

# **FERNDALE PRIMARY AND NURSERY SCHOOL**



## **Special Educational Needs and Disability (SEND) Policy**

Approved by: Governors

Date of approval: February 2026

Review date: January 2027 (or earlier if required)

## **1. Introduction**

At Ferndale Primary & Nursery School, we are committed to ensuring that every pupil is valued, supported, and able to access a broad, balanced and ambitious curriculum. We believe that every teacher is a teacher of every child, including those with special educational needs and/or disabilities (SEND).

This policy has been updated by the SENCo in line with the SEND Code of Practice (0-25 years) 2014 (and updated guidance 2023), the Equality Act 2010, the school's Safeguarding Policy, and Accessibility Plan. It has been developed in collaboration with the Senior Leadership Team and the SEND Governor.

## **2. Definition of SEND**

The SEND Code of Practice (0-25) 2014 states:

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

A child of compulsory school age 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 generally provided for others of the same age in mainstream schools.

Many children and young people who have SEND may also have a disability under the Equality Act 2010, defined as:

“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.”

## **3. Aims**

The aims of this policy are to raise aspirations and expectations for all pupils with SEND by focusing on outcomes, not just provision. To achieve this, we will:

- Identify pupils' SEND at the earliest opportunity and ensure their needs are assessed and met
- Enable children to have a voice in decisions about their learning
- Provide access to a broad and balanced curriculum appropriate to age and stage
- Respond to pupils' needs through high-quality teaching, targeted support and intervention
- Clearly identify staff roles and responsibilities in SEND provision
- Ensure the learning environment is inclusive and accessible
- Use a person-centred approach to planning and provision

- Inform parents when SEND support is in place
- Work closely with parents to set and review outcomes
- Meet with parents at least three times per year to review SEND provision
- Set high expectations for progress and attainment
- Monitor the impact of support and interventions
- Maintain an inclusive and equitable approach to all pupils with SEND
- Follow the SEND Code of Practice (2014, updated guidance 2023)

#### **4. Inclusion**

We are an inclusive school and promote a sense of belonging through our values, curriculum, high expectations, and early identification and removal of barriers to learning.

We recognise that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of teaching approaches and experiences

Teachers are responsible and accountable for the progress and development of all pupils in their class, including those receiving support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to SEND needs.

#### **5. Quality First Teaching**

Quality First Teaching means high-quality inclusive teaching that is differentiated and personalised to meet individual needs. It includes:

- Clear lesson structure and modelling
- Differentiated tasks and outcomes
- Visual supports and scaffolding
- Regular formative assessment and feedback
- Effective classroom routines and behaviour management
- Adaptations to the learning environment and resources

Additional interventions may be provided where needed, but they will not replace high quality teaching.

#### **6. Identifying SEND**

##### **The Graduated Approach: Assess, Plan, Do, Review**

When a pupil is identified as having SEND, we use a four-part cycle:

##### **Assess**

Identification may be through:

- Transition information and preschool assessments

- External agency reports
- Baseline assessments and ongoing teacher assessment
- Target Tracker monitoring
- Teacher concerns and observations
- Parental concerns
- Social, emotional and mental health needs not addressed by the Behaviour Policy
- Core Standards assessments

Disruptive or withdrawn behaviour alone does not necessarily indicate SEND; however, persistent concerns will be discussed with the SENCo.

## **Plan, Do, Review**

### **Monitoring**

Teachers identify barriers to learning using Target Tracker and the Universal Provision checklist. Pupils are added to class monitoring lists and provision is recorded on a Provision Map. Interventions and support are reviewed every half term to a term.

### **SEND Support (My Learning Plan – MLP)**

For pupils with more complex needs, an MLP is used to record outcomes, support, and progress. MLPs include:

- Short-term targets
- Teaching strategies and support required
- Review dates and impact evidence

Reviews occur at least three times per year (or more frequently if needed). MLPs are shared with parents and pupils where appropriate. Current MLPs are kept in class, with previous copies stored by the SENCo.

### **Early Help**

Where necessary, an Early Help Record (EHR) or progress plan may be initiated to coordinate support from family and external professionals.

### **External Agency Support**

Where needed, referrals may be made to:

- Educational Psychologist
- Speech & Language Therapist
- SEMH support
- Occupational Therapy
- Autism Outreach Service
- TaMHS
- Specific learning difficulty support
- Hearing or visual impairment support
- School nurse

Parents are informed of referrals and kept updated on outcomes and actions.

### **EHCP (Education, Health and Care Plan)**

For pupils whose needs exceed those supported through school-based provision, an EHCP may be pursued. The SENCo will coordinate statutory assessment requests using the Identification Criteria and Local Authority guidance.

Annual reviews are held for EHCPs with parents, school staff, and external professionals. Outcomes from the EHCP are reviewed at least twice yearly through the MLP.

### **7. Partnership with Parents/Carers**

- Our school website and prospectus contain information about SEND provision and support
- A named governor has responsibility for SEND and is available to discuss SEND matters with parents
- Parents are involved at every stage of the SEND process and their views are valued and respected
- We encourage parents to contribute to planning and reviewing their child's support

### **8. Pupil Participation**

We encourage children to take responsibility and make decisions appropriate to their age and stage. Pupils are involved in setting targets in their MLPs and are encouraged to reflect on their progress. We celebrate success in all aspects of school life.

### **9. Transitions**

We support pupils with SEND during transitions (e.g., EYFS → KS1, KS2 → KS3) through:

- Transition visits
- Sharing of information with receiving schools
- Personalised transition plans
- Additional visits and support where required

### **10. SEND Funding**

The school uses its notional SEND budget to provide support through universal and targeted provision. Where a pupil's needs exceed the support that can reasonably be provided within school resources, additional funding (including top-up funding or an EHCP) will be considered.

### **11. Complaints**

If parents are unhappy with SEND provision, they should first speak to the class teacher and SENCo. If concerns remain unresolved, parents may follow the school's complaints procedure.

## **12. Monitoring and Review**

- The SENCo monitors the movement of pupils within the SEND system and liaises with the Senior Leadership Team and Inclusion Team
- The SENCo supports staff in delivering effective SEND provision
- The SENCo and Headteacher hold regular meetings to review SEND provision
- The SENCo and SEND Governor meet regularly to discuss SEND practice and progress
- This policy will be reviewed annually or sooner if required, in line with the School Development Plan