# Special Educational Needs and Disabilities (SEND) Policy

‘For I know the plans I have for you, declares the LORD, plans for welfare and not for evil, to give you a future and a hope’ - (Jeremiah 29:11)

| Review Cycle | Date of Current Policy | Author(s) of Current Policy | Review Date |
|---|---|---|---|
| Annual | November 2026 | Jodie Carter & Kate Lewis | December 2027 |

**Ratification**

| Role | Name | Signature | Date |
|---|---|---|---|
| **Chair of Governors** | **Janis Dean** | Janis Dean | **November 2026** |
| **Head Teacher** | **Kate Lewis** | **Kate Lewis** | **November 2026** |

## Inclusion Policy Statement

At Crowcombe and Stogumber C of E Primary Schools, we are committed to ensuring that **every child is valued, supported, and able to participate fully** in all aspects of school life, regardless of background, ability, or need. This includes pupils who are **disadvantaged, vulnerable, or have special educational needs and/or disabilities (SEND)**.

Guided by our vision, **"Together let us love, encourage, achieve and flourish,"** we aim to:

- **Love** – Promote kindness, respect, and compassion across the school community.
- **Encourage** – Build confidence, resilience, and belief in every child's potential.
- **Achieve** – Provide high-quality teaching, personalised support, and remove barriers to learning.
- **Flourish** – Foster belonging, celebrate diversity, and nurture academic, social, and emotional growth.

Inclusion at Crowcombe and Stogumber C of E Primary Schools is not just about access to education—it is about ensuring **equity, belonging, and opportunity** for all pupils. Every child has the right to feel part of our community and to thrive. We are committed to providing an education that enables all pupils to make progress with the right level of support, care, and encouragement to achieve their best and become confident individuals living fulfilling lives.

## Special Educational Needs and Disabilities (SEND):

The SEND Code of Practice states that:

*All children and young people are entitled to an education that enables them to make progress so that they:*

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.*

All teachers at Crowcombe and Stogumber C of E Primary Schools teach with due regard to Special Educational Needs and Disabilities (SEND). We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and adaptive teaching. However, if a pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of need, then the pupil may be identified as having Special Educational Needs (SEN).

## Overall Aims:

- To ensure equality of provision for pupils with special educational needs and disability (SEND)
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEND to achieve their potential.
- To ensure parents / carers are fully engaged in decision-making.
- To take into account the views, wishes and feelings of pupils.
- To provide advice and support for all staff working with pupils with SEND.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2015, The SEN Code of Practice 2015, The Special Educational Needs and Disability Regulations 2015, The Special Educational Needs ( Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2015.

## Definition: What are Special Educational Needs and Disabilities?

A child or young person is considered to have special educational needs and Disability (SEND) if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child has a learning difficulty or disability if:

- They have a significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability, which either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within Local Authority. This may include factors such as emotional and behavioural difficulties.

*In order for a child to be placed on the Special Educational Needs and Disabilities (SEND) register they must have a learning difficulty or physical disability that creates a barrier to their learning and means that without provision which is different from or additional to that normally available to their peers, they make significantly less progress than is expected.*

## Access to the Curriculum

At Crowcombe and Stogumber Primary Schools, we are committed to providing an inclusive, ambitious and accessible curriculum for all pupils. The curriculum is adapted through high-quality adaptive teaching to enable every child to access learning, participate fully in school life and make good progress from their individual starting points.

The foundation of our approach is **Ordinarily Available Inclusive Provision**, which ensures that all pupils benefit from inclusive classroom practice before additional or different provision is considered. Teachers have high expectations for all pupils and are responsible for identifying and removing barriers to learning through carefully planned adaptive teaching.

The school is committed to promoting accessibility in line with the Equality Act 2010. We strive to ensure that all pupils can access the curriculum, learning environments and wider opportunities available within school through:

- accessible and inclusive learning environments;
- curriculum adaptations and reasonable adjustments;
- physical adaptations where appropriate;
- specialist resources and equipment;
- staff training and professional development;

Every effort is made to educate pupils with SEND alongside their peers within the mainstream classroom. Where additional provision is required, pupils may access targeted, time-limited interventions delivered individually or within small groups. These interventions are carefully planned, evidence-informed and regularly reviewed through the Assess, Plan, Do, Review process to ensure they effectively meet identified needs while maintaining access to the full curriculum wherever possible.

Where a pupil requires provision beyond ordinarily available inclusive practice, the school will implement appropriate support through Somerset's Graduated Response, working in partnership with parents, pupils and external agencies to secure the best possible outcomes.

## Identification, Assessment, Planning and Review Arrangements:

Crowcombe and Stogumber C of E Primary Schools are committed to the early identification of a SEND.

Special Educational provision is anything that is additional to or different from, the provision made for all children within the differentiated curriculum.

The SEND code of practice 2015 details 4 main categories of need:

1. **Communication and Interaction:**
2. **Cognition and Learning**:
3. **Social, Emotional and Mental Health difficulties:**
4. **Sensory and /or Physical needs:**

The purpose of identification is to identify what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the SEND of the child.

The decision to provide SEND provision is made in partnership with the class teacher, SENDCO and parents /carers. Expectations of progress will be judged alongside actual progress. If this is found to be significantly different, further intervention may be necessary. We recognise that there are additional factors, that are not SEND but also may influence attainment, such as disability or behaviour. We identify that a child's behaviour may be a response to, and a communication of, a need, which we will endeavour to recognise and identify clearly.

We follow the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2015). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to responding to the strengths and needs of all pupils'. (Teachers' Standards 2012)

## The four-part process:

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND. Where identified, initial concerns are discussed with the SENDCO and parents/carers.

### Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, and the views and experience of parents. The pupil's views, and where relevant, advice from external support services will be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention are matched to need, that barriers to learning are clearly identified and are being overcome and that the interventions being used are developing and evolving as required. Where outside agencies are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required. It is also good practice to predict the expected impact on progress, development and/or behaviour that is expected and set a date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches, that are being employed and the outcomes that are being sought.

**Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

**Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents. The class teacher, in conjunction with the SENDCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## Monitoring:

The school follows **Somerset's Graduated Response** to ensure that pupils receive the appropriate level of support at the right time. Provision may be delivered through:

- **Universal Provision** – high-quality adaptive teaching and ordinarily available inclusive provision available to all pupils.
- **Targeted Provision** – additional short-term support provided in response to an identified need.
- **Targeted Plus Provision (SEND Support)** – additional and different provision delivered through SEND Support arrangements.
- **Specialist Provision** – provision supported through an Education, Health and Care Plan (EHCP).

Progress through these stages is informed by ongoing assessment, regular review and professional judgement.

Pupils who have previously received SEND Support or targeted interventions, but who no longer require additional or different provision, may be placed on the school's **Monitoring Register**. This enables staff to continue to monitor their academic progress, wellbeing and access to learning to ensure that progress is sustained through high-quality universal provision and ordinarily available inclusive practice.

The Monitoring Register enables teachers, support staff and the SENDCO to identify any emerging concerns at an early stage and respond promptly should additional support be required. Where assessment information, observations, parent concerns or pupil voice indicate that needs may be increasing, the SENDCO will work with staff and families to review provision and determine whether the pupil should move to Targeted Provision, SEND Support or Specialist Provision as part of Somerset's Graduated Response.

Pupils on the Monitoring Register remain under regular review to ensure that appropriate support is available should barriers to learning re-emerge or change over time

## Referral for an Education, Health and Care Plan (EHCP):

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a Child Centred Review, formerly known as an Annual Review.

The application for EHCPs will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A group of people will make a decision from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment.

## SEND Funding:

The school uses its delegated budget, including the Inclusive Mainstream Funding (IMF), to provide high-quality adaptive teaching, ordinarily available inclusive provision and additional support for pupils with special educational needs and disabilities.

Where a pupil requires support that is additional to or different from that ordinarily available for all pupils, the school may provide targeted or SEND Support provision through its delegated SEND resources.

For pupils with the most complex needs, the Local Authority may provide additional funding through an EHCP. Decisions regarding EHCP funding and associated provision are made by the Local Authority following statutory assessment and consideration of professional advice and evidence of need.

The Headteacher and SENDCO are responsible for ensuring that all SEND funding is used effectively to remove barriers to learning, strengthen inclusive provision and improve outcomes for pupils with identified needs. Provision and the impact of funding are reviewed regularly in partnership with pupils, parents, staff and external professionals, with EHCP provision formally reviewed through the annual review process.

## Partnership with Parents:

Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with SEND will be kept fully informed, will be treated as partners and supported to play an active and valued role in their child's education.

## Pupil Participation:

Pupils with SEND often have knowledge of their own needs and circumstances. They will be encouraged where possible to participate in all the decision-making processes including Child Centred Review and EHCPs.

## Starting school with SEND:

We hold a meeting to design a School Entry Plan (SEP) with parents and all professionals who have supported the child prior to starting school. This enables us to ensure that all support that is required is in place when the child starts school. This may include adjustments to the environment and, if needed, the arrangement of additional transition visits. Regular review meetings are held once your child has started school.

