

SEND Policy

The Canons CE Primary School



Approved by:



Head Teacher

Chair of Governors

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Next review due April 2026

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The Canons CE Primary School is an inclusive school and is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND) . We are ambitious for all pupils with SEND and there is a shared expectation that all students regardless of their specific needs, will be provided with every opportunity to make the best possible progress in school and have access to all opportunities school life provides (ie extra curricular, trips, positions of responsibility etc)

Our curriculum has been developed and adapted to meet the needs of pupils with SEND. It is coherently sequenced to all pupils needs, starting points and aspirations for the future.

We highly value the involvement of parents/carers and professionals in decisions about how best to support pupils with SEND and adopt a 'team' approach when planning provision to meet the needs of our pupils with SEND.

1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

We offer a research led approach to supporting our pupils and our practice is informed by the following guidance reports from the Education Endowment Foundation.

[Putting Evidence to Work; A school's guide to implementation](#)

[Special Educational Needs in Mainstream Schools](#)

3. Definition of SEND

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Identification and assessment of SEND

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- The child's views will be sought.
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We may seek further advice and assessment from an external professional at this point and any findings will be shared with parents/carers. When a clear analysis of need has been made, a decision will be made about the child's placement on the SEND register.

We will notify parents when it is decided that a pupil will receive SEND support.

Wherever possible we will seek to identify SEND as early as possible.

5. A Graduated Approach to SEND Support -Assessing and reviewing pupils' progress towards outcomes

High quality teaching in the classroom is our first step in responding to pupils who have SEND. This will be adapted for individual pupils, where appropriate.

The child's progress in the classroom will be monitored by the class teacher. This will be against specific targets set during lesson time.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess - An assessment will be carried out to identify specific targets

Plan -An intervention/resource will be planned to meet the specific area of need

Do – The intervention will begin or the resource/support provided

Review- The impact of the intervention or support will be reviewed

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6. SEND Review and Target setting meetings

Parents/carers of children identified as having SEN are invited to a termly review meeting with their child's class teacher. (This is in addition to termly parent consultation meetings) At this meeting progress and/or concerns are shared, and targets are set for the term along with details of any interventions/resources or additional support that has been/is being offered. Pupils are also encouraged to share their views at this meeting.

"Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with SEN to achieve their potential."
Code of Practice 2001

7. Categories of Need

There are four main categories of need including:

- **Communication and interaction**, for example, autistic spectrum disorder, speech and language difficulties
- **Cognition and learning**, for example, moderate learning difficulties, specific learning needs: dyslexia, dyscalculia
- **Social, emotional and mental health difficulties**, for example, anxiety, attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, sensory processing difficulties,

A child may have difficulties in more than one category.

A child presenting with persistent challenging or withdrawn behaviour will not necessarily have a special educational need. If there are concerns, assessments will be carried out to determine if there is an unidentified learning need, communication or social, emotional, mental health difficulty.

External factors such as housing, family circumstances and domestic abuse can affect a child's presentation and an Early Help Plan with the support of our School and Family Liaison Officer may be appropriate.

8. The Support available

All classes have allocated support from teaching assistants to assist the class teacher and support the learning in the classroom.

In addition to the support available from the class teaching assistant we have an inclusion team who provide assessment, advice, support and direct work with pupils following discussion with class teachers.

Class teaching assistants and members of the Inclusion Team offer a range of interventions and resources which are carefully selected to meet the individual needs of pupils.

Examples of Interventions available – Phonics, Pre teaching of vocabulary, Memory Skills, Maths intervention, English and literacy skills, Reading and comprehension, academic catch-up groups. Social and emotional intervention to include: self-esteem, anger management, social skills, resilience and confidence building, friendship groups, mindfulness and calming strategies and Lego club, Occupational Therapy programme focusing on fine and gross motor skills – including core stability and handwriting, MOVES programme - gross motor skills, Attention Autism and Intensive Interaction.

