RADFORD SEMELE
CofE PRIMARY SCHOOL
A family of learners expecting the best

May we have life to the full
John 10:10

Special Educational Needs and Disabilities (SEND) Policy

Approved by:	Governing Body	**Date:** September 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	
Name of SENDCo	Mrs Faiyza Anwar	
Named SEND Governor	Mrs Cara Jenkins	

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Special Educational Needs and Disability Policy

Radford Semele C. of E. Primary School is committed to providing a high-quality education to all of our pupils. As a family of learners expecting the best, we believe that all pupils are entitled to a full broad and balanced curriculum, including those with Special Educational Needs and Disabilities (SEND). We are committed to our policy of inclusion, where every child matters and where every teacher is a teacher of children with SEND.

All children at our school are treated equally regardless of age, gender, ability, culture, race, language, religion or sexual identity and have equal rights to an inclusive education.

This policy has been written with regard to the requirements of the Special Educational Needs and Disability (SEND) Code of Practice: 0 -25 years (2014, revised 2015) and outlines our school approach to meeting the needs of pupils with Special Educational Needs and Disabilities to ensure they make the best possible progress.

Each September, the school updates its Special Educational Needs and Disability Information Report, which details the provision made by the school to meet the educational needs of our SEND children. This report is published on our school website.

The four broad 'areas of need' identified in the **Special Educational Needs and Disability (SEND) Code of Practice: 0 -25 years (2014, revised 2015)** are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional & Mental Health Difficulties
- Sensory and Physical Needs

We aim to support children in their academic, social, emotional and personal development in the most appropriate way possible and are committed to narrowing the gap between children with SEND and their peers. This may include short-term interventions, opportunities for consolidation of learning, pre-teaching, adaptive teaching or, where necessary, personalising the curriculum designed to meet particular needs. We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Whenever possible, we do not withdraw children from the classroom situation. There are times however when, to maximise learning, we ask the children to work in small groups or in one-to-one situations for short periods outside the classroom.

Aims of the SEND Policy

In making provision for pupils with SEND, in line with the SEN Code of Practice, we use our best endeavours to:

- ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum which is adapted to meet their individual needs.
- ensure the early identification, assessment and provision for any child who may have special educational needs.
- enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.
- encourage the whole school community to demonstrate a positive attitude towards SEND.
- ensure an inclusive environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- enable all children to have full access to all elements of the school curriculum by making reasonable adjustments to the curriculum and learning environment, with teachers using a range of effective adaptive teaching and learning methods.
- implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review cycle.
- encourage an effective parent partnership in developing and implementing a joint learning approach at home and school.
- raise the aspirations and expectations for children and their parents or carers.
- focus on outcomes and plan, discuss and review these with children and their parents or carers.
- follow the SEND Code of Practice (2014).

Definition of Special Educational Needs and Disabilities

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Special Educational Provision in School and Responsibilities

This SEND policy details how we will ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with Special Educational needs, allowing them to join in all school activities together with pupils who do not have Special Educational needs.

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the school's headteacher, the SENDCo and all members of staff have important day-to-day responsibilities.

The role of the Governing Body

The Governing Body has a statutory responsibility to ensure that full provision is made for pupils with SEND and to ensure that funds and resources are used effectively to that end. There is a named SEND governor **(Cara Jenkins)** who meets regularly with the SENDCo, Mrs Anwar.

The role of the SENDCo (Faiyza Anwar)

Key responsibilities

- overseeing the day to day operation of the school's SEND policy and maintaining the SEN register.
- supporting staff with coordinating provision for children with special educational needs.
- overseeing records and/or assessments of all children with SEND for children with special educational needs.
- coordinating and developing school-based strategies and provision for children with SEND;
- contributing to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEND
- liaising with staff, advising colleagues and making visits to classrooms to monitor the progress of children on the SEND register
- arranging and attending Individual Learning Plan reviews for children with an EHCP and for children supported at SEN Support as appropriate
- liaising with parents and carers of children with special educational needs, in addition to the class teacher
- overseeing the allocation of resources (learning materials & equipment) required to support children with SEND
- liaising with external agencies including SEND Supported and Educational Psychology services, Connect for Health and Children's Services
- liaising with local secondary schools or specialist provision, to ensure successful transition for children in Year 6
- liaising with local early years settings and primary schools to ensure the successful transition of children already identified as having a special educational need moving to or from Radford Semele C. of E. Primary School

The role of the class teacher

All teachers are teachers of children with special educational needs.

