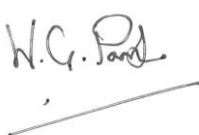


Special Educational Needs and Disabilities (SEND) Policy

2025 - 2026

SENCo: Jack Davis

Approved by	
Name:	Graham Parkin
Position:	Chair of Governors
Signed:	
Date:	18 th September 2025
Review date ² :	September 2026

REVIEW SHEET

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

Version Number	Version Description	Date Revision of
1	Original rewrite	Sept 21
2	Review	Sept 22
3	Annual review	Sept 23
4	Annual Review	Sept 24
5	Annual Review	Sept 25

Contents

1. Aims.....	4
2. Legislation and guidance	5
3. Definitions	5
4. Roles and responsibilities	5
5. SEND information report.....	7
6. Monitoring arrangements	14
7. Links with other policies and documents	14

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

We are an inclusive school. As such, all members of the school community actively engage, challenge and support provision for children with SEND. We aim to create an atmosphere of encouragement, acceptance, respect and sensitivity to individual needs, in which all pupils can thrive. Good practice for pupils with SEND is often good practice for all and we treat every child as an individual, recognizing both their strengths and areas of need.

We hope to achieve this by:

- identifying, at an early age, individuals who need extra help and attention;
- ensuring that adaptive teaching strategies (explicit instruction, metacognition, scaffolding, flexible grouping and technology) are embedded;
- ensuring quality-first teaching, which facilitates meaningful and effective learning for all children;
- working with parents and carers, with the best interests of the child at the heart of everything we do;
- working with external agencies, such as Westmorland and Furness Council, where extra support and advice is required;
- creating a learning environment which supports our pupils' SEND through quality-first provision – examples being visual timetables, a dyslexia-friendly approach to teaching spellings and the use of the Zones of Regulation, which supports children with social and emotional needs;
- enabling each pupil to reach his or her full potential, both curricular and extra-curricular;
- enabling each pupil to partake in, and contribute fully, to school life;
- endeavoring to meet the individual needs of each child;
- developing a feeling of self-esteem within the individual;
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children;
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual;
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements;
- providing access to and progression within the curriculum for all pupils;
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs;
- ensuring access to a range of resources to support staff in their teaching of children; with SEND including the voice of the child in the monitoring and reviewing process.

2. Legislation and guidance

This policy and information report 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 SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014, updated May 2015 and April 2020) and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE Feb 2013 (updated 2018 and 2023)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014, updated August 2017)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Keeping Children Safe in Education 2024
- 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 SEND information report.
- Asby Endowed School Child Protection Policy
- Asby Endowed School Accessibility Plan
- Teachers Standards 2013 (updated December 2021)

3. 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 the 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 or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Jack Davis.

They 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 EHCPs;
- Provide professional guidance to colleagues and work with staff, parents, 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 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 SEND up to date.

4.2 The SEND governor

They will:

- Be an advocate for pupils with SEND;
- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND 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 within 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;
- Review each child's progress and development and decide on changes to provision, with the SENDCo's support;

- Ensuring they follow this SEND policy, including the completion of documentation in the lead-up to review meetings

5. SEND information report

5.1 The kinds of SEND that are provided for

SEND provision at our school is continuously evolving. Having said that, we work hard to meet the needs of children with a range of difficulties, including:

- communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties;
- cognition and learning, for example, dyslexia, dyspraxia;
- social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;
- moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

At Asby Endowed School, we follow a graduated approach to SEND, which begins with assessment. We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap;
- This may include progress in areas other than attainment, for example, social and emotional needs;
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

5.3 Consulting and involving pupils and parents

When there are concerns raised by the class teaching regarding an individual child's progress, we will have an early discussion with the pupil and their parents/ carers. This ensures that:

- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are;
- Notes of these early discussions will be added to the pupil's record and given to their parents.

Following this, the class teacher (and other professionals working with the child) will enter a period of assessment through teaching, whereby targets will be identified, monitored and assessed at the end of term.

If, despite targeted intervention and quality-first teaching, the child is not making expected progress, we will meet with parents again to decide on next steps.

We will notify parents when it is decided that a pupil will be formally admitted to the SEND register and a meeting will be arranged to discuss the implications of this.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
 - Their previous progress and attainment or behaviour;
 - Other teachers' assessments, where relevant;
 - Specialist assessments, such as the Boxall and Fulton profiles for children with behavioural, social or emotional needs
 - The individual's development in comparison to their peers and national data;
 - The views and experience of parents;
 - The pupil's own views;
- Advice from external support services, if relevant.

Following assessment, the class teacher, with the support of the SENDCo, will write individual education plans (IEPs) for every child on the SEN register. These comprise of bespoke, short-term targets which mitigate barriers to learning and help to bridge the gap with their peers.

IEPs also contain other key information, including assessment data and external advice. Child-friendly language is used throughout, in order to promote ownership and encourage children to take responsibility for their own progress.

We aim to promote Pupil Voice, through a structured interview with each pupil, which takes place on a termly basis. The child's thoughts and feelings are then shared with parents/carers and external agencies in meetings.

