

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

SEND Policy

2026



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1. Aims

Our SEND policy aims to ensure that:

- Pupils with SEND are identified as early as possible
- Pupils with SEND are supported to make good progress and achieve their full potential
- All pupils are provided with high quality teaching, inclusive practice and appropriate adaptations
- Pupils with SEND can access a broad and balanced curriculum alongside their peers
- Parents and carers are fully involved partners in decision making
- The school meets its statutory duties and follows current national guidance

2. Vision and values

Pupils with SEND are a valued and important part of our school community. We believe that every child, regardless of their needs or abilities, has the right to feel safe, included and respected, and to achieve success in learning and in life.

We are committed to:

- Inclusive education where pupils with SEND learn alongside their peers wherever possible
- Removing barriers to learning through effective teaching, timely support and reasonable adjustments
- Supporting pupils to develop academic skills, independence, confidence, emotional wellbeing and positive relationships
- Working in partnership with parents, carers, pupils and other professionals

We aim to provide a learning environment where differences are recognised, celebrated and supported.

3. Legislation and Statutory Guidance

This policy complies with current statutory duties and guidance, including:

- Children and Families Act 2014 (Part 3)
- Special Educational Needs and Disability Code of Practice: 0–25 years
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010 (including the duty to make reasonable adjustments)
- Supporting Pupils with Medical Conditions at School (DfE statutory guidance)
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Early Years Foundation Stage (EYFS) Statutory Framework

4. Definitions

A pupil is considered to have SEND if they have a learning difficulty or disability which requires special educational provision to be made for them.

A child or young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability that prevents or hinders them from making use of facilities generally provided for others of the same age

Special educational provision is provision that is additional to, or different from, that which is ordinarily available.

Specialist provision includes education delivered within Beech Tree SEMH Base and Tree Acre Early Years Inclusion Hub, which provides enhanced or specialist support beyond mainstream expectations.

5. Roles and responsibilities

5.1 The SENDCO

The SENDCo is Miss Garrett.

The SENDCo will:

- Lead and coordinate SEND provision across the school and settings
- Work with the Headteacher and SEND Governor to develop SEND strategy
- Support staff to deliver high-quality, inclusive teaching
- Oversee the graduated approach (Assess–Plan–Do–Review)
- Liaise with parents/carers and act as a key point of contact
- Coordinate involvement of external agencies and specialists
- Manage SEND records and ensure information is up to date
- Support transitions between settings, year groups and schools
- Advise on reasonable adjustments and access arrangements

5.2 The SEND governor

The SEND Governor is Mrs Kassem.

She will:

- Act as a critical friend and advocate for pupils with SEND
- Monitor SEND provision and outcomes
- Support strategic planning with the Headteacher and SENDCo
- Ensure SEND remains a priority at governing board level

5.3 The Headteacher

The Headteacher will:

- Hold overall responsibility for SEND provision and outcomes
- Ensure statutory duties are met
- Support staff and allocate resources appropriately

5.4 Class teachers

Class teachers are responsible for:

- The progress and wellbeing of all pupils, including those with SEND
- Delivering high quality teaching with appropriate adaptations
- Working with teaching assistants and specialists
- Reviewing progress with the SENDCo and parents/carers
- Implementing Learning Plans and agreed strategies
- Ensuring they follow this SEND policy

6. Identifying and Supporting Pupils with 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 XVIIii)

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)

We follow the graduated approach set out in the SEND Code of Practice:

Assess – Plan – Do – Review

Identification may arise through:

- Ongoing teacher assessment
- Discussions with parents/carers
- Monitoring of progress and behaviour
- Input from external professionals

Pupils' needs may fall within one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

We recognise that:

- Behaviour may be a sign of unmet needs
- Pupils with English as an Additional Language are not assumed to have SEND without clear evidence
- Pupils may require short-term or longer-term support

Learning Plans may be introduced at an early stage and reviewed regularly with parents/carers.

7. Early years

In Beecher Bear Daycare and Nursery, Reception and Tree Acre Early Years Inclusion Hub:

- Early identification and intervention are prioritised
- Individual Learning Plans are implemented where concerns are identified
- Parents/carers are closely involved
- Transition planning begins early

Where appropriate, support for an **Education, Health and Care Needs Assessment** will be initiated in line with Local Authority procedures.

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

8. Education, Health and Care Plans (EHCPs)

Some pupils may require an EHCP to access longer-term or specialist support.

- Requests for assessment may be made by parents/carers or the school
- The Local Authority determines whether an assessment proceeds
- If an EHCP is issued, the school will ensure provision is delivered and reviewed annually

Provision is organised according to individual needs and available resources.

9. Working with Parents, Pupils and External Agencies

We value open, honest and regular communication.

We will:

- Work in partnership with parents/carers
- Involve pupils in decisions where appropriate
- Seek advice from health, education and social care professionals

Share reports, outcomes and next steps clearly and promptly

10. Monitoring, Review and Evaluation

SEND provision is monitored through:

- Regular progress reviews
- Learning Plan evaluations
- Pupil and parent feedback
- Reports to governors

This policy is reviewed annually or sooner if required by changes in legislation or guidance.

11. Links with other policies and documents

This policy should be read alongside:

- SEND Information Report
- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy
- Equality and Diversity Policy
- Supporting Pupils with Medical Conditions

- Attendance Policy
- Relationships and Sex Education Policy
- Safeguarding and Child Protection Policy
- Data Retention Policy