



Euxton CE Primary School

Special Educational Needs and Disability Policy 2026-2027

*'In our Christian family we all **SHINE** in the light of Jesus'*

Our vision statement

In our Christian family, we all SHINE in the light of Jesus.

Wisdom Compassion Humility Friendship Peace Trust Forgiveness Hope

Responsibility for the coordination of SEND provision

- The person(s) responsible for overseeing the provision for children with SEND and for co-ordinating the day to day provision of education for pupils with SEND is Faye Jones (SENDCO)
- The person responsible for reporting on SEND to the Governing body is Mrs Beth Palmer

These people can be contacted at:

Euxton CE Primary School, Bank Lane, off Wigan Road,
Euxton, Chorley, Lancashire, PR76JW.

Telephone: 01257 263454

Email: Sendco@euxton.lancs.sch.uk

Statement of intent

At Euxton CE Primary School we aim to provide a broad and balanced curriculum for all children, who at any time might be in need of special educational provision with regard to their academic, emotional or physical abilities. Systems have been implemented for early identification of barriers to learning and participation and we aim to minimise those barriers and maximise resources to support learning and involvement.

Through our safe, caring, stimulating and supportive classroom environments, pupils at Euxton CE Primary School can develop, learn, grow and achieve their full potential. Every teacher is a teacher of SEND and support and challenge is provided through high quality teaching in order to develop resilience and independency alongside knowledge and skills. At our school, the views of pupils and parents/carers are paramount and we value close working relationships in order to use person centred approaches effectively.

Through successful implementation of this policy, the school aims to:

- Make sure our school fully implements current national legislation and guidance regarding pupils with SEND
- Help pupils with SEND fulfil their aspirations and achieve highly from their starting points
- Help pupils with SEND become confident individuals living fulfilling lives
- Promote equal opportunities and inclusion, ensuring pupils with SEND access all aspects of school life

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- Champion inclusion, eliminating discrimination and fostering good relationships between pupils with and without SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil or pupils with SEND
- Ensure everyone knows their roles and responsibilities in relation to SEND
- Ensure that high-quality, inclusive and adaptive teaching is the foundation of our provision, with barriers to learning identified and addressed at the earliest opportunity
- Ensure that ordinarily available provision is used effectively to meet the needs of pupils wherever appropriate, with additional or different provision provided where this is required to meet identified SEND
- Use evidence-informed approaches to identify need, provide appropriate support and evaluate the impact of provision on pupils' outcomes
- Work in partnership with the Local Authority, families and relevant external agencies to secure appropriate support for pupils with SEND
- Remain responsive to developments in national SEND policy and guidance, reviewing our arrangements as statutory requirements and guidance are confirmed.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2024
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

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DfE (2015, **updated 2024**) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (**2014, updated 2017**) 'Supporting pupils **with medical conditions at school**'

DfE (**2026**) 'Keeping children safe in education'

DfE (**2026**) 'Working together to safeguard children'

DfE (2026) 'Inclusive mainstream fund: 2026 to 2027'

DfE (2026) 'Inclusion bases in schools'

DfE (2021) 'School Admissions Code'

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

At Euxton CE Primary School we believe that any additional need should be identified and supported as early as possible in order to achieve the best possible outcomes for that child.

The SEND Code of Practice 2014 identifies 4 broad categories of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

The purpose of early identification is to put in place appropriate intervention and support to help reduce or remove barriers to a child's learning. We aim to identify the needs of pupils by considering the needs of the whole child, not just their special educational needs. We follow the graduated approach to meeting each child's SEND needs — a continual four-part cycle of assess, plan, do, review.

- During the assess stage, we identify your child's strengths and areas for development.
- In the plan stage, we agree clear outcomes and strategies to help your child achieve these.
- The do stage involves delivering the planned support and interventions.
- During review, we evaluate impact and adapt provision where necessary.

This process is ongoing and responsive.

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At Euxton CE Primary School we adhere to Section 19 of the Children and Families Act 2014 which makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- The views, wishes and feelings of the child or young person and the child's parents
- The importance of the child or young person and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

At Euxton CE Primary School we monitor all children's progress termly and use a range of assessments so that we can identify all children who are not making expected or better progress. Parents, carers and pupils are then invited to discuss and review the progress made and targets will be set. Special educational needs provision is provided in addition to the excellent quality first teaching, adaptation and a broad curriculum where all can succeed. Euxton CE Primary School recognises that all teachers are teachers of children with SEND. It is the teacher in the classroom that will make the biggest difference to children with additional educational needs, and that teachers can be well supported by additional interventions and programmes in groups or as individuals led by teaching assistants and other adults.

Quality First Teaching and the process for identifying additional needs

Quality first teaching is teaching that focuses on inclusive and high-quality teaching for every pupil in a classroom, resulting in all children engaged and involved in their learning. This will meet the individual needs of the majority of children and young people. Some children need educational provision that is additional or different to this.

a) Class teachers are responsible and accountable for the progress and development of the pupils in their class.

b) Any pupils identified as falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will have specific interventions planned to support areas of development and progress will be monitored.

c) Any pupil identified as possibly having additional needs/SEND will be closely monitored to assess their level of learning and possible barriers to learning.

d) The class teacher will provide learning opportunities to support the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

e) The SENDCO will be consulted if appropriate for support and advice and may observe the pupil in class.

e) Through these actions it can be determined whether any additional special provision may be needed.

f) As the people who know their child the best, the parents of the child will be invited into school to discuss any concerns and provide further information to school to help with the identification of the most appropriate provision for the child. Opportunities for

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discussion with the child will also be provided so that their input on what the barriers to their learning might be can also be considered. The class teacher and the SENDCO will consider all of the information gathered from discussions and assessments

g) The child will be recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register.

h) If specialist support is required, school will access specialists from the Local Authority or parents will be signposted to access specialist support from other agencies such as health.

i) Parent's evenings are used to monitor and assess the progress being made by children. Other parent meetings can be called at any time at the request of school staff or parents.

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and remove barriers to pupil achievement.

Pupils are only identified as having SEND if they have not made adequate progress once they have had quality first teaching and personalised interventions. SEND support will usually begin if, despite receiving quality first teaching and a sustained level of support, a pupil makes 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
- Continues to work at levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing appropriate literacy/numeracy skills
- Has emotional/behavioural problems that substantially impede own learning presenting barriers to learning
- Has communication or interaction problems that impede the development of their language skills or of social relationships
- Has sensory or physical needs requiring additional specialist equipment or visits/ advice from specialists

Where pupils continue to make inadequate progress, despite quality first teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement between teacher, SENDCO and parents about the SEN support required to support the child.

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SEN SUPPORT IN SCHOOL

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be added to the school SEND register in the new category of SEND Support in school. The aim of formally identifying a pupil with SEND is to help school ensure that effective and appropriate provision is put in place to help remove or reduce barriers to learning.

