



Pennington C of E Primary School  
**BeTheBestYouCanBe!**



**PENNINGTON**  
**C of E**  
**PRIMARY SCHOOL**  
**SEND POLICY**  
**2025-26**



## Pennington C of E Primary School SEN policy

### Our Principles

At Pennington C of E Primary School, we believe it is every teacher's responsibility to adapt teaching to respond to the strengths and needs of all pupils. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children whatever their needs or abilities. All the staff have a positive and constructive attitude towards those with learning difficulties. We welcome the diversity of our children and work to ensure each child is valued and that all are included in the curriculum and the overall life of the schools.

We recognise that all children have the right to equal opportunity in education irrespective of their needs, and have an entitlement to access areas of learning and develop appropriate knowledge, skills and understanding.

"All children.... are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential" (*SEND Code of Practice, Jan 2015*).

The Special Educational Needs Coordinator (SENDCo) is Mrs Rebecca Borrough. She can be contacted via the school office (Tel: 01590 672104) or your class teacher.

### Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEND Code of Practice September 2014
- Ofsted Inspection Framework November 2025
- Equality Act 2010 • Children and Families Act 2014
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The New Curriculum in England document September 2014
- Safeguarding Policy

This policy was created by the school's SENDCo and the Head teacher in consultation with the Governing body, staff and parents of pupils with SEND (Special Educational Needs and Disabilities)

### Policy Aims

To achieve the principles outlined in the SEND Code of Practice (2014)

Pennington C of E Primary School aims to:

- Work in partnership with parents and carers, children and appropriate agencies
- Remove barriers to learning so that all children will reach the highest possible potential



- Foster an inclusive and nurturing environment, which accepts the individual child, by focusing on aspirational outcomes

## Objectives

1. To identify and provide for pupils who have Special Educational Needs and Disabilities
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for Special Educational Needs
4. To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEN Policy
5. To provide support and advice for all staff

## SEND Information Report

Our school sets out its SEND information in the SEND Information Report developed by the staff and parents of the schools. These reports are accessible on the school’s website and in paper form and are intended to provide parents with the information that they require to make informed decisions about their child’s education.

The 4 key aims of our local offer is for it to be:

- Collaborative
- Accessible
- Comprehensive
- Transparent

## Identification, Assessment and Provision

The SEND Code of Practice 2014 details four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical Needs

Our school strives to provide early identification of specific needs and to work out what actions need to be taken. When planning, the school considers the needs of the whole child not just the Special Educational Needs of the child. As an inclusive school we do not seek to merely label the Special Educational Needs for which we will make provision, we seek to identify and provide for each of our children with SEND, and recognise their unique qualities.

Provision for children with Special Educational Needs is a matter for the school, therefore all teachers are responsible for teaching children with Special Educational Needs. In addition, the governing body, the Headteacher, the SENDCo and all other members of staff have important day-to-day responsibilities.

## A Graduated Approach to SEND Support

As recommended in the DFES’ Code of Practice the school has a graduated response to identifying children with SEN and recognises there is a continuum of Special Educational Needs. The school will record the steps taken to meet the needs of individual children. The SENDCo will have responsibility for ensuring that the records are kept and are available as needed.



When a school refers a child for an Education Health Care Plan (EHCP), they should provide the Local Authority (LA) with a record of their work with the child including the arrangements already made.

Children are identified throughout the Primary School.

Initial triggers will be concern arising from situations such as:

- Discussion with parents and carers, the child or school staff
- Liaison with previous settings
- Liaison with outside agencies, such as the Child and Adolescent Mental Health Service (CAMHs)
- School records related to progress through the National Curriculum
- Medical records
- Whole school screening procedures
- Child profiles (including Personal and Social Education tracking records)
- Diagnostic assessment
- Receptive and Expressive language

The systems for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. The class teacher may need to consult the SENDCo and the review may lead to the conclusion that a child needs help over and above high quality teaching they are already receiving.

