



Date Adopted: Spring 2026

Date to be reviewed: Spring 2028

Quadring Cowley and Brown's Primary School

Special Educational Needs and Disabilities Policy

*At Quadring Cowley & Brown's Primary School we strive
'to nurture and inspire all children to be well-rounded, confident and resilient
individuals who love learning and are ready for life beyond school.'*

Article 3- The best interests of the child must be top priority in all actions regarding children.

Article 28: All children have the right to an education

Article 29: All children have the right to develop talents and abilities.

“All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best**
- become confident individuals living fulfilling lives, and**
- make a successful transition into adulthood, whether into employment, further or higher education or training”**

DfE Special Educational Needs and Disability Code of Practice 2014 (and updated since.)

Compliance

This policy has been written in collaboration with staff, pupils, parents and governors of Quadring Cowley and Brown's Primary School. It complies with the statutory requirements laid out in the following documents

- Special Educational Needs and Disability Code of Practice 0-25 (2015)
- Keeping Children Safe in Education (February 2026)
- Children and Families Act (2014)
- Equality Act 2010: Advice for Schools (DfE February 2013):
- Working Together to Safeguard Children
- Reasonable adjustments for disabled pupils (2014): Technical guidance from the Equality and Human Rights Commission.
- Supporting pupils at school with medical conditions (2015):
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- School SEND Information report regulations (2014)
- The National Curriculum (2015)
- Teacher standards (2021)
- Working Together to Improve School Attendance

This policy is in conjunction with the safeguarding policy, bullying policy, behaviour policy, Equal Opportunities Policy and any other relevant school policies.

Under normal circumstances this policy will be reviewed every two years as part of the policy review cycle, however, any changes occurring during the year will be added as soon as possible.

Aims

At Quadring Cowley and Brown's Primary School, we aim to be the very best school we can be. Through our school we aim to provide a safe, happy and rich nurturing environment in which we can support our children to be inspired and excited to make a difference to their lives and the lives of those around them.

At Quadring Cowley and Brown's Primary School, all staff work collaboratively to encourage every pupil to strive for excellence. Every child is supported, challenged and valued. We have high expectations and aspirations for every child in our care regardless of race, religion, gender or ability. We are committed to providing the highest quality of teaching and learning, pastoral care and a wide range of opportunities to ensure excellence and enjoyment for all.

We believe that all children have a right to access and enjoy the full curriculum and we recognise that some children will need additional support to access the curriculum and make progress in their learning. Every child's needs will be considered and adaptations made to effectively support their learning and development. For some children this may be short term - for others it will be longer term or permanent. We know that early identification and early intervention are essential for ensuring the best possible outcomes.

Supporting all children, including those with SEND, is a whole school responsibility and a 'High Quality' teaching approach will be followed. Parents, carers and pupils will be actively encouraged to work in partnership with the school.

Resources will be allocated to ensure maximum impact and value for money and systems will be used to monitor and evaluate support for SEND.

Objectives

In order to achieve our aims, we will:

- Ensure the earliest possible identification of any additional or special educational needs through careful monitoring and assessment.
- Work within the SEND Code of Practice 2015.
- Provide a Special Educational Needs Co-ordinator (SENDCo) to oversee implementation of the SEND policy.
- Ensure whole school support of children with SEND through advice, training and communication.
- Refer to and liaise with outside agencies where appropriate.

QCB Special Educational Needs and Disabilities Policy

- Follow the graduated approach of 'plan, do, assess, review'.
- Work in partnership with parents/carers.
- Ensure that every pupil experiences success in their learning and achieves to their highest possible standard.
- Value and encourage the contribution of all pupils to the life of the school.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than most others of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind, generally provided for others of the same age in mainstream schools or post 16 institutions.'

The SEND Code of Practice (DFE p97,98) defines four broad categories of need. At Quadring Primary, we consider the needs of the whole child when deciding on any additional provision that a child might need.

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD (autism spectrum disorder) often have difficulties with communication and interaction.

