



S.E.N.D. POLICY

'Together With God, Making Learning a Life Long Friend'

Approved:	13.10.2025
Review Date:	31.12.2026

We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

Start children off on the way they should go and even when they are old they will not turn from it (Proverbs 22:6)

This Policy should be read in conjunction with the Special Educational Needs and Disability (SEND) Information Report

This SEND policy complies with statutory requirements laid out in the SEND Code of Practice 0 - 25 years (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0 - 25 years 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- The National Curriculum in England primary / secondary framework document 2014
- Safeguarding Policy
- Accessibility Plan 2025-2028
- Teachers Standards 2012

This policy was created by the school's SENDCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Contact details

The name of the school SENDCo is Hannah Bowcock, who you can contact via the school office, telephone 01782 503102 or by email: office@st-annes-brownedge.staffs.sch.uk

The name of the school's SEND Governor is Mrs Victoria Moston

Aims and Objectives of the policy

- In our school, every teacher is a teacher of every child including those with SEND
- All pupils have access to a broad and balanced curriculum
- Pupils with SEND have a positive approach to learning and make good progress overall. The effective support they receive, both within and outside lessons enables them to access the same learning experiences as their classmates
- As a result of support, many pupils no longer need extra help as they get into the older age groups
- Through our Special Educational Needs and Disability policy and practice in this school we aim:
 - To ensure that children and young people with identified SEND engage in the activities of the school alongside pupils who do not have SEND.
 - To secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need
 - This policy was developed, consulted upon and shared through discussion with governors and consultation with parents via the school website and information in the weekly newsletter.

What are special educational needs and disability (SEND)?

A child or young person has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for him /her.

A learning difficulty or disability is a **significantly greater** difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is **additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

(Code of Practice 2014)

The 4 broad areas of need are:

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory/physical**

Some pupils make less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap (6.17)

What is **not SEND** but may impact on progress and attainment?

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

All pupils will be provided with high quality, quality first teaching that is differentiated to meet the diverse needs of all learners.

- The class teacher has responsibility for the provision for the child on a daily basis. Where interventions are used (whether group or 1:1) the teacher still retains responsibility for progress.

- Teacher and TA work closely to plan and assess impact of support and interventions and how they are linked to classroom teaching
- The quality of teaching is monitored through a number of processes see SEND information report
- Pupils with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.

Our graduated approach to SEND support:

When children encounter a problem with progress -

- The response to their learning barrier will first be addressed through normal day to day classroom practise with high quality first teaching targeted to area of weakness and reasonable adjustments made. This will be differentiated to all including SEND.
- Slow progress and low attainment do not necessarily mean SEND - there may be external influences: home life, attendance, bereavement etc.
- This could be an indicator of a range of difficulties or differences.

High quality teaching, scaffolded and adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Children who fail to make expected progress will be identified through the whole school assessment process. This includes termly standardised assessments. These are supported by SAT assessments in English, reading and maths (Key Stage 2 only). Half termly assessments include an assessed writing piece, Phonic checks and STAR Reader Assessments using the Accelerated Reader program.

The teacher will discuss with the SENDCo any child who, despite targeted class interventions, does not make expected progress.

Children who are causing concern may also have more detailed, diagnostic assessments to identify specific areas of need. These include:

- Phonics and spelling: *Read, Write, Inc.*
- Understanding of receptive language: *BPVS* - this identifies delay in language development which may result in difficulties understanding the language of the

classroom. This can be used with children as young as 3 years 9 months and therefore facilitates early intervention.

- Boxall Profile to identify any social, emotional and behavioural concerns.
- Maths - *Sandwell, optional SATs and SATs.*

We will then apply the Assess Plan Do Review cycle.

The process is a graduated approach

Assess - Plan - Do - Review - Assess - Plan - Do - Review and so on for as long as required.

ASSESS

- Identifying the child as needing SEND support - 'in addition to/different from'
- Class teacher assessments to build a clear analysis of child's needs
- Parents involved

PLAN

- Individual Education Plan (IEP) created to identify strengths and areas of need, record any additional or different arrangements being made including outside agencies; provide a brief overview of prior attainment, assessment and progress.
- SMART Targets added to the IEP to support learning and progress.
- Interventions, adjustments and support to be put in place
- Include expected impact
- Review date

DO

- Class teacher has responsibility for the provision for the child on a daily basis, where interventions are used (whether group or 1:1) the teacher still retains responsibility for progress.
- Teacher and TA work closely to plan and assess impact of support and interventions and how they are linked to classroom teaching

- SENDCo supports the teacher in further assessments, identification of strengths, weaknesses and the support needed.