The key criterion for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined in several ways:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

## **SEN Support**

When the SENDCo or class teacher identifies a child with Special Educational Needs the class teacher will provide interventions that are additional to or different from those provided as part of the school's differentiated curriculum. This is called SEN Support; at this point the child will be added to our 'Additional Needs' List. The triggers for intervention will be concerns, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities, makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of need
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional, mental or social difficulties which are not improved by the emotional and behavioural management techniques usually employed in school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Makes limited progress because of communication or interaction difficulties



If parents agree, the SENDCo may contact outside professionals. The SENDCo will support further assessment and assist in planning future support. The child's class teacher will remain responsible for working with the child daily and for planning and delivering an individualised programme. Parents will always be consulted and kept fully informed of action taken.

### **Nature of Intervention**

The SENDCo and class teacher will decide on the action needed to help the child progress in the light of earlier assessment. These actions may include:

- Different learning materials or special equipment
- Some group or individual support
- Specialist teaching programmes and interventions
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development or training
- Access to LA support or advice Additional provision and interventions will be noted on the school's provision map.

### **Learning Plans**

Strategies employed to enable the child to progress will be recorded within the Learning Plan. This will include information about:

- Targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (at the review)

The Learning Journey will only record that which is different from or additional to the differentiated curriculum. It will focus upon a maximum of four individual targets that match the child's needs and are shared at least termly with parents and, where possible, the child.



## Next Steps

A request for support from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents, at a review of the child's Learning Journey.

External services, will usually see the child so that they can provide teachers with fresh targets and accompanying strategies, recommend more specialist assessments to inform planning and the measurement of a child's progress, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities.

The triggers for Next Steps will be that despite receiving individualised support under School Support, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National curriculum levels substantially below that expected of children at a similar age
- Has emotional, social or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment, advice or visits by a specialist service
- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

External support services will need to see the records to establish which strategies have already been employed, targets set and achieved. External support services may act in an advisory capacity, provide specialist assessment or be involved with teaching the child directly. The resulting Learning Journey will set out fresh strategies for supporting the child's progress. This will be implemented at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Learning Journey continues to be the responsibility of the class teacher.

## School request for an Education Health Care Plan (EHCP)

Where the school makes a request to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time and will also need documentation in relation to the child's educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will continue to provide this through School Support while further assessment is being undertaken.

Statutory assessment involves consideration by the LA, working co-operatively with parents, the schools and as appropriate other agencies, as to whether an Education Health Care Plan is necessary.

Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an Education Health Care Plan. Annual review of an Education Health Care Plan

All Education Health Care Plans must be reviewed at least annually with the parents, the child, the LA, and the school. The professionals involved are invited to consider whether any amendments need to be made to the description of the child's needs or to the provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child would require at the next key stage. The SENDCo of the receiving school or setting should be invited to attend this review, to allow them to plan an appropriate learning plan for the beginning of the New Year to support effective transfer

## Governor/Headteacher Responsibilities



Governing bodies should, with the Headteacher:

- Decide the school's general policy and approach to meeting children's Special Educational Needs
- Set up appropriate staffing and funding arrangements to oversee the school's work
- Provide a governor who has responsibility for overseeing the provision for the children with Special Educational Needs
- Ensure that staff in the school are aware of the importance of identifying and providing for children with SEN
- Ensure that parents are notified of decisions made about the provision for their child with Special Educational Needs
- Ensure that SEND is an integral part of the school development plan
- That the quality of SEND provision is continually monitored

### **SENDCo responsibilities**

These include:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEND
- Monitoring and tracking the progress of pupils with SEND
- Liaising with and advising staff on children's possible needs and possible next steps
- Managing and deploying learning support assistants
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support service; Educational psychology service; Health and social services and Voluntary bodies
- Attend appropriate staff training as required

### **Class teacher responsibilities**

These include:

- Working with the children daily
- Involving children in their learning plans and reviews
- Planning, delivering and assessing individualised programmes
- Devising strategies for children's possible needs and possible next steps
- Using appropriate methods of support
- Directing support and resources appropriately
- Ensuring that the records are maintained and filed in line with the school assessment and recording policy
- Attend appropriate staff training as required
- Keeping parents informed
- Liaising with SENDCo

### **Teaching Assistants role**

Support assistants' responsibilities consist of:

- Assisting the teacher to devise targets and share in the planning
- Support the child/children in the classroom



- Feedback to the teacher any problems, progress made and perceived adjustments required
- Feedback to the SENDCo
- Advise the teacher of any opinions or feelings the child expresses
- Prepare resources and become familiar with appropriate resources
- Complete records as required
- Liaise with other agencies as required
- Attend appropriate staff training as required

