



EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL

Special Educational Need and Disability Policy

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Contents

1. Compliance
2. Contact Details
3. Aims and values
 - Intent
 - Implementation
 - Ethos and Values
4. Admission Policy
5. Definition of Special Educational Needs and Disability
6. A Graduated approach to SEN support
 - General Provision
 - SEN Support
 - The SEND Register
 - Managing Pupils' needs on the SEN register
 - Criteria for exiting the SEN Register
 - Request for an Education, Health and Care Plan (EHC Plan)
7. Supporting Pupils and families
 - Working in Partnership with Parents/Carers
 - Pupil Participation
8. Admission and Transfer Procedures
 - Transfer between classes
 - Transfer from Other Schools
 - Transfer to Local Secondary Schools
 - Transfer to Other Schools
9. Supporting Pupils at school with Medical Conditions
10. Training and Resources
11. Roles and Responsibilities
 - Teachers
 - Teaching assistants
 - SENDCo
 - Headteacher
 - Governors
12. Storing and managing Information
13. Monitoring and Evaluation of SEND
14. Anti-bullying and pupils with SEND
15. Safeguarding and pupils with SEND
15. Reviewing the policy
16. Dealing with Complaints

Appendices

Appendix 1

- Triggers Indicating the Need for Intervention at SEN Support

Appendix 2

- Adequate Progress

Appendix 3

- Covid-19/ Coronavirus Pandemic- Change to SEND Requirements and SEND Risk Assessment Guidance.

1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2014
- Statutory Framework for the Early Years and Foundation Stage 2023
- The Children and Families Act 2014
- Safeguarding policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's Special Educational Needs Co-ordinator (SENDCo) in partnership with the FGB, the Senior Leadership Team (SLT) and other staff.

2. Contact Details:

SENDCo: Mrs Caroline Truman

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The SENDCo is a member of the school's Senior Leadership Team (SLT).

3. Aims and values

Intent

At Eynesbury Church of England Primary School our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high- quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

Through our high-quality planning, teaching and provision we:

- Identify SEND early and put intervention in place promptly to ensure progress is maximized.
- Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable all children to be successful.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.
- Develop children's independence and life skills.
- Regularly monitor the progress of children with SEND, using a child-centered approach.
- Work in partnership with parents and carers.
- Work closely with external agencies and other professionals to develop our provision for children with SEND.
- Ensure children with SEND will be included in all aspects of the school day
- Believe that every teacher is a teacher of every child, including those with SEND.

Implementation

At Eynesbury Church of England Primary School we will:

- Identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made;
- To work within the guidance provided in the SEND Code of practice 0-25, 2015;
- To provide a Special Educational Needs Co-ordinator (SENDCo);
- Plan an effective curriculum to meet the needs of children with SEN and those with disability;
- Promote partnership with children and parents regarding the identification and monitoring of SEND;
- Ensure all staff are aware of SEND policy and practice, including early identification and teaching strategies;
- Work in close partnership with external agencies to support the identification of need and provision for children with SEND and implement suggested strategies as appropriate;
- Identify and meet the needs of all pupils as soon as possible, by identifying the barriers to learning and taking all reasonable steps to reduce them.

Ethos and Values

Our school motto is 'Learn to Love, Love to Learn'. We are a school that strives to achieve success at every level, encouraging children to develop in confidence and independence as they progress through the school. The life of the school is driven by enthusiasm, dedication and a desire to achieve. We promote learning that is active and creative and encourage children to embrace challenge, build resilience and celebrate success. Our curriculum is purposefully broad and children have opportunities to participate in a wide range of cross-curricular activities as well as in music, performance and sport.

Underpinning the work of the school are our five key values: love, respect, courage, forgiveness and honesty. We do not give up on ourselves or each other. We show *courage* in our everyday lives and in our learning. We show *generosity* of spirit and tenderness towards the people in our school community and those further afield. We *love* each other and care for everyone's needs, *respecting* people's specialness. As Jesus taught, we strive to be truthful and forgiving in everything we do.

