



Start children off on the way they should go, and even when they are old they will not turn from it." **Proverbs 22:6**

SPECIAL EDUCATIONAL NEEDS

& DISABILITY POLICY

Adopted	J. Hackney
Committee	Standards
Review Date	September 2026

We are a Christian school where quality and opportunities make a difference. We value all children as unique 'Children of God' and nurture each other to show **LOVE** in our relationships and a **RESPECT** for all. We foster **HOPE** within our community and encourage children to find **PEACE** by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote **POSITIVITY**, celebrate **COURAGE**, demonstrate **RESPONSIBILITY** and share **JOY** through...

'Learning, loving, laughing in the light of Jesus'.

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Introduction

At Forsbrook Church of England Primary School, we are committed to providing a learning environment in which all pupils can make the greatest possible progress and achieve their full potential within a caring, supportive, and fully inclusive setting. We aim to narrow the gap between pupils with SEND and their peers through early identification, achieved collaboratively with parents and carers. This approach ensures a comprehensive understanding of each pupil's strengths, needs, and aspirations.

The school maintains high expectations for all pupils with SEND. Appropriate and timely provision is implemented through quality first teaching, reasonable adjustments, and targeted short-term interventions delivered either individually or in small groups. The school is accountable for ensuring that all pupils with SEND have access to effective support and provision that enables them to thrive academically, socially, and emotionally.

As outlined in the SEND Code of Practice (2015, 5.2):

"All teachers are teachers of children with special educational needs."

This principle underpins our whole-school approach to SEND, emphasising that all staff share responsibility for supporting the learning and development of pupils with SEND.

Aims and Objectives

Our SEND policy aims to:

- Reach high levels of achievement for all pupils.
- Be an inclusive school that values and celebrates diversity.
- Identify all pupils requiring SEND provision as early as possible.
- Meet individual needs through a wide range of high-quality provision.
- Ensure curriculum access and remove barriers to learning for all pupils.
- Attain high levels of satisfaction, participation, and partnership with pupils, parents, and carers.
- Involve pupils in decisions about their education and support ('pupil voice').
- Share a common vision and understanding of SEND across all stakeholders.
- Work collaboratively with outside agencies and schools to promote inclusion.
- Support smooth transitions for pupils with SEND between year groups and educational phases.
- Promote the wellbeing, independence, and resilience of pupils with SEND.
- Provide transparent and fair resourcing to SEND provision.
- Build and sustain high levels of staff expertise through ongoing training and professional development.
- Regularly monitor, evaluate, and review SEND provision to ensure it is effective and responsive.

We recognise that some pupils may experience special educational needs at different times during their school life. Through the implementation of this policy, we aim to support and empower pupils to overcome challenges and achieve their potential.

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682222/SEND_code_of_practice_0_to_25_years_-_gov_uk.pdf) and the following legislation and Green paper:

- Part 3 of the [Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/6), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2014/1624/contents/make), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.
- [SEND Review Summary document \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444444)

This policy also complies with our funding agreement and articles of association.

Admission Arrangements

Forsbrook Church of England Primary School welcomes applications from parents and carers of children with Special Educational Needs and Disabilities (SEND). The school operates in line with its Admissions Policy, the Equality Act 2010, and the SEND Code of Practice (2015), striving to ensure that all pupils are included and supported to achieve their potential.

The school makes reasonable adjustments and provides appropriate support to meet the needs of pupils with SEND wherever possible. However, there may be rare occasions where the school is unable to meet the specific needs of a child, either because the needs cannot be safely accommodated or because the school's provision is not suitable for the level or type of support required. In such cases, the school will work with the Local Authority and parents or carers to identify a more appropriate setting that can meet the child's needs.

Defining SEND

The SEND Code of Practice (2015) defines a child or young person as having Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made. For children of compulsory school age, this means they may:

- have significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of educational facilities that are generally provided for others of the same age in mainstream schools.

In line with the Code of Practice, our school identifies pupils as having SEND when they do not make adequate progress despite receiving relevant adjustments, strategies, and high-quality teaching that is personalised to meet their needs (SEND Support).