REVIEW

- Review effectiveness of support and intervention and impact on progress (Evidence that they don't achieve is as relevant as any that they do - i.e. if they do not make it, it is not because they have not had the input. Keep an attendance record e.g. over a 10 week programme)
- Teacher revises support (supported by SENDCo if necessary)
- Amend changes to support and outcomes to be achieved in consultation with parents and pupils. Make SMART targets more specific and broken down further.
- School consider involving outside agencies if progress continues to be below expectations or if specific areas of need are identified.

External agencies and professionals can provide more specialised assessments and advice

- When there is clear evidence that several cycles of Assess, Plan, Do, Review have not resulted in accelerated progress
- When there is evidence that the child may be presenting with significant difficulties in one or more areas of learning
- This may be through the Learning Support Team, the Educational Psychology Service, Behaviour Support Service, Autism Inclusion Team, SEND Hub or Early Years Forum. All services have their own criteria for involvement.
- Please note that health professionals and advice can also be accessed by school or by referring through the School Nurse service or GP. This may include Speech therapy, Occupational Therapy, Physiotherapy or CAMHS.
- Other specialised health professionals can also be accessed to provide support for children with particular difficulties - such as hearing or visual impairment
- **Any professional from an outside agency will always meet the parent to discuss their concerns before meeting the child.**
- Multi-agency meetings including parents and SENDCo can be held in school. This joined-up working is usually beneficial to all involved.

Parental involvement is a requirement

- School will provide an official annual report on progress
- Where a child is identified as having SEND, the teacher and SENDCo will talk to parents regularly at least 3 times a year, usually coinciding with new IEP targets. All parents will be invited to contact the SENDCo/class teacher at any time if they have queries or concerns between meetings.
- In line with the CoP we will give parents sufficient time to explore their views and to plan effectively, setting outcomes, reviewing progress and support etc. These discussions will need longer than most parent consultation times.
- A record of this meeting will be kept showing outcomes, targets and support agreed. This will be shared with parents and a record kept in school. This may be recorded on IEPs. IEPs must be acknowledged by parents.

Managing Pupils Needs on the SEND register

Proposed SEND support will be discussed with the Parent, class teacher and SENDCo. All pupils will be included in discussions and target setting as appropriate (particularly older pupils).

IEP (Individual Education Plan)

This will be a child-centred approach, including information about what the pupil enjoys, is good at, as well as things they find more difficult and will be recorded on an IEP.

The IEP will also give details of assessments, planning and delivering next steps/targets; recording provision and progress towards outcomes.

The IEP will include a termly review date.

A copy will be kept electronically as well as being emailed to parents/carers. The level of provision decided will be determined by the individual needs of the child taking into account pupil attitude as well as lack of attainment or progress

Details of the involvement of any outside agencies will be recorded on the IEP.

Supporting pupils and their families

Please see SEND Information report regarding:

- Admissions and Transition arrangements
- Supporting children with medical conditions
- Specialist support services for pupils
- Parent support services
- Staff training and resources
- Local Offer and Staffordshire Market Place

Accessibility

We increase and promote access for disabled pupils to the school curriculum

- See Accessibility Plan and SEND Information report
- Barriers to learning are identified through testing; listening to pupil voice; listening to parents; creating individual plans
- St Anne's is a physically accessible school. Individual pupils receive on-going support and advice for staff from Hearing Impaired and Visually Impaired support services. This may include seating position and advice on specific resources or aids.
- We continue to improve access to the physical environment - all new building work takes account of physical access.
- Different fonts and print size, coloured paper or coloured overlays are provided as needed.
- Interactive white-board backgrounds are not set to white to avoid reading difficulties.
- Parent text service keeps parents informed of events as well as the school weekly newsletter.

Roles and Responsibilities:

- The School Governor with responsibility for SEND is Mrs Victoria Moston
- Teaching Assistants are managed by Mr E Hobson, Headteacher through Performance Management discussions and yearly targets and regular (usually fortnightly) meetings.

- The Designated teacher with specific Safeguarding responsibility is Mr Hobson. The deputy designated teachers are Miss A Turner, Deputy head, and Mrs H Bowcock, also trained in Level 3 is Mrs J Williams.
- Mr Hobson is responsible for managing PPG/LAC funding
- The school's responsibility for meeting the medical needs of pupils is overseen by Mr Hobson with day to day management by class teachers/TA's as appropriate.

Complaints Procedures:

Please see the separate policy at https://www.st-annes-browndge.staffs.sch.uk/_files/ugd/cac643_1fc607f7eca34c69ae7f348962002ad2.pdf