



Uffington Church of England Primary School

Special Educational Needs and Disabilities Policy

Approved by: The Governing Body

Last reviewed on: November 2025

Next review due by: November 2026

Introduction

This policy covers our school approach to Special Educational Needs. The school believes that every teacher is a teacher of every child. We aim to raise the aspirations of and expectations for all pupils, especially those with Special Educational Needs and Disabilities (SEND).

Our Legal Responsibilities

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 (amended January 2015) DfE/DoH which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

- Children and Families Act 2014 Part 3: Children and young people in England with special educational needs or disabilities
- Equality Act 2010: the school has a statutory duty not to directly or indirectly 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 February 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.
- Working Together to Safeguard Children (2018): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission
- Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

This policy has been written in light of our Safeguarding Policy and has direct links to our policies on behaviour, anti-bullying, medical and teaching and learning. It was written in consultation with the Governing Body, Headteacher, current school staff and parents. It should be read in conjunction with our Disability Equality Scheme and the SEND Information Report as required by the Special Educational Needs and Disability Regulations (Schedule 1 Regulation 51) as published on our school website. The SEND Policy will be reviewed every year, in line with DfE requirements. However, if there are significant changes to context or personnel, this will be amended sooner. The SEND Information regulations, published on the school website, will be updated annually as required by current legislation.

Policy Principles

In line with the Code of Practice (2015) and the Children and Families Act (2014), Uffington Church of England Primary School is committed to the following key principles:

- All pupils with SEND must have their needs routinely met
- Early identification and early intervention are essential for ensuring better outcomes for pupils
- Raising the achievement of pupils with SEND is a whole school responsibility
- All pupils are encouraged and supported to be active partners in the decision making about their education
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child
- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive

environment

- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil need
- Effective transition arrangements must be in place across all phases of education (and indeed into adult life) to ensure positive outcomes for the pupil and their family
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money
- Systems for monitoring and evaluating developments in SEND support improvement in pupil's learning and provide appropriate challenge.

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND
- To work in partnership with parents/carers
- To value and encourage the contribution of all pupils to the life of the school enabling each child to live life in all its fullness.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To work with the Governing Board to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils
- To ensure that all staff has access to training and advice to support quality differentiated teaching and learning for all pupils.

Inclusion Statement

At Uffington Church of England Primary School we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this, within the context of our school values, by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child is our priority, and inclusion is the responsibility of every person within our school community.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

(Special Educational Needs and Disability Code of Practice, 2015)

The Special Needs Coordinator at the school is:
Miss Shanie Waters – enquiries@uffingtonprimary.co.uk
01780 756236

Monitoring and Assessing

Monitoring and assessing the progress of all children is an ongoing process in school and all children are assessed against national curriculum objectives every term. The SEND Code of Practice advises that staff need to be aware of children who are making less than expected progress, that is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap;

Where a child is assessed as not making progress despite quality first adapted teaching, he/she is raised as a concern with the SENDCO, through the use of a cause for concern form and discussion, and these concerns are shared with parents. Further assessments are carried out to help identify if a child has a special need in one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Children with medical conditions also come under the special needs umbrella.

The Code of Practice (2015) describes a pupil as having SEND 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. If it is felt necessary, your child may be put on the SEND register at SEND support and a plan of action is agreed. Usually targets set could be to develop skills in the following areas:-

- Speaking (pronunciation, understanding and using vocabulary)
- Listening (understanding and following instructions)
- Reading (decoding, comprehension)
- Writing (Sentence construction, punctuation, vocabulary, grammar)
- Maths (counting, number recognition, mental recall of facts)
- Cooperative group work and social skills
- Independence and organisation
- Attention (focus on a task)

Where a child has a medical condition or physical needs, care plans are developed with health professionals, such as:-

- Nursing teams e.g. diabetes or epilepsy;
- Physiotherapy and Occupational therapy;
- Speech and Language Therapists.
- Community paediatricians
- Ophthalmology and Ear Nose and Throat clinic.

The planning stage will include what everyone involved will DO to help the child to achieve their targets. This includes the support they need. The views of parents and the child's views of what will work often make the plan more successful. Wherever possible pupils will remain with their class teacher, in the classroom as this is where they learn best. However, there are times when interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher or teaching assistant, the focus of all intervention will be on outcomes. Our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult. The plan is then shared on a pupil passport so everyone knows what the child's needs are and how they can be best supported in school.

If your child has specific difficulties with behaviour they may have a Pastoral Support Plan (PSP). This will follow the ASSESS, PLAN, DO, REVIEW cycle.

Your child will be observed by the adults involved to understand the nature of the difficulty e.g. attention, anxiety, aggression.

- A specific target will be created with staff, parents and your child that is a priority need. The plan will include triggers, a description of your child's behaviour in different circumstances and strategies staff could try to use with your child.
- The plan will be shared and taken on board by all adults involved.
- Progress will be reviewed as and when needed with outside agencies and next steps agreed.