We remain alert to the possibility of emerging difficulties, which may not be evident at an early age. Concerns may be raised by staff, parents, or the pupils themselves. We also recognise that achieving age-appropriate attainment does not always mean that a child is free from learning difficulties, as every pupil's needs are unique.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four broad areas of need as outlined in the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical needs

These categories help to identify the primary area of need for a pupil, but we also recognise the importance of considering the needs of the whole child, which may impact on progress and attainment.

These factors are not SEND in themselves, but may affect learning:

- Disability (the Equality Act 2010 sets out duties on schools)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC/CLA)
- Being a child of a service family

The SENDCo works closely with the Senior Leadership Team, using whole-school tracking data as an early identification indicator. We use a range of additional evidence to identify possible special educational needs, including:

- Analysis of assessment data (e.g. EYFS Baseline, statutory end-of-key stage data, reading ages, termly and annual assessments)
- The use of local authority SEND criteria
- Teacher observations and concerns
- Parental concerns
- Pupil voice
- Tracking individual pupil progress over time
- Information shared from previous schools on transition
- Reports and assessments from other agencies and professionals

The SENDCo maintains the SEND Register, which includes pupils identified at SEND Support and those with Education, Health and Care Plans (EHCPs). This register is reviewed termly, with detailed analysis of needs and provision. For some pupils, a more in-depth individual assessment may be undertaken by the school or other professionals.

Pupils may be identified as having SEND where their progress:

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

This includes progress in areas beyond academic attainment, such as social development or physical skills. However, slow progress and low attainment do not automatically mean that a child has SEND.

When considering whether special educational provision is required, we begin with the desired outcomes, including expected progress and attainment, and take into account the views of the pupil and their parents/carers. From this, we determine the support needed and whether it can be provided through the school's core offer, or whether additional or different provision is required.

Curriculum Access and Provision

To address the diverse learning needs of all pupils, teachers use adaptive teaching approaches. They tailor their planning, teaching, and feedback to meet individual learning requirements. When pupils are identified as having Special Educational Needs and Disabilities (SEND), the school offers additional support through a graduated response (Assess, Plan, Do, Review), recorded on an Individual Education Plan. This ensures that support is carefully matched to each pupil's unique needs.

The range of provision may include:

- In-class support for individuals or small groups with the teacher or Teaching Assistant (TA)
- Targeted small-group interventions led by the Class Teacher (CT) or TA (e.g. phonics, reading, maths, social skills, nurture groups)
- 1:1 support within class or through targeted withdrawal for specific programmes
- Further adaptation of resources to aid access to the curriculum
- Peer support, such as reading partners or buddies
- Provision of alternative learning materials and/or specialist equipment
- Additional adult time for planning, delivering, and reviewing interventions
- Staff training and professional development to strengthen inclusive practice
- Access to external agencies for specialist advice, assessment, or training (e.g. Specialist Teaching and Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, CAMHS, or the local HUB service)

Monitoring Pupil Progress

Progress is the crucial factor in determining whether a pupil requires special educational provision.

Adequate progress is that which:

- Narrows the attainment gap between the pupil and their peers
- Prevents the attainment gap from widening
- Matches the progress of peers from the same starting point, even if still below age-related expectations
- Equals or improves upon the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvements in self-help, social, and personal skills
- Shows positive development in personal, social, or emotional areas, including behaviour

Record Keeping

The school will carefully record the steps taken to meet each pupil's individual needs. The SENDCo will maintain these records and ensure they are accessible to relevant staff and, where appropriate, to parents and the pupil.

In addition to the usual school records, the pupil's SEND profile/support plan will include:

- Information from parents and carers
- Academic progress, assessment data, and behaviour records
- The pupil's own perceptions of their difficulties and strengths
- Reports or information from health, social care, or other external services
- Advice or reports from specialist agencies (e.g. Educational Psychology, Speech and Language Therapy, Occupational Therapy)
- Records of interventions, outcomes, and reviews

These records are reviewed regularly to ensure that support is effective, relevant, and responsive to the pupil's changing needs.

Targets and Provision Maps

All pupils on the school's SEND Register at SEND Support will have an individual Education Plan (IEP), which sets out targets and any provision that is additional to or different from the usual classroom curriculum. For pupils with an Education, Health and Care Plan (EHCP), provision will meet the recommendations specified in the plan.

