



## Special Education Needs and Disability (SEND) Policy

Policy Area	Inclusion
Policy Author	J Chubb
Status	Approved
Category	School Specific
Implementation Date	Autumn 2025
Review Cycle	Annual
Next Review Date	Autumn 2026
Related Policies/ Documents	<ul style="list-style-type: none"> <li>● Equality policy</li> <li>● Anti-Bullying</li> <li>● Accessibility plan</li> <li>● Medical conditions policy</li> <li>● Most Able policy</li> </ul>

### Document Control

Date	Version	Comments
Autumn 2021	V1	Approved
Autumn 2025	V2	Approved - Oct 25

### Contents

<b>Key Personnel</b> .....	3
<b>Compliance</b> .....	3
<b>Vision, Ethos and Values</b> .....	3
<b>Mission statement</b> .....	4
<b>Aims</b> .....	4
<b>Objectives</b> .....	4
<b>Leadership and management</b> .....	5
The Governing Body is responsible for:.....	5
The Head of School is responsible for:.....	5
The SENDCO is responsible for:.....	5
All staff are responsible for:.....	6
Teaching staff are responsible for:.....	6
Governors:.....	6
<b>Admission arrangements</b> .....	6
<b>Facilities for those with Special Educational Needs/ Disability</b> .....	6



<b>SEN Information and Local Offer.....</b>	<b>7</b>
<b>Identifying Special Educational Needs.....</b>	<b>7</b>
<b>Managing SEND children in our school.....</b>	<b>9</b>
<b>Monitoring and evaluation of Special Educational Needs and Disability.....</b>	<b>10</b>
<b>Storing and managing information.....</b>	<b>10</b>
<b>Supporting children with medical conditions.....</b>	<b>10</b>
<b>Transition arrangements.....</b>	<b>10</b>
<b>Training and resources.....</b>	<b>10</b>
<b>SEN Information.....</b>	<b>11</b>
<b>Complaints.....</b>	<b>11</b>
<b>Reviewing the SEND Policy.....</b>	<b>11</b>



## Key Personnel

'All teachers at Clapham and Patching are teachers of SEND and additional needs'

Headteacher: Justine Chubb

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SENDCO: Mrs Justine Chubb

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This policy was written in conjunction with the headteacher, staff, governors, including parent governors and children

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013, as amended by the Equality Act 2010 (Amendment) Regulations 2023.
- SEND Code of Practice 0 – 25 (2015)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Behaviour policy
- Teachers Standards 2012

This policy was written in collaboration with the SEN link Governor, parent governor, the senior leadership of the school and with input from pupils and staff.

## Vision, Ethos and Values

All pupils with SEND will be successful members of the community, academically, emotionally, physically and socially. Pupils will have met their individual targets by the time they leave Clapham and Patching CofE Primary School. We will always strive for excellence, show resilience and overcome individual barriers whilst being respectful of other people's barriers to learning. We have the highest aspirations and expectations for our pupils with SEND and additional needs. It is our belief that every teacher is a teacher of SEND. We



celebrate our Inclusive school and ensure that adapted quality first teaching enables all pupils to make progress and reach their potential. Learning is at the heart of everything we do. This is reflected in the school's performance, ethos, range of opportunities and additional provision for pupils who experience difficulties.

## **Mission statement**

All people are of equal value and have the learning potential to progress when individual needs are met. Our school has the responsibility to provide high quality, balanced provision for all learners to help them to achieve their potential. No adult or student, individual or group will be discriminated against on the basis of their "protected characteristic". Pupils are placed at the centre of all planning, provision, admission and decision-making processes. Pupils will be consulted with in line with the SEN Code of Practice 0-25 and parents will be involved to ensure co-production and support for pupils who are identified as having SEND or additional needs. Inclusive education is an effective way to combat discriminatory attitudes and contribute towards the creation of a welcoming and inclusive school community. Social inclusion is best promoted when the teaching and learning within the school is of the highest possible standard in order to enhance the educational experience of every student. The school has high academic and behavioural expectations of all pupils. Ensuring social inclusion is the responsibility of every member of staff, teaching and support.

## **Aims**

- To enable all pupils to fulfil their potential by providing a high quality, relevant education and curriculum.
- To enable all pupils to become full members of the school community, irrespective of individual needs.
- To ensure pupils participate in appropriate post 16 training or education and be as independent as individually possible when they leave Worthing High School.
- To engage pupils, parents and carers in co-production of provision and support.
- To work towards inclusion in partnership with parents, other agencies and schools.
- To ensure staff knowledge and expertise meet the needs of all pupils.
- To use resources most effectively to acknowledge the value of each student and their potential to progress in all areas when individual needs are addressed

## **Objectives**

To achieve these aims the school will:

- Operate within the framework of inclusion and the current SEN Code of Practice provided by the Government.
- Ensure that this inclusion policy is understood and implemented consistently by staff.



