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Toftwood Infant and Junior School Federation
Executive Headteacher – Mrs Joanna Pedlow

Policy for the Inclusion of and Provision for Children with Special Educational Needs and Disabilities (SEND)

September 2025

Introduction

We welcome all children to our schools. The staff at Toftwood Infant School and Toftwood Junior School are committed to providing a welcoming, caring and stimulating environment to support the needs and develop the learning of all children and families in the community to ensure the inclusion of all pupils socially, physically, academically and emotionally.

Every child and family in our community is valued and diversity is celebrated. Our schools are staffed by qualified and highly professional teachers and teaching assistants who believe that all children deserve opportunities to thrive and succeed. The schools provide a broad and balanced curriculum within a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive, and teaching is tailored towards individual learning and providing appropriate challenge and support for all children. We encourage everyone to reach their full potential and experience success in a range of ways. Our staff provide a positive ethos, which enables the children at Toftwood Infant and Toftwood Junior Schools to work towards the development of 'life skills' and instill life-long learning aspirations for all.

Aims and Objectives of this Policy

To ensure that families of children with SEND feel welcome and reassured that the schools are committed to supporting them and their child in their journey through school, and that each school helps to set firm foundations for the future.

- To effectively share relevant information and support with parents and carers
- To ensure the early identification and appropriate support for all pupils with SEND

• To meet individual needs through a wide range of provision

• To share a common vision and understanding with all stakeholders

• To ensure that all provision is appropriate to a child's individual needs and is monitored and evaluated to ensure it is effective and improves outcomes for that child

• To ensure that all children have appropriate physical access to the school building and all areas within the school

• To encourage positive attitudes towards children's difficulties and a whole school approach to support

• To work as a team to support children with SEND. This includes working with the children, parents and wider professionals

• To share expertise amongst staff and to take advice from others to ensure we support the needs of every child

• To ensure children are aware of their own targets and strengths, and to listen to their views in order to shape their support

Definition of Special Educational Needs and Disabilities

The Special Educational Needs and Disability (SEND) Code of Practice: for 0-25 years states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

• have a significantly greater difficulty in learning than the majority of others of the same age; or

• have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Therefore, SEN provision in school includes any educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in schools maintained by the LEA, other than special schools, in the area.

The definition of a disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' (taken from the SEN Code of Practice).

SEN is purely an educational term and does not necessarily include all pupils who have a disability.

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.

Admission Arrangements for children with SEND

No pupil will be refused admission to school on the basis of his or her special educational need, unless we are unable to provide the provision outlined in section F and deliver this on behalf of the local authority. In line with the SEN Code of Practice and Disability Act we will not discriminate against children with disabilities, and we will take all reasonable steps to provide effective educational provision for children within school.

Identification

Identification of SEN can happen through many means, for example:

- Through observations and ongoing assessments of the child.
- Through discussions with the child, parents, class teacher and Inclusion Lead.
- Through advice, guidance and assessment from outside professionals.
- Through tracking, in line with school assessment procedures and policies.
- SEND Records in School

Information concerning special needs is recorded by the Inclusion Lead and school administrative team at each school.

A list of children with identified SEN or a disability is kept on a register on the information management system at each school.

The Inclusion Lead and administrative teams also record and maintain records regarding review information, events and documents, individual target information, significant test results, adults involved with and observations and reports by professionals, as well as appropriate needs analysis information.

Discussion takes place with parents when a special educational need is identified and is ongoing whilst support is in place. Review meetings take place regularly and individual targets are updated at least twice a year with parents.

Transition Arrangements for Children with SEN

A transfer meeting or discussion takes place before children with statements or Education Health and Care Plans join our schools or move on to a new school. This meeting involves parents and staff working with the children where possible. All documentation relating to support and provision will be passed on to enable successful transitions.

When leaving our schools to move to the next stage of their education, professionals from both schools meet and discuss all children on the SEND register and those with individual targets. This meeting takes place before transfer to ensure effective transition planning is in place.

Areas of Need under the SEND Code of Practice

There are four broad areas of need outlined in the Code of Practice:

1. Communication and interaction (C&I)

2. Cognition and learning (C&L)

3. Social, emotional and mental health difficulties (SEMH)

4. Sensory and/or physical (S/P)

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, and other factors which may impact on a child's progress such as:

• Disability

• Attendance and punctuality

• Health and welfare

• English as an additional language (EAL)

• Being in receipt of the Pupil Premium (PP) • Being a Looked After Child (LAC) • Being a child of a service person.

Management of SEND within the school

The governing board has delegated the responsibility for the day-to-day implementation of the policy to the Inclusion Lead, who has Qualified Teacher Status, been awarded the National SENCO Award and is part of the Senior Leadership Team. The Inclusion Lead works under the instruction of the Executive Headteacher. The management of SEND is supported by the administration staff at each school.

The Code of Practice and a Graduated Response

The schools adopt the levels of intervention described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting children's needs. If either school decides, after consultation with parents, that a child requires additional support to make progress, the Inclusion Lead, in collaboration with teachers, will support the assessment of the child and have an input in planning future support. The Inclusion Lead will also add the child to the SEND records and SEN Register within school.

The class teachers will remain responsible for planning and delivering individualised programmes, as required, to meet the needs of children in school. This will include planning appropriate intervention for children with SEN. Parents will be closely informed of additional support or provision and a Support Plan shared with parents/carers and reviewed termly. External support services may also advise on targets and provide specialist input to the support process. Additional support will usually be triggered when, despite receiving adapted teaching and a sustained level of support, a child:

• Still makes little or no progress in specific areas over a long period

• Continues to work significantly below age related expectations

• Continues to experience difficulty in developing age-appropriate skills

Parental consent is sought before any external agencies are involved. The resulting action plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

Teaching Staff and SEND Provision

All teaching staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with adaptation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions as well as being part of the Teachers' Standards for all qualified teachers. The governing body for the federation has a Code of Conduct, which promotes professional working at all times. This Code of Conduct is in place at each school.

All teachers are teachers of children with SEND and are responsible for all children making progress to the best of their ability. Teachers will use the graduated approach to teaching children with SEN, and will follow the 'Assess, plan, do, review' way of working to ensure provision is effective and meets the needs of children.

Teaching Assistants and SEND Provision

Teaching Assistants play a major role in supporting pupils with SEND. The rationale for the deployment of TAs is pupil centered. Some TAs may work more specifically with children with SEND. All Teaching Assistants undertake regular training and have weekly discussions with the Class teacher. They are also invited to attend staff meetings, contribute to SEN Reviews and have meetings with the Headteacher. The Headteacher will seek to provide appropriate guidance or training for Teachers or Teaching Assistants when required and will arrange for Teaching Assistants to have regular contact with other agencies, such as the Speech Therapists, as appropriate.

The Role of the Inclusion Lead

The schools have an Inclusion Lead, who is also a member of the Senior Leadership Team. The Inclusion Lead is Kirsty Morgans and she is responsible for implementing this policy in order to ensure high quality outcomes for all children with SEND. The Inclusion Lead has achieved the National Award for SEN, which was awarded by the University of Cambridge in 2016.

In order for the governors to fulfill their responsibilities, the Headteacher, through the Inclusion Lead will report to them as part of the Headteacher's report. The information reported will include information to enable governors to have a clear picture of planning, provision, progress and outcomes for children with SEND, such as:

- The number of children who have an Education, Health and Care Plan (EHCP)
- The number of children with medical needs
- Changes in numbers of children in different SEND categories and a profile of SEND within school
- The number of children added to/removed from the SEND register
- Number of funding applications made and outcomes of for SEND cluster funding.
- The number of children who have accessed support through outside agencies, for example, SRB's, Educational Psychologists, Mental Health in Schools Team, Schools and Community Team and any other agencies accessed.

The schools also have a SEND Link Governor, who has termly meetings with the Inclusion Lead. All governors are welcome to discuss SEND procedures with the Inclusion Lead.

The Governors and SEND Provision

The Governors will appoint a Link Governor for SEND who will ensure they are up to date with current practice and procedures and able to share information to the GB as well as support and challenge to the Inclusion Lead.

Parents or guardians of Children with SEND:

All parents have twice-yearly parent consultations, regular review meetings, two written report cards and one end of year written report to ensure they are informed about the progress and attainment of their child.

There is a range of information available to parents on the school website about SEND provision in school, as well as links to the Local Offer and other useful information.

Class teachers will meet parents more regularly if required in line with the child's individual needs.

Parents are welcome to approach the Class teacher, Inclusion Lead or Headteacher with any questions or concerns about SEND at any time.

Partnerships with Parents and Carers

The schools aim to work in partnership with parents and carers. We work in partnership with parents in many ways including:

• Keeping parents and carers informed

• Offering support relating to their child's needs and provision

• Working effectively with all other agencies supporting children and their parents

• Giving parents and carers opportunities to play an active and valued role in their child's education and care

• Making parents and carers feel welcome

• Ensuring all parents and carers have appropriate communication aids and access arrangements

• Providing all information in an accessible way

• Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing

• Focusing on the child's strengths as well as areas of additional need

• Allowing parents and carers opportunities to discuss ways in which they and the school can help their child

• Agreeing targets for the child and making sure parents know how they can support these targets at home

• Making parents and carers aware of the Parent Partnership services.

Involvement of Pupils

We believe that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavor to fully involve all pupils by encouraging them to:

• Talk about their learning, what they find difficult and what they are good at, and how we can help them

• Share in individual target setting and reviewing in an age-appropriate way relevant to their own understanding

• Contribute to Support Plan reviews and setting of individual targets

• Contribute to annual reviews

• Celebrate their successes

Support Services:

The schools access a range of support services as appropriate, depending on the needs of the child.

Requests for an EHCP (Education Health and Care Plan)

Before any requests are made the Inclusion Lead will look at all available information concerning the child and discuss this with the parents, Headteacher and the Cluster SENCo, if appropriate. The Inclusion Lead will then ensure any additional assessments, such as an Educational Psychology assessment are requested and undertaken as required to support the request.

Once all available evidence has been reviewed and discussed, if it is appropriate to do so, an application for an Education, Health and Care Plan (EHCP) will be made.

Training

We welcome children regardless of their needs or abilities. We have a team of dedicated and skilled professionals with a wealth of knowledge and experience of working with children with SEND in our schools. We do, however recognise that children's needs are wide-ranging and varied, and as such we may identify a need for more specialised training or provision. As a school we are committed to ensuring staff receive required training, as appropriate and available, in order to meet the needs of our children.

Other Relevant Policies, Documents and Procedures

Supporting Pupils with Medical Conditions Policy

Intimate Care Policy

Behaviour and Prevention of Bullying Policy

All safeguarding policies and procedures in school are also integral to our provision for children with SEND

The school produces an SEN(D) Report which is also reviewed annually.

Review

This policy was reviewed in July 2025 and will be reviewed annually.

Chair of Governors..... Headteacher.....

Agreed on: