Combs Ford Primary School

Special Educational Needs and Disability (SEND) Policy

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Introduction

At Combs Ford Primary School, all children are valued as individuals. Through our inclusive ethos, we aim to meet the needs and nurture the talents of every child.

This policy was reviewed and updated in September 2026 in line with the 0-25 Special Educational Needs and Disabilities Code of Practice 2015, the Equality Act 2010 the Disability Equality Duty 2006 and the Children and Families Act 2014. Combs Ford Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have Special Educational Needs.

Definitions

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them, which is additional to and different from the provision our curriculum offers all children in school (as defined by the SEND Code of Practice 2015).

Children have a learning difficulty if they:

1. Have a significantly greater difficulty learning than the majority of children of the same age; or
2. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Special educational provision means:

1. For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA (Local Authority), other than special schools, in the area.
2. For children under two, educational provision of any kind.

See Section 312, Education Act 1996.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

A disability is described in law (Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Aims and Objectives

Our aim is for each child to achieve excellence at their own level, academically, socially, creatively and physically.

The aims of this policy are:

- To create an inclusive environment that meets the Special Educational Needs and/or Disabilities of each child;
- To ensure that the Special Educational Needs and/or Disabilities of children are identified early, assessed and provided for;
- To ensure that all children have a voice this process;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs and/or Disabilities;
- To work in partnership with families in supporting their child's education;
- To modify, as necessary, The National Curriculum to provide all children with relevant and appropriately challenging work at each key stage;
- To set suitable learning challenges;
- To respond to children's diverse learning needs;
- To overcome potential barriers to learning and assessment for individuals and groups of children;
- To ensure all children have access to High Quality Teaching and are fully included in all aspects of school life.

Roles and Responsibilities

The Governing Body

The Governing Body has due regard to the SEND Code of Practice 2015 when carrying out its duties toward all children with special educational needs and/or disabilities (SEND).

The Governing Body endeavours to secure the necessary provision for any child identified as having SEND. The Governors ensure that all teachers are aware of the importance of providing for these children.

The Governing Body has identified a Governor to have specific oversight of the school's provision for children with SEND.

The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. They are invited to discuss provision and support within the school with the SENDCo and Headteacher.

The Governing Body ensures that a child with SEND joins in the activities of the school together with children who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, and the efficient education of the children with whom they are educated, and the efficient use of resources.

The Headteacher

The Headteacher has the responsibility of the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher works closely with the school's SENDCo and keeps the governing body informed.

The Class Teachers

Class teachers are responsible for meeting the needs of all children within their class through:

- High quality and inclusive teaching for every child in a classroom;
- Carefully scaffolded or adapted tasks are planned to meet the needs of all children;
- Liaison with the SENDCo regarding particular provision needed for identified children with SEND and support from external agencies;
- Liaison with the SENDCo to support children who are underachieving and are having their progress monitored, but do not have an identified special educational need;
- Ensuring effective deployment of resources – including Learning Support Assistant support to maximise outcomes for all children;
- Having high expectations of all children.

The SENDCo (Special Educational Needs and Disabilities Co-ordinator)

The key responsibilities of the SENDCo (in line with recommendations of the SEND Code of Practice 2015) may include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision of children with SEND;
- Liaising with and advising colleagues on the teaching of children with SEND including using the graduated approach to providing SEND support;
- Liaising with the relevant designated teacher where a looked after child has SEND;
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively;
- Liaising with families of children with SEND;
- Liaising with early year providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a child and their families are informed about options and a smooth transition is planned;
- Ensuring a smooth transition between nursery to Reception, between year groups, and to High School;
- Working with the Headteacher and the School Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps records of all children with SEND up to date;
- Monitoring and evaluating the Special Educational Needs provision and reporting to the Governing Body;
- Contributing to the professional development of all staff;
- Meeting on a regular basis with other SENDCo in the Trust and Inclusion Community, to share ideas and concerns, and to discuss new initiatives and documents.

Inclusion and Equal Opportunities

As an inclusive school, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in society.

We are proud to have achieved the Centre of Excellence award from the Inclusion Quality Mark.

The Graduated Approach (Assess, Plan, Do, Review)

Assess

Early identification and assessment of Special Educational Needs and/or Disabilities is of paramount importance. The process begins with the EYFS Leader, and where appropriate, the SENDCo, liaising closely with pre-school settings to help ensure early identification of SEND children and a continuity of provision.

Once children are in school, children are regularly assessed in class as part of the whole school assessment policy. Concerns about their progress and ability to access the curriculum may be raised by the class teacher or families or via the health professional.

