

SEND Policy



Last reviewed on:	Autumn 2025
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Next review due by:	Autumn 2026
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1. Introduction

Sutton Green School is committed to providing **inclusive education** that meets the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND). This policy ensures compliance with the **Children and Families Act 2014**, the **SEND Code of Practice (2015)**, the **Equality Act 2010**, and other relevant legislation.

2. Definition of SEND

For the purposes of this policy, SEND refers to:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age 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.”

Types of SEND:

- Communication and Interaction (e.g., speech, language, autism)
- Cognition and Learning (e.g., dyslexia, dyscalculia)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

3. Legal Framework

This policy complies with:

- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010
- Health and Safety at Work Act 1974
- The Special Educational Needs and Disability Regulations 2014

4. SENCO Role and Responsibilities

The **Special Educational Needs Coordinator (SENCO)** at Sutton Green School is responsible for:

- Overseeing the day-to-day implementation of the SEND policy
- Coordinating provision for pupils with SEND
- Liaising with parents, staff, and external agencies
- Advising teachers on differentiated teaching strategies
- Maintaining the SEND register and records
- Ensuring statutory compliance and preparing annual reports to governors
- Monitoring and evaluating the impact of SEND interventions

The SENCO is Hannah Benson and can be contacted via hbenson@suttongreenpri.cheshire.sch.uk

5. Inclusion Ethos

Sutton Green promotes **inclusive education**, where all pupils are valued, supported, and given equitable opportunities. Barriers to learning are identified early, and every effort is made to adapt the curriculum, environment, and teaching approaches to ensure full participation.

6. Partnership with Parents

We recognise parents as **key partners** in the SEND process:

- Regular consultations and meetings regarding progress
- Shared decision-making regarding interventions and support plans
- Clear communication of SEND policies and provision
- Encouragement of parent feedback and involvement

7. Identification, Assessment, and Monitoring

Pupils with SEND are identified through:

- Teacher observations and referrals
- Baseline and ongoing assessments
- Standardised testing and diagnostic tools
- Liaison with previous schools or nurseries
- Parent or pupil concerns

Monitoring involves:

- Regular review meetings (Assess–Plan–Do–Review cycle)
- Termly progress tracking
- Adjustments to provision based on progress data

8. External Agencies

Sutton Green works with relevant **external agencies** to support SEND pupils, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- CAMHS (Child and Adolescent Mental Health Services)
- Local Authority SEND Team
- Voluntary and community organisations

9. Facilities for Disabled Pupils

The school provides:

- Wheelchair-accessible classrooms and facilities
- Disabled toilets and changing areas
- Specialist furniture or equipment as needed
- Evacuation and safety procedures for pupils with disabilities

Reference: **Accessibility Plan** is published on the school website.

10. Graduated Approach (Assess–Plan–Do–Review)

Sutton Green follows the **graduated approach** outlined in the SEND Code of Practice:

1. **Assess:** Identify strengths, needs, and barriers
2. **Plan:** Develop Individual Support Plans (ISPs) with SMART targets
3. **Do:** Implement strategies, interventions, and support
4. **Review:** Evaluate progress, update plans, and adjust provision

11. Complaints Procedure

Parents or pupils may raise concerns via the **school complaints procedure**. Steps include:

1. Discuss concern with class teacher
2. Escalate to SENCO
3. Contact Headteacher
4. Formal complaint to governing body
5. Referral to the Local Authority if unresolved

12. Arrangements for Participation in School Activities

All pupils, including those with SEND, are supported to participate in:

- Clubs and extracurricular activities
- Educational visits and residential trips
- Sports and arts events

Reasonable adjustments are made to ensure accessibility and inclusion.

13. Social, Emotional, and Mental Health Provision

Provision includes:

- Access to school counsellor or pastoral staff
- Small group interventions (e.g., social skills, anger management)
- SEMH-focused support plans
- Collaboration with external mental health agencies

14. Behaviour & Reasonable Adjustments

- Behaviour policies are inclusive and account for SEND needs
- Positive behaviour management strategies are used
- Reasonable adjustments are made to routines, expectations, and interventions

15. Supporting Pupils with Medical Needs

- Individual Health Care Plans are developed for pupils with medical conditions
- Staff are trained in relevant procedures and emergency responses
- Liaison with healthcare professionals ensures safe provision

16. Transition Arrangements

Sutton Green ensures **smooth transitions** at key stages:

- Nursery to Reception
- Primary to Secondary
- In-year transfers

Strategies include:

- Transition meetings with parents and staff
- Sharing of SEND records and provision plans
- Taster sessions and familiarisation visits
- Additional support during first weeks in new settings

17. Use of SEND Funding

- Funding is allocated according to pupil needs
- Resources include teaching assistants, specialist equipment, and intervention programmes
- Regular audits ensure value for money and targeted support

18. Measuring Effectiveness of SEND Provision

Effectiveness is monitored through:

- Pupil progress tracking against ISP targets
- Teacher and parent feedback
- Review of interventions by SENCO and governors
- External audits and inspections

19. Safeguarding Responsibilities Specific to SEND

- Pupils with SEND may be more vulnerable; safeguarding policies are tailored accordingly
- Staff receive SEND-specific safeguarding training
- Close monitoring of attendance, well-being, and any safeguarding concerns

20. SEN Information Report Compliance

The school publishes a **SEND Information Report** on its website in compliance with Schedule 1 of the Special Educational Needs and Disability Regulations 2014, including:

- Admissions arrangements for pupils with SEND
- Details of SEND provision, policies, and interventions
- Contact information for SENCO and governing body
- Arrangements for evaluating SEND provision

21. Accessibility Plan Reference

Sutton Green maintains a **published Accessibility Plan**, outlining improvements to:

- Physical environment
- Curriculum accessibility
- Communication with pupils, staff, and parents