

Ashford CE Primary School



Special Educational Needs and Disability Policy 2025

Updated Policy: Autumn 2025

Signed: _____
L Bowman

Approved by FGB: 20 November 2025

Chair of Governors

Next Review (within 1 year of last review): Summer 2026

Special Educational Needs and Disability Policy

Our School Vision

We are a caring Christian community where everyone adopts an “I can” attitude; everyone feels valued, safe and loved by God. We celebrate our God-given individuality, achievements and talents and we aspire, with God’s help, to become the best that we can be. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

I can do all things through Christ who gives me strength.

Philippians 4v13

Ashford Church of England Primary School, will without excuse or compromise, provide the best start to life for all of the pupils in its care.

The staff and Governors envisage this being carried out through:

- Having the child at the centre of everything we do
- Valuing the development of the whole child
- Good learning delivered through good teaching
- Keeping at the forefront of, as well as leading educational development and practice
- Constantly challenging all aspects of school life to ensure best practice is always prevalent
- Engaging parents in their child’s education
- A commitment to the safeguarding of all children and stakeholders

Introduction

This document is the statement of the aims and principles for Special Educational Needs and Disabilities (SEND) at Ashford Church of England Primary School.

Ashford Church of England Primary School recognises the entitlement of all pupils to a balanced, broadly based curriculum. The SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Ashford Church of England Primary School is an equal opportunities school and SEND practices should be carried out in line with our equal opportunities policy. All pupils within school will have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability. Some key points are:

- Equality of opportunity is a cross curricular issue, opportunities are identified and utilised in each curriculum area.
- The language and learning needs of bilingual pupils are acknowledged in all subject areas.
- The use of assessment contributes to a positive understanding of race, gender, disability, equality, ethnic and cultural diversity.

- Children should work in a variety of groupings, depending on a particular activity. They work individually, in pairs or in groups.

Ashford Church of England Primary School is a school that holds its vision central to all of its work and therefore this policy must be applied in line with the school's vision and values. This policy is integral with the Positive Behaviour Management Policy.

Aims and Principles of Special Education Needs

Definition of special educational needs

SEND is an acronym for Special Educational Needs and Disabilities. A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

The SEND policy has close links with the Equality and Positive Behaviour Management policies.

The SEND aims of the school

- To ensure the identification of all pupils requiring SEND provision is as early as possible in their school career.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practical, in decisions affecting their future SEND provision.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure that all learners make the best possible progress.
- To provide an adapted curriculum appropriate to the individual's needs and ability.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To promote effective partnerships and involve outside agencies when and where appropriate.

A child has learning difficulties if they:

- a) Have significantly greater difficulty in learning than most children of the same age.
- b) Have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.
- c) Is under compulsory school age and falls within the definition of a) or b) above or would do so if special educational provision were not made for the child.

Special Education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind.

Ashford Church of England Primary School will have due regard for the SEND Code of Practice when carrying out our duties towards all pupils with SEND and ensure that parents are notified when SEND provision is being made for their child.

Roles and Responsibilities

The SEND Team of the school is:

Inclusion Leader / SENDCO: Mrs Witt

SEND Governor: Mrs Bowman

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012

This policy was written in collaboration with the school's Governing Body, the school's SENDCO, SLT, all staff and parents of pupils with SEND.

Purpose

We at Ashford Church of England Primary School believe that each pupil has individual and unique needs. However, some pupils require more support than others to make good progress. We acknowledge that a considerable proportion of pupils will have special educational needs or a disability (SEND), at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a brief period to help them overcome more temporary needs. If these pupils are to make good progress, we must recognise this and plan accordingly. Ashford Church of England Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to learning and the National Curriculum.

The Role of the SENDCO

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Ensuring and encouraging all staff are following the schools SEND policy and procedures.
- Fostering good practice throughout the school with reference to the Code of Practice.
- Coordinating the provision for pupils with SEND.
- Liaising with and giving advice to fellow teachers.

- Creating an annual audit of children with SEND and mapping provision.
- Updating SEND list termly.
- Managing the SEND resources for pupils and staff information.
- Overseeing pupil's records.
- Liaising with parents.
- Contributing to INSETs.
- Liaising with external agencies, LA Support Services and voluntary bodies.

The Role of The Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils.
- Ensuring that a 'responsible person' is identified to inform other staff about all areas of SEND and all those involved with teaching and supporting EHC plans pupils.
- Ensuring that SEND pupils are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy.
- Reporting annually to parents on the schools SEND policy including the allocation of resources from the schools delegated budget.