Where subjects have curriculum targets for all children, these are used to inform the IEP. Curriculum targets may be recorded in exercise books, homework diaries, target cards, or other formats.

Strategies for pupils' progress will be recorded in an Individual Action Plan, which will include:

- Short-term, SMART targets
- Teaching strategies and approaches
- Provision provided
- Date for review
- Success and/or exit criteria
- Outcomes recorded at review

IEPs focus only on support that is additional to or different from the normal differentiated curriculum and typically concentrate on three or four individual targets that closely match the pupil's needs.

IEPs are developed collaboratively with the pupil and their parent or carer, ensuring that the pupil's voice is central to planning and reviewing support. All IEPs and Provision Maps are reviewed termly and updated to reflect progress and changing needs, in line with the school's graduated approach (Assess, Plan, Do, Review).

Code of Practice Graduated Response

The school follows the graduated response outlined in the SEND Code of Practice (2015) to address pupils' needs. When it is determined, in consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will assist in assessing the pupil,

contribute to planning future support, and place the pupil on the SEND Register at SEND Support. The class teacher retains responsibility for planning and delivering individualised programs. Parents are kept closely informed about the actions taken and the outcomes achieved.

The decision to place a pupil on the SEND Register at SEND Support is made by the SENDCo following thorough consultation with parents during an IEP review. External support services may be consulted to set targets for a new IEP and provide specialist input into the support process.

Intervention through the IEP is typically initiated when a pupil, despite receiving high-quality differentiated teaching and consistent support, continues to:

- Make little or no progress in specific areas over an extended period
- Work at National Curriculum levels significantly below expectations for their age (typically one year or more behind)
- Struggle to develop literacy or numeracy skills
- Experience emotional, social, or behavioural difficulties that significantly hinder learning
- Have sensory or physical needs requiring specialist advice or equipment
- Face communication or interaction challenges that obstruct social relationship development and create barriers to learning

Parental consent is obtained before involving any external agencies. The resulting IEP may include specialized strategies, which are implemented by the class teacher and may involve additional adults.

Request for Education, Care and Health Needs Assessment

The school will request an Education, Health and Care (EHC) Needs Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEND Support, the pupil remains a significant cause for concern. A statutory assessment may also be requested by a parent or external agency.

The school will ensure the following information is available to support the request:

- Records of past interventions and strategies
- Current and past Individual Education Plans (IEPs)
- Records and outcomes of regular IEP reviews
- Information on the pupil's health and relevant medical history
- National Curriculum levels and attainment data
- Relevant specialist assessments from support teachers, Educational Psychologists, or other professionals
- The views of parents and carers
- Where possible, the views of the pupil
- Reports from Social Care or the Educational Welfare Service
- Any other relevant professional involvement

This information ensures that the LA can make a well-informed decision regarding the pupil's needs and the potential requirement for an EHC Plan.

Education, Care and Health Plans

An EHCP will normally be issued where, following a statutory assessment, the Local Authority (LA) considers that the pupil requires provision beyond what the school can reasonably provide. However, the school recognises that a request for a statutory assessment does not automatically lead to an EHCP. An EHCP will include details of long-term learning objectives for the child. These objectives are used to develop shorter-term targets that are:

- Matched to the longer-term objectives set out in the EHCP
- Specific, measurable, and achievable in the short term
- Established through consultation with parents and the pupil
- Recorded in an Individual Education Plan (IEP)
- Implemented within the classroom
- Delivered by the class teacher with additional support where specified

Reviews of an EHCP

EHCPs must be reviewed at least annually to ensure that the provision continues to meet the pupil's needs. The Local Authority (LA) will inform the Headteacher at the start of each term of pupils requiring an annual review.

The SENDCo is responsible for organising these reviews and inviting:

- The pupil's parent(s) or carer(s)
- The pupil, where appropriate
- The relevant class teacher(s)
- A representative from the SEND Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENDCo or parent/carers considers appropriate

During the review, the pupil's progress towards the objectives in the EHCP is evaluated, outcomes are recorded, and any necessary amendments to provision or targets are agreed.

The Aim of the Review

The annual review of an EHCP is carried out to:

- Assess the pupil's progress in relation to the objectives set out in the EHCP
- Review the provision made to meet the pupil's needs as identified in the EHCP
- Consider whether the existing EHCP remains appropriate, and decide whether it should continue, be amended, or cease
- Set new objectives for the coming year, if appropriate

At Key Stage or phase transition reviews, receiving schools should be invited to attend. This ensures appropriate planning for the next school year and provides parents with the opportunity to liaise with teachers from the new school.

Within the timeframes specified in the SEND Code of Practice (2015), the SENDCo will complete the annual review forms and submit them, along with any supporting documentation, to the Local Authority (e.g., Stoke-on-Trent Authority or Staffordshire EHCP Hub).

The school recognises that the Local Authority has the responsibility for deciding whether to maintain, amend, or cease an EHCP.

Partnership with Parents or Carers

The school recognises that effective provision for children with Special Educational Needs and Disabilities (SEND) relies on strong collaboration between home, school and, where appropriate, external agencies. In line with the SEND Code of Practice (2015) and the Equality Act (2010), the school is committed to ensuring that parents, carers and pupils are actively involved in all aspects of planning, delivery and review of SEND provision.

The school will:

- Ensure that parents, carers and pupils are kept fully informed and supported throughout assessment and decision-making processes relating to SEND provision.
- Work collaboratively with external agencies and professionals to provide coordinated support for children and their families.
- Provide regular opportunities for parents, carers and pupils to contribute to the planning and review of support.
- Ensure all families feel welcomed, respected and listened to within the school community.
- Make information available in accessible formats and provide appropriate communication aids in accordance with the school's Accessibility Plan and statutory equality duties.
- Encourage and support parents, carers and pupils to share their views, concerns and aspirations about learning, development and wellbeing.
- Focus on the strengths and achievements of each child alongside any areas of additional need.
- Offer structured opportunities to discuss how the school and parents/carers can work in partnership to support their child's progress.
- Collaboratively agree and review targets with parents, carers and pupils, ensuring pupil voice is central to the process.
- Inform parents of the local SEND Information, Advice and Support Service (SENDIASS) and encourage engagement where appropriate.
- Signpost families to other relevant services, community organisations and sources of support when needed.
- Where applicable, involve parents, carers and pupils in decision-making regarding the use of an individual budget allocated to support the child.
- Promote the emotional wellbeing and mental health of children and families as part of the SEND support offer.

Involvement of pupils

Pupil Voice and Participation

The school recognises that all pupils, including those with SEND, have the right to be involved in decisions about their education and to exercise choice regarding their learning. In line with the SEND Code of Practice (2015), the school actively seeks and values pupil views as part of the planning, delivery and review of provision.

All pupils are encouraged to:

- Express their views and opinions about their education and learning.
- Reflect on their strengths and identify areas where they may need additional support.
- Participate in individual target setting across the curriculum.
- Review their progress and contribute to setting new targets.

Pupils identified as having SEND are additionally supported to:

- Take part in Individual Education Plan (IEP) reviews and contribute to the setting of personalised targets.
- Engage in regular discussions with their class teacher, the SENDCo or another named adult to reflect on progress and wellbeing.
- Work with learning mentors or support staff, where appropriate, to develop strategies for learning and independence.
- Contribute to Annual Reviews of Education, Health and Care Plans (EHCPs), where relevant, ensuring their voice is central to the process.

This approach ensures that pupils are fully included in shaping their own learning journey. It also promotes self-advocacy, independence and resilience, supporting preparation for future learning and, where appropriate, for adulthood.

Special Provision

The school is committed to ensuring that all pupils, including those with SEND, have access to a safe, inclusive and supportive learning environment. In line with the Equality Act 2010 and the school's Accessibility Plan, reasonable adjustments are made to remove barriers to learning and participation.

The school provides the following facilities and adaptations to support pupils with additional needs:

- Wheelchair access to lower-ground classrooms.
- Disabled toilets with handrails.
- Carpeted classrooms in all mainstream areas (excluding cloakrooms and practical areas) to reduce background noise.
- Blinds and curtains in classrooms to reduce glare, supporting pupils who lip-read or are sensitive to light.
- Individual adaptations for specific pupils, such as specialist seating, chair supports, or individual workstations.

These provisions are regularly reviewed and adapted in response to the specific needs of pupils. The school also works with external agencies and professionals to identify and implement further adjustments when required.

This proactive approach ensures accessibility, promotes inclusion, and supports all pupils in accessing high-quality learning opportunities.

Management of SEND within School

The Governing Body has overall responsibility for ensuring that the school meets its statutory duties in relation to pupils with Special Educational Needs and Disabilities (SEND). The Governing Body monitors the effectiveness of this policy and receives regular reports on the provision and progress of pupils with SEND.

The Governing Body delegates responsibility for the day-to-day implementation of this policy to the appointed Special Educational Needs and Disabilities Coordinator (SENDCo), who is a qualified teacher.

The SENDCo is responsible for:

- Overseeing the operation of the SEND policy.
- Coordinating provision for pupils with SEND and ensuring the graduated approach (assess, plan, do, review) is followed.
- Liaising with parents, carers, and pupils, ensuring their views are central to decision-making.
- Working with teachers, support staff, and external professionals to ensure effective provision.
- Providing professional guidance, training and support to colleagues.
- Reporting regularly to the Headteacher and Governing Body on the effectiveness of SEND provision.

All teaching staff share responsibility for the progress and development of pupils with SEND in their classes. Their role is to deliver high-quality, adaptive teaching and to plan personalised approaches to meet each pupil's needs. Staff are expected to demonstrate a positive and sensitive attitude towards all pupils, whether or not they have an Education, Health and Care Plan (EHCP).

Teaching Assistants (TAs) play a vital role in supporting pupils with SEND. Their deployment is pupil-centred and based on assessed individual needs, rather than convenience or timetable constraints. TAs work under the direction of the class teacher and SENDCo to deliver targeted support that fosters independence, resilience and inclusion.

Staff responsibilities relating to SEND are detailed in individual job descriptions.

Role of Special Education Needs and Disabilities Co-ordinator (SENDCO):

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The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for the strategic development, day-to-day management, monitoring and review of the school's SEND policy and

provision. The SENDCo works in partnership with the Headteacher and Governing Body to ensure statutory duties are met in line with the Equality Act 2010 and the SEND Code of Practice (2015).

Specific responsibilities include:

- Ensuring the school meets its responsibilities under the Equality Act 2010, including making reasonable adjustments and access arrangements.
- Maintaining the school's SEND Register and ensuring that records for pupils with SEND are accurate and up to date.
- Overseeing the assessment of pupils with SEND and ensuring that the graduated approach (assess, plan, do, review) is implemented consistently.
- Monitoring and reviewing the quality of SEND provision across the school, ensuring that all pupils have access to appropriate challenge and support.
- Working in partnership with parents and carers, alongside class teachers, to ensure co-production of support plans and reviews.
- Coordinating and carrying out statutory reviews for pupils with Education, Health and Care Plans (EHCPs).
- Liaising with external agencies, including the Local Authority, educational psychology service, health and social care, and voluntary organisations.
- Supporting the professional development of staff through training, advice, and access to resources.
- Maintaining and updating SEND resources and ensuring staff are aware of and able to access them.
- Keeping up to date with local and national developments in SEND practice by attending relevant update meetings and engaging with current research.

The SENDCo reports regularly to the Headteacher and Governing Body on the effectiveness of SEND provision. The governor with responsibility for SEND meets with the SENDCo at least once per term to monitor provision, progress and outcomes.

Role of the Governing Body:

The Governing Body has overall responsibility for ensuring that the school meets the needs of pupils with SEND. Their responsibilities include:

- Ensuring that high-quality provision is in place for all pupils with SEND
- Identifying a responsible person (the SENDCo) to keep staff informed about all areas of SEND and to oversee the provision for pupils with EHCPs
- Ensuring that pupils with SEND are fully included in all school activities and have equal access to the curriculum
- Having regard to the SEND Code of Practice (2015) when carrying out their responsibilities

Role of the SEND Governor:

The SEND Governor plays a key role in supporting the school to meet the needs of pupils with SEND. Responsibilities include:

- Raising awareness of SEND issues at governing board meetings

- Monitoring the quality and effectiveness of SEND provision within the school and updating the Governing Board accordingly
- Working with the Headteacher and SENDCo to shape the strategic development of SEND policy and provision
- Having regard to the SEND Code of Practice (2015) when carrying out these responsibilities
- Being fully involved in the development, monitoring, and subsequent review of the school's SEND policy
- Reporting annually to parents on the school's SEND policy, including the allocation of resources from the school's devolved/delegated budget

Role of the Headteacher:

The Headteacher has overall responsibility for the day-to-day management of all aspects of the school, including SEND provision. Key responsibilities include:

- Overseeing the day-to-day management of SEND provision and ensuring it is effectively implemented
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCo and the SEND team to monitor provision and outcomes
- Ensuring parents are informed when SEND provision has been made for their child
- Developing clear and flexible strategies for working with parents, which actively encourage parental involvement in their child's education

Role of the Class Teacher:

The SEND Code of Practice (2015) makes clear that class and subject teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND, whether or not they receive additional adult support.

Teachers at this school are expected to:

- Be aware of the school's procedures for the identification, assessment and provision for pupils with SEND.
- Collaborate with the SENDCo to decide on appropriate actions to support pupils with SEND in making progress.
- Work with the SENDCo to gather and share relevant information about individual pupils.
- Contribute to and implement SEND Support Plans (or equivalent) as part of the graduated approach (assess, plan, do, review).
- Deliver high-quality, adaptive teaching on a daily basis, ensuring that Provision Plan targets are embedded within differentiated planning.
- Monitor and record pupil progress, adapting provision in consultation with the SENDCo as required.
- Develop and maintain positive, constructive relationships with parents and carers, ensuring they are actively involved in supporting their child's learning.
- Contribute to the ongoing development and review of the school's SEND policy and practice.

Pastoral Support

As part of the school's pastoral programme, the school is committed to identifying and supporting pupils who may be more vulnerable or in need of additional emotional support. Pastoral care is embedded in our whole-school approach to safeguarding, wellbeing and inclusion.

Additional support is provided by the school counsellor, who works with children and staff to promote emotional wellbeing and offer mental health support. The school is also an early adopter of the HOPE Project (Helping Our Pupils' Emotions) and Drawing and Talking Therapy, with trained staff actively engaged in these initiatives to support children and families with a wide range of mental health needs. Where appropriate, the school will involve external agencies to ensure pupils and families receive specialist support.

The school also seeks to work in close partnership with parents and carers in providing effective PSHE and wider wellbeing support. The PSHE programme is designed to complement and support the role of parents and carers. Parents are invited to engage with the school through parents' evenings, information sessions, newsletters and other regular communication. The school operates an "Open Door" policy, ensuring parents and carers feel welcome and able to share concerns at any time.

Links with Educational Services

The school works closely with a range of educational services to ensure that pupils with Special Educational Needs and Disabilities (SEND) receive high-quality support tailored to their individual needs. These partnerships support early identification, intervention, and ongoing monitoring of pupils' progress.

Key educational services and agencies include, but are not limited to:

- Local Authority SEND Services, providing advice, guidance, and support for statutory processes including Education, Health and Care Plans (EHCPs) and high-needs funding.
- Educational Psychology Service, offering assessments, consultations, and strategies to support learning and wellbeing.
- Specialist Teaching Services, including support for communication and interaction, sensory needs, and specific learning difficulties.
- Inclusion Support Services, assisting with behaviour, attendance, and access to the curriculum.
- Early Years Advisory and Inclusion Teams, supporting smooth transitions into school for children with SEND.
- Other relevant statutory and voluntary organisations, working in partnership to provide multi-agency support where appropriate.
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The SENDCo coordinates communication with these services, ensuring that recommendations are incorporated into SEND support plans and that staff are trained to implement effective strategies. Collaboration with educational services is complemented by strong partnerships with parents, carers, and pupils to ensure that all interventions meet the needs of the child.