Key Responsibilities

- identifying children with special educational needs and seek advice where necessary.
- meeting the needs of all children including those with special educational needs.
- ensuring that work is suitably adapted/scaffolded for ALL pupils.
- ensuring appropriate intervention strategies are in place and sufficient records are kept.
- being responsible for involving pupils and their parents/ carers in the SEND process within school.

- helping children to manage and be responsible for their behaviour and to take part in learning effectively and safely.
- helping children to manage their emotions, particularly due to SEN needs, trauma or stress, and to take part in learning.
- deploying teaching assistants effectively to enhance Quality First Teaching, provide targeted support, lead interventions and intervene at the point of learning.

Identification, Assessment and Provision

Class teachers regularly assess children as part of their daily teaching in school; this is monitored by the Senior Leadership Team at least termly. The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

When any concern is initially noticed or where it is identified that a child is not making adequate progress, it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and specific interventions or support will be put in place and monitored. If no progress is noted, teachers will consult with the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help that is over and above that which is normally available within the particular class or subject and the child will be added to the school SEND register, following discussions with parents/carers. At this point, teachers will continue to work with the child and parents/carers to ensure that planning to meet these needs is put in place as soon as possible and, if necessary or where our interventions are still not having an impact, further advice from an external professional may be sought, with the consent of parents/carers.

Our school subscribes to a number of external agencies including SEND Supported, a counselling service and the Educational Psychology Service (EPS). As appropriate, we access advice and support from Speech & Language Therapists, the Integrated Disability Service, Connect for Health, Children's Services and SENDIAS https://www.warwickshiresendiass.co.uk/

Following the introduction of the Code of Practice, the expectation is that all settings will have a graduated response in order to identify and meet the needs of pupils with SEND.
http://www.gov.uk/government/publications/send-code-of-practice-0-to-25
High quality, adaptive teaching is the first step in responding to pupils who have or may have SEND. Where a pupil is identified as having SEND, school will act to remove barriers to learning and put effective SEND provision in place. SEN support will take the form of a four-part cycle, known as the **graduated response** or **graduated approach**. This four-part **Assess, Plan, Do, Review** cycle, highlighted in the **Code of Practice 2014**, ensures more detailed approaches, more frequent review and more specialist expertise in order to match provision and interventions to the SEN of an individual child. The school records the steps taken to meet the needs of individual children using a Personal Support Plan (PSP).

The Assess, Plan, Do, Review Cycle

Assess: The class teacher, working with the SENDCo as appropriate, will carry out an analysis of the pupil's needs. The pupil's development in comparison to their peers and assessment data will be considered along with the parent's views and, where appropriate, with advice from external support services. These will be recorded on the child's Personal Support Plan.

Plan: The class teacher is responsible for working with the pupil on a daily basis and will work closely with the SENDCo, teaching assistants and external agencies involved, to plan support and interventions linked to classroom teaching. Parents/carers, with their child if appropriate, will meet with the class teacher and SENDCo to discuss interventions and support to be put in place, as well as the expected outcomes (using success criteria) on progress and development. This will be recorded on the Personal Support Plan and there will be a date agreed for reviewing the plan. The Personal Support Plan will identify the areas of needs, the support and resources required and measurable small steps to achieve outcomes.

Do: The class teacher is responsible for the daily implementation of the Personal Support Plan and ensuring any adults working with the child are fully aware of their needs and support required to enable them to access the curriculum to their full potential.

