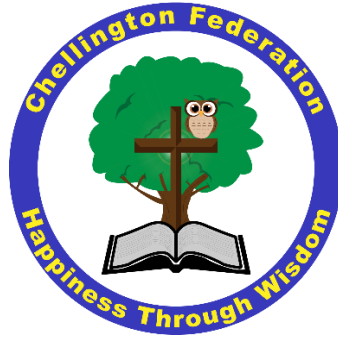


CHELLINGTON CHURCH OF ENGLAND FEDERATION



Happiness Through Wisdom

“Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel.”

Proverbs 20:15

**St. Lawrence VA Primary School /
Christopher Reeves VA Primary School**

SPECIAL EDUCATIONAL NEEDS POLICY

January 2026

Review Date: January 2027

Special Educational Needs Policy

Statement of Intent

The Chellington Federation Church of England Federation is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of Federation life.

As a Church of England Federation, the schools promote a friendly, caring, family ethos where everyone works as a team to support each other across all areas of school life thus encouraging Happiness through Wisdom - *"There is gold and a multitude of rubies; but the lips of knowledge are a precious jewel."* Proverbs 20:15

In each school, we aim to build communities clearly based on Christian values. At Christopher Reeves, the whole community is encouraged to 'Live our Values' being strong and courageous to follow God's love and stand steadfast. *"Be strong and courageous, do not be afraid, do not be discouraged, for the Lord, your God, will be with you wherever you go."* Joshua 1:9

At St Lawrence we encourage all children to 'Let Their Light Shine' through the core values of hope (Letting our light shine gives us hope for the future.), courage (We have courage to Let our Light Shine.) and perseverance (When we persevere our light can shine). *"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven."* Matthew 5: 14-16

This policy, and its associated procedures and protocols, is based on these key principles.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (August 2014 / amended January 2015) 3.65 and has been written with reference to the following legal and guidance documents:

- **Equality Act 2010:** the school has a statutory duty not, directly or indirectly, to discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.
- **Equality Act 2010: advice for schools DfE Feb 2013:** non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- **Supporting pupils at school with medical conditions April 2014:** Statutory guidance from the DfE
- **Working Together to Safeguard Children (2013):** statutory guidance from the DfE which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- **The National Curriculum in England Key Stage 1 & 2** (Sept 2013 updated May 2015)
- **Teachers Standards** (July 2011 updated June 2013)
- **Schools SEND Information Report Regulations** (2014)

The policy has links to the following Federation policies:

- Assessment
- Behaviour
- Safeguarding
- Anti-Bullying
- Equal opportunities and racial equality
- Admissions

Glossary

The following terms and abbreviations are used in this document and their meaning is explained here:

Term	Definition
Catch Up Phase	The phase referred to when concerns have first been raised but the child is not yet placed on the SEN register.
Designated Teacher	A trained, senior staff member in school legally responsible for promoting the educational success of children in care and previously in care, acting as the key link between school, social care, and the Virtual School Head to ensure these vulnerable pupils get the support needed for high achievement, often involving personalised plans and interventions.
Early Years	The Nursery and Reception classes in either school
Education Health Care Plan [EHCP]	A legal document in the UK for children and young people (0-25) with significant special educational needs
Individual Education Plan [IEP]	A written document for students with Special Educational Needs, detailing specific targets, strategies, and support to help them overcome learning barriers and achieve goals beyond standard classroom provision
Interventions	Support strategies used to help a child catch up.
Local Offer	A mandatory online resource from each local authority detailing all education, health, and social care services for children and young people (0-25) with Special Educational Needs, aiming to provide clear, accessible information on available support, training, leisure, and pathways to adulthood in one place.
Multi-Agency Meeting	When professionals from different organisations (like health, police, social care, education) collaborate and share

	information to provide coordinated support and achieve better outcomes for individuals, especially vulnerable children or adults, addressing complex needs no single service could manage alone
Special Educational Needs (SEN)	This is defined on page 4 of this document
Special Educational Needs Coordinator (SENCo)	A qualified teacher responsible for managing a school's Special Educational Needs provision, ensuring children with learning difficulties get the right support by implementing policy, coordinating with staff, parents, and external agencies, and monitoring student progress, often serving as the main point of contact for families.

Rationale

Christopher Reeves Primary School and St Lawrence Primary School are committed to providing an appropriate and high-quality education for all of our children. We believe that all children, including those identified as having special educational needs, have an entitlement to a broad, balanced and accessible academic and social curriculum. In order to achieve this all children must be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice, discrimination and barriers to learning, and to develop an environment where all children can flourish and feel safe. As a Church of England school we are committed to the individual spiritual development of all children.

We are committed to inclusion. We aim to engender a sense of community and belonging and will support learners who may be experiencing difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and individual needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, ability, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups
- learners with special educational needs
- learners who are disabled or have physical conditions which affect their cognitive or social development
- those who have the ability to achieve above expectation
- those who are looked after by the local authority
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Definition of Special Educational Needs

The Code of Practice for Special Educational Needs and Disabilities [SEND] (2015) defines Special Educational Needs thus:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significant difficulty in learning than the majority of others the same age,
- or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16

The special needs policy provides a focus for governors, staff and parents to develop and maintain appropriate resources, planning, implementation, monitoring and evaluation to ensure that the needs of pupils are met in line with the aims of the school. The responsibility for implementing the policy lies with the Head Teacher and the SENCoSpecial Educational Needs Coordinator (SENCo) on behalf of the Governing Body.

Code of Practice for Special Educational Needs and Disabilities

The schools must follow the Code of Practice for Special Educational Needs and Disabilities; some aspects of the Code are obligatory whilst others are discretionary. This policy explains the principles the school will work to and gives an outline of the procedure and support available. It should be read in conjunction with the school’s SEN information report which is published on the schools’ websites.

The schools must:

- Use its best endeavours to make sure that a pupil with SEN gets the support they need
- Ensure that pupils with SEN engage in school activities alongside those who do not have SEN
- Designate a teacher to be responsible for coordinating SEND provision
- Inform parents when they are making special educational provision for a pupil

- Prepare a SEN information report and their arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils being treated less favourably than others, the facilities provided to enable access to the school for disabled pupils and its accessibility plan showing how access is planned to be improved over time

Inclusion Statement

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Every teacher is a teacher of every child or young person including those with special educational needs and disabilities.

The aims of this policy are:

- That pupils become confident individuals fulfilling their lives
- That pupils make a successful transition, depending on their age, whether from nursery, another school or to the next stage of their compulsory education
- That the school will use all resources appropriately and effectively
- That all pupils have full access to a broad and balanced curriculum
- That there is a whole school approach to Special Educational Needs and Disability with a close partnership between school, the home and all relevant agencies
- That learning experiences that enable pupils to reach their full potential, including quality first teaching and personalised differentiation
- To create a positive atmosphere wherein pupils can develop confidence and self-respect
- To ensure pupils and staff receive specialist support and guidance as appropriate
- To ensure that all children are engaged in the faith life of the school and have access to spiritual development and collective worship

Objectives:

- To ensure all practice and procedures within the school in relation to Special Educational Needs and Disabilities fully comply with the Code of Practice and relevant legislation.
- To identify pupils with special educational needs and disabilities as early as possible
- To hear the voice of the pupil and their family so that both are active partners in building and implementing the support needed by the pupil
- To remove barriers to learning so that appropriate outcomes can be achieved
- To ensure teachers are informed of a pupil's needs and deliver high quality teaching targeted at an area of weakness
- To monitor and review progress termly of pupils with Special Educational Needs [SEN].
- To communicate regularly with parents and pupils regarding their progress.
- To involve outside agencies to provide the necessary support for pupils.

- To advise on strategies to develop competency in basic skills where appropriate
- To work collaboratively to support the Local Offer.

In school, we have a high expectation of achievement and success for all. We believe that all pupils should have an equal chance to attain their full potential, whatever their ability. It is the school's policy to offer all children a broad and balanced curriculum which caters for their individual needs and allows them to progress at their own individual rate. We want to raise the aspirations and expectations for all pupils, including those with Special Educational Needs and Disabilities.

Identifying Special Educational Needs

The Code of Practice defines four broad areas of SEN. These are:

1. **Communication and interaction** – this will include pupils who have speech, language and communication needs and have difficulty in communicating with others. This also includes pupils for whom social interaction is difficult.
2. **Cognition and Learning** – this description applies to pupils whose learning difficulties mean that they learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties covers a wide range of needs. They can be specific such as dyslexia, dyscalculia and dyspraxia or cover all areas learning
3. **Social emotional and mental health difficulties** – this will include disorders such as attention deficit disorder as well social and emotional difficulties which can manifest themselves in different ways
4. **Sensory and/or physical needs** – this covers pupils who require special educational provision because they have a disability which prevents or hinders them from making full use of the educational facilities generally provided within a school. (*Ch 6 SEND Code of Practice, 2015*)

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the schools need to take, not to fit a pupil into a category. In our schools we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Procedures, Monitoring and Evaluating Provision

Procedures

Following Assessment week at the end of each term the data for each class is analysed. National Curriculum assessments and test results will also be considered. Pupil Progress Meetings then take place with the Executive Headteacher, Special Educational Needs Co-ordinator (SENCo), Teacher and Maths and English Subject Leaders. The data is used to produce a whole class provision map, which records the attainment and needs of all pupils. Pupils not meeting the expected levels will be provided with in-class interventions to support them.

