



SEND Policy

Policy date: Sept 2026

This policy is written in line with the requirements of; Children and Families Act 2014; SEN Code of Practice 2015; Equality Act 2010; Schools Admissions Code, DfE 1 Feb 2012.; Working Together to Safeguard Children 2013; Keeping Children Safe in Education 2026.

This policy should be read in conjunction with other school policies.

This policy was developed with representatives from the governing body and school staff, and will be reviewed annually.

Definition of SEN

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

1. Has a significantly greater difficulty in their development than the majority of others of the same age; or
2. Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is’...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2015, p16)

1 Our Intent for Special Educational Needs and/or Disabilities

Here at Ingol Community Primary School we are committed to meeting the needs of pupils with Special Educational Needs and Disabilities, ensuring that they make progress, are happy, enjoy their time in school and are able to make choices in line with their own education. In keeping with our values in school, we intend to:

- develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum
- identify children as early as possible in order to support their development in our school
- ensure a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school
- involve parents in a partnership of support
- monitor and evaluate the child's progress, providing the appropriate information and records as part of this process
- embrace inclusion for all pupils and ensure integration into all activities of the school
- comply with the 2015 Code of Practice
- comply with the Children and Families Act 2014
- comply with Keeping Children Safe in Education 2022

2 The Roles and Responsibilities of staff at our school in regard to Special Educational Needs

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Ingol CP School this role is undertaken by Kim Hamilton-Heath who will meet with the Head and/or SENDCO at least termly. Following these meetings, the governing body will be informed about the special educational needs provision made by the school.

The SENDCO will work closely with all staff to ensure the effective day-to-day operation of the school's special educational needs policy. The SENDCO will identify areas for development in special educational needs and contribute to the school's development plan where necessary. He will co-ordinate provision at SEN support and EHCP.

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy.

Class teachers are responsible for differentiating the curriculum for all pupils and delivering quality first teaching. It is a teacher's responsibility to monitor the progress of all pupils and identify concerns as early as possible. These concerns should then be reported to the SENDCO.

Subject leaders will review and monitor the progress made by SEND pupils in their subject area and the effectiveness of resources and other curriculum material. End of year reports from subjects will show and review the progress of SEND children in specific subject areas.

Non-teaching staff, such as teaching assistants, deliver extra support to pupils. They are responsible for delivering effective interventions and monitoring the progress made towards targets on a child's Action Plan under the direction of the class teacher.

3 Access and Admissions arrangements for special educational needs and/or disabilities

Pupils with special educational needs will be admitted to Ingol Community Primary School in line with the school's admissions' policy. If our school is alerted to the fact that a child may have a difficulty in learning and/or a disability, we will collect all relevant information and make informed actions to meet the child's needs.

Ingol Community Primary School aims to treat all pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school intends to work closely with disabled pupils, their families and any relevant outside agencies to remove or minimise any potential barriers to learning which puts a child at a disadvantage, but allows them to learn, achieve and participate fully in school life.

We understand that the Local Authority will monitor the school's activity under the Equality Act and will advise upon complying with that duty.

4 The kinds of special educational need for which provision is made at the school

At Ingol Community Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance; dyslexia; dyspraxia; speech and language needs; autism; learning difficulties; social, emotional and behavioural difficulties; and hearing and visual impairments. There are other kinds of special educational needs which do not occur as frequently but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need; Autism; ADHD; Social, Emotional and Mental Health; Speech and Language Difficulties; and Learning Difficulties.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

At Ingol Community Primary School we have a nurture provision named the Beehive. This provision allows children with additional needs and social, emotional and mental health needs to continue their learning in an environment which nurtures their individual needs. More information can be seen on request.

5 Information about the policy for identification and assessment of pupils with SEN

At Ingol Community Primary School we monitor the progress of all pupils formally three times a year. We also use a range of assessments with all the pupils at various points such as Y1 phonics screening, EYFS Speech and language screening, spelling age, reading age, Y6 SATS and end of term testing. Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to close the gap.