Review: The provision on the Personal Support Plan is generally reviewed termly, although this may depend on the level of need. A meeting will be scheduled to review and evaluate the impact and quality of the support and interventions. Parents/carers will be given information about the impact of the support provided in school, enabling them to be involved in planning the next steps. Where appropriate, other agencies will be asked to contribute to the review, either by attending the review meeting or through providing written or verbal advice. The review will then feedback in to the analysis of the pupil's needs; then the class teacher, working with the SENDCo, will revise the support accordingly. Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement from other specialists or external agencies, with permission from parents/carers.

School request for statutory assessment for consideration for an Education, Health and Care (EHC) Plans

Where a request for statutory assessment is made to the Local Authority (LA), the child will have demonstrated a **significant cause for concern and, despite the school having taken relevant and purposeful action (supported by external agencies) to identify, assess and meet the SEN and/or disabilities of the pupil, the child has still not made expected progress.**

The Local Authority will be given information about the child's progress over time, and will seek evidence from the school that the child has been supported for a reasonable amount of time and that a number of strategies have been put in place (as directed by an Educational Psychologist or specialist teacher). The Local Authority will request clear information about the child's attainment and progress over time, documentation relating to strategies used to support the child's individual needs (including Personal Support Plans and reports from external agencies involved with the child) and the views of parents. The Local Authority will use this information to determine whether a statutory assessment of needs is required.

The Local Authority will decide whether an EHC plan is necessary or whether the child's needs can be met through SEN Support (SS) within school. The school will liaise with parents throughout the process. Where an EHC Plan is issued, the Local Authority will review the plan every twelve months and an annual review will be held in school on behalf of Warwickshire Local Authority to complete the appropriate paperwork for this process.

Allocation of Resources

The SENDCo is a member of the Senior Leadership Team. She is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHCP. The headteacher and SENDCo meet regularly to agree on how to allocate and use the SEND funding and inform the governing body of how this funding has been allocated to support pupils with special educational needs.

Partnership with Parents and Carers

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. The staff work closely with parents and carers in the support of children with SEND. We encourage an active partnership through an ongoing dialogue with parents and carers, as they hold key information and have knowledge and experience to contribute to the shared view of a child's need. At all stages of the special needs process, the school aims to keep parents fully informed and involved.

Pupil Participation

Children and young people with special educational needs often have a unique knowledge of their own needs and views about what helps them to be successful. In our school, we encourage children to participate in decisions made about their provision and to become involved in contributing to the assessment of their needs, including the review process, through age-appropriate means. In many cases, particularly for older pupils, it may be appropriate for them to attend the Personal Support Plan review meeting and also to discuss transition procedures between school phases.

Monitoring and Review

The SENDCo monitors the progress of children on the SEND register. She provides staff and governors with regular summaries of the impact of our policy on the effectiveness of our SEND provision.

The SENDCo and the headteacher meet regularly to review the work of the school in this area.

The SENDCo and the named governor with responsibility for SEND hold regular meetings to monitor and review the effectiveness of this policy.

Complaints

We believe that Radford Semele C. of E. Primary School provides a good education for all our children and aims to build positive relationships with parents. However, we recognise that problems can arise. In this instance, please refer to the Complaints Policy. All complaints are dealt with in accordance with the procedures set out by the Local Authority. Where parents wish to make a complaint about the handling of a decision made by the Local Authority, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the Local Authority or from SENDIAS.

Storing and Managing Information

Each class has information about children with SEND. All SEND records, together with any confidential reports are stored electronically by the SENDCO. Information which the teacher needs to access is also through electronic records. These are kept and updated by class teachers/SENDCO on password protected computers that are the property of the school/Local Authority.

Use of Data and Record Keeping

The school's records will:

- record details of additional or different provision made under additional needs support, with accurate information to evidence the additional needs support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of Personal Support Plans
- include details of additional needs, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- maintain an accurate and up-to-date register of the provision made for pupils with additional needs.
- be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

Policy Review

This policy was reviewed in **September 2026**. It is reviewed annually by the governors and updated when necessary. This document should be read alongside the SEND Information Report and the Accessibility Plan, available on the school website.