



SEND policy and information report

Sedgeberrow First School

SENDCo: Nicole Ioannides - National Award SENCO (NASENCO), 2015.

SENDCo: Anna Bayes - National Award SENCO (NASENCO), 2018.

This report is underpinned by our school vision.

Our vision is to ensure that every child achieves happiness, emotional and physical wellbeing and the opportunities to develop an understanding of their own spirituality. Through this vision our children flourish with kindness as individuals and achieve their best. All children will grow a lifelong love of learning, a love for others and our world and a love for themselves.

Approved by:	Mr P Croke	Date: 02. 9. 25
Last reviewed on:	September 2025	
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1. Aims

Sedgeberrow C of E First School values the contribution that every child can make and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Governing Body, Headteacher, SENDCo and all other members of staff are responsible for teaching children with SEND. This School's SEND policy and Information Report in line with The SEND Code of Practice 2014, Worcestershire's Local Offer and the school's SEND Policy which can be accessed via the website or by contacting the school

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [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 (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCOs are Miss N Ioannides, nioannides@sedgeberrow.worcs.sch.uk and Mrs A Bayes, abayes@sedgeberrow.worcs.sch.uk

They 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, and other agencies to ensure that pupils with SEN 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 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

4.2 The SEN governor

The SEN 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 SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Wellbeing coordinator

The Wellbeing coordinator will:

- › Work with the SENDCO to identify and monitor children with social, emotional, and mental health needs
- › Advise on appropriate interventions for specific needs related to mental health and wellbeing

4.5 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class, [providing quality first teaching to support all children in their classroom, including those with SEND](#)
 - › 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
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- › Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The schools understand that children who experience these barriers to learning are vulnerable, however this does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

At different times in their school life, a child or young person may have a Special Educational Need or Disability. The Code of Practice 2014 defines SEND as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special education 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 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify 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 attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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. 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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the class provision maps.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 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 or subject teacher will work with the SENDCO 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 or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

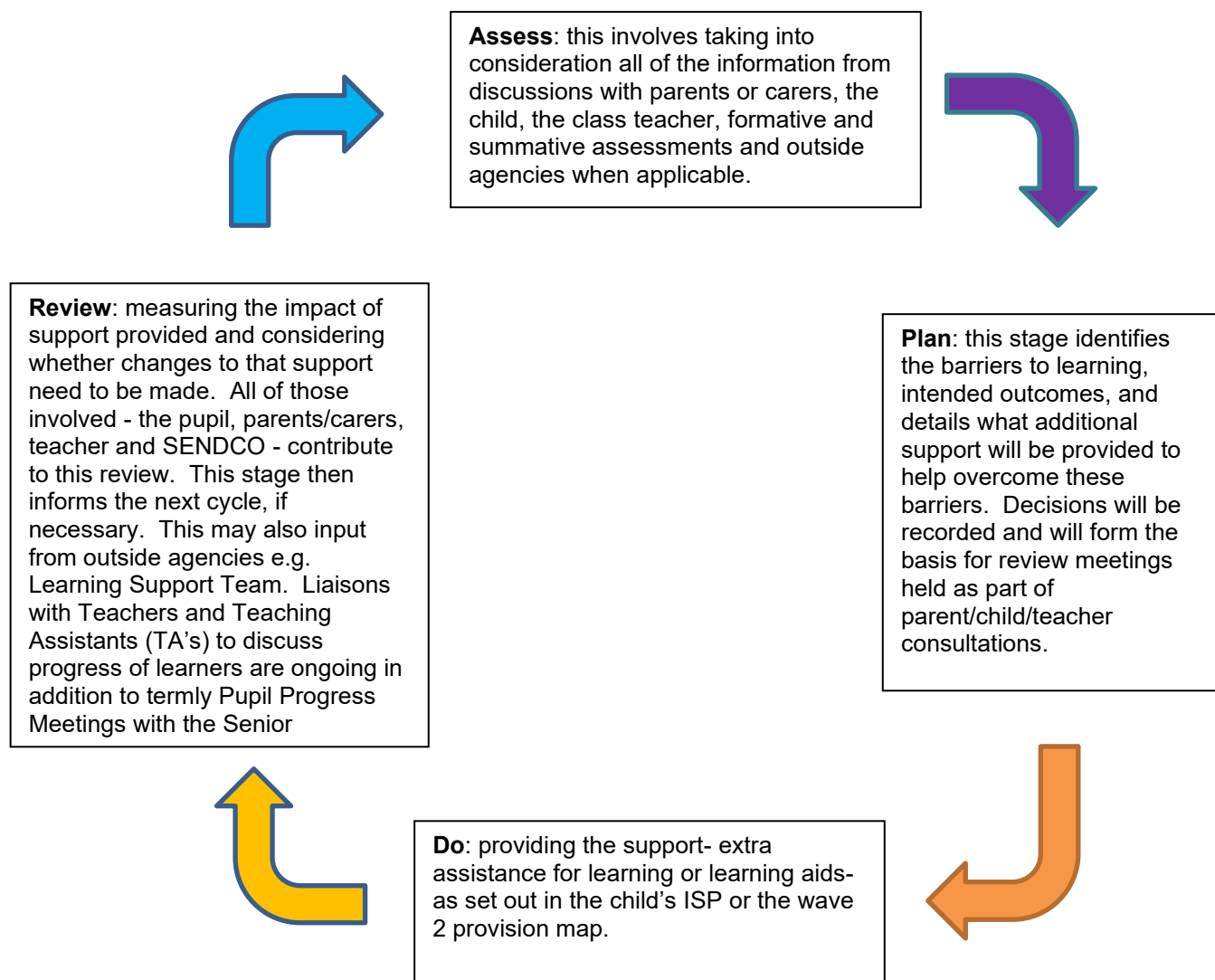
The assessment will be reviewed regularly.