2. Cognition and Learning

Cognition refers to the thinking skills and thought processes that a child/young person has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. Children with learning needs may learn at a slower pace than their peers despite appropriate differentiation. Learning difficulties can be general or specific and related to one or more areas of the curriculum. Specific learning difficulties (SpLD) affect one or more

specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Difficulties may be short-term in one or more areas or severe and long term. These include moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD)

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and physical needs

Sensory needs, which can be hearing loss and/or visual impairment or sensory processing difficulties and physical difficulties, can occur for a variety of reasons, e.g. congenital conditions (some progressive), injury or disease. The important consideration in this area is the degree to which the difficulties impact on a child's or young person's ability to access educational opportunities. Many children with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require some ongoing support and equipment to access all of the opportunities available to their peers.

Medical Statement

A medical diagnosis can only be given by a medical practitioner. Where parents and school staff feel that a pupil may have a medical need, a referral can be made to the Community Paediatricians by the SENDCo, the Headteacher or the child's GP.

Inclusion Statement

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

QCB Special Educational Needs and Disabilities Policy

- have different educational and personal needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

The Local Offer and SEND Information Report

From September 2014, all schools had to display their local offer for SEND provision on their websites and the School SEND Information Report. These can be accessed by parents and the general public on the SEND section of our school website.

Principles

- All children with SEND must have their needs routinely met.
- Ensuring the achievement of children with SEND is a whole school responsibility.
- Early identification and early intervention are essential for ensuring better outcomes for pupils.
- Pupil voice is an important consideration.
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child.
- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment.
- All pupils benefit from 'High Quality Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress.
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil needs.
- Effective transition arrangements must be in place across all phases of education to ensure positive outcomes for the pupil and their family.
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money.
- Systems for monitoring and evaluating developments in SEND support improvement in pupil's learning and provide appropriate challenge.

Special Needs Provision Within Our School

Wherever possible pupils will remain with their class teacher and the rest of the pupils as this is where they learn best. Children will be receiving 'real time intervention'. However, there will

be times when 'additional to and different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a teacher, Teaching Assistant or specialist teacher, the focus will be on outcomes; our aim is to put in sufficient support to enable our children to reach challenging targets, but without developing a dependence upon an adult.

There is a SEND office in the school. This is used to store resources, and pupil records. The SENDCo and other staff use this for specialised teaching, meetings and assessments.

All pupils on the SEN list will be supported, monitored and reviewed appropriately.

External advice will be acted upon appropriately and any additional training needs will be sought as necessary.

The Headteacher

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Head Teacher will be informed of the progress of all vulnerable learners and any issues regarding the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system.
 - maintenance and analysis of the pupil progress tracking system for vulnerable learners.
 - pupil progress meetings.
 - regular meetings with the SENDCo.
 - discussions and consultations with pupils and parents.

The SENDCo

The SENDCo is responsible for coordinating provision. They fulfil the role as described in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2015), namely:

- Maintenance and analysis of whole school provision map for vulnerable learners.
- Writing and reviewing the SEND policy, information report and SEND action plan.
- Overseeing the day to day implementation of the SEND policy and resources.
- Overseeing the records of all children with SEND.
- Liaising with and advising school staff.
- Liaising with parents, outside agencies and other schools.
- Organising and contributing to relevant staff training.
- Monitoring provision for children with SEND.

- Monitoring Personal Plans (PPs).
- Ensuring the "plan, do, assess, review cycle" is implemented and effective.
- Organising and attending termly meetings with parents and carers as part of the SEND review process.
- Monitoring and participating in the review process of children with Education, Health and Care Plans (EHCP).
- Carrying out referral procedures for EHCP where it is suspected a pupil may need significant additional support (evidenced through previous intervention).
- Attending training and local area cluster meetings where appropriate.
- Evaluating regularly the impact and effectiveness of additional interventions for all vulnerable learners.
- Administering submissions for special arrangements for statutory testing.
- Advising the Head Teacher and staff on pertinent SEND issues.
- Liaising with parent and families of children on the SEND register.
- Liaising with the SEND governor.
- Ensuring effective deployment of resources - including learning support assistants- to maximise outcomes for all vulnerable learners.
- Overseeing the smooth running of transition arrangements and transfer of information for pupils who transfer from one school to another.

Class Teachers

Class teachers are responsible for:

- **Securing good provision and good outcomes for all groups of vulnerable learners by:**
 - Providing quality first teaching
 - Providing differentiated teaching and learning opportunities
 - Ensuring there is adequate opportunity for pupils with SEND to work on agreed targets which are SMART targets (Small, Measurable, Achievable, Relevant and Time Bound)
 - Liaising with parents, carers and outside agencies to support children with SEND
 - Supporting the SENDCo to complete SEND related paperwork and referrals
 - Monitoring and evaluating the progress of children with SEND in their class
 - Attending planning and review meetings as appropriate
- **Liaising with the SENDco to agree:**
 - Which pupils are vulnerable learners.
 - Which pupils are underachieving and need to have their additional interventions monitored but are not on the SEND list.

