

For With God Nothing is Impossible' Luke 1:37

Church Lench C E First School

SEND Policy

2025

At the heart of the school is our belief that 'with God nothing is impossible.'

This allows our children and staff to have high hopes and aspirations and develop resilience and perseverance in all aspects of life in a happy, safe and inclusive environment.

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Church Lench CE VC First School Special Educational Needs and Disability Policy

'Inclusion is not optional. It's an essential part of better and more just societies.'
Centre for Studies on Inclusive Education.

At Church Lench CE VC First School, we aim to ensure that, through a whole school approach, we address the barriers to learning our pupils face. We are committed to the process of inclusion and endeavour to provide full access to the national curriculum for all. We will seek to identify the needs of our pupils and respond with a range of teaching strategies, to deliver an engaging curriculum, in a supportive learning environment. We endeavour to provide support that allows our pupils to be happy, healthy and succeed in all aspects of their learning.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- 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;
- to enable all children to have full access to all elements of the school curriculum.

Definitions

A pupil has SEND (special educational need and/or disability) when 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.

There are four broad areas of need outlined in the SEND Code of Practice 2015:

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

Provision is made for pupils whose needs fall into one or more of these categories.

A child will not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is taught or will be taught.

Inclusion

In planning and teaching the National Curriculum, teachers are required to have due regard to the following principles of Quality First Teaching:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

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Class teachers are responsible for:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Liaising with parents to discuss progress against curricular and individual targets.
- Writing and assessing Individual Education Plans (IEPs) targets to reflect the pupil's next steps.

SEND provision is the responsibility of the SENDCo, for mainstream pupils with SEND.

Responsibilities include:

- co-ordinating the provision for and managing the response to children's special needs;
- supporting and advising colleagues;
- maintaining the school's SEND register;
- contributing to and managing the records of children with special educational needs;
- managing the school-based assessment and completing the documentation required by outside agencies and WCC;
- acting as the link with parents/carers;
- maintaining resources and a range of teaching materials to enable appropriate provision to be made;
- acting as link with external agencies and other support agencies;
- monitoring and evaluating the special educational needs provision and reporting to the governing body;
- managing a range of resources, human and material, linked to children with SEND.

Assessment, Monitoring and evaluation

In accordance with the SEND Code of Practice (2015) the process for responding to children identified as needing additional support, follows the four-step cycle called the Graduated Response.

ASSESS – The child will be assessed thoroughly to identify the key area of need and 'next steps' targets will be produced. Please see the school's assessment policy for further details of how we assess children.

PLAN - Provision needed to support the child to achieve their 'next steps' targets will be carefully planned to scaffold the child's learning towards their goal. This may be in the form of: intervention; curriculum adaptations; resourcing and additional support. If the support is through intervention (individual or small group work over and above what is offered to the class), this is delivered by skilled teachers/ teaching assistants.

DO – The support planned is put in place and monitored over a period of time leading to review.

REVIEW – Following the additional support, it will be reviewed against the child's targets in order to consider next steps.

The above is in addition to the school's procedures for assessment.

Class Teachers write IEPs with specific, tailored targets for children to work on. It is their responsibility to keep themselves, and other adults who work in the class, up to date with the SEND needs of children in their class.

Master copies of all SEND information are held by the SENDCo.

Although not a requirement of the new Code of Practice, we have devised an 'early warning system' called the Monitoring Stage. This is where teachers throughout the school will identify a child who may be experiencing some difficulties with their learning. The child is then closely monitored alongside appropriate differentiation within class teaching. They may also receive some intervention alongside the curriculum to allow them to make more progress in their area of difficulty. The Class Teacher informs and discusses their needs with the SENDCO and the child's name is added to the SEND register at 'Monitoring Stage.'

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Involving specialists

If a child continues to make little or no progress over a sustained period, or where they continue to work at levels substantially below age expected despite SEN Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Educational, Health and Care Plans (EHCPs)

Pupils who need more specialist provision and whose needs cannot be met at SEN Support level may require Statutory Assessment. This is completed by the SENDCo who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The LA then consider the application and issue an EHCP if appropriate. There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all professionals involved invited to attend. In addition, pupils with an EHCP are subject to the Assess-Plan-Do-Review Cycle.