Wherever possible we use time limited, researched interventions and/or recommendations from The Specialist Teacher Service and Educational Psychology Service.

Pupils curriculum access and entitlement are always considered.

Examples of resources available- Ear defenders, wobble cushion, Peanut Ball, Resistance Putty, Triangular pencils, pencil grips, writing slopes, weighted blankets and weighted vests, visual timetables, visual prompts, coloured overlays, enlarged fonts, fidget toys and manipulatives, desk pedals, social stories, Occupational Therapy scissors, sensory body socks, blackout tent, sensory/quiet area, pop up tent/den

The Inclusion Team

Mrs Sharon Richards

(Inclusion Manager/SENDCo)

Mrs Amanda Ebdon

(Inclusion Team Lead,

Specialist SEN teacher and autism specialist)

Mrs Cathryn Smith

(School and Family Liaison Worker)

Mrs Claire Grant

(Family Support Worker)

Mrs Kim McGuckian

(Specialist SEN teaching assistant and Communication Champion)

Mrs Becky Bonner

(SEND Teaching Assistant/Early Years Communication Champion)

Commissioned External Support for the team

Mrs Nancy Didierlaurent

(Counsellor and play therapist)

Mrs Bethan Davies and Mrs Emily Harris

(Specialist Teachers, Specialist Teacher Service)

Mrs Nicky Savvides

(Independent Speech and Language Therapist)

Dr Chloe Johnson

(Educational Psychologist, Warwickshire Educational Psychology Service)

9. Stages of support

SEND Support- The majority of pupils identified as having a special educational need will be placed at this stage. The progress and attainment of these pupils will be closely monitored by the class teacher and this will be shared with the inclusion team on a termly basis. At this stage a child may be offered some additional support with their learning (an intervention), differentiated learning tasks, some additional teaching assistant support or resources. The pupil will access Universal and Targeted provision.

Education, Health and Care Plans- Where a child's needs are considerable (experiencing significant difficulty and accessing Higher Needs provision) with school spending above and beyond the £6000 notional funding allocated and there is also little progress following interventions and support from professional agencies, the decision may be made to make a referral to the Local Authority for Statutory Assessment of Special Educational Needs for an education, health and care plan (EHCP) This referral will only be made if there is evidence of significant need, with at least two terms of the assess, plan, do, review cycle for intervention/support. Parents/carers will be fully involved, and their views will form part of the referral process.

Education, Health and Care Plans will be reviewed annually.

10. Supporting pupils moving between phases of education

To ensure smooth transfers for pupils with SEND, the SENDCo/inclusion team will;

- Liaise with nursery schools to discuss children with identified SEN and ensure that appropriate support is put into place prior to them starting in Reception.
- Liaise with Secondary schools about the specific needs of year 6 pupils transferring to them.
- Contact the incoming or outgoing school for mid-year transfers.
- Request/share SEND records.
- For some children with significant need a Transition Plan will be put in place with additional liaison and intervention to support transition.

11. SEND Funding

- Provides teaching assistants in classrooms whose deployment meets the needs of all of our pupils.
- Provides specialist staff within the inclusion team who provide an additional level of expertise
- Provides resources to support the needs of SEND pupils.
- Commissions the work of external professionals to supplement the expertise of the inclusion team

12. Education, Health and Care Plan (EHCP) Funding

The financial resources allocated to a pupil with an EHCP will be used primarily but not exclusively, for the individual pupil to meet their specific needs e.g. teaching assistant support, teacher time, specialized equipment, speech therapy, etc. However, other children may be included in the additional support and have access to the resources provided through the plan.

13. SEND Training

The specific training needs for school staff will be organised by the SENCo/Inclusion Team.

There will be a rolling programme of training in specific areas of SEND. Eg. attachment and trauma, dyslexia, speech, language, behaviour management and communication and autism

14. Roles and Responsibilities

The Head Teacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENDCo/Inclusion Manager /Inclusion Team Lead who keeps the Head Teacher and governing body fully informed.