4. Admission Policy

The school will treat all applicants fairly in line with the Local Authority's admissions policy. Therefore, all pupils with a disability or those identified with SEN, as well as pupils whose needs have not already been identified, will be admitted.

Admission will not be refused to children who do not have a statement of SEN or EHC Plan or who are currently being assessed. The only criteria for refusing a placement will be in a small minority of cases when it is agreed that the child's inclusion would be incompatible with the efficient education of the child and other children or where school cannot meet the needs of the pupil.

5. Definition of Special Educational Needs and Disability

As outlined on the SEND Code of Practice (2015) SEND is defined as:

A child or young person has SEN 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:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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

activities'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health condition such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is significant overlap between disabled children and young people and those with SEND. Where a disabled child requires SEND provision they will be covered by SEND definition.

SEND Provision means provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special school, in the area.

Identifying and Supporting Special Educational Needs and Disabilities

The SEND Code of Practice 0-25 (2015) recognises four broad areas of need which give an overview of the range of needs which should be planned for. These are:

- ❖ Communication & Interaction
- ❖ Cognition & Learning
- ❖ Social, Emotional and Mental Health Difficulties
- ❖ Sensory and/or Physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Pupil's needs are identified by considering the needs of the whole child, this will include not just the special educational needs of the child, but other needs too.

The following circumstances are not SEN but they may impact on a child's progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child In Care/ Looked after child (LAC) or post looked after child.
- Being the child of a Serviceman/woman

We encourage parents to contact the school if they need support relating to any of the categories outlined above.

At Eynesbury Church of England Primary School, the early identification and assessment of children who may have special educational needs is extremely important so that effective provision can be put in place as promptly as possible.

6. A Graduated approach to SEND support (See also Appendix 1)

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to or different from** the provision made as part of the school's usual differentiated curriculum and strategies.

General Provision

In line with guidance given in the National Inclusion Statement on providing effective learning opportunities for all pupils, the school provides an inclusive curriculum based on three principles:

- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

The curriculum provided will therefore be:

- Broad: it will introduce pupils to a wide range of knowledge, understanding and skills.
- Balanced: each part will be allocated sufficient time to make its special contribution, but not so much that it squeezes out other essential parts.
- Relevant: all subjects are taught so as to bring out their relevance to pupils' own experience and to future learning and wherever possible emphasis is given to learning through practical activities.

- Adapted: what is taught and how it is taught will be matched to the pupils' abilities, aptitudes and needs.

In providing this inclusive curriculum the school will:

- Consider children's different learning styles and trying to ensure a balance of visual, auditory and kinaesthetic stimuli for learning.
- Consider and promote the impact of the physical environment on learning.
- Promote a high level of pupil participation and pupil feedback throughout the school.

An adapted curriculum, taught through High Quality Teaching and reflecting variability within the school population, will address the majority of special educational needs and ensure access.

Pupils are identified as having SEND if they do not make adequate progress (See Appendix 2) once they have had all the intervention/adjustments and good quality personalised teaching. It is only when interventions are required which are **additional to** or **different from** the differentiated curriculum provision made for all pupils that further help at SEN Support is required.

To help identify children who may have special educational needs, the school will assess children's attainment and achievements by referring to:

- Their attainment and achievements monitored by the teacher as part of ongoing observation and assessment.
- Their attainment and achievements against the objectives specified in the National Curriculum.
- Their attainment and achievements against the objectives specified in the National Curriculum at the end of a key stage.
- The results of standardised and National Curriculum tests.
- The tracking of each child's progress and well-being is also considered at termly pupil progress meetings.
- Additional assessments undertaken by class teacher and/ or the SENDCo.

SEN Support

Children requiring this help will be placed on the SEND register and an individual Assess- Plan- Do – Review (APDR) put in place with appropriate targets, outlining the provision to achieve them. Some children with an APDR will also have a One Page Profile (OPP). The information on the OPP will include a photo of the child (if they wish), what other people admire about them, their aspirations for the future, information on who is important to them as well as strategies that help them with their learning.

