

# Special Educational Needs and Disabilities (SEND) Policy



Cam Everlands Primary School

“We believe, achieve and celebrate”

<b>Approved by:</b>	Governing Body	<b>Date:</b> November 2025
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# 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

Make sure our school fully implements national legislation and guidance regarding pupils with SEND

- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

Make sure the SEND policy is understood and implemented consistently by all staff

# 2. Vision and values

At Cam Everlands we believe that all children, whatever their ability, should have the best possible access to a broad and balanced education.

Many children during their school life will encounter some difficulty in learning and we hope to address those needs through effective teaching, planning, close monitoring and assessment.

Every teacher is a teacher of every child, or young person, including those with SEND. We believe parents have an important role and they should be involved as much as is possible in their child's education and inclusion.

# 3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND

The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 5. Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENCO

The Lead SENCO at our school is Dominic Knill ([head@cameverlands.org.uk](mailto:head@cameverlands.org.uk)) and the Named SENCO is Sally Latuszka ([slatuszka@cameverlands.org.uk](mailto:slatuszka@cameverlands.org.uk))

She:

- Oversees the day-to-day operation of the school's SEND policy and working closely with SEND support.
- Advises and reports to the Senior Leadership Team (SLT) and Governing body.
- Supports and advises class teachers and teaching Assistants (TA).
- Organises the professional development of teachers and teaching assistants where appropriate.
- Liaises with parents of children identified with SEND.
- Complies and maintains the SEND Register and all records of all children with SEND.
- Ensures My Plans & My Plan+ are written and reviewed by class teachers, parents and children where appropriate.
- Ensures school contact with parents at all stages of support at least twice a year.
- Liaises with outside support agencies and support services.
- Ensures that the necessary stock and equipment (including that required for additional intervention and inclusion programs) are available through the allocated SEND budget.
- Organises the transfer of SEND records for children when they leave or are new to Cam Everlands.
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Is a key point of contact with external agencies, the local authority and its support services.
- Makes regular visits to classrooms to monitor the progress of children on the SEND Register.
- Works with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Maintains Educational Health Care Plans (EHCPs) and ensure all staff are informed accordingly of the needs of pupils. Plans and organises EHCP annual and Interim reviews.

Complies with the role of Designated Teacher for Children in Care (CIC).

### 6.2 The Governing body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### **6.3 The SEND link governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **6.4 The headteacher**

The headteacher will:

Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

- Delegates responsibility to the operational SEND activities to the Named SENCO
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Ensuring that school behaviour policy is implemented taking a child's needs into account.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring that school behaviour policy is implemented taking a child's needs into account.
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil.

## 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are

- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

## **7. SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **8. Our approach to SEND support**

### **8.1 Identifying pupils with SEND and assessing their needs**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing according to age related expectations (ARE).

Under these circumstances, teachers may need to consult the SENCO to consider how a child could be further supported. This review might lead to the conclusion that the pupil requires support over and above that which is normally available within the particular class or subject.

In order to help children with special educational needs, Cam Everlands will adopt a graduated response. This may see us using specialist expertise, if as a school, we feel that our interventions are still not having an impact on the individual.

Pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and quality first personalised teaching. They may be considered for identification if:

- They make little or no progress, even when teaching approaches are targeted, particularly in a child's identified area of weakness.
- They show signs of difficulty in developing literacy or mathematics skills which result in poor attainment.
- They present persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- They have sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment.
- They have communication and/or interaction difficulties, and continues to make little or no progress.
- They have a medical condition that may impact on learning progression.
- Class teachers identify problems using classroom observation and informal assessment.
- Parents voice concern highlighting a particular need.
- Outside agencies bring a child's difficulties to the school's notice.
- Appropriate standardised tests indicate where there are areas of SEND.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## **8.2 Consulting and involving pupils and parents**

The school will put the pupil and their parents at the heart of all decisions made about special educational provision. At Cam Everlands we strive to ensure that parents/carers understand procedures and are aware of how to access advice.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Parents and carers always feel able to come and discuss any concerns about their child's progress with the SENCO
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- All parties know and understand their responsibilities

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

We will also ensure that:

- Teachers will discuss with parents any concerns they have, whenever the need arises and at consultation evenings and additional My Plan meetings.
- Parents are involved in discussions with outside agencies where appropriate.
- Parents are involved with the implementation of the My Plans by supporting the work at home.

Parents of any pupil identified with SEND can contact the Parent Partnership Service or SENDIASS for independent support and advice.

### **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, and will be made accessible to staff in their My Plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

#### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes

- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## 8.4 Levels of support

### School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. This support will be recorded on a My Plan.

A My Plan identifies a small range of short-term targets that are Specific, Measurable, Achievable, Relevant and Timed (SMART). These are written and shared with parents (and children, where appropriate).

Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

At times a child will need a group of professionals to work together to achieve these targets, this is when a My Plan+ is written. The My Plan+ is written after a My Assessment and sets out more about what is going on in a child's life, including information health, education and care.

Both plans will also detail interventions that are additional to those provided as part of the school's adapted or differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the Class Teacher and reviewed formally with the SENCO, parents and child (where appropriate).

The provision for these pupils is funded through the school's notional SEND budget. SENCO, parents and the child.

On the census these pupils will be marked with the code K.

### Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## 8.5 Evaluating the effectiveness of SEN provision

Cam Everlands, including the Governing Body, is committed to regular and systematic evaluation. We continuously ensure provision has a positive impact on the outcomes for all of our children.

We do this in a variety of ways, including:

- Analysis of the attainment and achievement of different pupils
- Tracking pupils' progress, including by using provision maps
- Robust evaluation of policy and practice
- Pupil Progress Meetings
- My Plan reviews
- Holding annual reviews for pupils with EHC plans

- Governor reporting and visits
- Outcomes met in respect to My Plans.
- Monitoring by the SENCO
- Scrutiny of teaching and pupils' work in books.
- Finding out the views of pupils and parents.
- Regular meetings between lead and named SENCo, Class Teachers and Teaching Assistants.

## **9. Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **10. Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## **11. Admission and accessibility arrangements**

### **11.1 Admission arrangements**

Should a child with SEN or a disability join Cam Everlands, we will begin making arrangements as soon as possible. Through consultation with parents/carers and previous settings (where appropriate), we will gather as much information as possible about the child's needs and any adaptations which we might need to make.

We use Gloucestershire County Council as our Admission body. Details of our admissions can be found in our Admission Policy.

### **11.2 Accessibility arrangements**

At Cam Everlands all children are entitled to a broad, balanced and relevant curriculum.

We recognise the importance of inclusion for all children in mainstream primary education. All children with SEND are taught with their peers in mainstream classes by Class Teachers and study the National Curriculum appropriate for their ability.

All teaching and support staff provide suitable learning challenges to meet children's diverse needs. This may include individualised timetable and/or adaptations to the curriculum.

There will be times when it is appropriate to support the learning of a child with SEND on a one to one or small group basis beyond the classroom of their peer group.

In addition to the statutory curriculum, the school provides a wide range of additional activities both in and out of school. Children with SEND are actively encouraged and supported to join in and benefit from these activities.

SEND Resources are allocated through different funding elements available to the school such as the school-based budget, funds allocated to children with EHC Plans and pupil premium.

Specialised provision and access includes:

- Accessibility toilet
- Accessible ramps to infant entrance and group teaching rooms
- High visibility lines to ensure safety of visually impaired children
- Specialist staff training as and when required.

Please refer to the school's Accessibility Plan within our Accessibility Policy.

Parents requiring guidance on how to support their child further at home, including support with external agencies, should contact the school SENCO.

## **12. Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

## **13. Monitoring and evaluation arrangements**

### **13.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND

- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

### **13.2 Monitoring the policy**

This policy will be reviewed by the SENCO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## **14. Links with other policies and documents**

This policy links to the following documents:

- SEN information report
- The Local Offer
- Accessibility plan
- Admission Policy
- Behaviour policy
- Anti-Bullying policy
- Equality Information and Objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding and Child Protection policy
- Complaints policy