

Cedars Primary School



Special Educational Need (SEND) and Disability POLICY

Updated September 2026

Our Aim is clear: To provide inspiring education in a caring place, where every child can flourish and every day is unmissable.

Cedars Primary School is committed to:

- catering for the individual needs of **all** children with a broad, balanced curriculum and quality first teaching
- making sure that the children, and their parents, know that we expect great things of them in their work and in their behaviour
- working with parents to create a partnership that benefits the child's educational, social, emotional and physical growth
- showing that we understand and foster the different cultural and religious backgrounds of the children and their families
- having a skilful and hard-working staff who are dedicated to bringing out the best in each child
- creating throughout the school an atmosphere of pride in ourselves, our work, our place, and our people, where we trust and respect each other.

2 Policy Objectives

At Cedars we are committed to meeting the needs of all our pupils in an inclusive and positive environment. We believe that all children are entitled to a broad and balanced curriculum and strive to ensure all children can take part in the wide range of activities taking place at school.

We aim to quickly identify and reduce any barriers to learning and participation, including those that may be caused by a child's SEN or disability. The training needs of the staff at Cedars are given high priority

so that all staff may be involved in the identification of and provision for children with SEND.

At Cedars the involvement of parents in all aspects of school life is very important. At all stages of SEND provision parents views and permission are sought. We also encourage parents to discuss with us any concerns they have so that school and home can work together to provide for the needs of the children.

It is the policy of the school to ensure all activities are accessible in all curriculum areas, adaptations are made as required and to minimise the withdrawal of individuals or groups.

The 'Every Child Matters: Change for Children' Framework echoes this; as its core aim is to improve outcomes for all children - including those with Special Educational Needs.

3 Definitions

Special Educational Needs

According to the SEND Code of Practice: 0 to 25 years (2015): 'A child or young person has special educational needs if they have a *learning difficulty or disability* which calls for *special educational provision* to be made for him or her.

A child of compulsory school age or a young person has a *learning difficulty or disability* if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age; or

b) 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 or mainstream post 16 institutions.'

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

For children aged two or more, *special educational provision* means; educational or training provision that is additional to or different from that made generally for other children of the same age by mainstream schools, maintained nursery schools or by relevant early years providers. For a child under two years of age, special educational provision means additional educational provision of any kind.

Disability

Many children and young people who have SEN may have a *disability* under the Equality Act 2010- that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes sensory impairments such as those affecting sight and hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

At Cedars we are aware that a child may have a range of difficulties that could result in them having longer or shorter term SEND. A child may have particular needs that affect one or more of the following areas:

- Communication and interaction, including speech and language
- General or specific learning difficulties
- Social, emotional, mental health needs

- Hearing or visual needs
- Physical or medical conditions

4 Roles and Responsibilities

The Role of the Governors:

- The governing body, in co-operation with the head teacher, determines the school's general policy and approach to provision for children with SEND, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.
- The governor and/or teacher with responsibility for SEND should provide a report for each full meeting of the governing body on the progress of children with SEND.

The Role of the Headteacher:

- The head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND.
- The head teacher should keep the governing body fully informed about any issues concerning SEND.

The Role of the Inclusion Leader:

- The named teacher with responsibility for SEND is Mrs Harrison.
- The Inclusion Leader is responsible for formulating, writing and disseminating to staff the SEND policy, ensuring the policy is compatible with the Code of Practice and to evaluate and update the policy when necessary.
- To inform the nominated member of the governing body with responsibility for SEND of developments within the school in this area and report to the governors when required.
- To liaise with parents, class teachers, support staff and outside agencies with regards to pupil referrals, assessments, reviews, placements and provision made for all children with SEND.

- To liaise with class teachers and support workers with regard to planning provision and writing of Individual Education Plans (IEPs).
- To maintain and oversee the records of all children with SEND, including supporting the head teacher in keeping records on children with IPRAs and EHCPs.
- To convene, in consultation with the head teacher, annual reviews as required.
- To monitor and support liaison between teachers when children transfer between classes and schools.
- To attend SENDCO meetings and disseminate to staff new ideas and initiatives in SEND, including contributing to in-service training of staff.
- To liaise with external agencies including SEND support service, the educational psychology service, medical services, other schools and voluntary bodies.

The Role of the Class teacher:

- Class teachers play a vital role in enabling the early identification of SEND and should inform the Inclusion Leader if they have any concerns.
- The class teacher should work with the Inclusion Leader to assess any child's need and plan for their development, including writing and evaluating Individual Education Plans (IEPs) where appropriate.
- The provision made in the classroom should reflect the needs of all children, including those with SEND. Where children have an IEP these should be included in termly plans. The IEPs should also be used in weekly planning, activities being planned that are matched to the pupils' different styles of learning and which allow for progress through small developmental steps.
- Teachers will fully utilise and extend the skills and expertise of Teaching Assistants and Special Support Assistants (SSAs) who are working in their classrooms to the best benefit of children with SEND. When considering the use of support staff in the classroom children with SEND should be given a high priority.