At this stage the class teacher with guidance from the SENDCo, will provide interventions that are additional to, or different from, those provided as part of the class's usual differentiated curriculum.

After discussion with the SENDCo, the class teacher will remain responsible for planning, delivering and monitoring the outcomes for the child on a daily basis. The provision will be based on the child's APDR and will be recorded accordingly.

The SEND Register

The Register is maintained by the SENDCo. It is reviewed regularly to ensure that:

- new pupils who have SEND are put into the system quickly
- it informs teachers which pupils are on the SEND register
- it can be used to inform termly pupil progress meetings

Managing Pupils' needs on the SEN register

All APDR documents are reviewed termly by the class teacher and the team of adults that work with the child. They will be reviewed and shared with parents/ carers on a termly basis. Individual APDRS are kept in pupil's

individual folders within the classroom as well as on the school server for staff to access. In addition, copies of signed APDRs are kept as paper copies in children's individual folders.

School may request support from outside specialists, particularly from a specialist teacher from the SEND Specialist Services team, who will:

- Further assess the child
- Help plan future interventions for the child in discussion with colleagues
- Help monitor and review the action taken

Following reports received from outside agencies, class teachers should ensure that they read and put into practice recommendations following any advice received (where appropriate). Class teachers are responsible for maintaining their class SEND files (paper and online copies) which contains APDR information as well as liaising with the SENDCo regarding any advice given to them about children on the SEND register.

The Headteacher is responsible for ensuring that SEND children are able to access exams and other assessments. The Headteacher will do this 'in accordance with the ARA (Assessment & Reporting Arrangements) guidance.'

Criteria for exiting the SEND Register

For some children on the SEND register, the support provided will enable them to make progress so that additional provision will no longer be required. In these cases, this will be discussed with the parents and relevant staff and the child will be removed from the SEND register and the APDR will no longer be provided. The progress of these children will continue to be monitored through the systems already stated. If the progress of a child causes concern in the future, parents will be consulted and the child will be reinstated on the SEND register and an updated APDR set up.

Request for an Education, Health and Care Plan (EHC Plan)

If the child is moved to this stage the following procedures will be followed:

- The consent of the parents will be gained through discussion.
- Request additional advice from other outside agencies who may have become involved.
- The school sends in an official request form together with the school's advice. This is coordinated by the SENDCo and involves input from the class teacher, copies of previous APDR documents, standardised test results and any other advice from relevant supporting outside agencies.
- The SENDCO shares this advice with the parents.
- Following the issue of an EHC Plan, the SENDCo will coordinate the procedures detailed in the Code of Practice 0-25 (2015) and in line with LA guidelines.

Following Statutory Assessment, an EHCP will be provided by Cambridgeshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Children who are issued with an EHC Plan have an annual review in line with the requirements in the Special Needs Code of Practice 2015. This is coordinated by the SENDCo.

Class teachers are responsible for maintaining in their files the information and reports given to them by the SENDCo about children with an EHC Plan.

The class teacher is responsible for evidencing progress according to the outcomes described in the statement/EHC Plan. The class teacher, along with the team of TAs that work with children with an EHC Plan, are responsible for completing weekly summaries to update parents of the progress that their child is making towards their personalised targets. These will be stored in each class's SEND folders until they are collated to the central filing system (as needed).

7. Supporting Pupils and families

The school has links with:

- A limited amount of SEND Specialist Service Team time which gives us access to specialist teachers. The LA currently funds this.
- A limited amount of Educational Psychologist time is available to the school to support with updating EHCPs for phase transfer.
- Local Authority Attendance Officer liaises with the school on a regular basis.
- School calls on other agencies as and when appropriate e.g. Physiotherapist, Occupational Therapist, Speech and Language Therapist, Visually Impaired Service, Hearing Impaired Service, Emotional Health and Wellbeing Service, Early Intervention Services and CAMHS. Parents' consent and help is obtained for these referrals.

