



Special Educational Needs and Disabilities (SEND) policy 2026-2027

All Saints CE Junior Academy



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<i>Type of Policy</i>	<i>Tick ✓</i>
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

Key contacts in school

Role	Name
SENCO	Esme Crang
SEND Governor	Zoe Doye
Headteacher	Ms Katharine Hurd
Deputy Headteacher	Miss Randall
Thrive Lead Practitioner	Mrs Michelle Light
Attendance and Safeguarding Administrator	Mr James Robertshaw

Key contacts local authority

Role	Name
Class Advisor	Rachel Moran
Team Around the School – Inclusion Adviser	Nick Williams
Mental Health Support Team – Senior Mental Health Practitioner	Laurence Camors
Link Educational Psychologist	Laura Newman-Gill
Senior Attendance Officer	Debbie Meakin

Introduction

Our **vision** for our Trust is we exist to:

Help every child achieve their God-given potential

Our **aims** are clear. We aim to be a Trust in which:

Developing the whole child means pupils achieve and maximise their potential

Continued development of staff is valued and improves education for young people

All schools are improving and perform above national expectations

The distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared **values**. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

Aspiration

I can do all things through Christ who strengthens me
(Philippians 4 vs 13).

Wisdom

Listen to advice and accept discipline, and at the end you will be counted among the wise
(Proverbs 19 vs 20)

Respect

So in everything do to others what you would have them do to you
(Matthew 7 vs 12)

All Saints CE Junior Academy Vision

All Saints C.E Junior Academy is a caring and inclusive Church Academy – with extremely high standards of personal behaviour and a strong Christian ethos. We believe that our school vision and values should underpin every aspect of school life.

Our Academy Assertion is: ***With God, nothing is impossible Luke 1:37***

The values we aim to foster have been chosen by the whole school community, with each value supporting us in realising our school assertion. The values are Generosity, Respect, Hope, Resilience and Kindness.

GENEROSITY- makes things possible as it guides us to give to others those things which they need.

RESPECT- makes things possible as it creates an environment in which we feel safe and valued enabling us to do our best.

HOPE- makes things possible as it fosters positivity and creativity.

RESILIENCE- makes things possible as it allows us to see failures and barriers as temporary.

KINDNESS- makes things possible as it allows us to support and encourage others when they face difficulties.

Through God's grace and example, we are supported to develop and enact these values within our school and our community both locally and globally.

Introduction

At All Saints CE Junior Academy, we want every child to succeed and achieve to the best of their ability. In partnership with our community, we aim to foster in each child our Christian values of kindness, respect, generosity, resilience and hope, a love of learning and the skills and abilities to become a life-long learner. We are committed to providing an inclusive curriculum, enabling all of our pupils to make the best possible progress and enjoy their life at the Academy. All pupils are valued, given a sense of worth and helped to develop their strengths, talents and confidence. Support is offered to any pupil who, at any time, needs additional or different provision whilst at All Saints. These pupils may be those on the Special Educational Needs (SEND) register or from other nationally recognised vulnerable groups: children who are looked after by the local authority (LAC), pupils for whom English is not their home language (EAL), Gypsy, Traveller and Roma (GTR) pupils, pupils who are currently in receipt of Free School Meals (FSM) or have been in the last 6 years and pupils who identify as being from an ethnic minority (EM).

In our Academy, all teachers are teachers of pupils with SEND and have a responsibility to meet the needs of all pupils in their class by understanding and recognising the potential for underachievement, planning for progress using (where needed) additional resources, specific equipment, classroom management skills and differentiation. Working closely with the SEND team, the staff at All Saints work tirelessly to motivate children and secure pupil progression and development. We firmly believe that this is what lays at the heart of an inclusive Academy that welcomes all pupils whatever their individual needs.

This policy sets out our approach to supporting children with special educational needs and disabilities (SEND). For more information about how we support children with SEN please also see our Local Offer for SEN that is updated annually. This can be found on the school website.

There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEND <https://localoffer.eastsussex.gov.uk/>

This policy is divided into the following sections:

1. Leadership and Management of SEND
2. The kinds of special educational needs that are provided for in our school
3. Identification and Assessment of SEND
4. Working in partnership with parents
5. Involving children
6. Assessing and reviewing outcomes
7. Transition
8. The approach to teaching children with SEND
9. Curriculum and learning environment
10. Training and continuing professional development (CPD) for staff
11. Evaluating the effectiveness and impact of SEN provision
12. Inclusion
13. Emotional and social development and well-being
14. Involving specialists
15. Funding for SEN
16. General Data Protection Regulation
17. Roles and responsibilities
18. Glossary of SEND Terms

1. Leadership and Management of SEND:

Inclusion Manager:

Our SENCO has day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Statements of SEN and/or EHC plans. Our Inclusion Manager provides professional guidance to colleagues and will work closely with staff, parents and other agencies. Our Inclusion Manager is aware of the provision in the Local Offer and works with professionals providing a supportive role to families to ensure that our pupils with SEN receive appropriate support and high quality teaching.

Our SENCO is Esme Crang.

The Governors:

Our Governing Body fulfils its statutory duty towards children with SEND in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body, ensures:

- Arrangements are in place in school to support pupils with medical conditions
- A SEND governors report is published annually
- There is a qualified teacher designated as an Inclusion Manager for the school

In addition, our governing body works with the Inclusion Manager, Head teacher and Leadership team in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school. At All Saints, Matt Geer is the appointed SEND governor working with and supporting the Inclusion Manager, meeting at least 3x yearly.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regards to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

2. The kinds of special educational needs that are provided for in our school:

The SEN code of practice is the official guide for teachers who work with children who have SEND. It can be found here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The areas of need that are described in the SEN Code of Practice are:

- **Communication and interaction** – this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

- **Cognition and learning** – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (Please also see the Behaviour & Attendance policy for further guidance)

- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD). Children with any of these needs can be included in our school community.

Children with any of these needs may be included in our school community. In the case of children with severe or profound learning difficulties, we would take advice from outside agencies, the local authority and parents regarding the best way to include the children in our school community. Adaptations might include one to one support, specific resources, an adapted timetable and personalised curriculum as well as staff training.

3. Identification and Assessment of SEND:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. We will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is 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

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEN support, the class/subject teacher, working with the Inclusion Manager, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data. Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. Difficulties related solely to limitations in English as an additional language are not SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN.

At All Saints CE Junior Academy, we are alert to emerging difficulties and respond early. For some children, SEN can be identified at an early age however, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves through pupil voice.

Where it is decided to provide a pupil with SEND support the decision will be recorded in school records and we will notify parents. We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census is also required to produce the national SEND information report. In our school children are identified on our register of special educational need as E (having an EHCP, Education and Health Care Plan) or K (receiving SEND support). Other pupil support is identified and recorded by the class teacher and regularly reviewed as part of our assessment and monitoring procedures. SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

In East Sussex an Additional Needs Plan (ANP) may be used when, despite the appropriate targeted support, a child continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies. This plan will be carefully monitored with regular review meetings involving parents, school staff and outside agencies where appropriate.

Where despite taking relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress; consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents.

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND. An EHC needs assessment will not always lead to an EHC plan. Further information about this process is available on <https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

4. Working in partnership with parents:

We are committed to working in partnership with parents and carers and will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of children at least three times each year.
- Provide an annual report for parents on their child's progress.

If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website.

5. Involving children:

We are committed to involving children with SEN in decisions about their learning and will:

- Have regard to the views, wishes and feelings of children.
- Provide children with the information and support necessary to enable full participation in decision making and sharing their views.
- Support children to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

6. Assessing and reviewing outcomes:

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. We record details of additional or different provision made under SEN support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. SEN support takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Reviewing an EHC Plan

EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child/young person's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority Assessment and Planning officer, and relevant outside agency representatives will be invited to the review meeting.

Before the meeting we will:

- Give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- Send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting. Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews.

7. Transition:

The great majority of children with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start.

Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15 February in the calendar year of the transfer.

8. The approach to teaching children with SEND:

We maintain high expectations and aspirations for all pupils. We use assessment to set targets for progress and attainment and aim to deliver high-quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

Provision for children with SEND is a shared whole school responsibility and the monitoring and evaluation of its effectiveness is the responsibility of governors, leadership team, inclusion manager and all members of the teaching staff and forms part of the school evaluation and inspection process.

9. Curriculum and learning environment:

All pupils have access to a broad and balanced curriculum. We deliver high-quality teaching that is differentiated and meets the individual needs of the majority of children. In planning, we include details of how the curriculum is adapted or made accessible for pupils with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND.

