

# Special educational needs and disabilities (SEND) policy

Corvedale C of E Primary School



<b>Approved by:</b>	Neil Davda	<b>Date:</b> 01.12.2025
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## Contents

1. Aims and objectives.....	2
2. Vision and values .....	3
3. Legislation and guidance.....	3
4. Inclusion and equal opportunities.....	3
5. Definitions.....	4
6. Roles and responsibilities.....	5
7. SEN information report.....	8
8. Our approach to SEND support.....	8
9. Attendance.....	11
10. Safeguarding.....	11
11. Expertise and training of staff.....	11
12. Links with external professional agencies .....	11
13. Complaints about SEND provision .....	12
14. Monitoring and evaluation arrangements.....	12
15. Links with other policies and documents .....	12

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## 1. Aims and objectives

Corvedale CE Primary is an inclusive school at which we aim:

- For our approach to SEND to be embedded firmly within the overall ethos of our school
- For our school ethos to promote self-esteem, resilience and independence in all children
- For all children with SEND to have access to a broad and balanced curriculum
- For high quality teaching to support all children, including those with SEND, to achieve and progress
- To identify all forms of SEND as early and accurately as possible to support pupils' progress and self-esteem
- To ensure that the families of children with SEND are actively involved and informed at every stage of their child's education
- To ensure that the experiences and views of the child is actively sought and taken into account at all stages in their education

To achieve our aims, we will work:

- To ensure that the experiences and views of the child is actively sought and taken into account at all stages in their education
  - To strengthen and develop high quality teaching across school based on current educational research
  - To ensure that staff and pupils have access to the resources, display materials and adaptive teaching strategies they need to enable all pupils to access a broad and balanced curriculum
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- To develop staff awareness and understanding of SEND in order to ensure a consistent, whole-school response to SEND education
- To ensure that our 'assess, plan, do, review' cycle supports identification and response to children's needs
- To set achievable and measurable targets for children requiring additional support, which will support progress, independence and self-esteem
- To work in partnership with parents and pupils at all stages
- To ensure that children have access to external agency support when required

## 2. Vision and values

At Corvedale CE Primary School we aim to support all children to be the very best they can be and to achieve and develop both academically and personally. We promote an ethos in which children are encouraged to understand and be active participants within the learning process and we aim to support, develop and promote metacognition, emotional literacy and the school's values of **compassion, respect, endurance, wisdom friendship, trust and service**. These values form the foundation of all relationships within school, and are considered central to effective teaching and learning. We recognise that some pupils will have Special Educational Needs and/or disabilities (SEND) which may impact on their ability to access learning and aim to ensure that these children are carefully supported to achieve their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. This may be achieved in a variety of ways including high-quality teaching, adapted learning approaches, access to interventions and resources, use of ICT, emotional wellbeing support and access to external professionals and support services. As an inclusive school, we also recognise the importance of partnership with pupils and their families, and we aim to work effectively together to secure high-quality provision and progress for our children with SEND.

## 3. Legislation and guidance

The staff at Corvedale CE Primary endeavour to promote equality in all aspects of school life, and all matters embraced by this policy will comply with relevant legislation.

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 5. Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.  Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENCO

The SENCO at our school is **Miss Jennie Marsden**.

SEND time 0.5 days per week (usually Wednesday or Thursday)

Email: [jennie.marsden1@corvedaleprimary.co.uk](mailto:jennie.marsden1@corvedaleprimary.co.uk)

Telephone: 01584 841630

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made

- Work with the headteacher and SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report

- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### 6.3 The SEND link governor

The SEND link governor is **Mr Hugh Disley**.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### 6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

## 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

## 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

### 8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers

### › Widens the attainment gap

Where concerns are raised that a child may not be making expected progress in their learning (or socially or emotionally), staff will intervene early to implement appropriate and effective support to overcome the barriers to learning. This SEN support takes the form of a four-part cycle: assess, plan, do, review (APDR), to develop a growing understanding of the child's needs, and identify what support is required to ensure they secure good outcomes and make good progress. This is known as the 'graduated approach'.

This will not imply that the pupil has a special educational need.

If a child is experiencing difficulties, despite receiving high quality teaching strategies and regular attendance, a meeting will be held with the Class teacher and/or SENDCo to discuss the appropriate graduated support response. The class teacher will inform parents that attainment is being monitored and will offer strategies to support the child at home, as well as in school. These may be documented on a graduated support plan (APDR).

When this support is reviewed, and a child is continuing to face difficulty, despite receiving high quality teaching and additional support, a meeting will be held with the SENDCo, teacher and parents, and, if appropriate the child or young person, to discuss adding the child to the SEND register. Children at this tier need educational provision that is 'additional to' and 'different from' the Universal provision.

When a pupil has been identified as requiring special educational provision, the pupil will be consulted and involved in the arrangements made for them as part of child-centred planning. A child on the SEND register will have a Pupil Centred Plan (PCP) created, which will identify the interventions and support being put in place.

If a pupil is joining the school, and:

- › Their previous setting has already identified that they have SEN
- › They are known to external agencies
- › They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## 8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account any concerns the parents/carers have
- › 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/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

## 8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### 1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

## **2. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on a Pupil Centred Plan, and will be made accessible to staff who work with the pupil.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

## **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

## **8.4 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## 8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

Each class teacher, subject leader and members of the senior leadership team closely track and monitor the progress of all children in our school every term, through a range of assessments, such as NFER assessments and phonic screenings to monitor early reading, White Rose Maths pre and post unit assessments and similar pre and post unit assessment checks in writing. Class teachers will also carry out daily assessments within each lesson as part of the Assess, Plan, Do, Review cycle of teaching and learning.

## 9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

## 10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

## 11. Expertise and training of staff

As a school we are committed to ensuring that all our staff are up to date with local training and guidance and have a breadth of knowledge and skills to support a range of additional needs. All staff have regular internal and external training, including staff meetings and INSET days. We strive to provide bespoke training for staff in response to a particular additional need when we admit a new child. Our SENDCo attends local updates in regard to the local offer, and wider professional development opportunities in regard to SEND. Training will be incorporated into the school's plan for continuous professional development.

## 12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Educational Psychology Team, including Neurodiversity Practitioners
- Emotional Health and Wellbeing Service (Bee U) – formally known as Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers with a specific SEND qualification for pupils with; impairments, such as visual or hearing (Sensory Inclusion Service)
- Therapists (physio, occupational and speech & language)
- MATi Outreach Service (support for pupils who have learning and behaviour difficulties, and for pupils with neuro-divergent conditions, e.g. ADHD/autism)

- LSAT (Learning Support Advisory Teacher)
- Educational Welfare Service
- School Nurse available to support school
- Initial Contact Team and Child in Need Teams
- Inclusion team
- Shropshire Strengthening Families (Early Help)

### 13. Complaints about SEND provision

We urge parents/carers with any concerns regarding the SEND provision made for their child at Corvedale C of E Primary School to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. Although school complaints procedures are in place and can be accessed through our website, we would always hope to resolve any issues or concerns informally by working in partnership with parents.

If parents/carers feel their child's needs are still not being met, they should make an appointment to see the Headteacher. If concerns continue to be unresolved parents may wish to use the [Shropshire Information Advice and Support Service \(IASS\)](#) or engage with the School's Complaints Procedure.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

### 14. Monitoring and evaluation arrangements

#### 14.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

#### 14.2 Monitoring the policy

This policy will be reviewed by the SENDCo **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

### 15. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

- Attendance policy
- Safeguarding / child protection policy
- Complaints policy