Staffordshire SEND & Inclusion Hub

At Forsbrook Church of England Primary School, we actively engage with the Staffordshire SEND & Inclusion Hub to enhance our provision for pupils with Special Educational Needs and Disabilities (SEND). The SEND & Inclusion Hub is a collaborative initiative involving professionals from education, social care, and health sectors. It operates across Staffordshire's eight districts, providing targeted support to schools in addressing the SEND and inclusion needs of children and young people.

Purpose and Function

The primary aim of the SEND & Inclusion Hub is to offer early intervention and support for pupils who are experiencing challenges that cannot be fully addressed through the school's existing resources. The Hub facilitates:

- Discussion and Strategy Development: Schools present cases of pupils with SEND to the Hub, where professionals discuss the child's needs and agree on appropriate support strategies.
- Action and Review: Agreed strategies are implemented by the school, with follow-up meetings scheduled to review the effectiveness of the interventions and make necessary adjustments.
- Multi-Agency Collaboration: The Hub promotes multi-agency working, ensuring a holistic approach to supporting pupils and their families.

Referral Process

Referrals to the SEND & Inclusion Hub are made by the school, with prior written or verbal consent obtained from parents or carers. This collaborative approach ensures that the strategies discussed align with the child's needs and that families are fully informed and involved in the process.

Integration with School Practice

Engagement with the SEND & Inclusion Hub complements our school's commitment to the graduated approach (assess, plan, do, review). It provides an additional layer of support, particularly for pupils whose needs are complex or require specialist input beyond the school's immediate capacity.

By participating in the Hub, Forsbrook Church of England Primary School demonstrates its dedication to continuous improvement in SEND provision, ensuring that all pupils receive the support they need to succeed.

Links with other schools

Early Years

For children entering Reception with identified SEND, the Reception Class teacher will arrange visits to the child's pre-school setting. Where a child already has an Education, Health and Care Plan (EHCP) or Additional Educational Needs (AEN) funding, school staff are invited to attend the child's Annual Review meeting in the summer term prior to transition.

The Reception teacher and SENDCo work closely with pre-school staff, parents, carers and external professionals to ensure effective information sharing and smooth transition into school. For children

with SEND transferring from other schools, the class teacher and SENDCo assess individual needs and put appropriate support in place as part of the induction process.

Secondary Transition

The school maintains strong links with local secondary schools, in particular Blythe Bridge High School, where the majority of pupils transfer. Transition arrangements include:

- Organised transition days to familiarise pupils, including those with SEND, with their new school environment.
- Joint planning meetings between primary and secondary staff to ensure relevant information is shared.
- Opportunities for additional visits or enhanced transition programmes for pupils with higher levels of need.
- Liaison with parents, carers, and external agencies to support a smooth and confident transfer.

Where pupils transfer to other secondary schools, similar close liaison takes place to ensure continuity of provision and effective handover of SEND information.

Resources

The provision for pupils with Special Educational Needs and Disabilities (SEND) is funded through the school's main revenue budget, including the notional SEND budget provided by the Local Authority. Funds are deployed to implement the SEND policy and to ensure that all pupils with SEND have access to appropriate support, resources, and provision. Where pupils have higher-level needs, additional funding may be allocated through the Local Authority's high-needs funding arrangements.

Complaints

Any complaints relating to the identification, assessment, or provision for pupils with Special Educational Needs and Disabilities (SEND) should be raised in the first instance with the Headteacher or SENDCo.

If the matter is not resolved to the satisfaction of the parent or carer, the Chair of Governors may become involved. In the event that a complaint remains unresolved, the Local Authority may be contacted for further guidance or intervention.

The school's full Complaints Procedure is available on the school website and outlines the formal stages for raising and resolving concerns.

Review of the SEND Policy

This SEND Policy has been developed through consultation with staff, parents, carers and pupils. The school considers the SEND Policy to be a key document in ensuring inclusive provision. In conjunction with the Governing Body, the policy and its implementation are reviewed annually. The outcomes of this review inform the School Improvement Plan and the ongoing development of SEND provision.

This policy should be read in conjunction with the school's:

- Wellbeing and Behaviour Policy

- Disability Equality Scheme and Accessibility Plan.