Special Educational Needs and Disabilities Policy

2026-27

INSPIRING LEARNING
THROUGH FAITH AND VALUES

Pembridge is a school where our creative teaching and learning is of the highest quality and where we encourage everyone to be inspired through faith in God and to live by Christian values so that our whole community flourishes and we reflect all that is 'worthy of praise'.

Last reviewed: September 2026
Next review: September 2027

INTRODUCTION

**"Brothers and sisters, continue to think about the things which are good and worthy of praise.
Think about the things which are true and honourable
and right and pure and beautiful and respected.
Do what I told you and what you saw me do.
And the God who gives peace will be with you."** ***Philippians 4:8-9***

With these words from St Paul creating our foundation for our ethos, our overriding aim is to provide an education for all pupils in our care so that each individual has the opportunity to reach their potential, academically, socially and spiritually. We aim to create an environment where children enjoy learning, and are challenged, motivated and see education as a shared and lifelong process. Our children and staff are valued – and in this ethos, all will flourish.

All children, whatever their learning needs, have the right to enjoy every opportunity to fulfil their potential both at school and in the wider community. We believe that all children should be equally valued in school and we strive to eliminate prejudice and discrimination, whilst developing an environment where all children can achieve and feel safe.

Above all we will use our resources and high levels of professionalism among the staff to enable every child to progress and succeed.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. Any children we feel are vulnerable in any way are recorded on our 'vulnerability register' which details information about any current difficulties or issues.

At Pembridge CE Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES:

At Pembridge CE Primary School, we define a child with special needs as any child who requires additional support in any area of the school curriculum in order to fulfil his or her individual potential.

Our definition includes children who may have:

- A language difficulty
- A general learning difficulty
- A specific learning difficulty
- A medical condition with educational implications
- A physical or mental disability
- A visual or hearing impairment
- An emotional or behavioural difficulty
- An above average ability in a particular area of the curriculum

According to the Special Educational Needs Code of Practice: 0-25 (2014), 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."*

The Equality Act (2010) states a person has a disability if he or she *"has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."*

The Special Educational Needs and Disabilities Code of Practice states four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

We are committed to including all pupils within our schools, regardless of their disabilities or special educational needs. Our broad curriculum is open to all.

OBJECTIVES

- To ensure the SEND, Equality and Disability Acts and relevant guidance from the Code of Practice are implemented effectively across the school
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible

- To provide full access to the curriculum through recourses which scaffold learning and by using adaptive teaching strategies
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers
- To involve parents/carers at every stage when planning to meet their child's additional needs
- To ensure that our children have a voice in their education.

We aim to do this by:

- Following the graduated response to early identification and assessment of special educational needs in line with the Code of Practice
- Making clear the expectations of all partners in the process and ensure children have a voice
- Encouraging communication and co-operation between all those involved with a child's special needs (Teachers, TAs, Parents and other agencies)
- Establishing and implementing intervention programs to meet the children's specific needs and review their effectiveness regularly
- Producing a provision map to track the intervention programs each child receives
- Adopting a positive approach to children with SEND, catering to their needs by adopting a sensitive and responsive approach
- Creating a supportive environment where the child is not afraid to make mistakes
- Providing resources which scaffold and support the children to achieve the desired outcomes e.g. writing frames, subject specific word mats, visual prompts etc.
- Being flexible in our teaching styles – not all children learn in the same way – the child should be taught in the way he/she can learn
- Providing opportunities for all the children to succeed by fostering a 'can do' culture
- Celebrating success in all aspects of school life
- Seeking advice and support from outside agencies when appropriate

THE ROLE OF THE GOVERNING BODY

The Governing Body must:

- Keep informed about developments in the area of special educational needs, nationally, locally and within the school
- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Be aware of its responsibility towards pupils with a disability and any new building work will address the need to improve access for all
- Ensure that where the `responsible person` has been informed by the local authority that a pupil has SEN, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have a SEN

- Ensure that a pupil with SEN joins in the activities of the school with pupils who do not have SEN, so far as is reasonably practical and compatible
- Report to parents on the implementation of the school's policy for pupils with special educational needs
- Have regard for The SEND Code of Practice: 0-25 (2014)
- Ensure that parents are notified about any provision for their child.
- Monitor and evaluate the use of funds and other resources, considering cost effectiveness and best value for money in terms of increased progress for pupils with SEN
- Ensure that the SEN policy is linked to the School Improvement Plan and the budget setting process

THE ROLE OF THE SENCO

The SEND Co-ordinator is **Mrs Sarah Palmer**.