Working in Partnership with Parents/Carers

The school recognises that parents/carers have a vital role to play in enabling children with SEND to achieve their full potential. It recognises that the work of professionals can be more effective when parents/carers are involved and account is taken of their wishes, feelings and perspectives. It therefore sees parents/carers as co-educators and is keen to promote the development of close partnerships between the parents, the school, the LA and other agencies.

Parents and carers are informed when their child is identified as not having made expected progress or is having a behavioural difficulty. This meeting is important as it facilitates the sharing of information about the child. The school in turn will give information about arrangements within the school to support their child's needs. This may include placing the child on the special needs register, drawing up an APDR/behaviour plan/ risk reduction plan.

Parents are kept informed at all stages of their child's special needs progress. Permission is always sought before entering a child on the special needs register or referring a child to an outside agency. Their support is vital to us when completing the required forms such as the EHA and other assessment and referral forms.

Meetings are held termly with class teachers for parents/carers of children who are on the SEND register to discuss their child's progress towards the targets on their APDR and the outcome of any additional support their child has received. The views of the parents/carers are sought and taken into account when planning for future support and outcomes.

Parents of children with an EHC Plan are invited to attend an annual review meeting and to provide a written report. If their child has any outside agencies involved, they will also be invited. Parents will receive a full copy of the annual review report.

Parents are offered the opportunity to meet with their child's class teacher, the SENDCo and relevant specialist teachers or staff at other times if they have any concerns. The SENDCo's contact details are shared on the Eynesbury Echo and parents/ carers are encouraged to get in touch if they have any queries or need any support.

Questionnaires are conducted to enable a formal opportunity for parents/ carers to share their views about the SEND provision that their child receives. Additional views may be sought about specific topics throughout the year.

Parents will also be able to find out about all services, opportunities and access for children with special educational needs and disabilities in the area by visiting the school's website and following the link to the SEND information Hub (previously Local Offer).

[SEND Information Hub \(Local Offer\) \(cambridgeshire.gov.uk\)](http://cambridgeshire.gov.uk)

Pupil Participation

The school recognises that children have a unique knowledge of their own needs and circumstances and their own views about what kind of support would help them make the most of their education. It therefore recognises the importance of involving the child wherever possible in the decision-making processes which occur in their education and will wherever possible provide the opportunity for them to do this.

Pupil voice surveys will be conducted by the SENDCo with pupils in KS2 to provide them with a formal opportunity to share their opinions on the support that they receive and the benefit of any interventions they participate in. This information will be sought informally with pupils in EYFS and KS1 by the adults that know the pupils best.

From the time that they enter the school, all children are encouraged to develop the ability to contribute their ideas and opinions effectively through circle time, School Council, and target setting. Children with special educational needs and disabilities are encouraged to contribute to their One Page Profile, APDRs, Risk Reduction Plans and EHC Plan reviews. Children with EHC Plans contribute to their weekly summaries where they celebrate their successes, progress towards their targets and any points of the week that they have found particularly challenging. Some children also have individual 'proud books' as a tool for improving their self-esteem.

8. Admission and Transfer Procedures

At school we strive to support children to be confident in the transition process from year group to year group and when leaving the school. We encourage them to share their concerns and contribute to future provision and support.

Transfer between classes

- Towards the end of the summer term, meetings are held between the present class teacher and the receiving class teacher to discuss the needs of the children to enable forward planning.
- Whole class provision maps are passed on to the next class teacher. These detail information about children that have received additional support and/ or interventions (and the outcome of the support).
- At the end of the summer term, class teachers ensure that all relevant information, including APDRs, One Page Profiles and Risk Reduction Plans are updated and handed to the receiving teacher.
- Children will receive transition booklets identifying who the key adults in their class will be along with key information about what will change and what will remain the same.
- If required, pupils will have additional opportunities to meet with their new class teacher prior to the new school year as part of their transition.

Transfer from Other Schools

When children arrive from other schools with a disability or identified special needs, the SENDCo will:

- Meet with the parents to gather the relevant information.
- Use information from the child's previous school. This may be in the form of written records or may involve contacting the previous head teacher/class teacher/SENDCo. Full use will be made of all records as a starting point for all children. The records will then be retained as part of the ongoing assessment and educational provision process.
- If appropriate, outside agencies that have previously been involved will be contacted.
- If necessary, arrangements will be made for the involvement of appropriate new outside agencies.

