Shipston-on-Stour
Primary School

THE STOUR FEDERATION
LEARN, GROW, SUCCEED TOGETHER
MULTI ACADEMY TRUST

Special Educational Needs Policy



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1. INTRODUCTION AND AIMS

Shipston-on-Stour Primary School is part of The Stour Federation Multi Academy Trust. The Trust is committed to a culture of inclusion where every child is valued and celebrated as a member of the learning community. The Trust believes that all children have the potential to achieve astonishing things, and its mission is to provide an educational experience that empowers every child to embrace life in all its fullness. Our unwavering 'North Star' is flourishing for all, creating a community where every child experiences a genuine sense of belonging, safety, value, and inspiration.

The Stour Federation's vision for inclusion is built on five core principles:

1. **Dignity and respect:** We view differences and disability as normal aspects of humanity. Our approach to education for all children is characterised by dignity, respect and high expectations.
2. **Empowerment and success for all:** We strive to create model learning environments and a curriculum where diversity is celebrated and all children feel valued and empowered to embrace their unique strengths. Success takes many forms - we should notice, value and celebrate a wide range of achievements in school and in society.
3. **Early Identification and Proactive Support:** We aim to identify needs at the earliest possible point, providing timely, evidence-based support to prevent the escalation of barriers. This proactive stance ensures that support is provided as soon as a need emerges, preventing the widening of attainment gaps.
4. **Expertise and innovation:** Providing an ethic of excellence for all children requires specialised and strategic expertise, high quality teaching and support. We are committed to pioneering and evidence-informed approaches that break down barriers to learning, ensuring every child can flourish.
5. **Action at all levels:** Change happens from the bottom-up as well as top-down. Everyone working with children has the power and agency to advance inclusion and improve the educational experience and outcomes of children with SEND.

At Shipston-on-Stour Primary School we provide a caring and inclusive environment that values every child, helping them to "live life in all its fullness and shine bright." The school's culture, practices, and resources, in partnership with the Trust, are designed to ensure the needs of all students are met.

This policy outlines the framework for how we will meet our legal and ethical obligations to provide a high-quality education for all pupils with SEND. By successfully implementing this policy, we aim to eliminate discrimination and promote equal opportunities throughout our school community.

The following foundations underpin our commitment to meeting the needs of every student:

High Expectations and Aspirations: We hold high expectations and aspirations for every child. We are attentive to the needs of those who require additional support to achieve, including those with SEND. Our dedication to inclusive practice is central to our community, ensuring every student feels a sense of belonging, safety, welcome, and value.

High-Quality Education for All: All students have access to a broad, balanced, and relevant curriculum that is adapted to meet their individual needs. We are relentless in identifying and removing barriers to participation and learning, with the goal of ensuring all students can achieve, flourish, and thrive.

Early Identification and Intervention: We focus on the early identification of students' needs and provide timely and effective intervention. We offer high-quality provision for all children and are committed to meeting the specific needs of pupils with SEND.

Collaborative Partnerships: We believe in working closely and effectively with parents, carers, and other agencies. This collaboration is crucial for securing the best possible outcomes for every child, regardless of their starting point. We are committed to building strong, collaborative partnerships with our families that support their children's development, learning, and wellbeing, creating a true sense of belonging. We also actively involve students and their parents in key decisions about their education.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

2. LEGAL FRAMEWORK

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974.
- Disabled Persons (Services, Consultation and Representation) Act 1986.
- Children Act 1989.
- Education Act 1996.
- Education Act 2002.
- Mental Capacity Act 2005.
- Equality Act 2010.
- The Equality Act 2010 (Disability) Regulations 2010.
- Children and Families Act 2014.
- The Special Educational Needs (Personal Budgets) Regulations 2014.
- The Special Educational Needs and Disability (Amendment) Regulations 2015.
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015.
- The UK General Data Protection Regulation (GDPR).
- Data Protection Act 2018.
- Health and Care Act 2022.

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'.
- DfE (2015) 'Supporting pupils at school with medical conditions.'
- DfE (2018) 'Working Together to Safeguard Children 2023'.
- DfE (2018) 'Mental health and wellbeing provision in schools'.
- DfE (2021) 'School Admissions Code'.
- DfE (2024) 'Working Together to Improve School Attendance'
- DfE (2026) 'Keeping children safe in education 2026'.
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'.

This policy operates in conjunction with the following school policies and documents:

- Admissions Arrangements.
- Equalities Policy.
- Confidentiality Policy.
- Data Protection Policy.
- Records Management Policy.
- Mental Health and Wellbeing Policy.
- Child Protection and Safeguarding Policy.
- Suspension and Exclusion Policy.
- Positive Behaviours, Relationships and Wellbeing Policy.
- Complaints Procedures Policy.
- Accessibility Policy and Plans.

3. OBJECTIVES

Through the implementation of this policy, Shipston-on-Stour Primary School will:

- Use their best endeavours to provide the necessary support for pupils with SEND to ensure they can access the school's broad and balanced curriculum.

- Ensure high-quality provision that meets the needs of pupils with SEND, with a focus on inclusive practice and removing barriers to learning.

- Fulfil all statutory duties outlined in the SEND Code of Practice and the Equality Act 2010. This includes promoting disability equality and equality of opportunity.

- Make reasonable adjustments, such as providing auxiliary aids and services, to ensure disabled pupils are not at a disadvantage.

- Maintain a qualified SENDCO on the Senior Leadership Team to oversee all SEND policy, strategy, and provision.

- Empower all pupils with SEND to develop essential life skills, including character, citizenship, collaboration, communication, creativity, and critical thinking, preparing them to flourish in an ever-changing world.

4. ROLES AND RESPONSIBILITIES

The Local Academy Council will:

- Ensure this policy is implemented fairly and consistently across the school.
- Ensure the school meets its duties in relation to supporting pupils with SEND.
- Ensure that there is a qualified SENDCO in post to support the school.

The nominated governor for SEND is Chris Hemsley.

Mr Grana, Headteacher, is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.

In enacting this policy, the Headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the Local Academy Council and Trust to ensure that there is a qualified SENDCO in post to support the school.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

Mrs Pang, the Trust Head of Inclusion will be responsible for:

- Working closely with the Executive Team and colleagues in the strategic development of the Trust's Special Education Needs and Disabilities strategy and oversee the day- to-day operation of that policy at a Trust level with the aim of raising SEND pupil achievement and wellbeing across all schools in the Trust.
- Collaborating with the Local Academy Council and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Promoting inclusion and inclusive practice across all the schools in The Stour Federation and taking responsibility for the leadership of provision for pupils with SEND.
- Providing professional guidance and accountability to other staff across the Trust in the area of SEND.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.

Mrs Clarke, The School SENDCO will be responsible for:

- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the SEND governor and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND following the graduated approach cycle, in collaboration with parents, the School SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Consistently implementing the Trust's '5-a-day' adaptive teaching approach to ensure inclusive and excellent outcomes for all children.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the School SENDCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Headteacher.

5. IDENTIFYING SEND

Shipston-on-Stour Primary School recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

‘Less than expected progress’ will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil’s previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

6. SAFEGUARDING

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil’s condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The Headteacher and Local Academy Council will ensure that the school’s Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the Trust Head of Inclusion.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The Local Academy Council and Headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the Trust Head of Inclusion.

7. SEND SUPPORT

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Make in the moment adaptions to learning to support all children during each lesson.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and School SENDCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent/s.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support

- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

The school will consider whether additional pastoral support is required. We will use the Thrive Approach to systematically build resilience, enhance emotional regulation, and cultivate positive relationships, ensuring children feel safe, secure, and ready to learn.

8. ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

9. ADMISSIONS

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against applicants with SEND.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

10. EHC NEEDS ASSESSMENTS AND PLANS

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND needs of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

If the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

11. REVIEWING EHC PLANS

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from SENDAR, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.

- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Clarify to the parents and pupils that they have the right to appeal the decisions made regarding the EHC plan.

12. SUPPORTING SUCCESSFUL PREPARATION FOR ADULTHOOD

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving onto secondary education. We believe in cultivating the inherent 'genius' and leadership potential within every child, empowering them to take ownership of their learning and development

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- Empower pupils to find their voice through leadership roles and participation in school life, supporting the development of pupil leadership.
- Engage with secondary schools, as necessary, to help plan for any transitions.

13. MANAGING COMPLAINTS

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

14. STAFF TRAINING AND IMPROVING PRACTICE

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's improvement priorities, Growing Great People policy and training compliance.

The Trust Head of Inclusion will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND. This will be supported through Trust-wide Communities of Practice, which enable the sharing of ideas, the development of expertise, and the solving of problems together.

15. USING DATA AND RECORD KEEPING

All information about pupils will be kept in accordance with the school's Records Management and Retention Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact.
- Include details of SEND, 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 SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality
The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To the Headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

16. LOCAL OFFER

The Local Academy Council will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** the school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and publicised.
- **Comprehensive:** the school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** the school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

17. MONITORING AND REVIEW

The policy is reviewed on an annual basis by the Trust Head of Inclusion and School SENDCO in conjunction with the Headteacher and the Local Academy Council; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.