The SENCo will:

- Oversee the day-to-day operation of the SEN policy
- Co-ordinate the provision for children with special educational needs
- Liaise and provide guidance to teacher and support staff
- Monitor the records of pupils with SEN
- Monitor the provision being made for children with SEN
- Liaise with parents of children with SEN
- Contribute to the in-service training of staff
- Liaise with external agencies
- Organise and conduct annual reviews for children with an Education and Health Care (EHC) plan
- Maintain whole school records of SEN for children who have been identified as having SEN or those with EHC Plans.

The Head teacher is named as the 'Responsible Person' and is accountable for the day to day management of all aspects of the school's work, including children with SEN and will keep the Governing Body informed.

ADMISSION ARRANGEMENTS

All admissions to the school are based upon the school's admissions policy. There is no differentiation made between pupils with, or without, special educational needs. Prior to starting school, parents/carers of children with an Education and Health Care Plan (EHCP) of SEND or EHCP pending will be invited to discuss the provision that can be made to meet their child's identified needs.

IDENTIFICATION AND ASSESSMENT ARRANGEMENTS, MONITORING AND REVIEW PROCEDURES

The school has a rigorous and consistent approach for regularly observing, assessing and recording the progress of all children. This is used to identify children who are not progressing satisfactorily and who may require short term booster work to close the gaps in their learning or have more significant additional needs which requires longer term SEN support. This information is provided through a range of different assessments, the scrutiny of pupil work and by measuring and tracking the progress and attainment of the children.

We believe in early intervention, and therefore liaison with other Pre-School providers ensures our Early Years Teacher is aware of the needs of the children who do not attend the school nursery.

Physical or medical difficulties are discussed when pupils are admitted to the school, and entered on the admissions form which is signed by the parents. The class teacher is informed and the information is passed on to the SENCo. If the medical problem is likely to affect the child's ability to learn, such as hearing/visual impairment, the SENCo will record the details and ensure that staff are aware of any likely problems and will liaise with the appropriate medical professionals.

Learning difficulties are initially identified based upon the class teacher's professional judgement, although sometimes this may be indicated by the parents, Early Years SENCos or the child may have had some involvement with the Child Development Centre (CDC). Concerns are registered with the Head Teacher and the SENCo.

Information about all Year 6 children is passed on to the relevant high school, including information and records for those children on the SEND register. The high school SENCo is invited in the summer term to meet with the SENCo and or Year 6 Teacher to pass on any information about a child's education needs and difficulties. Full records are passed on if a child transfers to a different primary school.

ARRANGEMENTS FOR PROVIDING ACCESS TO LEARNING AND THE CURRICULUM

We will provide effective learning opportunities for all pupils within our daily lessons and will provide for the inclusion of all using the three key principles as stated by the National Curriculum (2014).

These principles are:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Further information about how each subject supports these principles is available in school.

SEN is primarily met by quality first teaching. We use teaching assistants increasingly to provide support for children with SEN and to enable even greater differentiation. Small group intervention programmes are used to increase the quality of the provision in small groups and on an individual

basis. Adaptive teaching methods are used to support how children with SEND can access the curriculum.

Our teaching assistants have a good working knowledge of intervention materials and good quality training. Support and training is also available for teaching assistants to ensure quality intervention for our children.

Parental involvement and support is also paramount to the success of every child's educational progress. Parents/carers will be encouraged to support their child's learning at home and suitable 'homework' materials will be provided.

A School Local Offer is available from school which details the possible provision that the school may be able to provide to meet the needs of individual children. A copy of this offer is also published on the school website.

ASSESSMENT

The school's tracking system records the progress of **all** children and clearly identifies children who are not progressing satisfactorily and who may have additional needs. Data is collected each term from a range of sources which helps teachers to identify which of the yearly objectives children have completed in reading, writing and maths. The school's procedures for assessment and recording is available in school. Children may be entering, within or secure in the objectives for their year group. Some may even show greater depth and be working at a mastery level. This information is then presented to parents in Autumn & Spring Term Parents' Evenings and Summer Term reports. Other sources of assessment include termly spelling and reading ages and more specific word vocabulary and IQ test results. We follow procedures for Identification and Assessment as laid out in the Code of Practice, unless our concerns, or specialist advice, mean that we have to miss a stage. This may happen with new children, or when a medical condition i.e. sensory impairment comes to light.

MONITORING AND REVIEW

As a small staff there are regular opportunities for discussion about pupil progress and general concerns. Monitoring of progress will be carried out by the class teacher and is used to inform future differentiation within whole class planning and make judgements on the progress children make in each year's set of objectives being achieved. This information is recorded on to the school's information management system (Arbor) and the statistics and data generated provides the starting point for discussions. Once a half-term a review meeting takes place to discuss the progress of children who are on the SEN Support Register and those who are not on track. Attainment of pupils and effectiveness of intervention provision as detailed in the pupil passport is discussed.

The SENCo ensures that Provision Maps and Pupil Passports are completed and monitors the provision being put in place by teachers. If a child is deemed to be not making progress they will be reviewed and the decision to seek further support with outside agencies will be discussed. If this is the case, the school will wish to liaise with the parents and seek their opinions before proceeding. If

a parent does not authorise outside involvement, we shall not seek it (unless we feel that there is a child protection issue or concerns about the safety of other children, staff or visitors to the school). Advice may be sought from outside agencies such as Herefordshire Psychology Team (EP), Speech and Language Therapy Service (SaLT), Occupational Therapy Service (OT), Child and Adolescent Mental Health Service (CAMHS). These children may require an Early Help Assessment (EHA) which will enable them to have quicker access to any outside agencies which may be of help.

EDUCATION AND HEALTH CARE PLAN

If a child has severe, complex and long-term needs the school or parents may apply for statutory assessment of specific educational needs which may lead to an Education and Health Care Plan for an individual child.

A child who has an Education and Health Care Plan will have additional support paid for through the school budget with top up payments from the Local Authority if eligible.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Education and Health Care Plan or to the funding arrangements for the child. This review will involve all professionals working with the child,

Annual reviews are a fundamental part of ensuring any child with an EHC Plan is succeeding and thriving within our setting. Great importance is placed on the process and it is valued as a time when quality time can be spent with professionals and parents discussing one child

ARRANGEMENTS FOR COORDINATING SEND PROVISION

- The SENCO will meet with each class teacher at least twice a year to discuss additional needs concerns and to review progress.
- Class Teachers will speak to the SENCo to raise any concerns they have about a particular child.
- Where necessary, reviews will be held more frequently than twice a year for some children.
- Areas of difficulty identified in SEND Review meetings will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The SENCO monitors planning for SEND support
- The SENCO, together with the Head Teacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.

SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school. This is funded from the school's delegated SEND budget. The support timetable is reviewed annually by school leaders in line with current pupil needs, educational initiatives, and the budget. Additional top up funding can be applied for if a child's needs meet the funding criteria.

Support staff, class teachers, the SENCo and outside agencies liaise and share developments in

order to inform reviews and forward planning.

ALLOCATION OF RESOURCES TO AND AMONGST PUPILS

Each year we map our intervention provision to calculate the cost of the whole of our SEND provision. Money from the SEND budget is allocated where and when necessary, after discussion with the Head Teacher and, if appropriate, the Resources sub-committee of the Governing Body.

The allocation of funds for Special Educational Needs has equal status with other subjects. The SENCo in consultation with the curriculum lead selects resources to meet the needs of individual children.

PARTNERSHIP WITH PARENTS AND CARERS

Parents are in partnership with us in educating their child and the support of the parents will always benefit the child. We will always seek the agreement of parents before intervening or providing their child with additional support.

The SEND Code of Practice: 0-25 (2014) states:
"Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development."

We encourage an active partnership through an on-going dialogue with parents. Termly parent/carer evenings provide regular opportunities to discuss progress and concerns. Parents are strongly encouraged to contribute to the Pupil Passport. We will direct parents to the SEND Information, Advice and Support Service (SENDIASS) to ensure they have access to free, confidential and impartial information if required. Parents also have access to the school's SEN Padlet which offers links to services and resources - a link can be found on the school website.

STAFF DEVELOPMENT AND TRAINING

Any relevant training relating to SEND and our school needs will be attended by the SENCo or class teacher/TA as appropriate. Training may also be delivered through staff meetings and training days, led by the SENCo in partnership with outside agencies if appropriate.

The SENCo, Mrs Sarah Palmer, has the CCET qualification (Certificate in Competence of Educational Testing) which enables the administration of psychometric testing and the interpretation of results.

COMPLAINTS PROCEDURE

Please refer to the school's complaints procedure available from the school office.