Where pupils are identified as needing a higher level of support, this will be related specifically to their needs and be included in their ANP or EHCP. This may include:

- In class focussed support from the teacher
- In class support for individuals or small groups from a teaching assistant
- Individual or small group support out of class on an area of specific need
- Provision of alternative learning materials/equipment
- Access to specialist support services

A Graduated Response to Need

We follow a graduated approach to ensure the correct support is in place:

- **Class Based Provision** - The first response to less than expected progress will be high quality teaching targeted at the pupil's area of need. The class teacher recognises that the child needs additional support and uses a range of class-based interventions to address this. These will be shared and monitored through Pupil Progress Planning.
- **Additional Specific provision** – for a small number of children specific targets may need to be set in addition to the above provision. These focus on specific areas of difficulty. The Inclusion Manager and teacher will maintain a record detailing the recognised need, targets set and an evaluation of the intervention's success. The adult leading the intervention will make notes to record progress.
- **SEND support** - Where it is decided to add a child to the SEND register the decision will be recorded and we will notify parents. Some children may receive some forms of support (such as nurture, THRIVE, Drawing & Talking) without being added to the register.
- **Involvement of Outside Agencies** – at this level of need it will be likely that a specific need has been identified which cannot be met from resources within the school alone and therefore the SENCO will request involvement from an outside agency. This level of need may prompt the use of an Additional Needs Plans which records the presenting issues, including long and short-term outcomes, or it may be that a short focussed input has sufficient impact to address the problem.
- **Request for an Education, Health and Care Needs Assessment (EHCNA)** – If, after all the previous levels of intervention and support, it is felt that the child is not making sufficient progress, the school will make an application to the Local Authority for an Education, Health and Care Needs Assessment. The Local Authority will then conduct a needs assessment and decide if the level of need warrants the issuing of an EHCP (Education, Health, Care Plan). If the Local Authority decide to issue an EHCP, it is produced in liaison with parents, school and other professionals involved. The purpose of the EHCP is to make special educational provision to meet the needs of the child, to secure improved outcomes for them across education, health and social care as they get older and prepare them for adulthood. It recognises the needs of the child and details the provision that school is expected to deliver.

10. Training and continuing of professional development (CPD) for staff:

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Where interventions are required, we ensure that the staff team have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils vulnerable to underachievement, including those with SEN, and the progress made by pupils, is a core part of the school's appraisal arrangements and its approach to professional development for all teaching and support staff.

11. Evaluating the effectiveness and impact of SEN provision:

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use the school tracking system as well as intervention notes/ provision mapping to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so. We will publish an annual SEND information report on the school website.

12. Inclusion:

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.

13. Emotional and social development and well-being:

We support the social, emotional and mental development of children with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying.

We make provision for pupils' spiritual, moral, social and cultural development.

We access the Local Authority Mental Health Support Team through a goal-based intervention known as 'Me and My Mind' who support children on a 1:1 basis.

We have two members of staff who are trained Thrive practitioners and we have two designated Thrive rooms to use for 1:1 and group THRIVE.

In addition to utilising Thrive throughout school, staff are also able to support children in their emotional recognition and responses through the use of Zone of Regulation.

The Academy Trust employ a trained counsellor to work 1 day a week in our school supporting children on a 1:1 or small group basis.

14. Involving specialists:

We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to provide advice on early identification of SEN and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly at a cost to the school.

The services of the following agencies may be sought for advice, support materials and equipment:

- Team around the School Setting (TASS – formerly ESBAS)
- Educational Psychology Service (EPS)
- Communication, Learning and Autism Support Service (CLASS)
- School Health Team
- Speech and Language Therapy Service (SALT)
- Service for children with Sensory Needs • Child and Adolescent Mental Health Service (CAMHS)
- Children’s Integrated Therapy and Equipment Service (CITES)
- Attendance L2 Keywork
- English as an Additional Language (EALS)
- Children’s Disability Service (CDS)
- Gypsy, Roma and Traveller Provision (GRT)
- Teaching and Learning Provision (TLP)
- Assessment and Planning Office (APO)

15. Funding for SEND:

We have an amount identified within our overall school budget, called the notional SEN budget. This is not a ring-fenced amount. We provide high-quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium.

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent is involved in securing that provision.

16. General Data Protection Regulation:

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child’s parents, except for specified purposes or in the interests of the child.

If you have any questions about this policy, please contact the Headteacher as detailed above.

Listed below are the regulations and legislation that are relevant to this policy.

Legislation

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing Body functions: Section 29

- Children with special educational needs but no EHC plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 63
- SEN co-ordinators: Section 64
- Informing parents and young people: Section 65
- SEN information report: Section 65
- Duty to support pupils with medical conditions: Section 100

Equality Act 2010

Education Act 1996

Data Protection Act 2018

Other school policies that include information which may be important for parents and carers of pupils with SEN are:

Child Protection and Safeguarding Policy

Online Safety Policy

Behaviour in School Policy

Attendance policy

Friendship and Anti-bullying Policy

Equalities policy

Accessibility plan

Academically More Able policy

Supporting Pupils with Medical Conditions

Regulations

The Special Educational Needs and Disability Regulations 2014

Government guidance about SEND:

<https://www.gov.uk/children-with-special-educational-needs>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Other government guidance

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

<https://www.gov.uk/government/publications/working-together-to-safeguard-children>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

17. Roles and Responsibilities:

Governors

The Governing Body has the responsibility to ensure the necessary provision for any pupil identified as having special educational needs and has an appointed SEND Governor. The

SEND Governor should be aware of the SEND provision within the school, including how the funding, equipment and personnel resources are deployed.

The role of the governing body includes:

- Monitoring how effectively SEND provision is carried out
- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND Information Report
- The Governing Body are involved in developing and monitoring the school's SEND policy
- Must have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the Headteacher
- Must publish information on the school's website about the implementation of the governing body's policy for pupils with SEND
- Must ensure that there is a qualified teacher designated as SENCO
- Must cooperate generally with the local authority including when the school is being named in an EHC plan.
- Must ensure that arrangements are in place in school to support pupils at school with medical conditions.
- Must also 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 their accessibility plans.

Headteacher

The Headteacher has the responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. They, along with the Inclusion Manager, through regular meetings, will monitor and evaluate SEND provision and keep the Governing Body fully informed.

The Headteacher should:

- Take overall responsibility for the implementation of the SEND reforms
- Ensure that the SENCO is able to influence strategic decisions about SEN.
- Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on the school SEND register.
- Ensure that data analysis of vulnerable groups forms part of the school's assessment and monitoring.

SENCO

The SENCO role is a strategic one working with the senior leadership to review the SEND Information report, SEND policy and the school development plan and then with the classroom/subject teacher to review practice and ensure every child with SEND gets the personalised support that they need.

The role involves:

- Overseeing with the leadership team, day-to-day operation of school's SEND policy;
- Coordinating provision for children with SEND;
- Being the designated teacher for Looked After Children
- Advising on graduated approach to SEND Support;
- Advising on use of delegated budget/ other resources;
- Liaising with parents of children with SEND;
- Links with other education settings and outside agencies;
- Liaising with potential next providers of education;
- Ensuring that SEND records are up to date
- Liaising with external agencies including Educational Psychological Service and other SEND support services, medical services, social services and voluntary bodies;
- Consulting with SENCOs from other schools to ensure effective use of resources and the dissemination of good practice;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;

Class Teacher

The Class Teacher is responsible for meeting the special educational needs of the pupils in their class by:

- Identifying children with SEND in consultation with the SENCO;
- Informing parents of initial concerns;
- Recording and evaluating strategies / support in class over time;
- Providing supporting evidence for concerns including observations, records of behaviour, welfare forms, annotated work, assessments;
- Attending review meetings and completing relevant paperwork for outside agencies;
- Devising, implementing and reviewing targets and support in liaison with the SENCO;
- Showing differentiation in planning, including planning for additional support;
- Liaising with, and directing, Teaching Assistants and INAs to ensure the effective delivery of additional support;
- Recording in class support for children with SEND and those identified as vulnerable on progress planning documents;
- Attending relevant INSETs/training;
- Ensuring all relevant information and support materials, including documentation, about children with SEND, is passed on to the next CT at the end of the academic year.

This policy sets out our approach to supporting children with special educational needs (SEN). For more information about how we support children with SEN please also see our Local Offer for SEN that you can find on our website.