- Provide high quality and appropriate teaching in a stimulating, challenging and enjoyable learning environment.
- Help all pupils develop their personal and social skills, and experience success and achievement.
- Involve pupils in decisions, choice and reviews of their progress
- Challenge and eradicate prejudice and discrimination wherever it occurs.
- Focus on the student's strengths as well as individual needs
- Maximise resources to support the learning of all and provide appropriately to meet the diversity of needs.
- Recognise and celebrate diversity as a positive aspect of the school community.
- Act positively with regard to our statutory obligation to promote equality.
- Minimise barriers to learning to enable the participation of all by ensuring all pupils have access to an appropriately adapted curriculum where there are high expectations for all children.
- Recognise, value and celebrate student and staff achievements.
- Work in partnership with parents/carers in support of their child's education.
- Promote good relationships and manage behaviour positively.
- Create a safe, happy, orderly and caring environment where everybody feels accepted and has a sense of belonging.
- Guide and support all school staff, governors and parents/carers on inclusion issues.
- Through the implementation of this policy effect a reduction in the number of instances of student exclusions from school (both fixed-term and permanent).

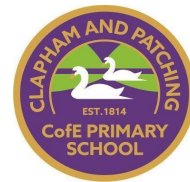
## Leadership and management

The Governing Body is responsible for:

- Ensuring that the school complies with equality related legislation
- Ensuring that the policy is implemented
- Providing a nominated governor

The Head of School is responsible for:

- Ensuring that the policy is implemented
- Ensuring that staff are aware of their responsibilities under the policy, and are given appropriate training and support
- The daily management of resources, support and implementation of effective Inclusive practice.
- The head of school and SENCO will link regularly with class teachers, to discuss school provision for pupils identified with special educational needs, Pupil Premium and Looked After Children (LAC).



The SENDCO is responsible for:

- The strategic planning, monitoring and evaluation of Inclusion at Clapham and Patching

All staff are responsible for:

- Monitoring and evaluating to ensure effective inclusion
- Dealing with incidents of discrimination
- Not discriminating on the grounds of protected characteristics

Teaching staff are responsible for:

- Ensuring that pupils from all groups have full access to the curriculum
- Promoting gender equality, race equality, disability equality and diversity through teaching and relations with pupils, staff, parents/carers and wider community
- Progress and attainment within their designated areas.

Governors:

- The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that at our school - Clapham and Patching C of E Primary School - arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.
- All statutory school policies can be obtained from the school web site

## Admission arrangements

No student will be refused admission to the school because he or she has a special educational need or disability. In each case we will consider whether we can adequately meet their individual needs. In line with the SEN and Disability Act, we will not discriminate against disabled pupils and will take all reasonable steps to provide effective educational provision for them.

All pupils with an EHCP who request Clapham and Patching as their named school will have Governors Consultation Forms completed. After careful scrutiny of the EHCP and associated documents, including some or all of the following: discussions with feeder schools, external professionals, parents and carers, a decision of 'I agree to the admission' or 'I have concerns' will be made.

A decision of concern will only be reached if it is deemed that the placement of the student within the school is not suitable to their SEND, or is incompatible to the efficient education of other pupils.



## Facilities for those with Special Educational Needs/ Disability

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a number of specialist SEND facilities in place.

- A new school extension opened September 2015 that provides full wheelchair access
- Easily accessed disabled toilet
- Some adjustable classroom furniture

## SEN Information and Local Offer

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff. We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. There is a link to the Local Offer on the school's website.

## Identifying Special Educational Needs

The SEND Code of Practice: 0 to 25 (July 2014) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

1. Communication and Interaction.
2. Cognition and learning.
3. Social, emotional and mental health difficulties.
4. Sensory and/or physical needs.

Some Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements. Pupils will be placed on the SEND/Inclusion register if they are deemed to require support in addition to adapted quality first teaching. N.B. A diagnosis does not guarantee placement onto the SEND/Inclusion register.

The SEND/Inclusion register is a working document and pupils may be placed on, or removed from, the register during their time at Clapham and Patching CofE School. Parents will be informed and a discussion had with a member of staff if it is deemed appropriate to add or remove a student from the SEND/Inclusion register.



Our staff at Clapham and Patching C of E Primary School use a range of tools to assess the amount and level of SEN needed support required.