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.

The school is committed to continually monitoring the progress of all the children in the school. This takes place in several ways:

- › Progress is continually monitored by the class teacher with half termly formal assessments carried out.
- › Data and levels from these assessments are recorded in line with Early Years Foundation Stage and National Curriculum requirements. Children who may not be meeting National Curriculum requirements may be assessed against a more sensitive levelling approach called P Scales. Some children may also be assessed with the engagement model assessment if they cannot access the National Curriculum.
- › At the end of the Key Stage 1 (Year 2), children are formally assessed using Standard Attainment Tests (SATs). These are no longer statutory. In addition, children in Year 1 will also complete a Phonics Screening Check and children in Year 4 will complete their Multiplication Tables Check.
- › Any additional support will be evaluated at the end of every term to ensure the support is effective and whether it needs to be continued, increased, or stopped.
- › The progress of children on a Statement/EHC Plan is formally reviewed at an Annual Review meeting with all adults involved invited to attend.
- › The SENDCO monitors the progress of all SEND children by collecting data at the end of every term.

The Graduated Response



This additional support, 'intervention', will be tailored to meet the child's needs and will target the area of difficulty. This support may be provided in class or in another area of the school as part of a group of learners with similar needs or on a 1:1 basis. These interventions may be run by a teacher or TA.

While most learners with SEND will have their needs met in this way, a small proportion will meet the criteria to apply for an Educational and Health Care Needs Assessment (EHCNA). Through this, the Local Authority will determine whether to make provision in accordance with an Educational and Health Care Plan (EHCP).

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- › We recognise that transition of any sort can be a difficult time for you and your child and will take steps to ensure that this process is as smooth as possible.
- › For children entering the school from another setting we will work with the previous SENDCo to ensure we have information about the best way to meet the needs of your child. We will also invite you and your child to visit the school so we can discuss the best ways to meet their needs.
- › When moving classes within the school, information will be passed to the new class teacher in advance and your child will have opportunities to visit the new class and meet the new teacher. Strategies and ideas that have been working well will be shared. A support book may sometimes be used to help your child.
- › When moving to a new school we will contact the SENDCo to ensure they know about any special arrangements and will ensure that all records are passed on.
- › When moving to middle school, we will arrange to meet the school's SENDCo to talk about ways to ensure the transition is smooth. There may be a specific meeting to prepare you and your child for this move and it may be appropriate to have additional visits to their new school.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- › Toe by toe reading intervention
- › [SNIP Literacy Programme for spelling](#)
- › Precision Teaching
- › Nesy reading and spelling
- › Numberstacks Numeracy intervention
- › BBC dance mat for typing skills
- › Jimbo Fun – motor skills
- › Smart Moves – motor skills
- › Speech and Language specialist interventions run by our specialist Speech and Language teacher
- › Maths, reading, writing, spelling and [phonics](#) targeted interventions planned by the class teachers
- › Talking and Drawing therapy
- › Play therapy
- › My Happy Mind whole school approach and interventions
- › Wellbeing interventions planned and run by our wellbeing coordinator
- › Word aware
- › Memory Magic
- › Therapeutic Art
- › Lego Therapy
- › Talking therapy

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- › Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 7 teaching assistants who are trained to deliver interventions such as Precision Teaching, Numberstacks, Speech and Language interventions, Social skills/mental health/self-esteem interventions.