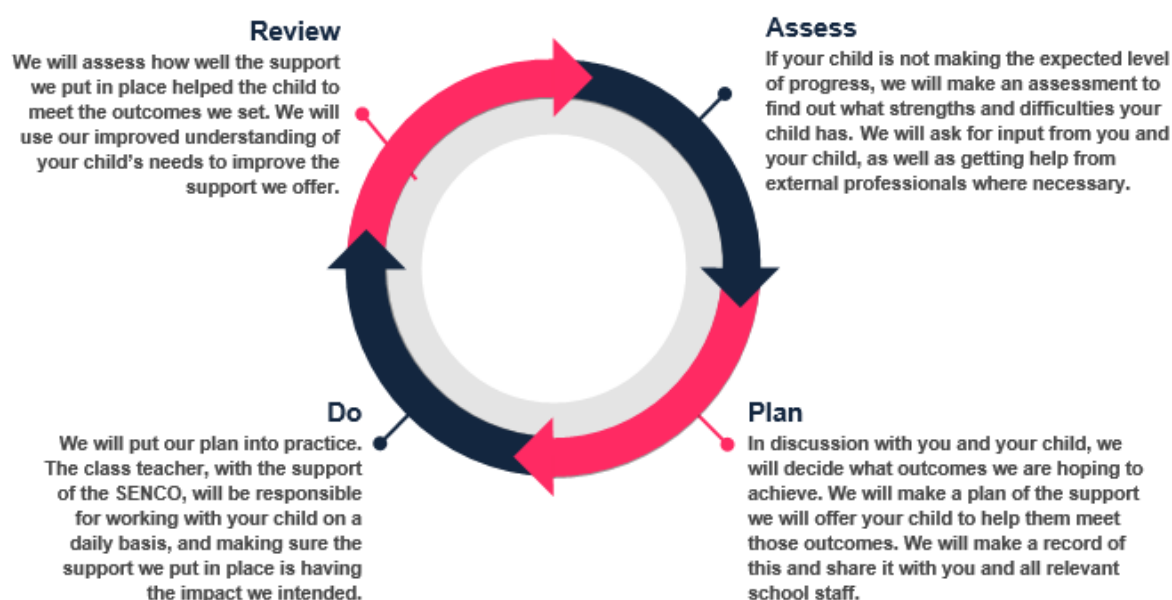
An Individual Education Plan will be developed collaboratively between the teacher, other staff, pupil and parents. These will detail specific targets and desired outcomes for the child, strategies to help achieve these outcomes, provision made, success criteria and date for review. There are opportunities for the child and everyone working with the child to contribute to the setting of targets and the evaluation of the provision.

This ongoing cycle forms the **graduated approach** to SEND support and consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be evaluated and revised as the needs of the pupil grows or changes. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good outcomes.

In accordance with the Code of Practice 2014, at Euxton CE Primary School we adopt the **graduated approach** to SEND support



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,

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comparisons with peers and national data, as well as the views and experience of parents. The pupil's views are really important and where relevant, advice from external support services will also be considered. Any parental concerns will be taken into account and compared with the school's information and assessment data on how the pupil is progressing.

If necessary additional support and intervention will be planned for a pupil in order to support a pupil achieve good outcomes. To ensure that this support and intervention matches need and is effective in reducing or removing barriers to learning, this analysis will require regular monitoring and evaluation. If external support is already involved they will contribute to this assessment process.

Plan

Planning must be specific and support the needs identified during the assessment part of the cycle. Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required with a clear date for review.

All those working with the pupil, including support staff will be informed of the child's individual needs, the support that is being provided, any specific teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

This is the implementation of the agreed interventions. The class teacher remains responsible for working with the child on a day-to-day basis and they retain responsibility even where the interventions may involve group or one-to-one teaching with another member of staff. The class teacher will work closely with teaching assistants and to plan and assess the impact of support and interventions and ensure links with classroom teaching. Further support or advice will be provided by the SENDCO where appropriate.

Review

All interventions will be monitored and reviewed on a regular basis. The review process will evaluate the impact and quality of the support and interventions. It will take into account assessments as well as the views of the staff working with the child, the pupil and, wherever possible, their parents. The class teacher, with the SENDCO will then revise the support and outcomes based on the pupil's progress and development making any necessary amendments from feedback provided in consultation with parents and the pupil.

If appropriate, children on the SEND register are supported through sessions with specialist staff in school or by specialist teachers from the Inclusion and Disability Support Service (IDSS). If it is felt that school is unable to fully meet the needs of any pupil through our own provision in school, a referral may be made to an outside agency (such as speech and language therapists, educational psychologists) for their support in school. The school maintains close links with the Educational Psychologist Service, the Local Authority, medical and social services. Where concerns are raised about a child's progress or performance, these agencies provide advice and support upon the request of the school.

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INDIVIDUAL EDUCATION PLANS

Every child on the SEND register has their own Individual Education Plan. This details the identified needs of the child, strategies to support the reduction or removal of barriers to their learning and has measurable targets to support the child towards clear, positive outcomes to be achieved in a specified timescale.