Early identification of need on initial transition to Church Lench First School

It is vital that we are able to ensure that our Early Years Foundation Stage (EYFS) provision is suitable for all children that wish to attend Church Lench First School. Preschool settings that have identified children who have SEND, will ask their SENDCo to meet with the school SENDCo to discuss outside agency advice, previous IEPs and the level of support/interventions that the child has been receiving. This conversation and paperwork will inform the school SENDCo and the receiving class teacher of the specific needs of the child to allow a smooth transition. Children are also invited for up to six transition visits to school (more if needed) to familiarise themselves with staff, their peers and the routines of the school day. Some children with significant special needs or disabilities needing much outside agency support, having been identified during the preschool years, may have been discussed at the 'Preschool Forum' (a panel of professionals from medical and educational backgrounds) who would then inform school about specific funding or support that must be put in place to meet the needs of the child on entry to the EYFS. In all cases, the class teacher assesses children on entry to look for gaps in their learning and areas of need which will then inform future provision, support and intervention.

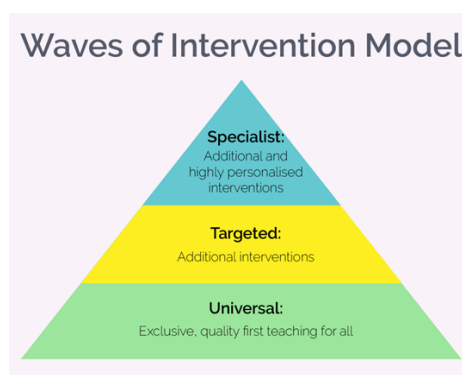
Transition (other than initial transition during the EYFS)

Whether it is joining us from a setting, leaving us to join a new one or simply moving from one class to another, we understand the added impact these changes can have on pupils with SEND. As a result the following measures are implemented, along with personalised transition programmes, when required.

- Visits to and discussions with staff at existing/new settings/outside agencies.
- Transition visits, supported by a transition booklet, existing and new staff/outside agencies.
- Facilitating meetings between parents and new settings.

Teaching and Learning

Pupils' needs are met using 3 levels of intervention, described as 'waves of support', which support access to the curriculum.



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Universal describes quality inclusive teaching, which takes into account the learning needs of all the pupils in the classroom. It includes providing scaffolded work and creating an inclusive learning environment for all.

Targeted describes the additional help that pupils may need to support some aspects of their learning. We provide specific, additional and time-limited interventions for pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. Intervention include programmes such as additional phonics, fine motor skills (to include handwriting), gross motor skills, language groups (such as 'Time to Talk'), Good listening skills group, Literacy Gold and number skills.

Specialist describes provision for some pupils who will require specialised learning support following reports from outside agencies. Skilled teaching assistants will deliver intervention on a 1:1 basis to work on specific targets.

Partnerships

Working together is the key to success and we aim to do this by:

- Termly feedback from class teachers and/or the SENDCo
- 'Open-door' policy with teachers, the SENDCo and Head Teacher
- Termly IEPs sent to and discussed with parents with a list of interventions and next steps
- Facilitating meetings with outside agencies
- Personalised communication/support for pupils with EHCPs and other pupils when appropriate
- Annual Reviews (for pupils with statements/Education and Health Care Plans)

Further support for parents is available from:

- Early Help Strategy: [Early Help family support | Worcestershire County Council](#)
- The Local Authority's Local offer: [SEND Local Offer | Worcestershire County Council](#)
- Parent support: [Parents and carers | Worcestershire County Council](#)

Complaints Procedure

- Any complaints should in the first instance be directed to the class teachers, who will inform the Head Teacher and SENDCo.
- In the event of the situation not being resolved, complaints should then be referred to the SENDCo, then the Head Teacher and the school's 'Complaints Procedure' should be acted on if necessary.

Safeguarding

Children with Special Educational Needs and disabilities can face additional safeguarding challenges. All staff at Church Lench CE First School are aware of these challenges. Further details can be found in the school's Safeguarding Policy which can be viewed on the school website.

Bullying

Please refer to the school's Behaviour Policy which is available on the school website.

Named contacts for SEN would include: The SENDCo, the Head teacher and the Governor in charge of SEND. Please see the school website or contact the school office: 01386 870297 for further information.

Date: May 2025

Date for Review: February 2027

Signed: H Pratley and S Price