## Transitioning to another setting:

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENDCO will liaise with the SENDCO of the appropriate receiving secondary school to ensure that effective arrangements are in place to support pupils at the time of transfer. We ensure records contribute to the future planning for the benefit of the pupils and are passed on to the receiving secondary school. If your child moves to another school before Year 6 we will contact the school SENDCO and ensure they are aware of any special arrangements or support that we have been providing for your child. We will ensure that all records about your child are passed on as soon as possible.

## Further details on provision for pupils with SEND can be found in the School SEND Information Report.

This document can be found on the school website. It outlines the provision that Crowcombe and Stogumber C of E Primary Schools make for all pupils with SEND and how staff at the school work with parents and carers to best support SEND pupils.

## Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND:

The school and Governing Body are committed to regular evaluation of the effectiveness of its work.
The school employs a series of methods to gather data for analysis including:

- Regular learning walks carried out by the Headteacher, SLT or SENDCO.
- Analysis of attainment and achievement of pupils with SEND.
- Scrutiny of teachers' planning and pupils' work.
- The views of parents and pupils.
- Regular meetings between SENDCO, Class teachers and Headteacher (Pupil Progress Meetings)
- Analysis pupil data to track progress.

## Roles and Responsibilities:

Provision for pupils with SEND is a matter for the school as a whole and everybody working in it. Good special needs practice is good practice for all pupils.

**Special Educational Needs and Disabilities Coordinator (SENDCO) – Mrs Jodie Carter**
**Special Educational Needs and Disabilities (SEND) Governor – Mrs Janis Dean**

## Governing Body

The school governors have specific responsibility to:

- Ensure that they are aware of the importance of identifying and providing for those pupils who have SEND and to be supportive of its provision.
- Ensure that all pupils regardless of need join in the activities of the school as far as is reasonably practical.
- Ensure the SEND Governor meets with the SENDCO on a termly basis. In doing so governors will have regard to the SEND Code of Practice 2015 and the Disability Rights Code of Practice for schools.

- Ensure this policy is implemented, monitor its effectiveness and evaluate information shared via the Annual SEND Report.

## The Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body and SLT informed and works closely with the school's SENDCO.

## The Teaching Staff

- Provide and maintain an inclusive and engaging curriculum to meet the needs of all pupils.
- Take an active role in monitoring the personal, social and emotional well-being of the pupils in their care.
- Take an active part in the initial identification of pupils with SEND (observations, monitoring, record keeping, assessments, data and parental concerns).
- Liaise closely with the SENDCO and Learning Support Assistants (LSAs)
- Guide, monitor and evaluate the work of LSAs supporting within the class.
- Meet with the SENDCO when appropriate.
- Contribute to meetings with outside agencies through the preparation of assessment data and professional knowledge of the child's progress.

The SENDCO, teaching staff and Headteacher meet on a formal basis once a term in Pupil Progress Meetings.

## The Support Staff

- Take an active role in monitoring the personal, social and emotional well-being of the pupils in their care.
- Liaise closely with both the class teacher and the SENDCO.
- Take an active part in the initial identification of pupils with SEND.
- Keep accurate records when working with children.
- Contribute to meetings with outside agencies when required.

All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

## The Special Educational Needs Co-ordinator (SENDCO)

The SENDCO, in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of SEND policy and provision in the school, in order to raise the achievement of children with SEND.

Key responsibilities are:

- Overseeing the day-to-day operation of the policy
- Coordinating provision for pupils with SEND
- Coordinating the provision and support provided by our SEND Learning Support Assistants..
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents and carers of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services

- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Ensure that parents are notified when SEND provision is being made for their child.

The SENDCO meets regularly with SENDCOs in other schools which enable them to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

## Staff Development:

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.
The SENDCO attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.
The need to train all staff on SEND issues is recognised. The SENDCO, with the Senior Leadership Team, ensures that training opportunities are matched to the School Development Plan where appropriate.

## Complaints Procedure:

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO informally, who will seek to deal with the complaint in the first instance and be able to advise them on the formal procedures for complaint if necessary.

## Related Documents:

This policy should be read alongside:

- SEND Information Report
- Inclusion Strategy
- Accessibility Plan
- Equality Information and Objectives
- Relationship & Behaviour Policy
- Attendance Policy
- Safeguarding and Child Protection Policy

**This policy is shared with all parents via the school website.**

**Reviewing the Policy:** This policy will be reviewed annually. However, this may be sooner if it is felt appropriate.