These are used on a daily basis and are monitored and evaluated regularly by staff working with the child, the class teacher and the SENDCO.

Pupils, parents, class teacher, support staff and the SENDCO, as well as any outside agencies involved with the pupil, are all involved in putting the Individual Education Plans (IEP) together and in the evaluation of progress towards agreed outcomes. Children will have their IEPs renewed at least termly.

This cycle of evaluating and monitoring ensures an active process of continual renewal and improvement of the provision for all pupils at Euxton CE Primary School.

WORKING IN PARTNERSHIP WITH PARENTS

Parents are a valued and important member of the whole school approach and ethos we aim to foster in our school. Euxton CE Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents have valuable knowledge and information about their children and can support the development of their children in school and at home. It is important that they are included in all discussions at the earliest opportunity about any concerns school may have about the progress their child is making. The nature of the child's difficulties will be discussed fully and the parents encouraged to provide any extra information which may be of use in developing a personalised approach to their child's learning.

Parents will be invited to contribute to their child's Individual Education Plan targets in any way they feel able. Parents will be invited to target setting and review meetings and will receive copies of their child's Personalised Learning Plans once agreed.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the

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provision for their child. The school's SEND governor may be contacted at any time in relation to SEND matters.

SPECIALIST SEND PROVISION – LINKS TO SUPPORT SERVICES

Our 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. Although we have staff with a range of skills and experience in teaching children with SEND, we will seek specialist SEND support and training from SEND services where necessary.

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 SENDCO who will then inform the child's parents.

COORDINATING SEND PROVISION

The SENDCO is responsible for day to day operation of the school's SEND policy and will hold details of all SEND records for individual pupils.

All staff can access:

- The school SEND Policy
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, Individual Education Plans and targets set
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- advice provided by outside agencies
- Information available through Lancashire Education Authority SEND Local Offer

This means that every staff member will have complete and up-to-date information about all pupils with special needs and disability (including medical conditions) and their requirements which will enable them to provide for and support the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to ensure the effective coordination of the school's SEND provision.

ADMISSION ARRANGEMENTS

Admission arrangements for children with SEND are the same as for all children, and are clearly stated in the school prospectus. 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 and those without.

If children are identified by parents or other agencies as having special educational needs or disability before starting school, a meeting will be arranged between parents/carers and the SENDCO to identify individual needs and targets.

Please refer to the information contained in our admission policy.

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ALLOCATION OF RESOURCES FOR PUPILS WITH SEND

In line with Lancashire County Council's SEND Local Offer and our school local offer (published on the school website) Euxton CE Primary School provides equality for all its pupils. The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of SEN and Education, Health and Care Plans. The Headteacher informs the governing body of how the funding allocated to support SEN has been employed. The SENDCO/ Headteacher and Leadership team meet regularly to agree how to use funds directly related to statements and EHC Plans

All schools in Lancashire LA receive funding for pupils with SEND in these main ways:

- a) The base budget which covers teaching and curriculum expenses for all pupils in school
- b) The delegated SEND budget (based on the Local Authority formula) which covers additional support in school for children identified with SEND
- c) Specific funds allocated for pupils with statutory statements/ Education, health and Care Plans

Where school feel there is further support required which needs additional funding [(C) above], the SENDCO will make individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for any further funding. It would then be the responsibility of the SENDCO, senior leadership team and governors to agree how the allocation of resources is used.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

If a child has lifelong or significant difficulties, or if from assessments by school and outside agencies it is thought that a child has SEND that require a higher level of support, they may undergo a Statutory Assessment Process. This is usually requested by the school but can be requested 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 meeting.

