



Swalecliffe Community Primary School

SEND Policy

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Aims & Objectives

Our SEND policy aims to:

- Ensure full compliance with current national legislation and guidance relating to children and young people with SEND.
- Clearly state how we support pupils with SEND and provide appropriate provision.
- Guarantee that pupils with SEND have access to all aspects of school life and can participate fully alongside their peers.
- Enable pupils with SEND to achieve their potential, gain independence, and prepare for fulfilling lives.
- Involve pupils with SEND and their parents/carers in discussions and decision-making about support.
- Define the roles and responsibilities of everyone involved in supporting SEND pupils.
- Provide clarity and consistency so that the SEND policy is understood and implemented effectively by all staff.

Vision & Values

We are committed to being:

- A safe, caring, and supportive school in which children are healthy, safe, and valued.
- A happy, welcoming, inclusive environment where communication is valued and everyone's voice is heard.
- A school focused on high expectations for learning, achievement and personal development.
- A school that provides a broad and balanced curriculum for all pupils.
- A school determined that every pupil — regardless of need or ability — has the opportunity to thrive and reach their full potential.
- A school that tailors provision to meet the wide range of needs and abilities of our pupils.

Legal Framework & Guidance (as at 2025)

This policy is written in accordance with:

- Part 3 of the Children and Families Act 2014 (as amended), which outlines schools' and local authorities' obligations for children and young people with SEND. [walthamforest.gov.uk+2Legislation.gov.uk+2](https://www.walthamforest.gov.uk+2Legislation.gov.uk+2)
- Special Educational Needs and Disability Regulations 2014 (as last amended September 2024). [Legislation.gov.uk+1](https://www.Legislation.gov.uk+1)
- SEND Code of Practice: 0 to 25 years — (2014, updated September 2024) including statutory duties placed on schools, local authorities, health and care services. [UK Parliament Committees+1](https://www.UKParliamentCommittees+1)
- Equality Act 2010 (specifically section 20, and the Public Sector Equality Duty under section 149) — to ensure reasonable adjustments and promote equality of opportunity.
- Keeping Children Safe in Education (latest version) — safeguarding guidance to support vulnerable children, including those with SEND. [Beckfoot Trust+1](https://www.BeckfootTrust+1)
- Other relevant DfE statutory and non-statutory guidance as required (e.g. medical conditions, admissions, accessibility, safeguarding, school admissions code).

We also reference local guidance such as the LA Local Offer, Accessibility Plan, and any relevant local authority or health & care guidance.

Inclusion & Equal Opportunities

- We believe in inclusive teaching and learning. All pupils, regardless of SEND, are entitled to a broad, balanced and challenging curriculum.
- We will make reasonable adjustments to teaching methods, curriculum content, school environment, and other school practices, so that pupils with SEND are not disadvantaged and are fully included in all aspects of school life.

Definitions

Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision — educational or training provision additional to or different from that normally available to pupils of the same age in mainstream schools.

Disability

A pupil is considered disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The school will make reasonable adjustments for disabled pupils to ensure they are not at a substantial disadvantage compared to their peers.

Broad Areas of Need

The needs of pupils with SEND are broadly grouped into four areas. Pupils may have needs across more than one area.

Area of Need	Typical kinds of needs / difficulties
Communication & Interaction	Difficulty understanding or using language, social communication needs, difficulties with social interaction and pragmatics (e.g. autism spectrum conditions)
Cognition & Learning	Learning difficulties e.g. dyslexia, dyscalculia, dyspraxia, slower rate of learning, moderate to severe learning difficulties, profound and multiple learning difficulties
Social, Emotional & Mental Health (SEMH)	Mental health difficulties e.g. anxiety, depression, attention/hyperactivity issues, attachment difficulties, social isolation, behavioural challenges, emotional regulation difficulties
Sensory and/or Physical	Sensory impairments e.g. hearing, vision, multi-sensory impairment, physical disability, medical conditions which impact access, mobility, or participation

Types of SEND for which the School Provides Support

We provide support for pupils with frequently occurring SEND, including (but not limited to):

- Dyslexia, dyspraxia, specific learning difficulties (SpLD)
- Speech, language and communication needs (SLCN)
- Autism spectrum conditions (ASC)
- ADHD
- Visual or hearing impairments
- Social, emotional or mental health needs
- Physical disabilities and medical needs

We also provide for pupils with an Education, Health and Care Plan (EHC plan) where required by the local authority.

Our admission arrangements do not discriminate against disabled children or children with SEND.

Roles & Responsibilities

SENCO / Inclusion Lead

The SENCO (or Inclusion Lead) is responsible for:

- Informing parents when the school believes a child may have SEND, liaising with them about needs and provision.
- Leading the strategic development of SEND policy and provision alongside headteacher and governors.
- Day-to-day operation of the SEND policy; coordinating specific provision for pupils with SEND (including those with EHC plans).
- Providing professional guidance to colleagues, working with staff, parents, external agencies to ensure pupils receive high-quality teaching and support.
- Advising teachers on adapted teaching methods and the graduated approach.
- Coordinating deployment of resources (notional SEND funding, in-school resources, external funding where applicable).
- Acting as point of contact for external agencies (LA, health, care, other services).
- Ensuring smooth transitions when pupils move school or phase (including sharing information).
- Ensuring records of all pupils with SEND are accurate and up-to-date.
- Identifying staff training needs and feeding into the school's CPD (continuous professional development) plan.
- Regularly reviewing and evaluating the impact and quality of SEND provision.
- Preparing and updating information for the school's SEN Information Report.
- Monitoring patterns in SEND identification and outcomes, comparing school data with national benchmarks.

Governing Body / Governing Board

The Governing Body is responsible for:

- Collaborating with the LA to develop the Local Offer.
- Ensuring every pupil with SEND receives the support they need.
- Making sure pupils with SEND have equal access to the full school curriculum and activities.
- Informing parents when the school makes special educational provision for their child.
- Ensuring arrangements for pupils with medical conditions are in place.
- Ensuring publication of the SEN Information Report on the school website.
- Ensuring the school's admission arrangements do not disadvantage pupils with SEND.
- Ensuring a qualified teacher is designated as SENCO, with clear roles and responsibilities.
- Monitoring how resources are deployed to support pupils with SEND and reviewing the effectiveness of provision.

SEND Link Governor

The SEND Link Governor will:

- Raise SEND issues at Governing Body meetings.
- Monitor the quality and effectiveness of SEND provision.
- Work with the headteacher and SENCO to shape strategic SEND planning and policy review.

Headteacher

The Headteacher has overall responsibility for SEND provision and will:

- Work with SENCO and SEND Link Governor on strategic development of SEND support.
- Ensure compliance with the Equality Act 2010 and access requirements.
- Oversee the school's SEND funding (notional SEND budget plus any additional funds).
- Ensure the SENCO has sufficient time and resources to fulfil the role.
- Maintain oversight of the SEND cohort's needs and progress.
- Support requests for EHC needs assessments or early review of EHC plans, where required.
- Contribute to staff training needs and CPD relating to SEND.
- Review and evaluate the breadth, quality and impact of SEND provision in school.

Class Teachers

Class teachers are responsible for:

- Planning and delivering high-quality teaching, differentiated and responsive to pupil needs, using a graduated approach.
- Monitoring progress and development of all pupils in their class, including those with SEND.
- Working closely with teaching assistants and support staff to plan, review and assess interventions.
- Collaborating with the SENCO to review progress and adjust provision as needed.
- Following the SEND policy and the school's SEN Information Report.
- Communicating regularly with parents about pupil outcomes, setting clear targets, reviewing progress, and discussing support.

Parents / Carers

Parents and carers are encouraged to:

- Inform the school if they have concerns about their child's progress or development.
- Participate in discussions and decisions about SEND support for their child.
- Contribute information about their child's needs, strengths, and progress outside school.
- Attend reviews of support and contribute their views and aspirations for their child's development.

Pupils

Children and young people with SEND will, wherever possible, be:

- Invited to express their views about their strengths, difficulties, and the support they receive.
- Involved in setting targets/outcomes and reviewing progress.
- Encouraged to contribute to review meetings and feedback on interventions.
- Given opportunities to build self-advocacy, independence, and resilience.

SEN Information Report

The school publishes an up-to-date SEN Information Report on its website, describing how the SEND policy is implemented. This report is reviewed at least annually (or more frequently if changes to provision occur) and updated as needed.

Our Approach to SEND Support

Identifying Pupils with SEND & Assessing their Needs

- On admission (or at first entry), each pupil's current attainment, skills, and any known needs will be assessed, drawing on prior records from previous settings and Key Stages.
- Class teachers will monitor progress of all pupils. For pupils whose progress (academic or social/emotional) is significantly slower than expected, fails to match previous progress, fails to close the attainment gap, or widens it — this will trigger further investigation.
- Low progress or attainment will not automatically result in a record of SEND. We will first consider whether the issues are due to external factors (e.g. bereavement, bullying, language barrier).
- If appropriate, the class teacher will, with SENCO and parents, consider whether to consult external specialists.

Assessment & Monitoring

- Progress is formally tracked at regular intervals (e.g. termly).
- We use a variety of assessment tools: teacher assessments, standardised tests, reading/spelling age, specialist assessments (e.g. speech and language, motor skills) where needed.
- If a pupil makes insufficient progress despite targeted teaching and following the assess, plan, do, review process, we will develop a Provision Plan, in consultation with parents and, where necessary, external professionals.

Consultation & Involvement of Pupils & Parents

- We place pupils and their parents at the heart of all decisions regarding SEND support.
- Early conversations will aim to build shared understanding of strengths, difficulties and desired outcomes.
- Parents will be notified before a child receives special educational provision.

Graduated Approach (Assess → Plan → Do → Review)

Stage	What Happens
Assess	Detailed analysis of pupil's needs, involving class teacher, SENCO, parents and possibly external agencies.
Plan	Decide on adjustments, support and interventions, set targets/outcomes, review date; inform staff and parents.
Do	Carry out agreed support (in-class differentiation, small-group/1-to-1, interventions), with class teacher retaining overall responsibility.
Review	Evaluate impact of support; gather feedback from pupil, parents, staff; reassess needs and revise support plan as required.

Levels of Support

School-based SEN support: For many pupils, needs can be met through tailored in-school support, funded via the school's notional SEND budget. Pupils are placed on the school's SEND register (coded "K" on census).

EHC Plan: For pupils with more complex or severe needs, or where school provision is insufficient, the school (via the SENCO and headteacher) may request a needs assessment from the LA. If granted, support will be delivered under an EHC Plan, possibly funded by the LA dependent on banding.

Evaluating Effectiveness of Provision

We measure effectiveness by:

- Tracking pupils' progress (academic, social, emotional) via provision maps and individual targets.
- Conducting regular review meetings (as part of the graduated approach).
- Surveying pupils with SEND and their parents for feedback.
- Monitoring by SENCO and SEND Link Governor; reporting to the Governing Body.
- Annual (or more frequent) review of the school's SEN Information Report and analysis of school-wide SEND data.
- Annual reviews of EHC Plans, where applicable.

Progress Monitoring & Review

- All pupils' progress is formally tracked each term; SEND pupils may have additional assessments as required.
- If progress is not adequate, the Provision Plan will be reviewed and adjusted.

Quality First Teaching & Differentiation

- High-quality differentiated teaching is the first response to learners with potential SEND.
- The school regularly reviews teaching quality for all pupils, including those at risk of underachievement or with SEND.
- The school draws on best practice (e.g. core standards for mainstream SEND provision) and uses additional tailored approaches (e.g. small-group or one-to-one support, precision teaching, ICT-based learning where appropriate, multisensory approaches).

Curriculum & Environment Adaptations

i Additional Support for Learning

We use notional SEND funding (and any additional funding) to allocate adult support, specialist interventions, and where required, purchase or loan specialist equipment. School must work collaboratively with the Localities Group of schools in order to bid for any additional funding required for particular cohorts or needs.

ii Inclusion in School Activities

All school clubs, trips and extra-curricular activities are open to pupils with SEND. Where necessary, we seek to provide additional adult support to enable safe participation.

iii Social, Emotional & Mental Health Support

We recognise the importance of emotional resilience and social development. For pupils with SEMH needs, we may offer interventions such as: school-based wellbeing support, referrals to external services (e.g. mental health or counselling), support from school health or other agencies, and use specialist services (e.g. SEND Inclusion Adviser, CAMHS, etc).

Staff Expertise, Training & Resources

- Staff training is planned and delivered regularly. The Inclusion Lead and Headteacher monitor and identify training needs and incorporate them into the school's CPD plan.
- Staff have access to specialized training as needed (e.g. Dyslexia awareness, Autism, ADHD, sensory needs, medical conditions, speech & language, trauma/attachment, behaviour management, etc).
- Where external professionals recommend specialised equipment or facilities, the school will endeavour to secure them via notional SEND funding or external loan schemes.

Partnership with External Agencies

When school-based support is insufficient, we collaborate with appropriate external agencies, for example:

- Speech & Language Therapists
- Specialist Teachers / Sensory Services (hearing, vision, physical impairment)
- Educational Psychologists
- Occupational Therapists / Physiotherapists
- Health Services (School Nurse, Paediatricians, GPs)
- Mental Health Services (e.g. local Child & Adolescent Mental Health Services (CAMHS) / other wellbeing services)
- Local Authority SEND Services
- Social Services
- Specialist Teaching & Learning Services etc.

Admissions & Accessibility Arrangements

Admissions

- For new pupils whose previous school identified SEND (or who have an EHC plan), we will liaise with their prior setting and any external agencies to gather relevant information and plan support in advance.
- If the pupil has an EHC plan naming the school, we will make every effort to admit them before other applicants.
- Our oversubscription criteria and admissions processes will ensure disabled children or those with SEND are not unfairly disadvantaged.

Accessibility

- The school's Accessibility Plan sets out how we will improve access to curriculum, environment, facilities for pupils with SEND.
- We regularly review and update the Accessibility Plan, taking into account changing pupil needs and external guidance.

Complaints about SEND Provision

- Parents/carers with concerns about SEND provision should first discuss these informally with the class teacher, then the Inclusion Lead (SENCO), and then the Headteacher.
- If informal resolution fails, they may submit a formal complaint to the Headteacher under the school's Complaints Policy.

- If still dissatisfied, complaints may be escalated to the Chair of Governors, local authority mediation/dispute resolution services, or to the First-tier SEND Tribunal (particularly in cases of disability discrimination or disagreements over EHC plans).
- Where a pupil has an EHC plan, there remains a statutory right of appeal.

Monitoring & Evaluation of this Policy

- We will evaluate whether the policy's aims and objectives (Section 1) are being met.
- Key evaluation metrics include:
 - Staff awareness of SEND at start of each academic year
 - How early and accurately SEND is identified
 - Progress and attainment of pupils with SEND
 - The extent to which pupils with SEND feel safe, valued and included
 - Feedback from pupils, parents, and staff
- The policy will be formally reviewed annually (or sooner if changes in legislation or guidance occur).
- Reviews will be led by the SENCO / Inclusion Lead and approved by the Governing Body.

Links with Other Policies & Documents

This SEND policy should be read alongside:

- The school's Accessibility Plan
- Behaviour Policy
- Equality Information & Objectives Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Complaints Policy
- Safeguarding Policy / Child Protection Policy
- Any other relevant school policies (e.g. curriculum, admissions, inclusion)
- The Local Authority's Local Offer

Transition between Phases of Education

- We work closely with previous and next educational settings to ensure smooth transitions: sharing SEND and medical information, transition meetings, and planning support.
- For pupils moving from the school (or joining), we ensure all relevant information is communicated to receiving settings in a timely manner, with parent/carer consent.

Parent/Carer Support & Contact Services

For parents and carers seeking impartial support and advice:

- Contact the local information and advice service (e.g. local SENDIASS or equivalent) for guidance, support, and options.
- Where internet access is limited, parents may ask the Inclusion Lead for assistance obtaining Local Offer information or other resources.
- The school will signpost families to appropriate local and national support services.

Local Authority Local Offer – Publication Information

The Local Authority’s “Local Offer” — summarising the support available across education, health and social care for children and young people with SEND — is published via the LA’s website. Parents/carers who need assistance accessing this information should contact the Inclusion Lead.

Glossary of Terms

- **SEND** — Special Educational Needs and Disabilities
- **SEN** — Special Educational Needs
- **EHC Plan** — Education, Health and Care Plan: a statutory document specifying a child’s needs and required provision.
- **Provision Plan** — A school-based plan showing support and provision for a pupil with SEND, reviewed regularly.
- **SENCO** — Special Educational Needs Co-ordinator (or Inclusion Lead)
- **LA** — Local Authority
- **NPQ for SENCOs** — National Professional Qualification for SENCOs (mandatory qualification from Sept 2024) witherslackgroup.co.uk+1

Review of This Policy

This policy will be reviewed annually (or sooner if there are changes in statutory guidance, legislation, or significant changes in school provision). Reviews will be carried out by the SENCO / Inclusion Lead and approved by the full Governing Body.

Notes on Updates & 2025 Context

- The SEND Code of Practice remains the statutory guidance for SEND (“0–25 years”), and was last updated in September 2024. [UK Parliament Committees+1](https://www.parliament.uk/committees/education)
- From September 2024, a new mandatory qualification for SENCOs in England was introduced — the National Professional Qualification for SENCOs (NPQ for SENCOs) replaced the previous NASENCO qualification. witherslackgroup.co.uk
- The new joint inspection framework for area-level SEND arrangements (for local authorities, health and care services) came into force on 6 June 2025, underscoring the importance of co-ordination and quality of SEND provision across services. [GOV.UK](https://www.gov.uk)