

"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

Committee	Full Governors
Updated	September 2026
Next Review	September 2027
The scope of this policy is Forsbrook School and Nursery	

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 **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 build **FRIENDSHIP** that is resilient and faithful, and we show **COMPASSION** for our community, our country and the wider world. We celebrate **COURAGE**, and we share **JOY** — the value at whose heart, as our mission statement sets out, sits collective worship contributing to the spiritual development of both children and adults. We strive for excellence, inspiring dreams both now and in the future, through…

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

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Introduction

At Forsbrook Church of England Primary School we provide a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment. We are committed to narrowing the gap between SEND and non-SEND pupils through the early identification of SEND which is achieved in a collaborative process between the school and the parents/guardians and allows for a full understanding of the pupil. The school has high expectations for pupils with SEND. Timely and effective provision is put into place through quality first teaching and reasonable adjustments as well as short-term specific interventions that are delivered in a group or on an individual basis. The educational provision that we provide for pupils with SEND is a matter for the school as a whole.

"All teachers are teachers of children with special educational needs." SEN Code of Practice (5:2)

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- To ensure all staff receive training on SEND and inclusion to deliver effective support

We recognise that some pupils may have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome any challenges they face.

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation and government publications:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCos) and the SEND information report
- Schools White Paper 'Every Child Achieving and Thriving' (February 2026), which outlines SEND reforms including Individual Support Plans (ISPs) and the Inclusive Mainstream Fund
- Government consultation on SEND Reform (closed 18 May 2026)

- Keeping Children Safe in Education (KCSIE) 2026

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

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

Defining SEND

The 2014 Code of Practice defines a person as having Special Educational Needs (SEN) if they have a learning difficulty or disability that requires special educational provision. For children of compulsory school age, this means they either experience significantly greater challenges in learning compared to most of their peers, or they have a disability that limits or prevents them from accessing the facilities typically available to others of the same age in mainstream schools.

As stated in the Code of Practice (p.88, Section 637), the school identifies pupils as having SEN only if they do not make adequate progress after receiving relevant adjustments, strategies, and high-quality personalized teaching, referred to as SEND support.

We remain vigilant to the possibility of emerging difficulties, which may not be apparent at an early age. Concerns may be raised by parents or the children and young people themselves. Moreover, we recognise that achieving age-appropriate attainment does not necessarily mean the absence of learning difficulties, as each case is unique.

Identification and Assessment

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

There are four areas of need as stated in the SEND Code of Practice, 2014. Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Communication and Interaction (C and I)
- Cognition and Learning (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical (S/P)

We also consider other factors that may impact progress:

- Disability
- Attendance and punctuality

- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man

The SENCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs:

- The analysis of data, including entry profiles at FS2 baseline and end of FS data, SATs, reading ages, annual and termly pupil assessments
- The use of our local authority SEN criteria
- The following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Support list found on the SEND Overview document. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

Pupils identified are those whose progress:

- Is significantly slower than that of their peers starting 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
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example, social needs or physical development. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND and listed on the school's SEND register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/guardians. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Curriculum Access and Provision

To address the diverse learning needs of all pupils, teachers differentiate their instruction. They tailor their approach to meet individual learning requirements, ensuring effective marking of work and planning of homework. When pupils are identified as having special educational needs, the school offers additional support through various methods. This support is specifically designed to

meet each pupil's unique needs. An Individual Support Plan (ISP) is used to document the school's graduated response to each individual.

The range of provision may include:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA, CT
- Individual class support / individual withdrawal
- Further differentiation of resources
- Reading buddies
- Interventions
- Provision of alternative learning materials / special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to specialist advice and support through the Inclusive Mainstream Fund
- Access to the Experts at Hand service for coordinated specialist input (Educational Psychology, Speech and Language Therapy, Occupational Therapy, etc.)