QCB Special Educational Needs and Disabilities Policy

- Which pupils require additional support and need to go on the school's SEND list - Which pupils may need a referral making to an outside agency.

Parents/Carers

We work in partnership with parents and carers to ensure that we provide holistic and effective support for children with SEND. As part of that holistic approach, we expect parents and carers to:

- Be honest with us and share any relevant information that may support their child.
- Complete relevant paperwork.
- Engage with SEN reviews.
- Attend any meetings or appointments that have been arranged with outside agencies.
- Understand that we have the best interests of your child at the centre of everything we do.

Teaching Assistants

Teaching Assistants will support the pupil and teacher by:

- Implementing an individual or group of pupils' access to and progress in the curriculum including focused work as directed by the teacher.
- Implementing activities designed to achieve targets on person centred plans.
- Encouraging and promoting pupil independence.
- Liaising with teachers and the SENDCo, giving feedback and suggesting development.
- Working with individuals or groups of pupils.
- Carrying out specific teaching and intervention programmes.
- Helping to prepare resources and adapting materials.
- Attending planning and review meetings as appropriate.

The Governing Board

To meet the statutory requirements of the Code of Practice (2015) the Governing Body will ensure that:

- There must be a member of the Governing Board who is identified as a SEND Governor Champion with specific oversight of the school's arrangements for SEN and disability.
- The Governing Boards of maintained schools must ensure that information is published on their websites about the implementation of the school's policy for pupils with SEND as set out in the Special Educational Needs and Disability Regulations 2014. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

- Evaluate the effectiveness made for children and young people with SEND.

SEND Support - A graduated approach of 'Assess, Plan, Do, Review'

The procedures followed for the identification, assessment and provision of pupils with special educational needs are determined by our statutory requirements under the Revised Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014), recognising that there is a continuum of SEND and that it is our responsibility to respond appropriately, seeking outside help where necessary.

In line with the Code of Practice methodology of "Assess, Plan, Do, Review" children with SEND are identified as early as possible. Class teachers are continually aware of children's learning, and the progress of every child is monitored termly. Less than expected progress can be characterised by progress which:

- is significantly slower than their peers 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

Early identification is vital. At this stage the class teacher will be responsible for collecting as much relevant information as possible about the child and the difficulties he/she is experiencing. The class teacher will put him/her on an intervention approach appropriate to the child's needs. The class teacher informs the parents or carers at the earliest opportunity to alert them of the concern/s and enlist their active help and participation.

SEND Support

Initial identification of special educational needs is most often made by the class teacher, who recognises, that to accelerate progress, the child requires provision 'additional to or different from' normal classroom differentiation.

If this is deemed to be the case the chart in Appendix 1 will be followed.

The SENDCo or the Headteacher may request the intervention of the relevant support agency with the consent of parents. These may include:

- Specialist Teaching Team (STT)
- Working Together Team (WTT)
- Speech and Language Therapy Service (SALT)
- Behavioural Support Service (BOSS)
- Community Paediatrician

QCB Special Educational Needs and Disabilities Policy

- Sensory Education Support Team
- Educational Psychology Service
- Social Services/Safeguarding
- Child and Adolescent Mental Health Service (CAMHS)
- Family GPs
- Physiotherapy Service
- Occupational Therapy Service
- Pupil Reintegration Team
- Dyslexia Support
- ECLIPS
- Children's diabetes nurses
- Healthy Minds

Referral for an Education Health Care Plan (EHCP) Assessment of Needs:

In a small minority of cases, and after regular review meetings, a decision may be made to request an EHCP needs assessment. Using county's proforma, the school submits evidence of all efforts made to manage and support the pupil's learning at each stage and to make the case for further support.

This information is collated by the Allocations Panel and discussed, and a decision is made as to whether or not an Education, Health and Care Plan (EHCP) is necessary.

Education, Health and Care Plan:

If awarded, the EHC Plan, which is a legal document, is reviewed annually.