Once a child has been correctly identified with special educational needs, initially the class teacher will meet regularly with the parents/carers to keep them informed of small steps of progress as part of the 'assess, plan, do, review' cycle. However, as part of the review process within the Code, regular reviews will be available with the SENDCO. Normally these will be three times a year; more frequent meetings might become necessary if there is a need to move from SEND Support towards a request for statutory assessment for an EHC. Key questions that we will ask will be:-

- Is the extra help still needed?
- Does it need to increase?
- What targets are needed next?
- Is more specialist advice needed? If it is felt more specialist advice is needed, the school has access to different agencies to help plan appropriately, as outlined in the SEND information report.

If it is felt your child is struggling to progress at an expected rate for them it may be necessary to move forward to formalise their needs through applying for an 'Education Health Care Plan'. This is a document that school have to legally follow. These will bring together the education, medical and social care needs (as appropriate) of your child and is reviewed annually.

Roles and Responsibilities for SEND in School

Headteacher

- the Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Headteacher and the Governing Board will delegate the day to day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCO)
- the Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school data
 - maintenance and analysis of a whole-school provision map for vulnerable learners
 - Leadership meetings
 - 1:1 meetings with the SENCO
 - discussions and consultations with pupils and parents
 - observations and book scrutinies

Special Educational Needs and Disabilities Coordinator (SENDCO)

In line with the SEND Code of Practice 2015 and the mandatory standards identified within National SENDCO Award training, the SENDCO has 'an important role to play with the Headteacher and the Governing Board in determining the strategic development of SEND policy and provision' (6:87). The SENDCO will oversee the day to day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a list of pupils with special educational needs – identifying those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with current statements of Special Educational Need or Education Health and Care plans (EHC)
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers; offering professional support
- contributing to the in-service training of staff
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and/or disability
- implementing a programme of Annual Review for all pupils with a current statement of special educational need or EHC. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have an on-going special educational need which will require significant support

- overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another
- monitoring the school's system for ensuring that specific learning plans, where it is agreed they will be useful for a pupil with special educational needs and/or disability, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- meeting at least three times a year and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views, in conjunction with class teachers; ensuring SEN pupils receive appropriate support and high quality teaching
- attending area SENCO network meetings and training as appropriate
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and/or disability (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners and ensure value for money.

Class Teacher

Liaising with the SENDCO to agree:

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have short term additional interventions monitored on a 'vulnerable learners' provision map – but do not have special educational needs.
- which pupils require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans)

Securing good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities, including differentiated work for any EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely 'different from or additional to that normally available to pupils of the same age' as part of the differentiated curriculum offer and strategies available to each pupil. (SEND Code of Practice 2014. 6:15)

SEND Governance

To meet the statutory requirements of the Code of Practice (2015) and Children and Families Act 2014 (Section 69) There must be a member of the Governing Board or a sub-committee with specific oversight of the school's arrangements for SEND and disability.

The governing bodies of maintained schools and academies must publish information on their websites about the implementation of the Governing Board's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- the kinds of SEND that are provided for
- policies for identifying children and young people with SEND and assessing their needs
- information about the school's policies for making provision for pupils with SEND, whether or not they have an EHC, including:
 - how the school evaluates the effectiveness of provision
 - the school's arrangements for assessing and reviewing the progress of pupils with special educational needs
 - the school's approach to teaching pupils with special educational needs
 - adaptation to the curriculum and learning environment for pupils with special educational needs
 - additional support for learning available for pupils with special educational needs
 - how pupils with SEND are enabled to engage in activities (including physical) together with children who do not have SEND
 - support that is available for improving the emotional, mental and social development of pupils with SEND
 - the name and contact details of the SEND co-ordinator
- information about the expertise and training of staff in relation to children and young people and how specialist expertise will be secured
- information about how equipment and facilities to support children and young people with SEND will be secured
- the arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting young people with SEND and involving them in their education
- arrangements by the Governing Board relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school
- how the Governing Board involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting their families
- the contact details of support services for parents and pupils with SEND in accordance with Children and Families Act 2014 (Section 32)
- the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living
- information on where the local authority's local offer is published.

In accordance with Children and Families Act 2014 (Section 69), schools have a duty to publish information about:

- the arrangements for the admission of disabled persons as pupils at the school
- the steps taken to prevent disabled pupils from being treated less favourably than other pupils
- the facilities provided to assist access to the school by disabled pupils; the Equality Act 2010 further requires schools to 'make reasonable adjustments' and have 'an anticipatory duty'
- the accessibility plan prepared by the Governing Board (under paragraph 4 of Schedule 10 of Equality Act 2010)

Complaints

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs. However, all complaints are taken seriously and will be heard through the school's complaints procedure. In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEND should be addressed to the SENCO and/or the Headteacher.

- If the normal complaints procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Additional Needs:

Children's Services team manager
 County offices Newland
 Lincoln
 LN1 1YL 01522 553332

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Review

This policy will be reviewed annually.