For the vast majority of the time, IEP targets can be promoted, monitored and assessed by the class teacher during normal lessons. However, in some cases, an additional curriculum is needed in order to promote skills that other children have mastered. In this case, separate intervention will be used, during acts of worship and assembly time; this ensures that the curriculum is not narrowed for pupils with SEND.

At the end of each term, each child's IEP is reviewed by the class teacher and SENDCo. We will assess the child against the same baseline assessments used before the IEP was written to assess progress. Key information will be gathered, including external assessments, observations by the SENDCo and anecdotal evidence from the class teacher.

Following the IEP review by the class teacher, parents/carers will be invited into school for SEND Review Meetings. To put it simply, the child, parents/carers, class teacher will have an opportunity to discuss the IEP and identify the child's strengths and areas of development. Together, we discuss future targets and ensure that any concerns are allayed.

5.5 Supporting pupils moving between phases and preparing for adulthood

Transition for all pupils, but especially those with SEN, will be a positive and fully-informed process. Our strong links with feeder schools allow interventions to start pre-transfer enabling pupils to become familiar with working practice and remove barriers of anxiety that can occur during transition. Information is shared with the educational setting that the pupil is moving to and we agree with parents/carers which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Adaptive teaching is an essential element of effective SEND provision. We are acutely aware that vulnerable learners and children with SEND are more vulnerable to poor teaching. Additional interventions cannot make up for a lack of adaptive and quality-first teaching.

The Education Endowment Foundation lists the 5 aspects of adaptive teaching:

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



Explicit instruction denotes explanations which are clear. Modelling and frequent checks are used in order to ensure understanding. This could include guided practice, where the teacher will work with children as part of a group before they approach a task independently.

Cognitive and metacognitive strategies are the range of approaches required to transfer content into pupils' long-term memory. Children should have an awareness of their own learning as well as the opportunity to plan, monitor and evaluate.

Scaffolding relates to the range of supportive tools that can reduce cognitive load and provide structure. For example, a writing frame may be used in English or a partially completed example (gap fill) may be provided in other subject areas. **The aim is to reduce scaffolding throughout the academic year.**

Flexible grouping is the allocating of groups temporarily, based on their mastery of a particular concept. This could be a group coming together to discuss a particular misconception, such as homophones, before rejoining the rest of the class. This works well in a mixed-age class, where there is the opportunity for children with weak foundational understanding to go back a step and review previous year groups' targets.

Technology can remove barriers to learning and promote independence. In writing, children can word-process in order to make editing and formatting less arduous. The ability to pan and zoom on iPads can help learners to read text that might otherwise be too small. In maths, a calculator can reduce the cognitive load of completing a written method by removing the need to perform mental maths.

Often, children with SEND do not require a differentiated task. With the right support and technology, they can access age-appropriate tasks, across the curriculum, with the right support and guidance.

Additionally, **quality-first teaching** is used across the school. The key characteristics of this include:

- highly focused lesson design with sharp objectives;
- high demands of pupil involvement and engagement with their learning;
- high levels of interaction for all pupils;
- appropriate use of teacher questioning-and explaining;
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both;
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Where a child is allocated a TA on a one-to-one basis, the responsibility still sits with the class teacher to ensure their progress academically, socially and emotionally.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers make regular assessments of progress for all pupils. These may help to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

5.7 Adaptations to the curriculum and learning environment

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people;
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school's Equality Policy and objectives and the Accessibility Plan can be found on the school website.

The Disabilities Discrimination Act, as amended by the SENDD Code of Practice 0 – 25 (July 2014, updated May 2015), places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. The school's Accessibility Plan forms part of our Equality Policy, which can be found on the school website.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.;
- Adapting our resources and staffing;
- Using recommended aids, such as iPads, laptops, coloured overlays, visual timetables, larger font, etc.;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

The school may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

5.9 Expertise and training of staff

Our SENDCo has been in post for 4 years and holds the NASEN SENDCo qualification. We have a team of 2 teaching assistants, who are receiving training on effective SEND provision.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term;
- Reviewing the impact of interventions after each half term;
- Using pupil voice questionnaires;
- Monitoring by the SENDCo;
- Using provision maps to measure progress;
- Holding annual reviews for pupils with EHCPs.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Where appropriate and safe, all of our extra-curricular activities and school visits are made available to all of our pupils. As a school, we will do our utmost to ensure that reasonable adaptations are made so that no child is ever excluded from a particular activity because of their SEND. Risk assessments may be used on a case-by-case basis.

We have a zero-tolerance approach to bullying.

5.13 Working with other agencies

Asby Endowed School work with a range of other agencies as appropriate for each child, liaising with ~~Cumbria County~~ Westmorland and Furness Council, NHS, other external agencies and cluster schools as appropriate.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo or headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

5.15 Contact details of support services for parents of pupils with SEND

Additional external support for parents of children with Special Educational Needs can be found under the local offer on Westmorland and Furness Council website.

5.16 Contact details for raising concerns

Jack Davis (SENDCo) is available for pupils or parents who have any concerns.

5.17 The local authority local offer

Our contribution to the local offer is:

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/service.page?id=10krxi6M8Hw&localofferchannel=5-2-4>

Our local authority's local offer is published here:

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by Jack Davis every year.

It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions