Cranham
Church of England (VA)
Primary School
www.cranham.school

Special Educational Needs, Disabilities and Inclusion Policy

Title:	Special Educational Needs, Disabilities and Inclusion Policy
Date:	January 2026
Adopted:	January 2026
Chair of Governing Body:	Ben Nichols
Executive Headteacher:	Mrs Sarah Scott
Responsible Governor:	Vikki Barnard & Angela Wilson
Review Date:	January 2027

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Introduction

Cranham is a Church of England primary school. We are very proud of our school and are confident that we provide a vibrant and stimulating learning environment in which pupils of all abilities can thrive. Everything we do is guided by our strong Christian values. At Cranham Primary, every teacher is a teacher of children with special educational needs (SEND) and supporting children with SEND is a whole school responsibility. Good provision for children with SEND is good provision for all. Consequently, we work together as a team to make sure that general practice, curriculum and teaching is as inclusive as possible and that all children have access to quality first teaching, that is scaffolded and adapted to meet their needs. Aligned with our school vision, 'sowing the seeds of learning through courage, compassion and community', it is important to us that all children feel valued, appreciated and part of our whole school community. Accordingly, we work hard to ensure that our inclusivity does not just cover the curriculum, but also all aspects of whole school life.

The staff and governors of Cranham Church of England Primary School will work to ensure that all pupils with SEND reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. The core provision for all pupils with SEND is quality first teaching. Our goal is to make everyday classwork accessible for as many children as possible. We do this by removing barriers that might make learning difficult and by giving children the support they need to succeed. We use proven methods, including scaffolding, to help make this happen. This policy aims to support all members of the school community in providing positive whole school approaches towards the learning, progress and achievement of pupils with SEND.

AIMS

This policy aims to ensure that:

- All our pupils flourish in everything that they do and feel a sense of belonging within our school family.
- All our pupils achieve their full potential and enjoy the learning process.
- Parents fully understand the support that their child receives and understand how they can further support their child.

This Policy is supported by the SEND Information Report, which gives more detailed summary of the policy in operation.

Legislative framework:

Cranham Church of England Primary School SEND policy is for young people with special educational needs or disabilities and is governed and written to comply with the statutory frameworks and policies. This policy will have due regard to legislation, including, but not limited to:

- SEND Code of Practice 2015
- 2014 Children and Families Act (Part 3 – which sets out schools' responsibilities for pupils with SEN and disabilities.)
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND Information Report.
- Keeping Children Safe in Education 2014
- Equality Act 2010
- Health and Social Care Act 2010
- Education and Inspections Act 2006
- Educations and Skills Act 2006
- Education Act 2002
- Children Act 1989 and 2004
- Education Act 1996

Safeguarding

The health and safety of all children is of paramount importance. All staff are aware that children with SEND and / or differences/perceived differences can be more susceptible to being victims of child abuse. The safeguarding and welfare of all children means that there may be times when we consult with colleagues in other agencies if we are concerned about the safety and welfare of a child. Any concerns raised may lead to consideration of the concern under safeguarding or child protection procedures.

Definition of SEND

The 2015 SEND Code of Practice states that:

"A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

The Code of Practice then defines the learning difficulty as a child who *'has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'* These learning difficulties and disabilities mean that children may have barriers to learning and may need additional support to achieve their full potential.

(Taken from 2015 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

The SEND Code of Practice 2015 then defines these into four broad areas of need:

Cognition and Learning Needs include:

This is where children may need appropriate differentiation and adjustments to be made to access the work alongside their peers. This area of need encompasses:

- Dyslexia
- Dyspraxia
- Dyscalculia
- Moderate Learning Difficulties
- Global developmental delay

Communication and interaction needs include:

This includes children with:

- Speech, language and communication needs (SLCN), and
- Autistic spectrum disorders (ASD)

Social, Emotional and Mental Health needs include:

- This encompasses a range of social and emotional needs and behaviours that children may exhibit that can act as barriers to accessing the curriculum:
- ADHD, ADD, Attachment disorders, emotional difficulties, mental health difficulties

Sensory and physical needs include:

This encompasses a range of conditions including:

- Visual impairment (VI)
- hearing impairment (HI)
- Multi-sensory impairment (MSI), and
- Physical disability (PD).
- Medical Needs
- Epilepsy
- Bowel disorders
- Diabetes

These categories of SEND will be used to inform identification of needs and planning and ensuring that children will receive the appropriate and most effective support. It also enables our school to contact the outside professionals with the correct expertise to guide and advise our practice, ensuring our provision for the child's needs is effective. However, we will also identify the needs of pupils by considering the whole child, which may involve considering more than the special educational needs of the child alone.

Pupils will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Inclusion that informs our inclusive practice at Cranham:

Our definition has been collaboratively developed and aligns with the school's vision. It focuses on four components:

- Belonging and supporting
- Wide-ranging experiences for us
- Nurturing everyone's experiences for all
- High expectations for all
- Personalised learning journey

The 2015 SEND Code of Practice states that:

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The Code of Practice

Roles and Responsibilities

The Role of the SENCo

The SENCO is Mrs. Lynda Kay

They will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Overseeing the day-to-day operation of the SEND policy.
- Supporting and advising teachers on provision for children on the SEND register
- Working and collaborating with parents and carers for the wellbeing and academic progress of children with SEND
- Building partnerships with outside agencies who support and guide the provision for our pupils with SEND.
- Ensuring SEND records and plans are reviewed and updated regularly, reflecting children's needs.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Contribute to in house training to improve SEND provision.

The SEND governor

The SEND governor will:

- 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 head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Role of the Governing Body

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governors with particular responsibility for SEND are **Vikki Barnard** and **Angela Wilson**. They meet with the SENCO at least three times per year to discuss actions taken by the school and will report back to the Full Governing Body.

The Headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class Teachers

All class teachers have a responsibility to promote inclusion and make reasonable adjustments, in order that everyone has equal and equitable opportunities. All children have the right to individual help and respect from their teachers and other staff.

The core provision for all pupils with SEND is quality first teaching. This is monitored by senior leadership through monitoring visits and day-to-day drop-ins around the school.

Our first aim is always to make the core class work accessible to as many children as possible, by removing as many barriers to learning as we can and scaffolding learning. Our curriculum leads strive to make each area of the curriculum accessible to children

with a range of SEND, supported by the SENDCo, and overseen by the Headteacher. Where the core class work is assessed to be inaccessible to a child, then an adjusted curriculum will be offered. This will be planned for, resourced and supported by the class teacher. An adjusted curriculum is often a differentiated version of the core tasks. The teacher will still have accountability for those children's progress.

Teachers will use on-going formative assessments to decide on the best provision for the children in their class and to support them with accessing the curriculum, where possible, or putting in an alternative curriculum, if necessary.

It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption. This means that staff will be trained or alerted to current research about effective behaviour management strategies and pastoral care.

We look after every child's well-being, and we give extra support to any child who is finding things difficult.

Teaching Assistants

Designated Teaching Assistants will work with individual or small groups of children. They will work on specific, measurable targets that the teacher has set, as well as support these children with accessing the curriculum and /or the everyday routines of school. They will work closely with the children's class teachers, as well as the SENCo, and outside agencies where appropriate

Parent Voice

The school welcomes and encourages all parents to engage in conversations with their child's teacher to support their child's learning. When all the adults work together as a team to support a child's learning, their progress increases.

Cranham Primary staff will:

- Work closely with parents to support a child's learning and will invite parents to attend all Team Around the Child meetings.
- Signpost parents to support services that can support their child's wellbeing at home, and support parents with referral and applications where needed.
- Encourage the parents' voice and opinion on the provision provided for their child.
- Ensure that the parents are confident and clear in the processes and procedures within the SEND framework.
- Provide support for parents so they can be actively involved with the child's learning at home.

In addition, the school has made available a Local Offer (Information Report) which will guide parents of pupils with special needs to the local services available which can provide support. Please contact the school should you wish to use this resource.

Identification and Provision for SEND

Cranham Church of England Primary School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all SEND pupils and ensure that parents/carers are informed by the school that SEND provision is being made for their child and are fully involved. The SEND Code of Practice 0-25 2015 outlines two ways in which a child with SEND might have their needs categorised: SEN Support or Education Health Care (EHC) Plan. An ECH Plan is a legal document issued by the local authority following a process of a coordinated assessment of need. For those pupils with an Education, Health and
Care Plan, the Local Authority and the school will ensure that the pupil's complex needs are met in accordance with the Plan.

Graduated response

The SEND Code of Practice outlines a graduated response to pupils' needs, matching the variation of children's additional learning needs. Most children will have their needs met through Cranham's broad and balanced curriculum and normal classroom scaffolding.

However, we recognise the significance of early identification of pupils with special/additional educational needs. We will work closely with other professionals, already involved with a pupil upon entry into school, as well as being vigilant to issues or difficulties that may arise throughout the primary journey. Some pupils, despite high quality class teaching, do not make sufficient progress. This would be identified by the school's rigorous monitoring of progress and attainment of all pupils.

As required by the Code of Practice, Cranham Church of England School will adopt a graduated response to providing special educational needs. The Graduated pathway works on a cycle of '**assess, plan, do, review'**. This is where the child's needs are assessed, a plan is written and then the teaching staff 'do' the provision needed for the child to achieve the targets on the plan. This is then reviewed regularly, and the process starts again.

Early Concerns and Identification of Need

Assessment of need starts with a whole school approach that can quickly identify where a
child is not making adequate progress despite high quality teaching. Information that teachers may draw upon include:

- Teachers' assessment and experience of a pupil
- Pupil progress attainment and behaviour

- The individual's development in comparison to national expectations of progress
- The views and experience of parents
- Pupils own views

The Class Teachers will discuss any concerns with the SENCO and Pastoral Lead. Together, they will consider a holistic approach to improve outcomes for a pupil and discuss these with the parents. All factors should be taken into consideration that may be preventing a child from making progress. It could be a temporary situation, where short term support is needed. The best approach is to make appropriate adjustments to meet the pupil's needs and monitor closely over time.

At this stage a SEND referral form will be completed by the class teacher and the SENCo. The form will indicate and explain the reasons for concern using class records as supporting evidence. And the strategies and provision that have already been implemented by the class teacher. This form will be used to support discussions and the holistic approach to considering the concerns and planning the next steps together.

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least good progress and improved outcomes. The teacher and SENCO will work together to identify the specific area of need, using Local Authority guidance and the SEND Code of Practice 2015.

Where it is necessary to determine whether a pupil's difficulties are due to SEND or another factor, then a more in depth assessment may be required. The school does not offer diagnosis or complete assessments needing to be completed by an expert, for example, formal assessments for dyslexia, ASD, ADHD. Parents are advised to contact their GP or an appropriate body in these circumstances.

Assess

Assessment will continue to be used to monitor the child's progress and effectiveness of the strategies and interventions that are being implemented. The assessment procedure is generally initiated by the class teacher. The class teacher and the SENDCo will continually monitor and assess pupil's progress, through a regular cycle of observation, evaluation and both formal and informal assessment. Information from the parents and outside agencies is also sought and valued.

Pupils own views of their experience and progress in school is also an important part of the assess process, and these are sought during this phase.

Plan

Once the need for SEND support has been identified the code is quite clear that the first step in responding to a pupil's identified need is to ensure that high quality teaching, differentiated for individual pupils, is in place.

A My Plan will be written for the child and they can be placed on the SEND register. The My Plan will include information about short-term targets set for the child, teaching strategies and provision to be implemented. Discussions with the parents must take place and parents must be informed if their child is placed on the SEND register. The school will inform the parents of the additional support and interventions being put in place. My Plans will be shared with parents who will be asked to sign a school copy of the plan. My Plans will be shared with all staff working with the child to ensure that provision is consistent and that all members of staff are supporting that child in accessing the curriculum and overcoming barriers to learning. The plans will be stored in the child's SEND folder.

Teachers will adapt their teaching and provision to overcome the barriers of learning and make changes to ensure full accessibility to the curriculum with the support of the SENCO.

We believe that parents and pupils are an integral part of the planning process and are invited to contribute their thoughts and ideas during regular meetings throughout the year.

Advice will be sought and followed from various outside agencies as required.

In addition to the above, children who are receiving support from an outside agency, will have a My Plan+ with targets as set out above. These targets will be created with the support and advice of the outside agency.

Pupils with an EHC Plan will have outcomes / targets identified in their EHC Plan. These targets will be included in the child's My Plan, together with shorter-term targets that identify smaller steps working towards the longer-term outcomes identified in the EHC Plan.

Early Help:
Every family who has a child on a 'my plan' will be asked to sign an early offer of help form. This form enables the school to speak to other outside agencies about the child in order for us to gain further advice and guidance as well as support for the school and child. We will always aim to involve you, the parent, in this process and ensure you know who we are speaking to about your child.

Do

The teacher is at the centre of day-to-day responsibility for working with all pupils including those with identified SEN. It is imperative that the teacher works closely with all adults involved with 1:1 provision or any teaching away from the class as the teacher is ultimately responsible for assessing the impact of targeted interventions.