All teachers are teachers of students with SEND and they have a key role in ensuring that students' needs are identified and met. They are responsible for the progress, development and attainment of all SEND students in their classes, including where students access support from teaching assistants or any other specialist staff.

The role of the Special Needs Co Ordinator/Inclusion Manager or Inclusion Team Lead:

- Manages the day to day operation of the policy and co-ordinates the provision
- Manages the Inclusion Team
- Supports and advises teachers and support staff
- Maintains the school's SEND register
- Contributes to and manages the records of all children with SEND

- Acts as a link with external agencies
- Maintains a range of resources, human and material, linked with the support of pupils with SEND
- Monitors and evaluates the SEND provision

The role of the SEND Governor:

In relation to SEND, the governor will:

- Be fully involved in developing and monitoring the school's SEND policy
- Be up to date and knowledgeable about the school's SEND provision
- Ensure that the quality of SEND provision is continually monitored

15. Monitoring and Evaluation

The progress of all pupils, including those with SEND will be informally monitored by the child's class teacher who will report formally to the Head teacher on a termly basis.

Class teachers will invite parents/carers and pupils to a termly review and target setting meeting to discuss the child's SEND and their progress towards specific targets and future support/intervention.

Class teachers will review a child's position on the SEND register each term and any suggested changes will be discussed with the SENDCo/Inclusion Manager/Inclusion Team Lead and parents.

This policy and information report will be reviewed by Mrs S. Richards (SENDCo/Inclusion Manager) **every year**. It will also be updated if any changes to the information are made during the year.

The policy will be approved by the governing board.

16. The Local Authority Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to those families in Warwickshire whose child has an EHC plan and those that do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by private, voluntary and community sectors.

Warwickshire Local Authority's Local Offer of provision for children with additional needs can be found at:

<https://www.warwickshire.gov.uk/send>

17. Complaints/concerns about SEND

A parent/carer should raise any concerns about their child's Special Educational Needs with the class teacher in the first instance. (Usually concerns can be dealt with at this stage.)

If the concern is not resolved at this stage an appointment should be made with the SENDCo/Inclusion Manager or the Head teacher.

If the concern is still unresolved a meeting should be arranged with the SEND governor, Mrs Chohan (The school office can arrange this meeting)

Warwickshire SENDIAS

What they say.....

We offer advice and support around various topics relating to Special Educational Needs and Disabilities (SEND) for children and young people aged 0-25 in Warwickshire and their parents and carers.

We offer telephone and email advice, updates on social media, information packs, virtual and face-to-face 1-1 support, drop-in sessions, online and face-to-face workshops, training for professionals and support to young people who access our service independently.

Our opening hours are Monday - Friday, 9 am-4.30 pm.

For more information, advice and support, contact us by email warwickshiresendiass@barnardos.org.uk, by phone at [01788 593159](tel:01788593159) or visit our [Facebook](#) page.

18. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information
- Supporting pupils with medical conditions

19. Contact Details

Name	Role Organisation	Contact details
Mrs S Richards	SENCo/Inclusion Manager The Canons CE Primary School	Tel: 02476312220 Email: Richards.s@welearn365.com
Mrs Chohan	SEND Governor	Contact can be arranged through the school office

		Tel: 02476312220 Email: admin3302@welearn365.com
Mrs C. Smith	School and Family Liaison Worker The Canons CE Primary School	Tel: 02476312220 Email: smith.c2@welearn365.com
Mrs B Davies and Mrs E Harris	Specialist Teacher Specialist Teaching Service North (STS)	Tel:01926413777 Email: bethandavies@warwickshire.gov.uk and emilyharris@warwickshire.gov.uk
Dr Chloe Johnson	Educational Psychologist Warwickshire Psychology Service North Team	Tel:02476368885 Email: chloejohnson@warwickshire.gov.uk