Any application for an Education, Health and Care Plan will combine information from a range of stakeholders which may include, for example:

- Parents
- Teachers
- SENDCO
- SEND governor
- Support staff
- Social Care
- Educational psychologist
- Health professionals

Information will be gathered from the assess, plan, review, do, process and submitted to the Local Authority for consideration by a panel of people from education, health

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and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:
And at www.lancashire.gov.uk/send

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, if it is decided that the child's needs cannot be met by the support that is ordinarily available in school, an EHC Plan will be provided by Lancashire County Council. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. See www.lancashire.gov.uk/send

Once the EHC Plan 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 as well as representatives from the Local Authority and any outside agency which may be involved with the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

TRAINING AND RESOURCES

- The governors will ensure they are kept fully up to date of their statutory responsibilities by attending training sessions and receiving regular updates from the Head/SENDCO. This is often initially through the curriculum committee meetings.
- The Head/SENDCO will keep fully up to date about special educational needs through attendance at training and cluster meetings.
- The SENDCO will attend specialist training with outside specialists to develop their knowledge and skills.
- Other staff will be kept up to date informally by the Head/SENDCO and formally at staff meetings and training.
- Support staff will have access to training courses and will regularly review their needs with the SENDCO.

Resources to support learning are purchased through class teachers, subject co-ordinators or the SENDCO. In-school resources are allocated via priorities identified through the School Improvement Plan and the annual budget. Additional resources, subject to budget provision, are allocated to support staffing of the school as a whole to ensure the appropriate climate, class size and response to all individual needs.

ACCESSIBILITY FOR PUPILS WITH SEND

To ensure access for pupils or parents/carers with disabilities, the school has an accessibility plan and any building work undertaken is carried out to ensure access is appropriate.

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Euxton CE Primary School follows all statutory responsibilities required in SEN and Disability Act 2001. For further details about accessibility in school please see the following documents on our school website:

School local offer

Accessibility plan

Disability Equality scheme

The Headteacher, members of the Senior Management team (including the SENDCO) and all teaching staff at Euxton CE Primary School are always happy to meet parents and carers. This can be arranged by appointment or more informally if appropriate.

Equal Opportunities: Euxton CE Primary School is committed to providing and promoting equal opportunities for everyone within the school family. The Single Equalities Policy sets out how the governing body will ensure equality of opportunity for disabled people.

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 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 SENDCO 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 support identification of SEND as well as the progress of all pupils.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available as far as possible where it is felt pupils would benefit from this provision. A full provision map is used to identify priorities and this is reviewed regularly to take account of changing needs

Appropriate individual targets that are challenging, yet achievable are set which aim to motivate pupils to do their best, and celebrate achievements at all levels.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education in line with statutory guidance 'Supporting pupils at school with medical conditions' 2014. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

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Arrangements are in place in school to support pupils at school with medical conditions. Please refer to our policy - Supporting pupils at school with medical conditions' available on the school website.

ROLES AND RESPONSIBILITIES FOR THE INCLUSION OF PUPILS WITH SEND

The Headteacher is responsible for:

- overseeing the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school
- ensuring the school curriculum is regularly reviewed to ensure that it promotes the inclusion of all. This includes learning outside.
- for the school Local Offer and for signposting parents/carers to the Local Authority Local Offer
- for the management of financial and human resources
- monitoring the provision for SEND
- reporting to the governing body
- drawing up and monitoring the accessibility plan to ensure the building is accessible to all.

The SENDCO is responsible for:

- The day to day operation of the school's SEND policy and ensuring that the policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within school
- Maintaining and overseeing the SEND Register and other SEND records
- Liaising with parents of children with SEND
- Liaising with staff from outside agencies as appropriate.
- Ensuring relevant background information for children with SEND is collected, recorded and updated.
- Ensuring appropriate transition programmes are in place for children moving to different Key Stages, including transition to High School
- Reviewing policy documents for SEND.
- Attending appropriate SEND training sessions.
- Liaising with and supporting school staff with Individual Education Plans (IEPs), interventions and teaching and learning strategies appropriate for SEND
- Monitoring and tracking the progress of all children with SEND to ensure they are making appropriate progress.
- Ensuring that relevant resources are available.
- Liaising with the SEND governor
- Identifying areas for development in SEND and contributing to school development plan.