- Class teachers will ensure that parents of children with SEND are fully aware of the provision being made for their child, developing a partnership with the parent so that they are fully involved in their child's education and can assist their child further at home.
- To provide advice for annual reviews with the Inclusion Leader and any support staff.
- To liaise with other teachers when a child transfers between classes and schools.

5 Organisation of SEND

It is considered vital that all the staff at Cedars are aware of the range of children with SEND within the school and are able to contribute to the identification, assessment and teaching of children with SEND. Each classroom has an SEND folder in which information is kept about children with SEND. Also this relevant information is shared, as necessary, with non class based staff, including lunchtime supervisors.

We aim to identify as early as possible, prior to or soon after admission, those children who may have SEND. Although a period of adjustment to the new routine and culture of the school should be allowed, a child's difficulties, and the concern of staff or parents should be acted upon without delay. This is achieved through discussion with parents and careful observations and discussions with the child. We can also carry out further assessments so that appropriate provision can be put in place.

Concerns may be caused by:

- a child who makes little or no progress even when teaching is targeted
- a child who shows signs of difficulty in developing literacy or numeracy skills
- a child who presents persistent emotional or behavioural difficulties
- a child who has sensory or physical problems

- a child who has communication or interaction difficulties

The Graduated Response

The school, in line with the "Special Educational Needs Code of Practice", has adopted a graduated response to the identification of and provision for SEND that encompasses an array of approaches and strategies.

A child can be added to the SEND register when the class teacher, SENDCO or parent has identified a child with needs that requires interventions that are additional to or different from those provided as part of the school's usual curriculum.

After gaining information and informed permission from the parents, further information about the child may be collected. Information from outside professionals, from health or social services along with information from school based assessments, may be used to decide what action is needed to help the child make progress and achieve.

Special Educational Needs - support plus (SEN+)

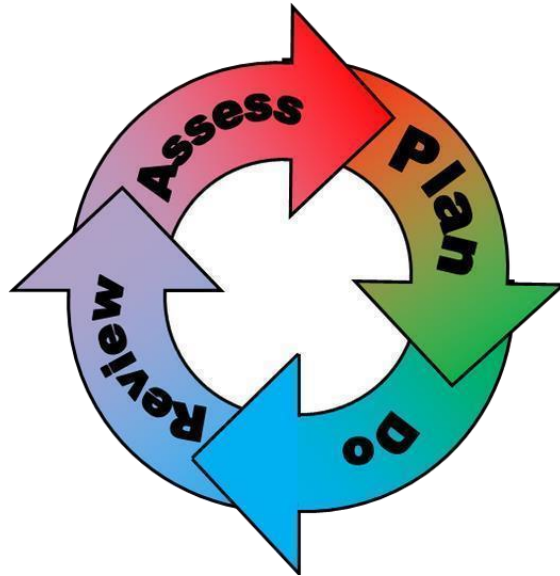
If following intervention and discussion with parents there is continued concern about a child's progress the SENDCO will request help from external services. This is then called SEN support +.

External services from whom support may be requested includes:

- Educational Psychologist
- The LA SEN support service, SEND SS
- Medical services including Speech and Language Therapist
- Social Services

The advice from these specialists is then incorporated into a new IEP, which sets out the new strategies to be used for supporting the child's development and progress towards positive outcomes. The class teacher remains responsible for working with the child on a daily basis and manages any support staff to maximise their effectiveness.

This evidences the - Assess- Plan-Do-Review Process:



Individual Education Plans IEPs

detail:

- the short term SMART Targets for the child
- the teaching strategies to be used
- the provision put in place
- evaluations showing progress

All IEPs are reviewed at least three times a year, normally termly, by the class teacher and any other staff involved with the child. These evaluations then form the basis for identifying the next steps for the child. All IEPs are shared with the parents and the child.

EHCP

A request for statutory assessment is made when it is felt that, despite making full use of school resources and advice from outside agencies, a child continues to cause significant concern over time. This decision is made in full

consultation with the parents and all professionals that have been involved. The procedures laid out in the LA documentation are then followed.

Annual Review

At least one review will be held each school year for the child. Attendance of an LA officer is requested at an annual review if any change of provision is envisaged, e.g. change of setting, change in support arrangements.

Four weeks before an annual review, invites are sent and advice is requested from all people involved with the child concerned. This includes the parents and all school staff who are working with the child. The Inclusion Leader arranges and chairs all reviews.

Following the annual review the outcomes are written up and circulated to all involved. These outcomes are then acted upon to ensure appropriate provision.

Other reviews do take place throughout the year. These include 'All About Me' meetings for children who have recently received an EHCP or meetings for children at SEN support + when there are concerns about their progress.

6 Admission Arrangements

The school supports the view that, where possible, children with SEND should be given the opportunity to attend a mainstream school. Cedars strives to be a fully inclusive school and welcomes all pupils, including children with SEN and children with disabilities.

