

Ashford CE Primary School



Special Educational Needs and Disability Policy 2026

Updated Policy: Autumn 2026

Approved by FGB: 22 September 2026

Next Review (within 1 year of last review): Summer 2027

Signed: ____ L Bowman ____

Chair of Governors

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 provide the best start to life for all pupils in its care.

The staff and Governors will achieve this through:

- Identify SEND accurately and as early as possible
- Ensure barriers to learning are recognised and addressed
- Promote inclusive practice through high-quality adaptive teaching
- Enable all pupils to access a broad, balanced and ambitious curriculum
- Develop independence, confidence and resilience
- Work collaboratively with external agencies where appropriate
- Support preparation for the next stage of education and adulthood
- Promote positive mental health and wellbeing
- Ensure safeguarding remains central to all decisions regarding SEND provision

This policy sets out the aims, principles and procedures for Special Educational Needs and Disabilities (SEND) provision at **Ashford Church of England Primary School**.

At Ashford Church of England Primary School, we believe that every child is entitled to a broad, balanced and inclusive education that enables them to achieve their full potential. We are committed to identifying and removing barriers to learning and participation, ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access a high-quality education and fully participate in school life.

The Governing Body, Headteacher and staff are committed to ensuring that appropriate provision is made for all pupils with SEND in accordance with current legislation and guidance. Through high-quality teaching, effective assessment, and targeted support, we aim to provide an inclusive learning environment in which all children can thrive academically, socially, emotionally and spiritually.

Ashford Church of England Primary School is committed to promoting equality of opportunity and fostering an inclusive culture where diversity is valued and celebrated. SEND provision is delivered in line with the school's Equality Policy and reflects our commitment to ensuring that all pupils can

succeed regardless of disability, gender, ethnicity, religion or belief, language, socio-economic background, or family circumstances.

Key principles underpinning our inclusive practice include:

- Equality of opportunity is embedded across the curriculum and promoted through all aspects of school life.
- The language and learning needs of pupils who speak English as an additional language are recognised and supported across all curriculum areas.
- Assessment is used effectively to identify needs, celebrate strengths and promote positive attitudes towards diversity, equality and inclusion.
- Pupils are provided with opportunities to work independently, in pairs and in a variety of group settings, ensuring that learning experiences are accessible and inclusive for all.

As a Church of England school our Christian vision and values are central to all aspects of school life. The SEND Policy should be read alongside related school policies, including the Behaviour Policy, Accessibility Plan, Equality Policy, Safeguarding and Child Protection Policy, and Supporting Pupils with Medical Conditions Policy.

Aims and Principles of Special Education Needs

SEND is an acronym for **Special Educational Needs and Disabilities**.

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than most others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream schools.

At Ashford Church of England Primary School, we recognise that many children may experience difficulties in learning at some point during their school career. We are committed to identifying and responding to individual needs promptly and effectively, ensuring that every child is supported to achieve their full potential.

This policy should be read in conjunction with the school's:

- Accessibility Plan
- Equality Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy

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 / SENCO: 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:

- Keeping Children Safe in Education 2026 (effective 1 September 2026)
- Working Together to Safeguard Children 2023
- Equality Act 2010
- Children and Families Act 2014

- Schools SEN Information Report Regulations 2014
- Surrey Local offer

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 SENCO

The SENCO 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, via the SEND Information Report, on the schools SEND policy.

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 SENCO to decide the action required to assist the pupil to progress.
- Working with the SENCO 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 SENCO 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.

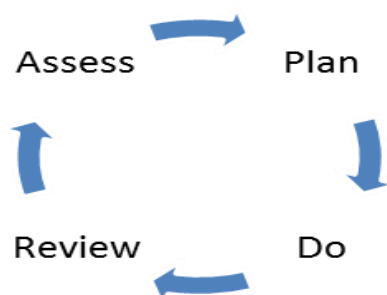
Specialist

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 Education, Health and 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 SENCO, 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 SENCO 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 SENCO 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 Education, Health and Care Plans, have a statutory annual review cycle.

Supporting Pupils at School with Medical Conditions

The school will support pupils with medical conditions to access education safely and where necessary:

- Individual care plans will be developed
- Appropriate training will be provided for staff
- Reasonable adjustments will be implemented
- Educational visits will remain accessible wherever possible

Medical conditions and SEND may overlap but should not automatically be treated as the same need.

SEND and Safeguarding

The school recognises that children with SEND can be at greater risk of abuse, neglect, exploitation and bullying. Staff will remain vigilant to indicators of harm and ensure that safeguarding practice reflects the individual needs of pupils with SEND. The Designated Safeguarding Lead and SENCO will work closely together to identify and support vulnerable pupils.

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
- Social, Emotional and Mental Health (SEMH)
- 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, and on joining for In Year Admissions, 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 SENCO, 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/advice 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 and 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's Services reports
- Any other involvement by professionals

An Education, and 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 and Care Plan.

An Education, Health and 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 and Care Plans

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

- The child's parents
- The child if appropriate
- The relevant teacher
- The SENCO
- A representative of the Local Authority may attend where appropriate
- Any other person the Local Authority 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 and 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 and 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 SENCO'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>