The pupils will be closely observed and records kept showing the effectiveness of the interventions provided.

The triggers for further intervention in Key Stages 1 and 2 could be the teacher's or others' concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The teacher and SENCo review the appropriate support available. We will meet with the pupil and parents/carers and all three parties will discuss and develop an Individual Education Plan (IEP) or challenging behaviour plan. This is known as the 'Catch Up' phase. These plans follow an 'Assess, plan, do, review' cycle to enable the provision to be revised as the understanding of the needs of the pupil grows.

They record:

- What the pupil can do now
- What we want the pupil to achieve, long and short term, with clear and specific targets
- What the barriers are to reaching those targets and who is going to support the pupil.

- **Assess** – this includes a clear analysis of the pupil's needs. This is repeated as the pupil moves through the school to ensure support and intervention are matched to need
- **Plan** - the class or subject teacher and SENCo, in consultation with the parents and pupil will agree the adjustments, interventions and targeted support to be put in place, as well as the expected impact on progress, development or behaviour. The targets set will be SMART (Specific, Measurable, Achievable, Realistic and Timed). Also recorded is a clear date for review.
- **Do** – the class or subject teacher remains responsible for working with the pupil on a daily basis, supported by the SENCo, teaching assistants or specialist staff as appropriate.
- **Review** – the effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The pupil's IEP will be continually kept under review as a working document and will be shared with Teaching Assistants who will be working with the pupil.

Where appropriate, diagnostic testing will take place. The pupil is then placed on the SEND register along with any pupils who already possess an EHCP. The class teacher and SENCo will closely monitor progress. The cycle is then repeated. The progress of all pupils is reviewed at least termly. Input from parents and the pupil concerned is a critical part of this cycle. Specialist and/or external agency involvement will happen as appropriate according to need.

Additional resources

The pupil's IEP highlights what additional resources should be used to support them. This may be physical resources in the classroom, additional time with a member of staff in school or specialist help from an outside agency. The school has a designated budget to provide for these resources.

Partnership with Parents

We aim to promote a culture of co-operation with parents, schools, Local Authorities and others. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for SEN including the opportunities for meetings between Parents and SENCo.
- Involving Parents as soon as a concern has been raised. This may be done at a Parent consultation or by personal appointment with the class teacher.
- Providing access to the SENCo to discuss the child's needs and approaches to address them.
- Supporting Parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children with an EHCP.

During Parent/Teacher meetings, teachers will explain any concerns there, targets that have been reviewed and new targets that have been set. Suggestions will be shared about how parents can also support their pupils at home.

When a pupil is at the Catch Up stage it is the teacher's responsibility to pass the information on to the Parent and when Parents are informed there must be an explanation of what the school are going to do to support the pupil and what the Parent can do to help at home.

Parents need to be informed should there be a concern raised for a pupil. If the pupil is on the provision map due to lack of progress then the Parent should be informed and the provision being used explained. Targets that are set should be shared with the Parent too.

If the pupil has an IEP then the Parent must be invited to an IEP meeting where the needs of the child are discussed and targets are drawn up together, so that the Parent knows what is expected of the pupil, school and Parent.

From this point Parent involvement becomes more formal with written invitations to meetings, including Annual Review Meetings.

Monitoring and Evaluating Provision

Following the introduction of the plan we will:

- Have a parent / pupil / teacher consultation meeting each term.
- Review the effectiveness of the support by assessing the pupil's progress in 1) the IEP targets and 2) how this has helped them close the gap on overall class targets.
- Keep a regular check on whether the pupil needs continued support or different support.

If the pupil is, despite following the support plan not making the required progress, in some cases it will be necessary to refer to outside professionals. An Early Help Assessment will be requested and a panel of professionals will decide the next steps for the pupil depending on their needs. Professionals will usually see the child in

school if that is appropriate and possible, so that they can advise teachers on IEP targets and accompanying strategies.

The triggers for involving external professionals could be:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place have had little or no impact on learning or progress.

School request for statutory assessment

If after advice from the EP or other professionals, the school and parents consider that further support is needed from outside the school's resources the SENCo completes the form requesting Statutory Assessment by the Authority. Written evidence of information will be required about;

- the school's action to date
- individual provision plans for the pupil
- records of all reviews and their outcomes
- the pupil's health and medical history if relevant
- National Curriculum attainments
- Attainments in English and maths
- Educational and specialist assessments
- Views of the parent and the child
- Involvement of other professionals any involvement by the social services or education welfare office

Whilst any statutory assessment is being made, the pupil will continue to be supported. Papers are forwarded to the Case Officer for the school, who with the Panel will decide whether to proceed with Statutory Assessment. Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and IEPs. If the Panel agrees to proceed with Statutory Assessment the SENCo prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, a draft Education Health Care Plan [EHCP] is completed. This is then discussed at a Multi-Agency Meeting before being finalised, and the EHCP is then in place. The class teacher, in conjunction with the SENCo is then responsible for drawing up an IEP to meet the objectives set out in the EHCP. The EHCP must be formally reviewed at least annually. The Annual Review is chaired by the SENCo. The EHCP has replaced the Statement of Special Educational Needs.

Recording

The SENCo updates the register of SEN pupils monthly. A recording system for all pupils on the register is in operation. All staff are required to have an up to date knowledge of the register and to update their class provision plan termly.

Each class has a SEN file which is accessible to all working in that class and those in charge of monitoring, i.e. SENCo and Executive Headteacher. These files are shared with the support staff.

Individual Special Educational Needs Files

Each pupil on the SEN register has their own file which is kept by the SENCo in a filing cabinet. These files contain everything that concerns that child, including Provision Maps, IEPs and reviews, plus reports from outside agencies. The class teacher will be given a copy of reports as needed, which is kept in the SEN folder in class.

How will the teaching be adapted for a pupil with Special Educational Needs?

Planning and Teaching

All teachers work using 'Quality First Teaching' principle, which means that many pupils with special needs can participate in class without specialist help. For example, the teacher breaks down tasks into small 'bite-size' chunks, presents ideas using visual, audio and practical resources, allows thinking time before expecting answers and provides a variety of tabletop resources to help pupils with their tasks.

Transition

SEN support includes the planning and preparation for the transition to the next phase of education and preparation for adult life. Information will be shared with other schools or settings and as part of the planning process staff will discuss this with the parents and the pupils.

Early Years

Children fall under "Early Years" up to their sixth birthday. When an early education practitioner works day-to-day with the child, they should devise interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies.

Triggers for intervention through early years could be the practitioner's or parent's concern about a child who despite receiving appropriate early education experiences:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- Continues working at levels significantly below those expected for children of similar age in certain areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting.
- Has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties and requires specific individual interventions in order to access learning.

Triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at an early years curriculum substantially below that expected of children of similar age.

- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from specialist services.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Supporting pupils 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. 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 may also have special educational needs (SEN) and may have an 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 (2015) is followed.
- Pupils with medical conditions may have linked specific targets on their IEP, for example to put in place suggestions from an Occupational Therapist. There are separate policies specifically for us dealing with medicines and we rely on parents to keep us up to date with medical needs.

Roles and Responsibilities

Special Educational Needs and Disabilities Co-ordinator (SENCO):

Each school has a named SENCo:

Christopher Reeves Primary School – Mrs Iona Maguire

St Lawrence Primary School - Mrs Vickie Ashford

This member of staff is a qualified teacher. Key aspects of the role will include:

- Strategic development of SEN policy and provision in the school
- Day to day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those with EHCPs
- Providing professional guidance to colleagues, working closely with staff, parents and other agencies
- Knowledge of the Local Offer
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- With the support from the head teacher, advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising as appropriate with other educational providers, external professionals and independent and voluntary bodies
- Being the key point of contact with external agencies, particularly the Local Authority

- Liaising with other organisations to ensure pupils and parents are informed about options on transition are understood and planned
- Working with the school and the Governing Body to ensure that the school meet its responsibilities under the Equality Act with regard to reasonable adjustments and access arrangements
- Together with the head teacher, managing teaching assistants
- Ensuring all staff are kept fully up to date regarding pupils with SEN
- Ensuring that the school keeps the records of all pupils with SEN up to date

The Governing Body

All maintained school Governing bodies have important statutory duties towards pupils with SEN.

The Governing body must:

- Do its best to ensure that necessary provision is made for any pupil who has SEN.
- Ensure that the 'responsible person' (Executive Headteacher or governor) makes those needs known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEN.
- Consult the LA and governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated SEN provision in the area as a whole.
- Ensure that a pupil with SEN joins in the activities of the school, together with pupils who do not (as is reasonably practical).
- Have regard to the Code of Practice when carrying out its duties towards pupils with SEN.
- Ensure that parents are notified of a decision made by the school that SEN provision is being made for their child.