Teaching assistants will support pupils on a 1:1 basis when it is outlined in their Individual Education Plan (IEP) or their EHCP that they have an area of specific need.

Teaching assistants will support pupils in small groups when several pupils have the same need and will benefit from working in a group environment.

We work with the following agencies to provide support for pupils with SEN:

- › Learning Support Team (LST)
- › Speech and Language therapists (SPLN)
- › Behaviour Support team (BST)
- › Educational Psychologist
- › Children and Adolescent Mental Health Service (CAMHS)
- › Community Paediatric Service
- › Visual Impairment Team
- › Hearing Impairment Team
- › Complex Communication Needs Team (CCN)
- › Occupational Therapy
- › School Nurse

5.9 Expertise and training of staff

Our SENCOs have over 9 years' experience in this role and has completed the National Award SENCo at Worcester University in 2015 and 2018.

They are allocated 6 hours a week to manage SEND provision.

We have a team of 7 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision, along with two 1:1 teachers to support pupils with EHCP's.

In the last academic year, staff have been trained in; Precision Teaching, Zones of Regulation, How to support Autism in the classroom, Effective Differentiation.

We use specialist staff for Speech and Language intervention.

5.10 Securing equipment and facilities

We have a specialist room for Speech and Language interventions to take place in and we also have some iPads and laptops that can be used where needed for SEND support. These are allocated where the need is and is reviewed regularly. We have a SEND budget that can be used to secure specialist equipment where needed to support pupils with their physical and learning needs within school.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions after 12 weeks
- › Using pupil questionnaires
- › Monitoring by the SENDCO
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Aztec Water Park, Boundless Outdoors in Bellheath or Malvern and to the Year 5 residential trip to Oaker Woods.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

If a pupil has a disability, we ensure that arrangements can be made so that they can participate in these activities. These arrangements may include:

- › Bring a wheelchair along or having a fold up chair so that the child can sit when they need to
- › Inviting the parent along to assist on the trip

We have adapted our school environment to be inclusive for all children, including:

- › A lift to access the stage in the hall.
- › The playground has been leveled so that there are no steps into the main building
- › Where there are steps into the mobiles, handrails have been added

Our school's accessibility plan can be found on our school website on the Statutory Documents page.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- › Pupils with SEND are encouraged to be part of the school council
- › Pupils with SEND are also encouraged to be part of the Leadership and Wellbeing clubs to promote teamwork/building friendships
- › Circle time is carried out in all classes throughout the school on a regular basis using the My Happy Mind whole school program.
- › We have a wellbeing register on which more vulnerable pupils are placed and given 1:1 intervention with staff that are trained in Play therapy or counselling for children.

We have a zero tolerance approach to bullying. [We work to educate the children on tolerance and acceptance to nurture our inclusive environment.](#)

5.14 Working with other agencies

We work closely with Worcestershire County Council services where needed to support children and staff with SEND provision and we also work with the Local Authority support services to provide support to pupils and parents. We use the Early Help services to make referrals where necessary.

We have an extensive list of support and services that we offer the children's parents to support them with their needs.

Our Early Help offer can be found on our website on the Statutory Documents page.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

http://www.worcestershire.gov.uk/info/20613/send_school_provision_and_education_health_care_plans_ehcp

The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) is at arm's length from Worcestershire's Children's Services and able to give independent and neutral advice. For more information, please visit:

https://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service

or email:

sendiass@worcestershire.gov.uk

or call: 01905 768153

5.17 Contact details for raising concerns

If you have any concerns, please contact the SENDCOs, Miss N Ioannides, Mrs A Bayes or the Head teacher, Mr P Croke, either by phone on 01386 881391 or through appointment.

5.18 The local authority local offer

Our schools contribution to the local offer can be found on our school website on the Inclusion Page and in statutory documents.

Our local authority's local offer is published here: [SEND Local Offer | Worcestershire County Council](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Miss N Ioannides and Mrs A Bayes **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions