

**Caslon Primary Community School,
Beecher Bear Daycare and Nursery,
Beech Tree SEMH Base and Tree Acre
(Early Years Inclusion Hub)**

SEND Policy

2025



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1. Aims

Our SEN policy aims to:

- The process of identifying pupils who may have Special Educational Needs and Disabilities (SEND).
- Set out how our school will support and make provision for pupils with Special Educational Needs (SEN)
- How progress of pupils with SEND is assessed and reviewed.
- How provision and adaptations will enable all pupils with SEND to access the full curriculum.
- How the school is inclusive of all pupils including those with SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

2. Vision and values

Pupils with SEND enrich our school community. We believe that every pupil with SEND should have the same opportunities as pupils without SEND. Our intention is that every pupil with SEND should meet their potential academically, socially and personally. Our pupils are entitled to the highest quality of education to enable them to become active, socially responsible citizens of the future. We aim to provide a broad and balanced curriculum with a wide range of opportunities and experiences that will enrich our children's lives and develop their knowledge and understanding of the world.

We are committed to the inclusion of all pupils and identify and respond to pupils' diverse and individual needs. We recognise the importance of identifying and overcoming barriers to learning and set suitable learning challenges for every pupil.

3. Legislation and guidance

This policy 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report

- [Working Together to Safeguard Children](#) which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.
- [Equality Act 2010 - Part 6](#) which is advice for schools to understand how the Equality Act affects them and how to fulfill their duties under the Act.
- [Reasonable Adjustments for Disabled Pupils \(2012\)](#) which gives technical guidance from the Equality and Human Rights Commission.
- [Supporting pupils at school with medical conditions \(2014\)](#) with statutory guidance from the Department for Education (DfE)

4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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 provision that is additional to, or different from, that made ordinarily available for other children or young people of the same age by mainstream schools.

A specialist provision is that which provides education that differs from that which is normally available to children of the same age, such as that provided by Beech Tree SEMH Unit and Tree Acre Early Years Inclusion Hub.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Miss Garrett.

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEND governor

The SEN governor is Mrs Kassem. She will:

- Act as a 'critical friend' and a champion for pupils with SEND and their parents/carers
- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- 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 how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Identification of SEND

A pupil has SEN 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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Code of Practice 6.15)

Children or young people will have needs and requirements which fall into at least one of the four areas, frequently more than one. The areas of need are:

- Communication and interaction- e.g. speech and language difficulties, autistic spectrum disorder
- Cognition and learning- e.g. dyslexia, developmental co-ordination disorder, dyscalculia, global developmental delay, or general learning difficulties
- Social, emotional and mental health- e.g. children/young people who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs. This may also be a result of trauma.

- Sensory and/or physical impairment- e.g. visual impairment, hearing impairment or physical difficulties – such as Cerebral Palsy (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties. Children and young people with some health or disability conditions do not necessarily have SEND but there is a significant overlap between children with disabilities and young people and those with SEN. Where a child with disabilities or young person requires special educational provision, they will also be covered by the SEND definition (Code of Practice Xviii)

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24)

Identification of pupils with SEND is done through collaboration of parents/carers, staff, pupil (where age and need appropriate) and SENDCO. Where concerns are initially raised by a parent or staff member about a pupil, these are discussed with all those involved with the child and an initial period of monitoring put in place. Where considered appropriate, an individual may have a Learning Plan put in place which identifies key targets and provision to support their progress. This may be done prior to a child being identified as having SEND as well as for those already identified as having a SEN.

A pupil may have adaptations and aids put in place to support them and their progress, as a result these will be monitored by those who work most closely with them. Where concerns continue or begin to escalate over the subsequent 2-3 terms, the SENDCO may initially seek advice from external agencies prior to making a referral, depending on the specific agency's policies and referral process as these differ between services.

When a referral for assessment is an appropriate next step, the SENDCO will then liaise with parents/carers to discuss the process, gather background information and consent. The SENDCO will then liaise with external professionals to organize appointments within school and communicate with parents/carers when these will take place, share reports and provide feedback and copies of reports following assessments and monitoring visits.

Some pupils may be identified as having a significant SEND which may require additional support through an Education Health Care Plan (EHCP). Providing the needs of the pupil meet the required assessment criteria, parents/carers may apply for an EHCP through the Local Authority or the school SENDCO will work with family and the child, colleagues and other professionals to produce and submit an application for an Education Health Care Needs Assessment. It is then the responsibility of the Local Authority SEN Team to identify whether they feel assessment is warranted and to then carry out their own assessments which may lead to the provision of an EHCP. How the needs of an EHCP are met within school are at the discretion of the SENDCO and Headteacher to manage in accordance with the needs of the child and available resources.

6. Early Years

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and

- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education. (Code of Practice 5.1)

We believe that early identification and intervention is key to the future success of pupils with SEND therefore pupils in Beecher Bear Daycare and Nursery and Reception class have an individual Learning Plan put into place through liaison of staff and parents/carers where emerging difficulties are identified. Pupils in Tree Acre Early Years Inclusion Hub will also be monitored with regards to an EHCP and these will be applied for in a timely manner so the appropriate setting for Reception year can be applied for.

See the SEND Information Report for further details of provision and processes.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour policy
- Anti-Bullying Policy
- Equal Opportunity Policy
- Supporting pupils with medical conditions
- Attendance Policy
- Relationships and Sex Education Policy
- Data Retention policy