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Individual Support Plans (ISPs)

As of 2026, Individual Support Plans (ISPs) form the statutory basis for recording SEND support for pupils without complex needs (who do not have an EHCP). ISPs replace the previous Provision Map system and will eventually be available in a digital format as the government's SEND digital platform is developed.

An ISP will include:

- The pupil's name and relevant background information
- Identification of barriers to learning
- Day-to-day provision and adaptations delivered in the classroom
- Reasonable adjustments and access arrangements
- Specific, measurable learning outcomes and targets
- Teaching strategies and approaches
- Support from external professionals (through Experts at Hand service where applicable)
- Date for review (termly minimum)
- Success and/or exit criteria

ISPs are created through discussion with the pupil and their parents/carers. They are living documents, updated as a child's needs or provision changes. They travel with the child between schools to support continuity of support during transition.

During the transition period (2026-2027), schools may continue to use Provision Maps until the digital ISP platform is fully available. Schools should audit their current Provision Map systems and begin planning for migration to ISPs.

Reviewing an Individual Support Plan

Individual Support Plans will be reviewed at regular intervals (minimum termly) with the inclusion of parents, carers and pupils' views. The review will assess:

- Progress against the identified learning outcomes
- Impact of the provision put in place
- Whether adjustments or additional support are needed
- Whether the pupil continues to require SEND support or whether they can access learning through quality first teaching and universal offer

Code of Practice Graduated Response

The school adheres to the intervention levels outlined in the SEN Code of Practice, which emphasizes a graduated response to addressing pupils' needs. When it is determined, after consulting with parents, that a pupil requires additional support to progress, the SENCO, in collaboration with teachers, will assist in assessing the pupil, contribute to planning future support, and place the pupil on the SEND Support list. The class teacher retains responsibility for planning

and delivering individualized programs. Parents will be kept closely informed about actions taken and the outcomes.

The decision to place a pupil on the SEND Support list is made by the SENCO following thorough consultation with parents during an Individual Support Plan review. External support services may be consulted to set targets for a new ISP and offer specialized input into the support process.

Intervention through an ISP is typically initiated when a pupil, despite receiving 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 lower (one year behind) than expected for their age
- Struggle with developing literacy or numeracy skills
- Experience emotional difficulties that significantly hinder learning
- Have sensory or physical needs requiring additional specialist equipment or advice from specialists
- Face communication or interaction challenges that obstruct social relationship development, creating barriers to learning

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

Request for Education, Health and Care Assessment

The school will request an Education, Health and Care Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past ISPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Health and Care Plans (EHCPs)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond that offered by the school. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in a detailed plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase Annual Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENCO will complete the annual review forms for the Local Authority and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Partnership with Parents or Carers

The school aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services and encouraging them to look at the Parent Partnership board
- Signposting parents to other services when needed
- Involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition, pupils who are identified as having SEND are invited to participate in:

- ISP reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with learning mentors
- Annual reviews (for pupils with EHCPs)

Special Provision

The school has the following special facilities:

- Wheelchair access to lower ground classrooms
- Disabled toilets with hand rails
- All mainstream classrooms are: carpeted (excluding cloakroom and practical areas)
- Blinds and curtains in classrooms to reduce glare (important for lip-reading)
- Individual adaptations will be made for specific pupils, e.g. chair supports and individual work stations

Roles and Responsibilities

The SENCO

Miss J. Hackney (jhackney@forsbrook.staffs.sch.uk)

The SENCO will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/guardians, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents/guardians are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Coordinate and deliver whole-staff SEND and inclusion training
- Liaise with the Staffordshire LA and local ICB regarding access to the Inclusive Mainstream Fund and Experts at Hand service

The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Board on this
- Work with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

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 SEN and/or a disability
- Ensure that SEND training is prioritised and funded in the annual School Development Plan

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Delivering differentiated, high-quality first teaching to all pupils

Assessing and Reviewing Pupils' Progress Towards Outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/guardians
- The pupil's own views
- Advice from external support services, if relevant

The Assess, Plan, Do, Review cycle will be reviewed at least three times a year. This is in addition to the termly teacher assessments plus end-of-year internal or external testing. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Staff Development and SEND Training

From September 2026, all education staff at Forsbrook (teaching and non-teaching) will receive mandatory training on SEND and inclusion as part of the government's national SEND training programme (£200 million investment).

This commitment includes:

- Induction training on SEND awareness for all new staff
- Annual whole-staff training on SEND and inclusion best practice
- Targeted training for teachers new to the profession or new to Forsbrook
- Specialist training for staff working with pupils with specific needs (e.g., autism, speech and language, sensory needs)
- Training on the use of Individual Support Plans (ISPs)

The SENCO will coordinate the identification of training needs across the school and work with the Headteacher to allocate appropriate time and resources for staff development. Training will be based on the school's assessed needs and will draw on the DfE's published SEND training materials and evidence-based practices.

The Inclusive Mainstream Fund

Forsbrook is eligible to benefit from the Inclusive Mainstream Fund, which provides £400 million per year for three years (2026-2029) to help schools provide earlier, more inclusive support for pupils identified with SEND.

The school will use Inclusive Mainstream Fund resources (allocated through the local authority) to:

- Improve adaptive teaching and high-quality, differentiated first teaching for all pupils
- Deliver evidence-based interventions for pupils with SEND
- Fund whole-staff SEND training
- Employ additional specialist staff to support inclusion

The Headteacher and SENCO will work with the Local Authority and Integrated Care Board to understand the allocation, eligibility criteria, and how to access this funding. Decisions about resource deployment will be made transparently and in consultation with all stakeholders.

Links with Education Support Services (Experts at Hand)

From 2026-2027, specialist support services will be coordinated through 'Experts at Hand', a new single point of entry for schools to access specialist advice and support. Experts at Hand is jointly commissioned by the Local Authority and the Integrated Care Board and includes:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Behaviour Support specialists
- Autism outreach specialists
- Other health and education professionals as required

The SENCO will liaise with the Local Authority to understand how to access Experts at Hand services and how specialist input will be coordinated within Individual Support Plans for pupils with non-complex needs. For pupils with EHCPs, specialist input will continue to be specified within the plan.

Until Experts at Hand services are fully operational, the school will continue to use existing referral pathways to access services such as Educational Psychology, Speech and Language Therapy, and other support services.

Links with Other Schools

Early Years Settings

The Reception Class teacher arranges visits to the pre-school setting when they are informed of a child with SEND who will be starting school at Forsbrook. When a child already has an EHCP or Additional Educational Needs (AEN) funding they are usually invited to attend the child's Annual Review held during the summer term in the pre-school setting.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, who will assess the child's needs and put a suitable programme in place.

High Schools

Specific links are maintained with Blythe Bridge High School, to which the majority of our pupils transfer, although liaison with other schools takes place. Transition days are organised to familiarise all pupils with SEND with their new schools and close links are maintained to ensure that relevant information is passed on.

Supporting Pupils Moving Between Phases and Preparing for Adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents/guardians and pupils which information will be shared as part of this. Individual Support Plans will travel with pupils between schools to support continuity of support and successful transition.

Resources

The provision for SEND is funded through the main revenue budget for the school, plus additional allocations from:

- The Inclusive Mainstream Fund (£400m programme)
- The Notional SEND budget element of the Dedicated Schools Grant
- Local Authority top-up funding for pupils with the highest needs

Funds are deployed to implement the SEND policy and to ensure all pupils with identified SEND receive appropriate support to access learning and make progress. The SENCO, in consultation with the Headteacher and Governing Body, oversees the allocation of resources to ensure maximum impact.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Headteacher/SENCo. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

Review of the SEND Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan. This policy should be read in conjunction with our Behaviour Policy and Disability and Equality scheme/Accessibility plan.

The next full review of this policy will take place in September 2027, or sooner if there are significant changes to SEND legislation or government guidance.