### **External Support Services**

External support agencies have an ongoing role for continued professional development for all staff to address the identified needs of the children. External agencies respond to requests for additional support as and when necessary. We have recently liaised with:

- Educational Psychologist
- Speech and Language Therapist
- SEN Advisers/inspectors
- Education Welfare Officer for Looked After Children
- Ethnic Minorities Support Service
- Teacher Advisers for Physical Disability, Hearing Impairment and Visual Impairment
- Child and Adult Mental Health Service (CAHMS)
- Occupational Therapist
- Physiotherapist
- Specialist Teacher Advisors (Outreach teacher)
- School Health
- Social Services
- Behaviour Support Team (BST)
- Charities which support children in school (eg.Families Matter, NSPCC)

### **Parent's Role**

This policy recognises that parents have an essential part to play because they know their child better than the schools. Their views will be welcomed and they will be free to ask questions at any time.

The school will:

- Tell parents when they first start giving extra or different help to a child because they believe he/she has Special Educational Needs
- Consult with parents throughout the graduated approach and tell parents about progress
- Ensure the SEN policy is available to parents
- Review a child's Learning plan in discussion with parents and keep parents informed of progress
- Consult with parents if external specialist advice is being sought and the outcomes of this
- Seek the views of parents and ensure that they are working in partnership with them

### **Supporting Pupils at School with Medical Conditions.**



The schools recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEN) and may have a statement, or an Education Health Care Plan (EHCP). The EHCP brings together health and social care needs, as well as their Special Educational Provision and the SEND Code of Practice (2014) is followed.

To support pupils at school with medical conditions the schools follow guidance published by DfE; [www.sendgateway.org.uk](http://www.sendgateway.org.uk).

### **Complaints Procedures**

Initially, all complaints from parents about their child's Special Educational Needs provision are made to the Class Teacher. Where a parent feels that a situation has not been resolved through contact with the class teacher, they should make an appointment to discuss it with the school Special Educational Needs Coordinator (SENDCo) who follows this up with relevant staff. However, if a parent is not satisfied with the response given, the Complaints Procedure outlined on the school's website should be followed.

### **Policy Review**

The policy will be reviewed annually by the SEN Governor, in conjunction with the Head Teacher and SENDCo, and ratified by governors.

### **Criteria for evaluation of the SEN policy:**

1. Are resources, including Teaching Assistants:

- a. Being used effectively?
- b. Giving the best value for money?

Monitoring including lesson observations, Pupil Progress Meetings, Learning Walks, Support Plans folder and Data scrutiny indicates targeted groups and individuals are making progress and meeting their intervention progress targets.

2. Are the educational learning programmes set up correctly;

- a. Review if children are making progress within the National Curriculum guidelines towards age related expectations (ARE)? Children are making progress towards age related expectations, where targeted interventions combined with quality first teaching, children are making accelerated progress.
- b. Examine progress through IEPs 90% of children have met all their IEP targets within their expected timescales.
- c. Monitor feedback from parents and children, particularly at review meetings Parents feedback indicates they are positive about the provision for their children and the progress of their children. This feedback has been given at meetings and through questionnaires.
- d. Review the feedback from the SEN governor SENDCo's have meet regularly throughout the year with the SEN Governor and have participated in joint activities.

3. Are all staff aware and following procedures?

Use lesson observations by SENDCo and School Leaders

Review feedback from parents, children, staff and outside agencies.



Regular training and feedback ensure staff are aware of and following procedures. Regular SLT monitoring program also ensures practice is of a high quality.

4. Is it a whole school approach?

a. Analysis of information gathered from criteria 1-3 and discussion with Senior Management

Progress and provision for all children is regularly monitored by SLT and resulting development points are actioned and discussed by whole school.

**Linked Documents:**

Summary of Special Educational Needs Policy  
SEND Information Report (2021)

**Disability Discrimination Act**

In line with Disability Discrimination Act recommendations, the school will ensure that it does not discriminate against any child with SEND in relation to:

- Admissions
- Education and all associated services
- Exclusion

But will make 'reasonable steps' to ensure that no child is:

- Treated less favourably due to their disability
- Placed at substantial disadvantage compared to other children who are not disabled
- Disadvantaged due to physical environment, the curriculum, or written communication