Some pupils may continue to make limited progress despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine next steps for individual children. For example:

- WRAT 5
- Sandwell number
- IDL Screening
- Lucid Dyslexia Screening
- Infant Language Link
- PSED PIVATS

We have access to external advisors who can use other assessment tools if appropriate, the purpose being to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, through their individual Action Plans and reviewed regularly, and refined/revised if necessary. At this point, we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is usually available.

If the pupil can make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If this continues over a longer period, school may consider applying for an Education, Health and Care Plan if appropriate. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in identification of SEN is changed, parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. Training will be available when needed.

6 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

6a How the school evaluates the effectiveness of its provision for such pupils

Each review of the Action Plan will be informed by the views of the pupil, parents and class teachers with assessment data being scrutinised to ascertain progress.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- widens the attainment gap

6b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress formally tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Using the assessments listed in section 2, it is possible to see if pupils are increasing their level of skills in key areas. Some children may benefit from the use of PIVATS to assess their learning.

If these assessments do not show adequate progress is being made, the Action plan will be reviewed and adjusted.

6c the school's approach to teaching and learning of children with SEN and how the school adapts the curriculum and learning environment for pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered
SEN Code of Practice (2015, 6.37)

At Ingol Community Primary School we believe that regardless of SEN or disability, children should have exposure to the curriculum at their current age level. Activities and outcomes will be differentiated according to their academic abilities and quality first teaching strategies will be used to support children where appropriate. If we feel we need further support on how to adapt the curriculum and the learning environment for pupils with special educational needs, we will seek advice from external agencies. It is possible that some children may benefit from using the Beehive Provision to support some of their learning.

Children who are working towards personal targets on their actions plans may be taken out of their classroom learning for additional support. However, it is the teacher's responsibility to ensure that the child is not missing significant amounts of the curriculum but, where possible, staff will work towards these targets in the classroom setting.

6d support that is available for improving the emotional and social development of pupils with special educational needs

At Ingol Community Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills. This can happen through direct teaching, for instance PSHE lessons, and indirectly through reactive or pre-emptive conversations.

For some pupils with the most need for help in this area, we also can provide time with our learning support mentor, external referral to CAHMS, external referral to CANW, time-out space for pupils to use when upset or agitated, use of Specialist Teaching Services and/or PSED PIVATS assessment.

We also have a range of nurture provisions such as gardening club, Lego Therapy and social skills groups. This provision allows children with additional needs and social, emotional and mental health needs to continue their learning in a nurturing and calming environment.

Pupils with SEND in the early stages of emotional and social development will be supported to enable them to develop and mature accordingly. This will usually require additional and different resources beyond those required by other pupils.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Ingol Community Primary School are invited to discuss the progress of their child twice a year and receive a written report three times per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if assessment analysis indicates that this is necessary; this does not imply that the pupil has a special educational need.

Following this, if a lack of progress remains, we will contact parents to discuss the use of internal or external assessments which will help us to address the child's needs. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being delivered and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review. This will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for making our SEND process a child centred approach.

We believe that it is important for the child to be at the centre of everything we do. It is important that a child with SEND feels like they are well informed and understand their own education and that it mirrors their aspirations and needs.

We do this through a range of different ways such as:

- gathering the pupil voice
- children commenting on their own progress towards their action plan targets
- children being invited into meetings when appropriate
- termly "drop ins" with the school SENDCO
- one-page profiles
- SEN support plans

9 The arrangements for making a complaint for parents and/or carers

If a parent or carer has concerns about the special provision made for their child, they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO and class teacher will meet with the parent or carer to share their concern.

If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Headteacher. If the Head is unable to resolve the issue, the parents' concerns should be put in writing to the SEN Governor who will involve the Chair of Governors in the hope that the issue can be amicably addressed and resolved.

10 Arrangements to review this policy

This policy will be reviewed in September 2026 by Mr J Moss and Mrs N Parkinson in relation to the SIP, Inclusion Action Plan and assessment of SEND throughout the school.

Signed: *J Moss* (SENDCO)

September 2026

Review: September 2027