Provision:
Most pupils with SEND will receive the majority of their learning through high quality class teaching and a curriculum designed to meet their needs. Alongside support and advice from the SENCo, class teachers will pitch learning activities to the needs of the pupils, so they are suitably supported and challenged. Where needed, resources will be

modified to support children with SEND to access the Learning. Cranham CofE Primary School strives to educate children identified with SEND alongside their peers as much as possible. The class teacher and the SENCO will be responsible for tracking the progress of SEND pupils and pupil progress meetings will include discussion around the progress of pupils with SEND.

Interventions:
Some pupils with SEND may need to be withdrawn from class for regular, additional, targeted intervention, to secure good or better progress. Additional targeted interventions will be "additional to and different from" normal provision within the class. However, additional targeted intervention does not replace high quality class teaching. These interventions must complement and not interrupt high quality class teaching. Most targeted interventions will be provided by a qualified Teaching Assistant. The class teacher will ensure they are fully aware of the additional targeted interventions being provided for their pupils with SEND.

The SENCO will be responsible for monitoring the impact of these additional interventions. If the selected intervention is not having a positive impact, then this will be adjusted appropriately to ensure the pupils with SEND are being appropriately targeted to make progress.

Review

During this review period the class teacher and or the SENCo will review the quality of the provision and the associated impact. Teachers are continually reviewing the progress of all pupils on a daily basis through marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally. In addition to this, for pupils with recognised SEND the progress of meeting planned outcomes is assessed and reviewed regularly, at least three times a year.

Teachers consider the following when discussing the progress of pupils identified with SEND:

- Have the pupils met their expected targets?
- Are the pupils on track to meet their end of year/ key stage target?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEN and all pupils?

As previously explained, pupils own views of their experience and progress in school is also an important part of this process.

This part of the graduated approach process will inform the next stage of planning for the child. Adjustments will be made to the My Plan to ensure that progress continues.

The Graduated Pathway:

A small number of pupils with SEND may still struggle, despite high quality teaching and additional targeted interventions. For these pupils, the SENCO will consider escalating up the Graduated Pathway and requesting professional advice from external support agencies, with the consent from parents/carers. This may be the Advisory Teaching Service, Educational Psychology Service and/or Speech and Language Therapy Service or other appropriate services. These children will therefore me escalated to a My Plan+, which is a multi-agency approach to target setting that draws on all adults' knowledge of the child's strengths and needs.

A minority of pupils with complex SEND may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such pupils may require an exceptionally high level of additional support in order to access the mainstream school day. These pupils will require a coordinated assessment of their special needs, undertaken by the Local Authority, who may issue an Education, Health and Care Plan. The SENCo will discuss the possibility of such an assessment with the parents of the pupil with complex SEND and the Educational Psychologist and/or Advisory Teacher. For those pupils with an Education, Health and Care Plan, the Local Authority and the school will ensure that the pupil's complex needs are met in accordance with the Plan. EHC Plans are reviewed annually at a meeting to which parents and the outside agencies that are involved are invited.

There are clear guidelines for the statutory assessment process. Information can be found at: http://www.glosfamiliesdirectory.org.uk

Record Keeping:

The SENCo holds and updates SEND registers. The class teachers and the SENCo are responsible for the completion of all appropriate paperwork relevant to the Code of Practice.

The SENCO is responsible for completing the paperwork required for Statutory Assessment requests and the annual review of EHCPs.

All paperwork remains private and confidential and will be stored in a locked cabinet or password protected electronic folder.

Working with Parents and Children in the graduated approach

We aim to provide clear and supportive relationships with all of our parents and believe the support that parents provide both at home and school is crucial to the ongoing progress of their child. If a child is experiencing difficulties as noticed in school, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to any parent to learn that their child is being identified as having SEND. As part of the graduated approach of assess, plan do review. Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to formally let them know that the school believes their child should be placed on the SEN Register, discuss assessments that have been completed and to contribute to the plan, do and review process to ensure that the needs of the child are truly reflected in the provision being provided by the school.

We hope these effective arrangement will mean that parents are satisfied with provision but should you have concerns please come into school to discuss them as worries can quickly be alleviated by such discussions. If however, a parent/ carer wishes to make a complaint about SEN provision it should first be raised with the school through its Complaints Policy. If the issue cannot be resolved, then the complaint must be referred to the Local Authority.

Access to extra-curricular activities

All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and reasonable adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from pre- school - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet. Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

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-judgmental attitude throughout the school.