Children's needs are identified as early as possible through:

- The analysis of data;
- Classroom based assessment and monitoring;
- Information provided by families;
- Tracking individual children's progress over time;
- Information from previous schools;
- Information from other services;
- Undertaking, when necessary, a more in-depth individual assessment;
- Involving an external agency when appropriate.

All children have access to high quality teaching, with appropriate classroom support for learning. Some children may require additional support for learning.

Plan

Triggers for additional support may include the teacher's or others' concern, underpinned by the collation of evidence, about a child who, despite receiving high quality teaching:

- Make less than expected progress even when teaching approaches are targeted particularly in a child's identified area of need;
- Shows signs of difficulty in developing aspects of English or mathematical skills which result in low attainment in some curriculum areas;
- Has sensory or physical needs and continues to make limited progress with the provision of specialist equipment;
- Has communication and/or interaction difficulties and makes limited progress despite the provision of a focused social skills-based curriculum.

In response to a trigger, the class teacher will put in place a plan identifying appropriate outcomes for the child to work towards over a given period of time and detailing the provision that will be put in place to support the child in achieving the outcomes.

Do

School based provisions may be a combination of:

- Different learning materials;
- Special equipment;
- Use of information technology;
- Group or individual support;
- Support for curriculum planning/adaptation;
- Additional planning and monitoring;
- A range of teaching approaches;
- Staff development and training.

Review

The progress of all children is monitored carefully. Where a child who has received additional support has not made the expected progress, the SENDCo will liaise with the class teacher to review the child's needs, progress and provision. If appropriate, parent/carer consent may then be sought to add the child to the SEND register for SEND support.

Assess

The Triggers for SEND support could be that, despite receiving extra additional support, the child:

- Has not made the expected progress;
- Continues working at levels substantially below that expected of children of a similar age;
- Continues to have difficulty in developing English and mathematical skills;
- Has social, emotional or mental health difficulties which pose a barrier to the child's own learning or that of other children;
- Has sensory or physical needs, and requires additional specialist equipment or advice by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Plan/Do

The SENDCo, with other staff, will decide on the action needed to help the child to progress in the light of earlier assessments. All previous support strategies continue to apply.

In addition, external specialist services may be consulted to provide advice and recommendations on strategies to support the child's needs. Where appropriate, further assessment of the child's needs may also take place.

Additional advice and recommendations are incorporated into the child's SEND Support Plan. The delivery of the SEND Support Plan and provision remains the responsibility of the class teacher.

For children with complex needs, it may be appropriate to make a referral to the Local Authority for an Education, Health and Care Needs Assessment (EHCNA) which may lead to an Education, Health and Care Plans (EHCP).

Review

SEND Support Plans are reviewed at least three times a year in consultation with families. A review of children with an Education Health Care Plan is held at least annually.

The Graduated Approach of Assess, Plan, Do, review follows a cyclical approach to ensure children's needs and provision are monitored carefully and have a positive impact on outcomes for the child.

Funding

An audit of High Needs Funding and provision is undertaken termly in line with Local Authority procedures. Funds are allocated within the school's budget, enabling Governors and the Headteacher to allocate provision to meet the needs of all children with Special Educational Needs. Additional support staff are allocated and deployed to meet the needs of children as identified through the audit of need.

Partnership with Families

At Combs Ford Primary School, we are committed to working in partnerships with families through an ongoing dialogue with families. We recognise that families have much to contribute to our support for children with Special Educational Needs and will be treated as partners and given support to play an active and valued role in their child's education.

The school website contains details of our policy for Special Educational Needs and the Special Educational Needs Information Report which includes the arrangements made for children in our school with Special Educational Needs.

Families have regular opportunities to discuss their child's learning with their child's class teacher. Additionally, appointments can be made with the SENDCo via the school office.

Encouraging Children's Participation

As a Rights Respecting School (The United Nations Convention on the Rights of the Child), we encourage children to express an opinion about matters affecting them and take their opinions into account when making decisions. This includes assessing and reviewing their own performance and contributing to their Support Plans, Annual Reviews of EHCPs and transition reviews.

External Agencies

- In line with the SEND Code of Practice 2015 and the Graduated Approach, advice, assessment and support will be requested from outside agencies as appropriate.
- We are committed to developing further the working relationship between classroom practitioners and external agencies.
- These services may become involved if a child makes limited progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.
- The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly.
- These will be implemented, at least in part, in the normal classroom setting.

Continuing Professional Development

- The Special Educational Needs Co-ordinator meets regularly with staff to update class SEND files and provides support and guidance as appropriate.
- The induction of new members of staff includes an introduction to the SEND procedures at Combs Ford Primary School.
- Staff attend relevant external training as appropriate to the needs of the children.