



# SEND (Special Educational Needs & Disability) Policy

We are 'seeds sown in the good soil'  
(Matthew 13:23)

Adopted: July 2025

Approved by Governors: July 2025

Review date: July 2026

This SEND Policy complies with the following:

- Equality Act 2010: advice for schools DfE Feb 2013
- Part 3 of the Children and Families Act (2014) which sets out school's responsibilities for pupils with SEND and disabilities.
- Regulation 51 and Schedule 1 of the SEND Regulations 2014, which sets out school's responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report.
- Section 6 of the SEND Disability Code and SEND Practice 0-25 years (2014).
- Statutory Guidance on supporting Pupils at School with Medical Conditions (2015).

### What are special educational needs?

The Code of Practice identifies "a child or young person as having special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have 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 or mainstream post-16 institutions."

Special educational provision means educational or training provision that is "additional to, or different from", that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (2014): cognition and learning; social, emotional and mental health; communication and interaction; and sensory and/or physical need.

This SEND Policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will do our best to ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Contact the SENCO through the school office 8:30am – 4:00pm Monday to Friday.  
Telephone: 01394 450281  
Email: [sendco@orfordcvap.org](mailto:sendco@orfordcvap.org)

The Lead Governor for SEND is Mrs Linda Orford.

### School Ethos

- Ensure equality of opportunity enabling everyone to make the most of their abilities and to develop and widen their individual interests and talents.
- Provide quality learning and teaching through a rich and stimulating curriculum.
- Provide a sensitive and caring environment, which promotes respect and consideration towards others.
- Encourage and celebrate achievement, promoting high expectations and developing self-esteem.
- Foster a pure interest and enjoyment of learning and knowledge.

In our school every teacher is a teacher of every child or young person including those with Special Educational Needs (SEND).

## Aims and Objectives

### Aims

We aim to provide every child with access to a broad and balanced education, including the National Curriculum in line with the Special Educational Needs Code of Practice (2014).

### Objectives

- To seek to identify the needs of pupils with SEND as early as possible, by gathering information from parents/carers, education, health and care services and Early Years settings prior to the child's entry into school.
- To monitor the progress of all pupils to aid the identification of pupils with SEND and to ensure that all pupils are able to reach their full potential.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENCO/Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and specific responsibilities.

### Roles and Responsibilities

Mr Head is the SENDCO and Headteacher here at school.

He will:

- Work with the Senior Leadership Team and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Manage the High Needs Top up Funding by assessing additional needs against agreed criteria in order to secure appropriate additional funding.
- Work with the senior leader and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

## The SEND Governor

The SEND governor (Linda Orford) will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the SENCO to determine the strategic development of the SEND policy and provision in the school.

## Class Teachers

Each class teacher is responsible for:

- Creating and updating the SEND Provision Map for children with SEND in their class.
- Reviewing and updating PLPs, IBPs, One Page Profiles as/when required.
- The progress and development of every pupil in their class.
- Following advice, recommendations and instructions when required. E.g. Section F of a pupil's EHCP.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO/Headteacher to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Delivering provision advised and provided for by outside agencies.

## Arrangements for Coordinating SEND Provision

The SENCO will hold details of all SEND records for individual pupils.

All staff can access:

- Orford Church of England Primary School SEND Policy.
- A copy of the full SEND Register.
- A copy of the Whole School SEND Provision Map.
- The latest copies of PLPs, IBPs, One Page Profiles.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, including pupil profiles.
- Targets set and copies of the school/class provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities, or details of where these can be accessed.

Using the information above, staff members will then have the latest information about each SEND pupil, including the planned reasonable adjustment to support them, so they can achieve the best they can.

## Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

This includes children with any level of SEND; those with Education, Health and Care Plans (Statements of Special Educational Need) and those without. Please refer to the information contained on our website.

## Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We work in partnership with appropriate specialist SEND agencies to ensure we do our best to meet the needs of all children at Orford Church of England Primary School.

## Facilities and resources for pupils with SEND

Each year the school identifies a budget for special needs. Depending on the type of need of children, some of the money will be provided by the school and some from the local authority. Allocation of support time is based on need.

The amount of time available to each class varies from year to year, according to the number of children identified as requiring extra support and the extent of their needs. The SENCO is allocated a certain amount of money each year for buying resources, such as reading materials, maths equipment, games, computer software etc.

The budget of the school including that spent on special educational needs is reported regularly to the Governing Body, and any exceptional spending can be approved there.

## Reasonable adjustments

'Reasonable' isn't defined in law. So, there is no clear line that says what would be considered reasonable and what wouldn't. What it comes down to is individually deciding whether something is reasonable for a school or local authority to do, or not.

For small things, that's unlikely to be an issue. Things like using a laptop to record work, or having a quiet place to go during break are straightforward. For bigger or more costly adjustments, some discussion will be needed. Schools and local authorities can say no.

Where a school or local authority decides that there are no reasonable steps that it can take, it should say why. It's not possible to say what would be reasonable in any specific situation, but there are some factors that will be thought about when any major decision can be made.

These include:

- How practical it is to make the adjustment.
- The resources the school currently has available (e.g. staff sickness cannot always be covered).
- Health and safety requirements.
- How the adjustment might affect other pupils.
- The financial and other costs of making the adjustment.

Sometimes a planned reasonable adjustment can not always be implemented. For example, if a member of staff is absent from school and the school does not have the capacity to replace them with another member of staff.

Additionally, the safety and welfare of the children, staff and visitors is always the first and main priority.

## Access facilities for pupils with SEND

Our school complies with the Disability Equality Duty, see [Equalities] Disability Policy and the Accessibility Plan which aims to:

- Increase the extent to which disabled pupils can participate in the curriculum (learning and social experiences)
- Improve the physical environment to enable those with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to those with disabilities.

Children with medical conditions are supported so that they have full access to education, including school trips and physical education. Some children's medical conditions will be recognised in their Education, Health and Care (EHC) Plans.

## Identifying pupils with SEND and assessing their needs

To help identify a pupil with SEND we use a system of waves to determine each pupil's level of need. Below for the description of each wave level from 1-4.

**Wave 1** is the delivery of 'Quality First' teaching. The teaching and learning is appropriately challenging, it is personalised and it will meet the individual needs of the majority of children in the class. The needs of all children are taken into account, with high expectations for them. This is supported by our whole school policies.

**Wave 2** is more targeted at pupils with SEND specifically. There could be access to specialist resources within the school, such as nurture groups, short-term 1:1 support or targeted interventions. This can be for general 'catch-up' or the start of the graduated approach cycles of Assess, Plan, Do, Review. A PLP or IBP will usually be created at the Plan stage.

### **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, as well as the views and experience of parents.

The pupil's views and where relevant, advice from external support services will also 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 is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff 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 setting up a Personalised Learning Plan (PLP) involving consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear 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 and plan and assess the impact of support and interventions and links with classroom teaching. Support and training may be offered to the class teacher to improve their understanding of strategies to support specific pupils. 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 SENCO.

### **Review**

Reviews of a child's progress will be made regularly as part of the Pupil Progress Meeting (PPM) process. This will inform the PLP review process which evaluates the impact of the support and interventions on

a termly basis taking into account the views of the pupil and where necessary their parents. The class teacher, (and when appropriate the SENCO) 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.

Wave 3 is usually where an external specialist may be asked to advise on more specialised support, generally where a pupil has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.

### 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 can be requested by the school or 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 Education, Health and Care Plan will be taken at a progress review. The application will require information from a variety of sources including:

- Parents
- Teachers
- Inclusion Team
- SENCO
- 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 decision will be made by a group of people 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 leading to an EHCP.

The local authority is responsible for, and maintains an EHC plan for a child or young person. The school will monitor and review the progress made by the pupil during termly progress and inclusion meetings. An annual review meeting including SENCO, parents, class teacher, a local authority Family Services officer and other specialists where these are involved with the pupil. For more information, please see Section 42 (onwards) of the Children and Families Act 2014.

<https://www.legislation.gov.uk/ukpga/2014/6/section/42>

Further information about EHCPs can found via the SEND Local Offer:

<https://www.suffolklocaloffer.org.uk/>

Following Statutory Assessment, an EHCP will be provided by Suffolk County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in the development and production of the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is appropriately challenged for all children. We provide targeted individual or group intervention, to help children catch-up as/when necessary. We set appropriate individual targets that are ambitious, and celebrate achievements at all levels.

