Special educational needs and disabilities (SEND) policy

Naunton Park Primary School

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Approved by:	Governors		**Date:** 13th October 2026
Last reviewed on:	October 2026		
Next review due by:	October 2027		

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Naunton Park Primary School, we believe passionately in the importance of inclusion, equality and belonging for all children and strive to ensure that these values are at the heart of our SEND practice. We are committed to providing an ambitious, broad and balanced curriculum that enables all pupils, including those with SEND, to develop the knowledge, skills and understanding they need to achieve their full potential. We aim to identify barriers to learning at the earliest opportunity and work collaboratively with pupils, families and professionals to remove these barriers so that all children can thrive, participate fully in school life and prepare successfully for their next stage of education.

We are committed to providing personalised, evidence-informed support and appropriate resources for all children, including those with SEND, while maintaining high expectations for achievement, attendance, participation and personal development.

We have a whole-school approach to ensuring high-quality inclusive teaching for all pupils. High-quality inclusive teaching, supported by adaptive practice and appropriate scaffolding, is the first response to meeting the needs of pupils with SEND. We are committed to ensuring all staff have the knowledge, skills and confidence required to support pupils effectively. We are focused on creating an inclusive environment, where provision is tailored to the varied needs and abilities.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the opportunity to thrive, fulfil their aspirations and develop the confidence, independence and resilience needed for future success.

We will achieve this by making reasonable adjustments to teaching, learning, the curriculum and the school environment. We strive to ensure that pupils with SEND can fully participate in all aspects of school life, including enrichment opportunities, educational visits, extracurricular activities and leadership opportunities alongside their peers.

5. Definitions

5.1 Special educational needs

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

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating and/or interacting with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Joanna Ballinger

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher 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 co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents/carers, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Promote a culture of inclusion across the school and support staff in removing barriers to learning through adaptive teaching, effective scaffolding and reasonable adjustments.
- Advise on the graduated approach to providing SEND support and on adaptive teaching approaches that enable pupils to access an ambitious curriculum alongside their peers.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and Governing Body to make sure the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- Monitor the participation, attendance, wellbeing and outcomes of pupils with SEND and use this information to evaluate and improve provision.
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SENDSEN, and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Governing Board

Governors receive regular information regarding the achievement, attendance, participation, wellbeing and inclusion of pupils with SEND and provide appropriate challenge and support to ensure the effectiveness of SEND provision across the school. This information is shared with the Link Governor during termly visits and is discussed at every Full Governing Board Meeting.

The Governing Board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SENDSEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND Link Governor

The SEND Link Governor is Jane Martin.

The SEND Governor 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 through termly Link Governor meetings.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND Link Governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and the Governing Board to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has sufficient time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN,SEND and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching partners or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent/carer
- , the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes

- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

The school follows the graduated approach to SEND support described in the SEND Code of Practice. Support is provided through a continuous cycle of Assess, Plan, Do and Review. Decisions are informed by accurate assessment, pupil voice, parental views and professional expertise to ensure that provision is tailored to individual strengths and needs.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If there are continued concerns about a child's progress after appropriate teaching, this should be raised with the SENCO along with evidence of progress and in class interventions. Through further observations and discussion with the SENCO it will be decided if the child needs further intervention and the school will arrange to meet with parents to discuss the child going onto the school SEND register. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as friendship difficulties or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 Pupil Voice

The views, experiences and aspirations of pupils are central to our approach. We actively seek and value pupil voice through review meetings, pupil conferencing, SEND reviews, annual reviews and everyday classroom practice. Wherever possible, pupils are involved in decisions about their support, targets, learning strategies and future aspirations.

8.4 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and will be made accessible to staff in a My Plan.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching partners or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.5 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.6 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

8.7 Evaluating the effectiveness of SEN provision

Effective transition planning is an important part of successful SEND provision. We work closely with pupils, families, staff and receiving settings to ensure smooth transitions into school, between year groups and

onwards to secondary education. Additional transition arrangements are planned where required to support pupils' emotional wellbeing, confidence and readiness for change.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

We recognise that some pupils with SEND may experience additional barriers to attendance. Where attendance concerns arise, we work collaboratively with families and external agencies to understand and address these barriers. Support arrangements will focus on promoting belonging, engagement and successful participation in school life.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

All teaching and non-teaching staff are encouraged to attend a variety of courses which contribute to their Continuing Professional Development (CPD). Performance Management meetings highlight the areas of CPD in which staff would like further training. Teaching staff are made aware of courses available to them through the staff room notice board and during staff meetings. All staff are invited to attend appropriate school INSET.

The SENCO attends local courses and conferences including termly cluster meetings in order to keep up to date with local and national updates in SEND.

Professional development is informed by the needs of pupils and the priorities identified through monitoring and evaluation. Training may include adaptive teaching, autism, speech and language development, social communication, emotional wellbeing, scaffolding, effective deployment of support staff and interventions for specific learning needs.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- Play / Art / Music Therapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Talk Well
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

13.1 Admission arrangements

The Headteacher, along with the Governing Body, The Governing Body is responsible for the admission arrangements which accord with those laid down by the local authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs and/or disabilities, as well as identifying and providing for those not previously identified as having SEND.

Further information regarding school admissions is available on the school website which provides a link to the local authority admissions information and the school Admissions policy.

13.2 Accessibility arrangements

Information about the steps taken to prevent disabled pupils from being treated less favourably than other pupils and the facilities provided to help disabled pupils access the school, including the provision of auxiliary aids and services can be found in the school Accessibility Plan which is available on the school website. The school proactively considers reasonable adjustments and accessibility requirements to ensure pupils with SEND can participate fully in school life. This includes curriculum access, extracurricular opportunities, educational visits and transitions.

14. Complaints about SEND provision

In cases where parents are unhappy about the support their child is receiving they are encouraged to meet with the class teacher and/or the SENCO to discuss possible alternatives. This could be face to face or via a virtual meeting. If this does not resolve the matter, a meeting with the Headteacher may be required. All complaints are taken seriously and are considered through the school complaints policy and procedures.

Formal complaints about SEND provision in our school should be made to the SENCO and/or Headteacher in the first instance. They will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice. To find out about disagreement resolution and mediation services in our local area, please see the Glos Families Directory You can request mediation by contacting Global Mediation

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

The effectiveness of SEND provision is evaluated through a range of evidence, including progress towards individual outcomes, attainment, attendance, participation, personal development, wellbeing, pupil voice and parental feedback. Monitoring activities may include lesson visits, learning walks, intervention monitoring, pupil conferencing, analysis of assessment information and review meetings. Findings are used to improve practice and ensure that pupils with SEND achieve the best possible outcomes.

15.2 Monitoring the policy

This policy will be reviewed by the Inclusion Lead **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Full Governing Board.

16. Links with other policies and documents

This policy links to the following documents which can be found on the school website:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy