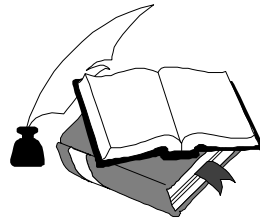


Alderman Payne Primary School



Special Educational Needs And Disabilities Policy (SEND) 2025-2026

Date reviewed: September 2025

Date of next review: September 2026

Alderman Payne Primary School is an inclusive, rural primary school where every child is valued and encouraged to strive to achieve their aspirations and to develop positive attitudes towards their learning, their community and the world as a whole. We are committed to providing equal opportunities for all pupils. We promote a happy and caring non-judgmental environment and encourage self and mutual respect for all.

Safeguarding is a high priority in our school and we are dedicated to promoting the welfare of all children. All policies are developed considering the children's safety and welfare. All of our policies are read and informed by other policies. The SEND Policy is linked closely to the school's information report and the following policies:-

- Equal Opportunities
- Anti-Bullying
- Intimate Care
- Safeguarding
- Curriculum

This SEND policy is written to comply with the 2014 Children and Families Act and its associated regulations together with the Equality Act 2010 and follows the statutory guidance from the SEND Code of Practice 0-25 Years (January 2015). It relates to children with special educational needs and/or a disability.

Aims and objectives of the SEND policy

We will do all we can to ensure that the needs of all pupils are identified and that appropriate provision is provided to them linked to Alderman Payne's SEND Graduated Approach.

Parents will be involved in discussions and planning relating to their child (ren) from the early stages.

We will do this by:

- Ensuring that early identification and necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach and support them (also linked to our school's Graduated Approach).
- Using our best endeavours to ensure that pupils who have special educational needs or a disability join in the activities of the school together with pupils who do not have special educational needs or a disability.
- Following the Special Educational Needs and Disability Code of Practice (January 2015) when carrying out its duties toward all pupils with special educational needs or a disability.
- Involving the children themselves in planning for their own provision and value what they have to contribute (taking a person centered approach).
- Encouraging parental involvement with any special provision made for their child and monitoring and evaluating any special provision made to ensure its effectiveness. Then adapting the provision to lead to higher rates of success.
- Reviewing and reporting annually on the policy and effectiveness of the school's provision for pupils with special education needs via an Information Report.

What is SEND?

According to the SEND Code of Practice, a child or young person is classified as having Special Educational Needs if they have: “A significantly greater difficulty in learning than the majority of others of the same age”. This means that a pupils’ needs cannot be met through whole-school systems, including most additional class interventions.

Children may:

- Have a significantly greater difficulty in learning and retaining information than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority (LEA).
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision will be identified under four areas, although we recognise that pupils will often have needs associated with more than one area:

Communication and Interaction

Cognition and Learning difficulties

Social Emotional and Mental Health Needs

Sensory and Physical Needs

Some children who have a SEN may also have a disability. Under the Equality Act 2010, a disability 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Children with Health Needs who are unable to attend school

Children with health needs who are unable to attend school remain the responsibility of the school unless they are transferred to a medical/hospital school. The school will work closely with health professionals and parents/carers to provide appropriate educational support, putting the specific needs of the child above the needs of the national curriculum as appropriate.

The roles and responsibilities of those involved with SEND

The 'responsible person' for SEND is **Sarah Mulford, the Headteacher**. The person *coordinating* the day-to-day provision of education for pupils with special educational needs and or disabilities is **Nicola Hempsall (Inclusion Coordinator)** who is currently employed 1 day a week within our school. The roles and responsibilities are laid out in the following table:

	Responsibilities
Local Authority and other professionals	• Must publish a 'Local Offer' which details the provision across Education, Health and Social Care that is available in the area for children with SEN or are disabled. Cambridgeshire's Local Offer can be found at: www.cambridgeshire.gov.uk/SEND • Involve parents and children in the development and review of provision. • Follow the framework set out in current SEN and Disability Regulations 2014. • Offer an additional level of expertise and advice to school staff and parents via specialist services.
Governors	• Assign a designated governor who has an oversight of the school's arrangements for SEN and disability. • The designated governor to meet termly with the school's Inclusion Coordinator. • Publish an 'Information Report' detailing the school's SEN procedures and evaluating the effectiveness of the provision provided.
Headteacher	• Overall responsibility for management of the SEND Policy, assessment and provision for pupils with SEN or a disability within Alderman Payne Primary School and for keeping the governors informed.
Inclusion Co-ordinator/ Special Educational Needs Coordinator.	• Oversees the day-to-day operation of the school's SEND Policy. • Co-ordinates the provision for children with SEND. • Liaises with the relevant Designated Teacher (Designated LAC Teacher) where a looked after pupil has SEND (This is Nic Hempsall). • Advises teaching staff on the graduated provision for SEN support. • Liaises with parents of pupils with SEND. • Liaises with early years providers, other schools, educational psychologists, health and social care professionals. • Liaises with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned. • Works with the headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) and makes reasonable adjustments and access arrangements where necessary. • Ensures that the school keeps the records of all pupils with SEN D up to date • Facilitate/contribute to staff training

Teachers	• Provide High Quality Teaching • Collect and gather data and evidence on children's achievements to facilitate the identification of children with SEND. • Plan, monitor and evaluate the success of any interventions or targets set for children with SEND using the 'assess, plan, do, review' process on a 6 weekly basis. • Keep parents up to date on any special provision provided for their child and discuss any concerns that have been identified. • Plan and review Individual Education Plans for pupils with SEND. • Liaise with the INCo and outside agencies to seek advice on how best to support children with SEND and implement the suggestions in their classroom. • Deploy resources in the classroom with support from the INCo • Undertake professional development in order to remain aware of current developments within SEN. • Ensure all relevant staff are aware of children's needs • Ensure that all records relating to children with SEND are passed on to the next teacher
Teaching Assistants	• Support the teacher in delivering High Quality Teaching • Support the teacher in the 'assess, plan, do, review' process. • Discuss with the teacher any concerns or issues raised whilst working with individuals or groups of children. • Attend meetings with outside agencies if necessary. • To participate in opportunities for further professional development within SEND.
Schools	• Use the 'assess, plan, do and review' process to identify and address SEND. • Ensure that children with SEND engage in school life alongside pupils who do not have SEND. • Designate an SEND/Inclusion Co-ordinator • Maintain open, honest communication with parents, pupils and other professionals. • Produce an SEND Information Report • Produce an Access Ability Plan for disabled pupils • Liaise with the Local Authority to meet needs of children with SEN/D effectively using their best endeavours
Parents/Pupils	• Work with School, Local Authority and Health and Social Care professionals to decide how best to support their child(ren) • To maintain open, honest communication with school staff and other professionals, • To actively participate in agreed measures to support their child(ren)'s social, emotional and academic development.

How SEND is assessed, identified and provided for at Alderman Payne Primary School

All teachers at Alderman Payne Primary School are teachers of children with SEND, therefore effective SEND practice is a whole school responsibility. The staff and governors of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

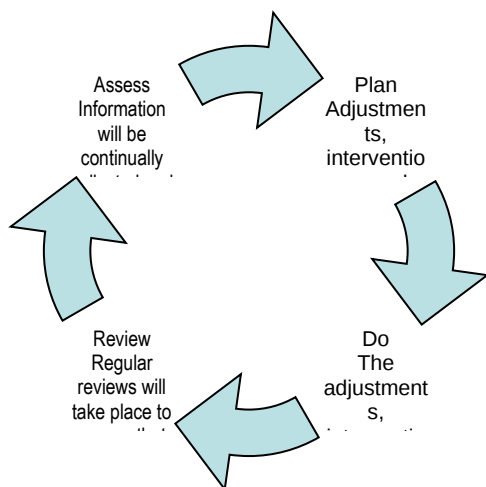
At the heart of every classroom for every child is a continuous cycle of assessing, planning, teaching and reviewing. This takes into account the wide range of abilities, aptitudes and interests of children.

As part of this process teachers will identify children whose:-

- specific or overall attainment is slower than that of their peers starting from the same baseline.
- progress fails to match or better the child's previous rate of progress
- progress fails to close the attainment gap between the pupil and their peers
- attainment gap widens between themselves and their peers
- provision that has been put into place to support the child has minimal impact

As a first response, the school will address any difficulties through Quality First Teaching. Additional interventions and strategies may also be put into place for some children. Targeting these areas may see their learning improve. If a child continues to make less than the expected progress, the school will gather further information and hold a meeting with the class teacher, INCo and parents and as well as outside agencies involved to decide if the child has SEND. The child's views will be gathered before the meeting. If it is decided that the child has SEND, SEN Support will begin. It takes the form of a cycle which is continually reviewed to ensure that provision is effective and making a difference to the children involved.

The SEND Support Cycle



Specialist Support.

For some children, it may be necessary to arrange for specialised support from an outside agency, these may include:-

- Speech and Language Services
- Occupational Therapist Services
- Physiotherapist Services
- Educational Psychologist Services
- Services for children with hearing or vision impairments
- Child and Mental Health Services (CAMH)
- Emotional Health Practitioners
- Community Pediatricians
- The SEND Specialist Teaching Team

These assessments will help to identify the areas of need, provide advice on effective interventions and support and will form part of the Assess, Plan, Do, Review Process.

If a child continues to make less than expected progress following SEN Support in school then an Education, Health and Care Plan (EHCP) Assessment can be requested by either the school or you as the parent. An EHCP Assessment will help Cambridgeshire Local Authority (CLA) decide if an EHCP should be put in place to provide additional provision to that provided by the school. The process takes 20 weeks from the day the request is received by the CLA. Not all requests will be successful in securing an EHCP, however there is an appeals process. The following leaflets give further advice on the EHCP process and can be found at the school's reception desk:-

- EHCP Guidance
- EHCP Leaflet
- EHCP Frequently Asked Questions

These leaflets and information are also available in school and Cambridgeshire County's website at the following link:- [Cambridgeshire Online | SEND Information Hub \(Local Offer\)](#)

Frequently Asked Questions

What if my child transfers schools?

The school will assess each child's current levels of attainment on entry and build upon the pattern of learning and experience already established.

If your child already has an identified SEND, the information received from their previous school will be used by the teacher to:-

- provide starting points for the development of their learning
- identify and focus attention on how to support your child within their class
- form the basis for planning the next steps of your child's learning
- involve you and your child in implementing a joint learning approach at home

Your child will continue to receive SEN Support in school and be part of the Assess, Plan, Do, Review Process.

If your child already has an Educational Health Care Plan or EHCP, it will transfer with your child and any additional provision will continue along with the continued cycle of reviews.

What happens if English is my child's second language and they are experiencing difficulties in school?

It is important to decide whether or not the difficulties being experienced are due to a language barrier or if your child has SEND. The school can arrange for an assessment of your child's abilities in their own language to see if they do have SEND. If the assessment shows that your child has SEND they will receive SEN Support. A child cannot be provided with SEN Support if their difficulties are purely due to a language barrier. If the difficulties arise due to a language barrier, we will endeavour to provide extra activities and support to help your child to become more confident in using the English language.

What can I expect when school trips are offered or if my child wants to attend extra-curricular activities?

School trips are part of our curriculum and enrichment and it is our intention that all children benefit from them. No child will be excluded from a trip because of a special educational need, disability or medical need. All children will have access to any activities that take place before school, during lunchtime or after-school activities. These activities develop engagement with the wider curriculum and community. Where necessary and within reason, we will make necessary adaptations to accommodate the physical and learning needs of our children.

Risk assessments are always undertaken before trips or attendance at after-school clubs.

Will I be involved with the decisions that are made for my child?

Partnership with parents plays a key role in enabling children with SEND to achieve their potential and is actively encouraged. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education.

Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to help them reach their full potential. We take a person centered approach when planning for our children. They will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and transition process.

What will I do if I am not happy about the decisions that are being made for my child?

The school seeks to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. Any complaints regarding SEND provision should initially be discussed with the pupil's Class Teacher or the INCo. If a satisfactory outcome cannot be agreed, the issue will then be raised with the Head Teacher and if necessary, a complain can be filed and responded to in line with the school's Complaint Procedures and Policy document which is available in the school office.

How will we know the policy is working well or not?

The policy will be reviewed annually to ensure that it is meeting the needs of the children. Factors which will be considered during the review process will include:-

- Staff awareness of procedures for assessment, identification and provision for children with SEND
- Early identification of children with SEND
- Partnership work with parents, children and outside agencies
- Academic progress of children identified with SEND
- Social and emotional progress of children identified with SEND
- How staff are deployed to meet the needs of children with SEND
- The involvement of children in reviewing their SEND needs