The SEND procedure is documented in Appendix 1.

Complaints procedures

We aim to make the best provision we can for our children with special needs. When parents have concerns, we like to deal with them promptly and encourage parents to speak to the class teacher in the first instance. If the issue is not resolved, then the next step would be to speak to the Headteacher or to the SENDCo. The school welcomes contact with parents and carers. In the event of dissatisfaction, parents have access to the school's Complaints Policy, which can be found on our school's website.

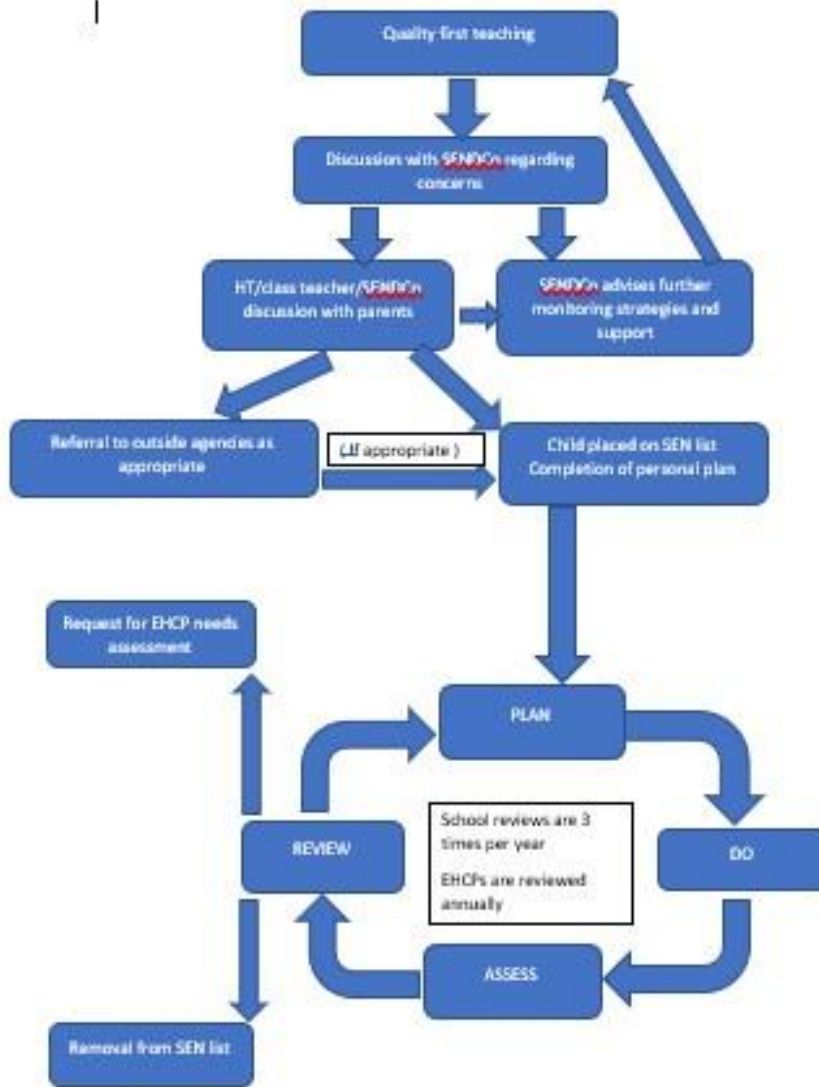
Equal opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

Below is a list of policies that should be read in conjunction with this policy.
This list is not exhaustive.

- The Safeguarding and Child Protection Policy;
- The Positive Behaviour Management Policy;
- The Anti- Bullying policy;
- The Technology Safety and Acceptable Use Policy;
- The Anti-Cyber Bullying Policy
- The Anti-Radicalisation and Anti-Extremism Policy
- The commitment to confidentiality Agreement
- Confidentiality Policy
- Code of Conduct
- Intimate Care Policy
- Child on Child Abuse Policy
- Supporting Children with Medical Needs Policy
- Attendance Policy
- Children with Health Needs Who Cannot Attend School Policy
- Suspensions and Exclusions Policy
- "Making a request for admissions out of the normal age group guidance"

Appendix 1



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Signed _____ (Headteacher)

Printed Name: _____

Date: _____

Signed _____ (for and on behalf of the Governing Board)

Printed Name: _____

Date: _____