Parents of pre-school children with identified SEND are encouraged to visit the school to discuss the needs of their child so that appropriate provision can be put in place prior to their child starting at Cedars. These children are given priority in the allocation of nursery places in accordance with our admission policy. Discussion will also take place with any agencies already involved with the child. The suitability of our school for each child will be examined and normal admission procedures will apply if the parents wish to

continue with the application and if Cedars is thought to be an appropriate educational setting for the child.

For any child transferring from another educational setting the SENDCO will try to attend the child's review meetings and will contact the school to ensure exchange of information.

7 Access

Efforts have been made to make the buildings at Cedars as accessible as possible to pupils and staff that use wheelchairs. There is a fully equipped disabled toilet and shower facility and ramps or lifts have been added at nearly all stepped points in the school. The ways in which the school can be made more accessible both physically and environmentally to people with a range of disabilities is kept under regular review through the school's Access Plan.

Within the classroom and corridors, teachers are aware that they may need to change the layout of the teaching area in response to children's needs.

8 Curriculum Access

At Cedars we aim to provide a broad and balanced curriculum for all pupils. We aim to respond to the children's diverse learning needs and strive to overcome potential barriers to learning for individuals and groups of pupils.

All efforts are made at Cedars to enable every pupil to participate in and enjoy all the experiences and activities we plan inside and outside the classroom, throughout the school buildings and its grounds, and in the environment beyond the school, in order to develop the children intellectually, physically, socially, emotionally and aesthetically. When

planning any activity either in school or outside school, the needs of children with SEND will be given high priority.

Staff are aware that children have different learning styles and endeavour to make provision for all these styles in their teaching.

9 Allocation of Resources

At Cedars the SEND budget for non-statemented pupils is used to provide:

- Qualified Teaching Assistant support throughout the school, prioritised in Early Years to enable early intervention.
- Any extra equipment or interventions needed each term.

Funding for EHCP pupils is used to provide:

- A Special Support Assistant (SSA).
- Support teacher to assist the teacher and SSA in appropriate differentiation of the curriculum.
- A lunch time SSA when needed.
- Any extra material or equipment needed including ICT equipment to enhance learning.

10 Evaluating Success

The success of the school's SEND policy and provision is evaluated through the usual monitoring procedures of the school. This includes:

- Monitoring of planning and classroom teaching by co-ordinators, senior leaders and the head teacher.

- Evaluation of IEPs. Including tracking of PIVATS, Cherry Garden levels, Early Years Foundation Stage Profile and New National Curriculum Levels.
- Regular discussion with parents concerning their child's progress.
- Termly monitoring by the governing body.
- Discussion with the LA, SEND SS and Educational Psychologist.

11 Partnership with Parents

At Cedars we know that parents play a vital role in the development of their children and encourage them to play an active part in their child's educational, social, emotional and physical growth. Parents are always welcome in school and we are very keen to involve parents in all aspects of school life, e.g. through assemblies, performances, family learning classes and other events.

Class teachers ensure that parents of children with SEND are fully aware of the provision being made for their child, developing a partnership with the parents so that they are fully involved in their child's education and can assist their child further at home. Parental views are sought when setting and reviewing a child's targets for their IEP. When required a daily log (diary) of events and activities is also kept and shared with parents.

At Cedars we aim to prevent any disagreements through developing good relationships and channels of communication with parents. If, however, a parent wishes to make a comment or complaint about SEND provision for their child they are welcome to discuss the issue with the inclusion leader, head teacher or the governor with responsibility for SEND.

Parents are also welcome to ask advice from the Parent Partnership Service, who may involve the Independent Disagreement Resolution Service if needed. Parents also have the right to appeal to a Tribunal.

12 The Voice of the Child

At Cedars we agree with the principle of seeking and taking account of the views of children when making decisions about their future. We involve all children, including those with SEND, in setting targets for their own learning. This is done through informal discussions with children about what they find easy and what they need help to complete. Involving children in this way can be challenging, given the young age of some of our children, but we are committed to valuing the child's input into the decision making and planning process. SSAs support their child in completing pupil advice forms for their reviews.

13 Links with other Agencies, Organisations and Support Services

At Cedars we are aware that there are a range of services we can call upon to assist in ensuring we are providing suitable opportunities and experiences for children with SEND. We view these services as valuable resources that enable us to meet the needs of the children at Cedars. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Effective multi-agency working is at the heart of the 'Every Child Matters' Framework. Cedars access numerous external services in order to support our pupils with their individual needs;

Educational Psychologist
SEND Support Service (SEND SS)
Physiotherapy Service
Occupational Health Service
Speech and Language Therapists
Paediatric Services

Medical Services
Social Care Services
Bereavement support
School Nurse
Education Welfare Officers

14 Transfer Arrangements

Most, but not all children at Cedars transfer at the end of Year 6 to Pleckgate High School. There is good communication between the two schools including communication about children with SEND. The Inclusion Leaders of the two schools and the Year 6 teachers meet in the summer term to discuss the needs of the children who are transferring school. Mrs Harrison will also communicate with any other school a child transfers to.

15 Policy Review

This policy was reviewed in the Autumn Term 2026. It will be reviewed on an annual basis.