be found in the school's Safeguarding Policy, which can be viewed on the school website.

Compliance and General Statement

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25 Years (April 2015)

- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Dec 2015 Updated Aug 2017)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014.

In compliance with the SEN Code of Practice, 2015 and SEN Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school SEND register. Should a pupil require provision that is additional and different they are placed on the register under the category - SEN Support. Their provision will be identified and progress monitored via Individual Provision Mapping. This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND.