

Charlestown Primary School



SEND Policy September 2025

Approved by: Full

Date:

Governing Body

Last reviewed on:

September 2025

Next review due by:

September 2026

This policy 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

All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

The SENDCo at Charlestown is Karen Ingram

The Inclusion lead at Charlestown is Sharon Peters

Aims and Objectives of this Policy

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of SEN policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide access for all to an appropriate class curriculum
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

Through our SEND policy we aim to

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have every opportunity to achieve their full potential

We will achieve this by:

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- Identifying those with special educational needs
- Assessing children as they start in the EYFS
- Employing two SEN assistants to conduct assessments, observations and interventions
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day to day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs, is value for money and leads to good outcomes.

Areas of Need

There are 4 broad areas of special educational need. These areas are to help the school identify and provide for their needs rather than to label them or put them in a particular category. The needs of the child will be identified with consideration of the whole child not just their special educational needs. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Communication and Interaction

This includes children with speech and language delay, impairments or disorders. Children on the Autistic Spectrum

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others. For children who are presenting with such difficulties, we will consult with home and consider a referral, through CAMHS to the Social Communication Pathway. This, however, currently has long waiting times for professional assessment and is not an immediate response to need. During prolonged waiting times, school will continue to use strategies that they are able to provide at non-diagnosed levels.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. At Charlestown we have the screening tools for Dyslexia and Dyscalculia; for Dyspraxia, a referral will be made to the Occupational Therapy Team.

Physical and/or Sensory Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or support. Children and young people with an MSI have a combination of vision and hearing difficulties. “

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. At school we have a screening tool for ADHD (QB) and if results are elevated and presentation is a concern, we will make a referral to CAMHS.

Identifying Procedures

Concerns about a child's progress and/or presenting behaviours around school/home may be raised by the class teacher, the child's parent or guardian or through the normal analysis of assessment data.

SEN support staff will work alongside the class teacher to identify areas of difficulty and carry out, where appropriate, tests to identify a significant need.

Teaching staff will make adjustments to the curriculum, personalise their teaching and, if appropriate, set up interventions. If adequate progress is not made, they will be identified as having SEND Support.

The class teacher will produce an IEP (Individual Education Plan) which outlines the child's difficulty, the intervention that is additional to and different from others in the class they will receive and how that will be implemented (strategies, staff and frequency). This is a working document that can be reviewed at any time. A child will have a minimum of three IEPs per academic year. The document is shared with parents/carers through the on-line Edukey system.

If appropriate, school will make referrals to outside agencies for advice and support for a child where their needs cannot initially be met by quality first teaching.

Advice and support may be an appointment with a clinician, an observation in school, a meeting with Parents/School. Strategies will be adopted and included within their IEP.

If a child's needs are such that they require long-term and specialist intervention, School will consider applying for an Education, Health and Care Plan (EHCP) through the Local Authority.

School will gather the information and evidence according to the EHCP application guidelines and timescale.

Levels of 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 on our management information system, SIMS and will be made accessible to staff in an IEP on Edukey.

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 assistants 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.

If a child has been identified as having SEND, they will be placed on our school SEN register as receiving SEN Support and will have an IEP (Individual Education Plan). This is written by the class teacher and has up to 4 targets identified around their area of need. During an academic year, a child will have 3 IEPs, each one being reviewed before the next written. IEPs are shared with home.

A child who has an EHCP will also have 3 IEPs during the school year. The targets will be based on the longer term targets identified in the EHCP. An Annual Review will also be held where all persons involved with the child will meet to discuss progress, areas for improvement and next steps.

Parental Involvement

The staff at Charlestown Community Primary will continue to forge home-school links and encourage parents to be partners in the education process. Parents and carers will always

be consulted if it is believed a child has Special Educational Needs. Parents are involved from the outset and encouraged to discuss concerns with class teachers. Parents are always consulted before outside agencies are involved and are included, as far as possible, in the strategies instigated.

There will be parents' evenings in the Autumn and Spring terms and the end of academic year report is issued at the end of the summer term.

Teachers are available via email and telephone to discuss any concerns raised by parents/carers.

Assessment

In our mainstream classrooms, children are routinely assessed using **PiXL** – the whole school assessment system. If they are working on a specific intervention programme, progress is tracked and reviewed through this system. For children working below their age-related expectation or their year group, attainment and progress will be monitored through the **PIVATs** system. This method acknowledges the smaller and often slower steps that the child with additional needs has. For the children with the highest level of need, **Cherry Garden** assessments are used to monitor progress and identify gaps in learning.

Transition to school

For children starting in our Nursery or Reception (EYFS) provision in September the receiving teacher and TA/EY Lead will carry out a home visit. If the child is known to have significant needs, the SENDCo will also attend the visit. The child will have a series of short visits arranged and if appropriate, the length or style of the visit may be altered to meet the needs of the child. The WELCOMM assessment will be carried out by the SEN Assistant(s).

For children starting in Reception class, information from their previous EYFS setting will be sourced and passed on to Class Teacher.

For any child starting at Charlestown mid-year, information will be obtained from their previous school and a conversation will be held with their SENDCo and paperwork shared. Baseline assessments will be carried out to ascertain any learning needs.

If time and circumstances allow, the child would be invited to spend some time in their new class prior to starting.

For any child leaving Charlestown to go to another mainstream primary setting, all paperwork would be shared with the receiving school and a phone call if appropriate.

For Year 6-7 Transition, the package would be individualised to suit the pupil and his/her needs. If the child has an EHCP, the arrangements would be arranged through the Annual Review at the start of the summer term. For children without an EHCP, discussions would be held between the SENDCo of each school or head of year/pastoral lead – whichever is most

appropriate. Additional visits may be arranged prior and/or after to the main Y6 transition days. Parents would be involved in the arrangements.

The ARC

At Charlestown, we have a two SEN classroom space called the ARC for children with special educational needs. Situated in their own area of school, they provide a nurture-based learning environment for a small number of children who find it difficult to access their mainstream class on a full-time basis. Each child follows the ARC timetable according to their needs. For example, a child might be able to access learning with their year group peers in the morning/afternoon but need specialist support in the morning/afternoon for other subject areas. It may be that they find the morning/afternoons more challenging in class and need a quieter space to work. For those children able to work more independently, a separate working area has been created in class so that their independence can be developed. Children have access to sensory play throughout their day. Staff from the ARC support children within mainstream classrooms and in small nurture groups within shared mainstream areas also.

The provision is nurture based, and the children come to the ARC at different stages of the day where appropriate. The children are split into learning groups of stage not age in order for them to be able to access the most appropriate part of the curriculum. All children have access to the core and foundation curriculum from Year 1. The EYFS Framework is followed for those of reception and nursery age.

The ARC is not a permanent or long-term provision by design and is categorised as a SEN classroom available to all children on the SEND register to develop inclusion in learning. Children attend the ARC alongside their mainstream classroom with the long term priority being access for SEN learners to mainstream education with their peers.

The provision is led by a very experienced teacher (who is also the SENDCO) with highly experienced SEN Teaching Assistants who have a wealth of experience in different areas of SEN. The provision is overseen by the inclusion lead.

Accessibility

Charlestown School is a one level building (with separate EYFS unit) that is accessible by pupils who are disabled. There are disabled toilet facilities in each area of the school.

Link Governor

The Link Governor for SEND is Nicola Welch. She has termly meetings/visits to school to meet with the SENDCo.