These include:

- Through discussions with teaching staff, parents, previous schools and nurseries
- Regular in class assessments
- Reading and spelling age assessments at the beginning, middle and end of the year
- In school screeners for difficulties such as dyslexia and receptive language
- Assessments from specialist SENSS teachers from WSCC
- Involvement with Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists and any other relevant outside agency
- EHC plan will be applied for through the local authority if needs meet the threshold criteria.

How parents and carers are involved in the process:

- parent and carers meetings with the class teacher
- Meetings with the class teacher and SENCO, should this be appropriate
- Parents are invited to attend and contribute to discussions and reviews of 'Individual Learning Plans (ILP's)' and involvement with outside agencies

Reviewing in school:

- ILP's will be reviewed regularly depending on the needs of the individual child
- Interventions delivered by trained Learning Support Assistants will be regularly assessed and reviewed to ensure appropriate progress is being made
- Reading and Spelling age assessments delivered at the beginning, middle and end of the year to ensure progress is being made
- Assessment data shared with Governors termly

Learning needs are managed either by using additional support or by having an Education, Health Care Plan (EHCP).

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of under achievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs an ILP will be put in place and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents / carers must be informed in writing that special educational provision is being made. The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for



children identified with SEND. Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

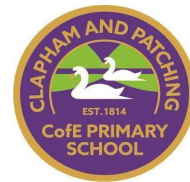
Some examples of other possible influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues

### **Managing SEND children in our school**

Where a child is identified as having SEND and or a disability, our school – Clapham and Patching C of E Primary School then adopts a process of “Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

- Children are identified as having an additional need. ILP’s are drawn up in discussion with parents/carers and the child. Targets are set and actioned by the class teacher with support from the SENCO and other trained staff. This is reviewed for effectiveness within an agreed time depending on the needs of the child. Pupil Support Plans will be reviewed each term as a minimum.
- Teachers feedback with a copy of the Pupil ILP to the SENCO each time a review is conducted
- The level of provision for each child is decided based on on-going assessments and regular reviews of targets. If the child is not responding to the actions agreed then the provision is increased accordingly
- If the child’s needs are not being met by the provision available in school, teachers and the SENCO will collect evidence that provision is beyond that available at school and seek advice and support from outside agencies and specialists services. The involvement of outside agencies is monitored by the SENCO. Signed parent/carer permission will always be sought when outside agencies are involved with their child and will be invited to attend discussion and review meetings.



## **Monitoring and evaluation of Special Educational Needs and Disability**

See section – Identifying special educational needs, Reviewing in school

### **Storing and managing information**

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security of information.

### **Supporting children with medical conditions**

Our school- Clapham and Patching C of E Primary School - will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that the staff and governors are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

### **Transition arrangements**

Clapham and Patching C of E Primary School is committed to ensuring that parents / carers have confidence in the arrangements for their children on entry to our school, in the year-to-year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

For entry into our reception class, the SENCO and class teacher will be available for parents to discuss the needs of their child at a new parents evening held during the summer term before they start school. For children who may need more support in their transition phase, this may start earlier and require input from outside agencies.

As the children move through the year groups and classes, teachers and SENCO work together to ensure that all relevant information regarding an individual's needs is passed on and that the appropriate support remains in place.

On transition to secondary school, our SENCO and class teachers meet with the Head of Year and/or SENCO of secondary schools pupils choose to attend, to pass on SEND information and discuss the needs of individual children.

Information of children who join our school 'in year' will be sought from their previous schools through phone conversations and transfer of paperwork.



## Training and resources

Training needs are identified through a process of analysis of need of both staff and pupils as and when required. For example, on diagnosis of Autism for a child in a class, staff are provided with training from outside agencies, as this becomes available, on how to support the child in class. The SENCO will provide information on specific needs for new staff. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals. For example, training provided from the diabetes nurse.

There will always be a trained member of staff on trips out of school in order to support children with additional needs. These children are also named in the risk assessment if appropriate.

## SEN Information

Clapham and Patching C of E Primary School presents its SEN information in three ways:

1. by information placed on the school website which can be found [www.claphamandpatching.co.uk/](http://www.claphamandpatching.co.uk/)
2. by following the link from the school website to the local authority's Local Offer website
3. through information contained in this policy which is also published on the school website

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

More information relating to SEND can be found in the following:

- The SEND Parents' Guide
- The school's SEN Information Link to West Sussex Local Offer website
- The Policy for Supporting Children at School with Medical Conditions
- The Accessibility Plan
- Single Equality Policy
- School Admissions Policy

## Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

Clapham and Patching C of E Primary School publishes its Complaints Policy on the school website; this information can be found [www.claphamandpatching.co.uk/](http://www.claphamandpatching.co.uk/)



## Reviewing the SEND Policy

This policy will be reviewed and updated annually in coordination with governors, staff, and will take into account feedback from parents, carers, and children.