- Meet with the class teacher soon after transfer to assess need and discuss strategies and support.

Transfer to Local Secondary Schools

The secondary school SENDCo is invited to attend the Annual Review for children with an EHC Plan in Year 6.

For all children who are on the SEND register, during the summer term before transfer:

- Meetings are held between the SENDCos of relevant schools along with the year 6 teacher.
- Children and parents have the opportunity to make pre-visits in order to familiarise themselves with the building, meet some of the adults the children will be with and learn about some of the systems that are in place to support them.
- Additional transition work will be completed, as appropriate, to prepare children for KS3.

On transfer to secondary school the SENDCo sends all the SEND information on each child to the school.

Transfer to Other Schools

Records for children transferring to other schools are treated in the same way as for secondary transfer any additional information is available by further liaison via telephone.

9. Supporting Pupils at school with Medical Conditions

Eynesbury Church of England Primary School recognises 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. The Head teacher, Mrs Alana Brown, has responsibility for maintaining the school's responsibility for meeting the medical needs of pupils.

For more details please see the Supporting Pupils with Medical Needs Policy.

10. Training and Resources

Training needs are highlighted through the performance management cycle and staff competences.

Staff have access to a variety of training courses supported by the Local Authority SEND team and the school's link specialist teacher.

The school will use some or all of the following resources to support the teaching of pupils with SEND as appropriate:

- Specialist Teachers from the SEND Specialist Services Team provided by the LA.
- The school's SENDCo.
- Teaching Assistant hours within classes where there is an identified need to support individuals or groups, currently funded by the school.
- Teaching Assistant time for pupils with an EHCP.
- Annual allocation of funds for resources.
- Teaching Assistant time to provide additional intervention programme for literacy, maths, and social and emotional provision through individual and small group work.
- Allocation of training and development funds for teachers and assistants.
- Provision to release staff to meet other professionals and attend EHCP Annual Reviews.

11. Roles and Responsibilities

The school recognises that provision for pupils with special educational needs is a matter for the school as a whole and that in addition to the school's Governing Body, the school's Headteacher, the SENDCo and all other staff have important responsibilities:

All class teachers are responsible for:

- Giving input into the school's SEND Policy as required.
- Being fully aware of the school's SEN and disability procedures as outlined in the SEND Policy.
- Identifying, assessing, making provision and monitoring outcomes for pupils with SEN and disabilities (Assess – Plan – Do – Review).
- Updating APDR documents and liaising with parents.
- Updating One Page Profiles.
- Completing provision maps termly.
- Sharing information with relevant parties.
- Early identification of pupils with SEND.

All Teaching Assistants are responsible for:

- Being fully aware of the school's SEN and disability procedures as outlined in the SEND Policy.
- Working alongside class teachers to plan and deliver programmes of work for children with SEND.
- Contribute to assessment and review of children's progress.
- Fully participating in the performance management cycle.
- Attending training/ seeking out information if unable to attend.

All subject leaders are responsible for:

- Being leaders of SEND within their subject
- Sharing good practice about how best to support pupils with SEND within their subject
- Being aware of pupils with SEND and how they are supported within their subject.
- Keeping evidence of how pupils with SEND are supported within their subject based on evidence gathered in drop-in observations, book scrutinies, planning scrutinies and pupil voice

The SENDCo, Mrs Caroline Truman, working closely with the Headteacher, senior leadership team, class teachers and support staff is responsible for:

- The strategic development of the SEND policy and provision (along with the SLT)
- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision with the class teachers for children with special educational needs and disabilities.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with special educational needs and disabilities.
- Liaising with parents of children with special educational needs and disabilities.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- Inducting and recruiting TAs (along with the SLT)

The Headteacher, Mrs Alana Brown, has responsibility for:

- The day to day management of all aspects of the school's work including provision for children with SEN and disabilities.
- Keeping the FGB fully informed.
- Working closely with the SENDCo.
- Designated Safeguarding Lead.
- Managing looked-after children funding.
- Maintaining the school's responsibility for meeting the medical needs of pupils.