The Role of The Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

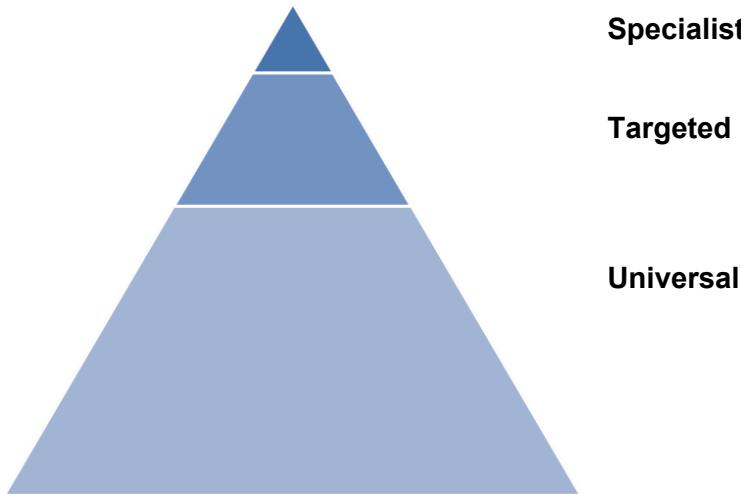
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils.
- Collaborating with the SENDCO to decide the action required to assist the pupil to progress.
- Working with the SENDCO to collect all available information on the pupil.
- Working with SEND pupils daily to support the achievement of their targets through adaptive teaching and learning.
- Developing effective relationships with parents.

The Role of Teaching & Learning Assistants (TLAs)

- Support staff who work with SEND pupils, should be aware of their needs, the intended outcomes and any teaching strategies or approaches that are required.
- Support staff are deployed to support and deliver intervention which is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness.
- Support staff are required to be aware of all policies and procedures relating to the education of pupils with SEND.
- Support staff ensure that they take direction from the class teacher to ensure they work in effective partnership with the pupil's class teacher and facilitate good lines of dialogue to record and communicate pupil progress and impact of any additional support/ interventions they are providing to SEND pupils. Where the class teacher directs, they may consult with the school SENDCO for additional support.

Graduated Response - Universal, Targeted and Specialist

We aim to provide a universal, targeted and specialist service. These are terms applied to provision available for children with special educational needs and disabilities (SEND).



Universal

These are provisions which all pupils can expect to access through high quality teaching, without needing any extra SEND resources. Universal provision makes reasonable adjustments to accommodate pupils with SEND.

Targeted

The provision of extra support/ intervention is provided for some pupils who are identified, through assessment, to have an additional need over and above what is available to them through the universal offer of high-quality teaching. This provision will be short-term, targeted and outcome focused to ensure accelerated progress is achieved by the pupil.

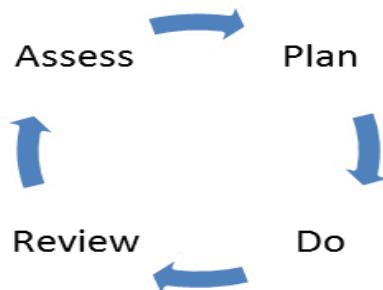
Specialist

Specialist provision, in addition to high quality universal teaching, is available to those pupils who may require intensive and ongoing support following an individual assessment and potentially, a referral to external agencies and specialists. Typically, specialist provision will be long term and for children with complex needs. If appropriate these children will be supported through on-going and frequently reviewed multi-agency professional assessment and intervention, which may lead to the child requiring an Educational Health Care Plan.

Assess, Plan, Do, Review cycle

We have internal processes for monitoring quality of provision and assessment of need. Our whole school approach involves high quality first teaching and additional interventions, which are identified through dialogue across the school contributing to our provision management. This approach helps us to regularly review and record what we offer **EVERY** child in our care, alongside what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with **ALL** our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess:

The school uses teacher's assessments and experiences of the pupil, their previous progress and attainment to make assessments of pupils. This is compared to the pupil's previous progress, attainment, and behaviour, making comparisons with their peers and national data.

Plan:

Where appropriate, outcomes are developed in collaboration with the SENDCO, parents, young person, and other relevant professionals. Having consulted with children, young people, and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

Do:

The class teacher and SENDCO Leader agree in consultation with the parent and pupil the adjustments, interventions, and support to be put in place and all involved parties will actively participate in the delivery of any additional provision required.

Review:

In line with school policy all teachers are involved in termly Pupil Progress Meetings. Where concerns are raised, the SENDCO will consider, with parental permission the need to bring in the support of outside professional agencies e.g. Speech and Language Therapy (SALT). Parents and children are given opportunity to attend regular consultation meetings and the school offers an open-door policy to meet with a child's class teacher as and when the need arises. Additionally, SEND pupils will receive review meetings appropriate to their specified need, for example pupils with Educational Health Care Plans, have a statutory annual review cycle.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. It is ensured that the SEND Code of Practice (2014) is followed.

Identification and Provision

Special Educational Needs and Disabilities

The Code of Practice does not assume that there are hard and fast categories of special educational need but recognises those children's needs and requirements fall into 4 broad areas.

- Communication and Interaction
- Cognition and Learning
- Emotional, Social and Mental Health
- Sensory and/or Physical

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Pupil progress in relation to objectives in the English and Mathematics policies.
- Standardise screening or assessment tools.
- Evidence/observations from parents.
- Pupils' performance in Early Years against the ages and stages guidelines and the Early Years Foundation Stage Profile.

Reference to assessment tools used would be appropriate here, such as:

- Screening/diagnostic tests
- Reading and spelling tests
- Information from outside agencies e.g. Educational Psychologist
- Reports or observations
- Records from previous schools, etc
- Information from parents

SEND Provision

On entry to Reception all children are assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to monitor and improve continuity in learning. The records provided help the school design appropriate differentiated learning programmes. For pupils with identified SEND the SENDCO/class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties

- Ensure ongoing observations/assessments provide regular feedback on achievements/experiences for planning next steps in learning
- Involve parents in a joint home school learning approach

The Range of Provision

The main methods of provision made by the school are:

- Full time education in classes, with additional help and support by class teacher/subject teachers through an adapted curriculum.
- In class support.
- Support from specialists within class or as part of a withdrawal programme e.g. Speech and Language.
- Targeted interventions to close gaps in English and maths.

Nature of Intervention

The SENDCO, in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Provision of alternative learning materials/special equipment.
- Deployment of extra staff to work with the pupil.
- Group support.
- Provision of additional adult time in delivering interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to support services for advice on strategies, equipment, or staff training.

SEND refers to a Special Educational Need or Disability. 'A pupil has SEND where 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.' At compulsory school age this means the child has a significantly greater difficulty in learning than the majority of others the same age, or, 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. (Taken from 2014 SEN Code of Practice).

SEND intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a prolonged period.
- Continues to work at levels considerably lower than expected for a child of similar age.
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advise from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus preventing barriers to learning.

External support services will require access to pupil's records to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required.

Ashford Church of England Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Ashford Church of England Primary School, we have adopted a whole school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the curriculum and are integrated into all aspects of the school.

There may be occasions where alternative arrangements are required on a temporary basis to ensure the learning and well-being of pupils is maintained. In such cases, for example with classroom seating arrangements, these will be discussed with parents and children at the outset and plans will be in place to ensure continued participation in the curriculum.

Statutory Assessment and Education Health Care Plans

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND, the child remains significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEND
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- English and Mathematics attainment
- Other relevant assessments from specialists such as support teachers
- The views of parents
- Where possible, the views of the child
- Children Services reports
- Any other involvement by professionals

An Education Health Care Plan will normally be provided where, after a Statutory Assessment, the Local Authority (LA) considers the child requires provision beyond what the school can offer.

However, the school recognises that a request for a Statutory Assessment **does not inevitably** lead to an Education Health Care Plan.

An Education Health Care Plan will include details of outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the plan
- Shorter term targets
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of the Education Health Care Plans

Education Health Care Plans must be reviewed annually. The SENDCO will organise these reviews and invite:

- The child's parents
- The child if appropriate
- The relevant teacher
- The SENDCO
- A representative of the LA (transition reviews in Y1 and Y5 only)
- Any other person the LA considers appropriate
- Any other person the Headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to their targets.
- Review the provision made for the pupil in the context of the curriculum and levels of attainment in basic literacy/numeracy skills.
- Consider the appropriateness of the existing Education Health Care Plan in relation to the pupil's performance during the year, and whether to cease, continue or amend it.
- Set new targets for the coming year.

Year 5 reviews will indicate the provision required in secondary school. At Year 6 review, the SENDCO of the secondary school will be invited to attend. The educational psychologist recommends that transfer arrangements be discussed at the end of Year 5, the beginning of Year 6. This would enable the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with secondary colleagues.

With due regard for the time limits set out in the Code, the SENDCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an Education Health Care Plan.

Partnership Within and Beyond the School

Staff Development and Appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENDCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. TLA requirements in supporting pupils' needs will be considered frequently. ECTs and staff new to the school will be given training on the school's SEND policy as part of their induction. The school's INSET needs will be included in the Schools Improvement Plan.

Links with Other Agencies, Organisations and Support Services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Unit
- Occupational therapy
- Physiotherapist

In addition, important links are in place with the following organisations:

- The Local Authority
- Specialist Services
- Social Services
- Children's Centre
- PTA
- Other groups or organisations

Partnership with Parents

Ashford Church of England Primary School passionately believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that gives them a key role in the partnership. The SEND code of Practice outlines that LAs should work in partnership with local and parent organisations, as well as the parent partnership service to ensure that parents receive comprehensive, neutral, factual, and appropriate advice.'

The Voice of the Child

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter.

Arrangements for Policy Monitoring and Evaluation

The success of the school's SEND policy is evaluated through the Assess, Plan, Do, Review cycle, school self-evaluation and reporting activities, such as:

- monitoring of classroom practice by the SENDCO and subject leaders
- implementation and success of the SEND policy
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils registered with SEND
- analysis of exclusions data
- termly monitoring of procedures and practice by the SEND governor
- the school's website, which contains the required information about the implementation and success of the SEND policy
- the school's annual review of provision for children with SEND
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from pupils, parents, and staff, both formal and informal, following meetings to produce individual education plans (SEND children), evaluate impact and celebrate success.

Further Information

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

The SEN Information Report (available on the school's website)

Surrey Local Offer

<https://www.surreylocaloffer.org.uk>