The Nominated Governor with Responsibility for Special Educational Needs Provision:

- Has specific oversight of the school's arrangements and provision for meeting SEN.
- Ensures that the Governing Body are involved in developing and reviewing the SEN Policy; the nominated Governor visits the school and discusses with the SENCO progress towards the SEN action plan, and reports back to the Learning and Outcomes Committee, a designated sub-committee of the Full Governing Board.

Partnership between the SENCO and the nominated Governor with responsibility for Special Educational Needs Provision:

This is facilitated by:

- Regular meetings for information sharing (e.g. how many pupils in the school have SEN; how SEN budget is deployed; what training and professional development opportunities are provided for staff etc.)

- Building up a working relationship: the SENCo needs to be sure the nominated Governor will keep in mind the needs of pupils with SEN, especially when the Governing body is considering the school budget, personnel, policies or the curriculum.

Class teacher:

The Code of Practice states that the class teacher should remain responsible for working with the pupil who has SEN and be accountable for their progress and development.

Support Staff:

The support team will have regard to the Code of Practice and will work closely with and support class teachers in the early recognition, assessment and testing of pupils.

Teaching Assistants are responsible for:

- helping children to cope with broad-based curriculum and to make progress through the National Curriculum
- Supporting the pupil by drawing on knowledge of various forms of special needs,
- Developing an understanding of the specific needs of the pupils concerned.
- Taking into account the special needs involved, to aid the pupils to learn as effectively as possible both in group situations and on his/her own by
- Clarifying and explaining instruction; particularly external and internal assessments;
- Providing additional encouragement and praise to promote self-esteem, motivation and concentration
- Giving access to appropriate resources and encouraging independent use
- Testing, assessing and reviewing the needs of the individual pupil
- Setting achievable targets in a 'small steps' approach
- Ensuring child is able to use equipment and materials provided;
- Motivating and encouraging pupil as required;
- Assisting in weak areas; e.g. language, behaviour, reading, spelling, handwriting/presentation etc.;
- Helping pupils to concentrate on finishing the work set;

When assisting in support and integration of SEN pupils, Teaching Assistants will:

- Meet physical needs as required whilst encouraging independence.
- Establish a supportive relationship with the pupils concerned
- Encourage acceptance and integration of the child with special needs.
- Develop methods of promoting/reinforcing children's self-esteem.

When supporting the class teacher staff will:

- Assist in the development of a suitable programme of support for pupils with individual needs.
- Participate in the evaluation of the support programme by maintaining records.
- Provide regular feedback about the pupil to the teacher.

Generally, support staff will:

- Liaise, advise and consult with other members of the team supporting the pupils.
- Where appropriate develop a relationship to foster home/school links.
- Contribute to reviews of the pupil's progress.
- Attend relevant in-service training.
- Be aware of school procedures.

External Agencies

The Schools can access a range of support services to support a pupil. This will include for example the education psychology service and the school nurse.

Parents

Support from parents can help the strategies used in school be more successful. The schools will work closely with parents in both identifying SEN and putting in place the appropriate support.

Parents are asked/encouraged to:

- Talk to their children about their learning
- To contact the class teacher with any initial concerns regarding their child's learning or rate of progress
- Where particular techniques or support strategies have been identified as appropriate to be used at home, use their best endeavours to make sure that these takes place
- Look at the information and data sent home with their child
- Attend parent consultation and appointments, preferably with their child
- To contact the SENCo with concerns and questions regarding their child's SEN
- Take part in SEN meetings for their child.

School communication with parents

The Federation firmly believes that working closely with parents is vital and this is underlined by the duties of the school in the Code of Practice.

The schools have an open door policy and staff are always willing to meet with parents regarding concerns about their children.

In addition, where a pupil has SEN, parents will be contacted:

- If the school feels the pupil has SEN
- The SENCo will phone or send emails to remind parents of meetings with outside agencies
- Before review meetings with sufficient information to enable them to fully take part
- If the school feels specialist support should be sought
- If the school feels that an EHCP should be requested

Parents are also encouraged to look at the SEN information report which is on the school websites

Staff training

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.
- The school's SENCOs regularly attend the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEN.

The complaints process:

- If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.
- Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Executive Headteacher. The Executive Headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.
- Should a parent have a complaint about the Executive Headteacher, s/he should first make an informal approach to the Chair of Governors via the relevant school office, who is obliged to investigate it. They will do all s/he can to resolve the issue through a dialogue with the school, but if a parent is unhappy with the outcome, s/he can make a formal complaint as outlined on the Complaints Policy

This policy has been reviewed and agreed by the Governing Body on 15th January 2026 and will be renewed in January 2027.

If you require a hard copy of this policy, please contact the school office.