Monitoring of SEND is the responsibility of the Teaching and Learning Monitoring Group. The Chair (Mrs Beverley Jones) is the single contact for all SEND matters who can be contacted via the school office (office@eynesbury.cambs.sch.uk).

The Governing Body will do its best to ensure that the necessary provision is made for pupils with special educational needs and disabilities by:

- Appointing a Governor responsible for SEND.
- Ensuring that a minimum of termly meeting between SENDCo and SEND governor take place as part of the Teaching and Learning Monitoring Group.
- Ensuring that, where the “responsible person” (Headteacher/SENDCo) has been informed by the LA that a pupil has a special educational need or disability, those needs are made known to all who are likely to teach them
- Ensuring that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs and disabilities.
- Consulting the LA and the governing bodies of other schools when it seems to be necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole.
- Ensuring that pupils with special educational needs and disabilities join in the activities of the school together with pupils who do not have special educational needs or disabilities, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Have regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs and disabilities.
- SEND governor submitting a report to the Governing Body annually taking into account all of the above alongside attainment and progress of SEND pupils.

12. Storing and managing Information

Once identified, school records for pupils identified as having Special Educational Needs will include the following:

- A list of pupils at SEN Support and those with an EHC Plan.
- The amount and type of support received by each pupil.
- Copies of reports/advice from external professionals/agencies.
- APDR for each child.

13. Monitoring and Evaluation of SEND

The success of the school’s response to special educational needs is continuously monitored using the information gathered from the procedures described in this policy. We value feedback upon the success of our SEND work from parents, children, Governing Body members and outside agencies. We constantly strive to make our responses to special needs effective and where we recognise that improvements could be made we will act accordingly.

The Governing Body supported by the school will look for evidence to show:

- Effectiveness of the early identification procedure.
- Progress of individual pupils.
- Valuing the children’s ideas and responses to their learning.
- Regular meetings to review targets and monitor movement on register.
- Record keeping systems
- Effective partnership with parents.
- Effective liaison with outside agencies.
- Effective partnership between governors and staff in relation to SEN provision.
- Effective liaison between the SENDCo, the SEND Specialist Service Team and class teachers and this will include the sharing of best practice when devising strategies to support learning.
- The types, range and management of resources are designed to ensure that the needs of all the children are met including an understanding of cultural need.
- A regular review of all test results of children on the special needs register and those with disabilities.

- Annual Review to see that we are meeting the needs of children and the training requirements of all staff.
- Effective liaison with Secondary Schools for children on the SEN register and with disabilities.
- Support teaching is being targeted effectively.

The Headteacher will report to the FGB in the Head teacher's report about SEN and disability provision.

The SENDCo will report to the SEN Governing Body member and any committee as appropriate.

The FGB will comment in their annual report to parents on the effectiveness of the school's work on behalf of children with disabilities and special needs.

14. Anti-bullying and pupils with SEND

The anti-bullying alliance identifies that disabled and those with SEND are more likely to experience bullying in school. At Eynesbury, all pupils are taught about the importance of valuing the uniqueness of every individual as part of our PD (personal development curriculum). Children's differences are celebrated as are the contributions that they make to our school community. The school is vigilant about monitoring class behaviour logs / My Concern and any incidents of bullying are reported and dealt with in accordance with the school's Anti-bullying policy.

Inline with the changes to KCSIE 2022 additional coverage is given to child-on-child abuse within the anti-bullying curriculum. Age-appropriate child-on child abuse guidance is shared with pupils.

Anti-bullying week is covered in school on a yearly basis where the Anti-bullying Alliance focus is shared.

Teaching is supported by Cambridgeshire's PSHE service resources. An anti-bullying knowledge organiser is shared with pupils and parents. Particular attention is paid to ensuring that pupils know the definition of bullying (STOP- Several Times On Purpose) and how to deal with it (STOP- Start Telling Other People). Pupils with SEND have the anti-bullying curriculum differentiated as appropriate to ensure that they have the knowledge to keep themselves safe.

15. Safeguarding and pupils with SEND

All pupils with SEND are taught about safeguarding and participate in PD lessons. If pupils cannot access whole class learning on these topics, they are differentiated and taught to them at their level. All pupils have access to class worry boxes where they can put their name if they would like to talk to an adult. Pupils know that an adult will then find them to talk about their worries. Online safety continues to be a high priority.

15. Reviewing the policy:

The SEND policy will be reviewed annually by the SENDCo, the Head Teacher, the SEN Governing Body member and the Senior Leadership Team.

16. Dealing with Complaints:

The school is committed to developing a strong sense of partnership with parents, carers and other members of the local community. This provides a sound basis for understanding and resolution when things appear to go wrong. However, the school does have a Complaints Policy which describes the procedure to be followed when complaints are made by parents/carers about the conduct of the school or actions of staff or FGB member. Copies of this are available from the school website and the school office.

Appendices

Appendix 1

Triggers Indicating the Need for Intervention at SEN Support

The child or young person who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in core curriculum areas that result in poor attainment in other curriculum areas.
- Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- The school may also engage with specialist support services and agencies in more detailed planning and design of interventions for individual pupils whose progress has continued to be limited, despite carefully-planned interventions, or whose educational needs require more intensive input and advice from external services.

Triggers Indicating the Need for Statutory Assessment for children who may need an EHC Plan

Statutory assessment is appropriate only for pupils with long-term needs arising from a major difficulty in one or more of the four areas of need identified in the Code of Practice 2015:

- Cognition and learning
- Communication and interaction
- Behaviour, emotional and social development
- Sensory and/or physical

Statutory assessment will only be considered if the pupil has not made **adequate progress** through appropriate school-based interventions at SEN Support.

Appendix 2

Adequate Progress

Adequate progress can be defined in a number of ways. For example, it might be progress which:

- 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 attainment baseline, but less than that of 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

Different definitions of adequate progress will be appropriate in different cases. There is, for instance, no expectation that all pupils will close the gap in attainment between themselves and their peers. However, pupils and their parents may expect that, whilst the 'appropriate' definition arrived at is realistic, it is also one that is ambitious and is monitored regularly in a systematic and planned manner.

Appendix 3

COVID-19/ Coronavirus Pandemic- Change to SEND Requirements and SEND Risk Assessment Guidance

During the lockdown period of school closures due to the Covid-19 Pandemic between March and June 2020, Eynesbury Church of England Primary School was open to children who were considered as vulnerable. This included those with a social worker and/or with an EHCP. Each of these children had an Individual Risk Assessment completed in collaboration with parents and carers to help decide if it was safe for that child to return to school. Every pupil with an EHCP also had an amendment made to their plan, known as Section M. This form highlighted what adjustments were made to the provisions in place to help these children to meet the outcomes as listed in their EHCP plans. Those children who were on the SEN register but did not have an EHCP were also supported to learn remotely, via individualized and differentiated learning.

On 2 July, the Government published "Guidance for full opening: special schools and other specialist settings". The Government asked all education settings to welcome all children and young people back in the autumn of 2020. For some children who were classed as 'extremely clinically vulnerable', shielding from school was further advised, although this was for a very small minority of pupils.

From September 2020, most children made a full return to school. Extensive plans were put in to place to support children remotely should they be advised to self-isolate for a period of time, whether due to Coronavirus symptoms or if a member of their bubble receives a positive test result.

In the future, if Eynesbury Church of England Primary School is forced to close more widely to children i.e., if a local outbreak requires the school to return to more limited attendance or temporarily close, Risk Assessments will be updated to evaluate whether individual children with EHCP's can safely attend school, and what provisions can be put in place to support their progress and wellbeing in a Covid-safe manner.

All remote learning will be tailored to meet the needs of the individual learners, and teaching staff will provide support to all pupils who have been identified as having SEND via strategies such as differentiation and provision of additional learning aids for use at home.