## Inclusion of pupils with SEND

The Headteacher/SENDCO oversee the school's approach to inclusion and are responsible for ensuring that it is implemented effectively.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice from external support services see 'School's contribution to Local SEND Offer' if the needs of a child require expertise outside of the school or if the school needs to build its own capacity to support the needs of a child.

## Evaluating the success of provision

On a termly basis, the schools' Pupil Progress Meetings (PPM) will be used to ensure that all children including those with special needs are making appropriate academic progress. Termly meetings with the Safeguarding leads, SENCO and class teacher review what is working well, evaluating the impact of extra support and/or interventions that are in place.

On a termly basis, as part of the PLP review process, parents will be invited to meet with the class teacher and when appropriate the SENCO and/or other agencies to discuss progress, review and set new targets and plan how further progress will be made in the coming term.

Where external support is procured, for example specialist teachers, they will monitor and evaluate the provision made for each child in their visit notes.

On an annual basis, all staff that work in the school's special educational needs provision will have their performance evaluated by looking at the outcomes of the children that they have worked with as part of the school's Performance Management Review (PMR) process.

For children with an EHCP, an annual review will take place, which looks at the impact of interventions over the previous year, allowing evaluation and refocusing to take place if required.

## Complaints procedure

At Orford Primary, we are always looking to improve our practice – it is a guiding principle of all aspects of the school.

As such we openly encourage any feedback and will deal with it using a fair, open approach always with the child's interest at the center of what we do.

Any concerns or complaints relating to the school's special educational needs provision can be made following our school's complaints policy. This policy outlines the different stages of a complaint and who to refer to at which stage, the latest copy of which can be found on our school's website. A copy is also available at the office for reference.

### In service training (CPD)

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 SENCO attends relevant SEND courses, updates and conferences, and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO ensures that training opportunities are matched to school development priorities and the needs of the children.

### Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

### Working in partnerships with parents

The school values partnership and works hard to include the parents of all children in their child's learning. Parents of children with special educational needs are encouraged to help and support them in a variety of ways e.g. a home/school record book may be used and other suggestions for parents' involvement are discussed at parent consultation, termly update meetings and annual reviews. The school welcomes parent input into every child's education.

Parents are invited formally into school to discuss their child's work and progress with class teachers twice during the school year at parent consultation meetings. On these occasions, during the Autumn and Spring Terms, the SENCO is also available to talk to parents.

The parents of children with special educational needs additionally are invited to meet with the class teacher and/or SENCO for a termly PLP update meeting, and in some cases (depending on the level of need) will also be invited to an annual review.

If parents wish to see a child's class teacher or the SENCO at any other time during the school year, an appointment may be made through the school office.

### Links with other agencies and voluntary organisations

If a child has health or social care needs in addition to education needs, it may be appropriate to make a referral for an Education, Health and Care Plan (EHCP). The need for all of these agencies to work together to deliver the best possible outcomes for children is what drives this plan. As such, the criteria for a referral can be triggered by any of the groups in consultation with parents when existing plans and work with external agencies are not proving to be effective.

In such cases, the school will work with Suffolk County Council and follow the agreed referral process, involving parents and children throughout the procedure.

As part of that process, the needs of the child from all perspectives will be considered and all agencies that can help meet the needs will be called upon. This applies equally to the needs of children without an EHCP: where extra support is identified as being needed, the school will attempt to procure that support either internally or externally.

### **Links with other policies and documents**

This policy links to the following policies and documents:

- Accessibility Plan
- Disability Policy
- Equality Policy
- Behaviour Policy

### **Storing and managing information and confidentiality**

All paper SEND documentation and reports, linked to a pupil, are securely locked in a filing cabinet in the Head's office or locked in the Team room. Copies of all relevant reports and documents are passed on to a child's new setting, or school, during their transition period.

### **Monitoring and evaluation**

- The SENCO undertakes termly monitoring to ensure children are being appropriately supported.
- The SENCO and Headteacher provides regular training to all teachers and support staff. Training is dependent on the needs of the school throughout the year.
- The SENCO supports the teachers to create Personal Education Plans (PLPs) and supports with planning appropriate educational provision (reasonable adjustments).
- The SEND governor regularly meets with the SENCO as part of the governors monitoring cycle.