18. Glossary of SEND Terms

Additional Needs Plan (ANP)

A local authority planning tool used when a child requires targeted support beyond high-quality teaching. It records needs, outcomes, and multi-agency involvement.

Annual Review

A statutory review of an Education, Health and Care Plan (EHCP) that must take place at least once every 12 months to monitor progress and update provision.

Assessment – Plan – Do – Review (APDR)

The graduated cycle of support used in schools to identify needs, plan provision, deliver interventions, and review impact.

Autism Spectrum Disorder (ASD)

A developmental condition affecting communication, social interaction, sensory processing, and flexibility of thought.

Behaviour & Attendance Support (TASS / ESBAS)

Local authority service offering support for behaviour, attendance, and inclusion.

Cognition and Learning Needs

Difficulties with learning, memory, processing, or understanding. Includes MLD, SLD, PMLD and specific learning difficulties such as dyslexia.

Communication, Learning and Autism Support Service (CLASS)

Specialist advisory service supporting children with communication and interaction needs, including autism.

Communication and Interaction Needs

Difficulties with speech, language, social communication, or understanding social rules.

Differentiation

Adapting teaching, tasks, or resources to meet individual learning needs.

Drawing and Talking

A therapeutic intervention supporting emotional regulation and processing of experiences.

Dyscalculia

A specific learning difficulty affecting understanding of number and mathematical concepts.

Dyslexia

A specific learning difficulty affecting reading, spelling, phonological awareness, and processing.

Dyspraxia / Developmental Coordination Disorder (DCD)

A condition affecting motor coordination, organisation, and planning.

Education, Health and Care Needs Assessment (EHCNA)

A statutory assessment carried out by the local authority to determine whether an EHCP is required.

Education, Health and Care Plan (EHCP)

A legal document outlining a child's needs, outcomes, and the provision required across education, health, and social care.

English as an Additional Language (EAL)

Children whose first language is not English. EAL is **not** a special educational need.

Graduated Approach

A four-stage cycle (APDR) used to identify and meet SEND needs through increasing levels of support.

Hearing Impairment (HI)

A partial or total loss of hearing that may require specialist support or equipment.

Inclusion

Ensuring all pupils can participate fully in school life, with reasonable adjustments and equitable access to learning.

Intervention

A targeted programme or strategy designed to address a specific area of need.

Local Offer

Information published by the local authority detailing SEND services, support, and pathways available to families.

Moderate Learning Difficulties (MLD)

Learning difficulties that affect progress across the curriculum and require additional support.

Multi-Sensory Impairment (MSI)

Combined hearing and vision impairment requiring specialist support.

Occupational Therapy (OT)

A service supporting children with functional, sensory, or motor needs affecting daily activities.

Physical Disability (PD)

A long-term physical condition that impacts mobility, access, or participation.

Profound and Multiple Learning Difficulties (PMLD)

Complex learning needs combined with significant physical or sensory difficulties.

Provision Map

A school-wide overview of interventions, support, and resources used to meet additional needs.

Reasonable Adjustments

Changes made to remove barriers for disabled pupils under the Equality Act 2010.

SEND (Special Educational Needs and Disabilities)

A child has SEND when they require provision that is additional to or different from that normally available to pupils of the same age.

SEND Register

A school record of pupils identified as needing SEND Support (K) or having an EHCP (E).

SEND Support (K Code)

Support for pupils who require additional provision but do not have an EHCP.

Sensory Processing Difficulties

Challenges with interpreting sensory information (e.g., sound, touch, movement), often linked to hyper- or hypo-sensitivity.

Social, Emotional and Mental Health (SEMH)

Needs relating to emotional regulation, mental health, behaviour, or social interaction.

Speech and Language Therapy (SaLT)

A specialist service supporting speech, language, communication, and swallowing needs.

Specific Learning Difficulties (SpLD)

Learning difficulties affecting particular areas such as reading (dyslexia), maths (dyscalculia), or coordination (dyspraxia).

Thrive Approach

A relational, developmental programme supporting emotional well-being and regulation.

Transition

The planned movement between year groups, key stages, or schools, including preparation for adulthood.

Visual Impairment (VI)

A partial or total loss of sight requiring specialist support or adapted materials.

Zones of Regulation

A framework supporting children to recognise and manage their emotional states.