The SEN Governor is responsible for:

- Liaising with Head teacher/SENDCO regarding statutory responsibilities and ensuring that the policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within school
- Providing annual written report to full governing body and parents.
- Monitoring delivery and provision for children with statements/EHC plans
- Ensuring that pupils with SEND are fully involved in school activities

The Class Teachers are responsible for:

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- The early identification of any pupil with SEND.
- Carrying out informal and formal assessments, where appropriate, to help identify SEND.
- Providing evidence which may help with assessments.
- Liaising with parents, SENDCO, Headteacher, outside agencies as necessary.
- Planning to meet the needs of all children by providing an appropriately differentiated curriculum
- the day-to-day teaching of all children in their class and for the management of Individual Education Plans for children with SEND including assessing, recording and reviewing needs.
- Organising any available classroom assistance/support
- Supporting children with SEND with transition to the next class
- Ensuring all children with SEND have access to quality first teaching and that the curriculum is appropriately differentiated to account for SEND.
- Writing IEP's, with support from SENDCO if required.
- Planning, assessing and reviewing all interventions
- Ensuring teaching and learning styles are modified to help remove or reduce barriers to learning.
- Teachers will endeavour to use a variety of teaching and learning styles to meet the needs of all children. This will include visual, auditory and kinaesthetic approaches. They will arrange for children to work in a variety of situations with adults; individually, small groups, large groups, partners, within and out of the classroom.

Teaching Assistants (TAs):

- TAs will be appointed by the Headteacher and governors to work alongside children with SEND under the direction of the classroom teacher.
- They will be involved in setting targets for Individual Education Plans, assessment and monitoring and reviewing progress towards targets.
- They will be offered opportunities for professional development, e.g. attending appropriate courses and INSET.
- Where appropriate, TAs will be invited to review meetings with parents.

STORING AND MANAGING INFORMATION

All confidential data is stored in line with the school policy on Information Management available on the school website

MONITORING OF THE POLICY

In accordance with our aims to provide high quality provision for children with SEN, the school is committed to evaluating its practice and provision for children. The success of this policy will be evaluated by using the following qualitative and quantitative judgements:

- The Headteacher/SENDCO will monitor the implementation of the SEN Policy
- The SEND Governor ensures the Governors legal obligations are met.

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- The Headteacher will monitor weekly plans for evidence of planning for children with SEND.
- SENDCO will monitor formal assessments to track progress of pupils with SEND.
- SENDCO and class teachers monitor progress towards outcomes on IEPs
- Monitoring of progress by SENDCO and assessment co-ordinator
- Pupil reviews. All children and parents are involved in reviewing their IEPs and reflecting on their progress.
- Parental views. Parents/carers are invited to either come in to school or provide their comments in writing.
- Value for money (by monitoring pupil profiles and additional resource costs)

EVALUATING THE SUCCESS OF THE PROVISION

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings.

Pupil progress will be monitored regularly and at least on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on Individual Education Plans. These are updated by the class teacher and are monitored by the SENDCO. These reflect discussions and information from everyone involved with the pupil and are adapted following evaluations and assessments. Interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to ensure provision is effective.

Monitoring and Review

The policy is reviewed on an annual basis by the SENDCO in conjunction with the Headteacher, any changes made to this policy will be communicated to all members of staff, parents/carers of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme and to remain aware of any updates communicated during the academic year.

The implementation and effectiveness of this policy will be monitored through the school's ongoing evaluation of SEND provision, including the impact of the Graduated Approach, the quality of adaptive teaching, pupil outcomes, parent/carer and pupil feedback, and the effectiveness of additional and different provision.

The policy will also be reviewed when there are significant changes to legislation, statutory guidance, national SEND requirements or the school's SEND arrangements.

The next scheduled review date for this policy is Autumn 2027.

Written: Autumn 2026

Reviewed: Autumn 2027 by SENCo

Approved by Governors: Autumn 2026