



**Teversham Church of England
Primary School**

SEND Policy

**Assessment and Provision for Pupils with
Special Educational Needs and Disabilities**

2026 -2027

STATUTORY

DATE ADOPTED:	29th September 2026
REVIEW DATE:	November 2027

Inspired by God's love for us, we seek to be a loving, serving, learning community in which our belief that all people should be valued for who they are in God's image creates a culture where all can explore, discover, flourish and therefore achieve their best.

"We love because God first loved us" 1 John 4:19

In our school, the value of "love" underpins everything we do. At Teversham, each member of the school community is encouraged to love and respect themselves, others, God, and his world. We believe that all people are made in the image of God and are valued because of this. Our school is a place where everyone should be able to flourish in all aspects of their development. We ensure a tailored approach which gives each child the tools needed to succeed and values the uniqueness of each child.

Introduction

- 1.1 At Teversham CofE Primary School and Pre-School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

'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 . . . 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.'*

SEND Code of Practice 2015.

- 1.2 Some pupils will, permanently or from time to time, have areas of significant learning difficulty that widen the attainment gap between them and their peers. We will aim to close such gaps by working with the child and their parents and carers in planning and delivering bespoke provision. This will include encouraging confidence and positive self-image as well as developing empathy towards others. This and related policies are in line with the SEND Code of Practice 2015.
- 1.3 This policy applies to Teversham CofE Primary School including the Pre-School.

2. Aims and Objectives

- 2.1 Our specific objectives for SEND policy and provision are:
- to ensure that pupils with special educational needs or disabilities are identified and that their needs are met;
 - to take all reasonable actions towards ensuring students with special educational needs or disabilities are included in all school activities;
 - to ensure that all learners make the best possible progress;
 - to communicate with and work in partnership with parents and carers;
 - to provide opportunities to listen to children with SEND and involve them in the planning of their education;
 - to promote effective partnership and involve outside agencies when appropriate.

3. Evaluating success

- 3.1 The Governors will evaluate the success of this policy through monitoring visits, termly reports to the Curriculum Committee and termly communication between the SENDCO and the designated governor. They will evaluate:
- how well pupils with SEND have access to the whole curriculum of the school;

- the progress and attainment of pupils with identified special needs or disabilities;
- details of statutory assessments, visits from specialist teachers, other agencies and educational psychologists;
- the effectiveness of educational professionals and parents/carers working in partnership;
- the effectiveness of interventions and other strategies implemented;
- how resources have been allocated to ensure the needs of all pupils are met;
- the extent to which pupils with SEND take responsibility for their learning;
- how well pupils with SEND are developing independence and confidence.

4. Roles and Responsibilities

4.1 Everyone in the school community has a positive part to play in achieving the aims and objectives of the school and of this policy.

4.2 The Special Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:

- keeping up-to-date on SEND matters, advising and supporting colleagues;
- supporting teachers in identifying children who have SEND;
- supporting teachers in writing Assess, Plan, Do, Reviews (APDRs) and targeting support as part of the Graduated Approach;
- co-ordinating provision and ensuring that relevant information about individual pupils with SEND is collected, recorded and updated;
- contributing to the training of teaching and non-teaching staff;
- liaison with external agencies;
- reporting regularly to governors;
- reviewing the SEN Policy and School Offer;
- liaising with other members of the leadership team.

Mrs Helen Thorpe is currently the SENDCO and reports to the Special Educational Needs and Disabilities Governor, Dr Fiona Herczog.

4.3 Class Teachers are responsible for:

- delivering an appropriately matched curriculum to all children;
- working in partnership with parents/carers of SEND children;
- participating in appropriate training;
- writing and reviewing termly Assess, Plan, Do, Reviews for SEND children (see appendix B) as part of the graduated approach;
- sharing Assess, Plan, Do, Reviews with children and parents termly;
- ensuring relevant assessment data for individual pupils is collected, recorded and updated;
- working in partnership with teaching assistants using the Teacher/TA agreement to support learners across all lessons.

4.4 Pupils are responsible for:

- being involved in setting, monitoring progress against and reviewing targets for his/her Assess, Plan, Do, Reviews.

4.5 Parents / carers are responsible for:

- working in partnership with the school to help meet their child's needs;
- participating in planning and reviewing of targets and supporting learning at home.

4.6 Governors are responsible for:

- securing appropriate resources and provision;
- participating in appropriate training;
- evaluating success of the SEND Policy.

- 4.7 The Head Teacher is responsible for:
- overall responsibility for the management of the policy;
 - dealing with complaints about general or specific provision.

5. Pupil Participation

- 5.1 Children with SEND have a unique knowledge of their own needs and their own views about what sort of help they would like to help them make the most of their education. Where possible, they will participate in decision-making processes, including the setting of learning targets and contributing to SEND assessment of their own needs and the annual review. Their views will be listened to and their opinions valued. We will endeavour to give them a voice to express informed opinions without feeling overburdened by lack of experience and knowledge.

6. Parent / Carer Partnership

- 6.1 Teversham CofE Primary School values working in partnership with all parents and carers. We will seek to involve parents in all decisions about their children, gaining parental permission before referring them to others for support.
- 6.2 We take the views of parents extremely seriously and actively seek their involvement when making decisions regarding their child's educational provision. We believe that this partnership is crucial in enabling us to draw up a complete picture of the child, supporting them to achieve their full potential. The key principles in promoting this partnership are outlined in the SEND Code of Practice 2015. We aim to provide user-friendly information and procedures and to involve parents in all decisions concerning their children.

7. Parental Concerns

- 7.1 If at any time a parent or carer has concerns about the special educational provision for their child, the first person to contact should be the class teacher, who will see them at the earliest mutually convenient time to discuss the concerns. If this meeting does not resolve the concerns then a meeting should be arranged with the SENDCO. Should the matter still not be resolved, then the head teacher should be consulted and then the governor responsible for Special Needs. After that, if concerns remain, The LA has a Parent Partnership Service whose role is to support and develop positive relations between schools and parents/carers.

8. Identification, assessment, monitoring and review arrangements

- 8.1 Teversham CofE Primary School has adopted the graduated approach (see para. 11) to help pupils with special educational needs. This follows the recommendations of the SEND Code of Practice 2015 and has been adopted by Cambridgeshire LA. The advice of specialists will be sought when needed.
- 8.2 Access to the full curriculum of the school, including the EYFS curriculum, will be achieved through some or all of the following:
- quality first teaching, including careful differentiation, scaffolding and adaptations of class work by the class teacher. Advice may be given by the SENDCO as to which strategies are employed to achieve this. The class teacher retains responsibility for the success of these strategies;
 - additional and carefully planned resources and equipment;
 - Teaching Assistant support for all or part of the school day.
- 8.3 Class teachers will need to plan individual work programmes, with appropriate content delivered at an appropriate pace. A variety of learning styles and teaching materials will be offered including through IT. If any pupil needs treatment different to that of his/her peers, the SENDCO will ensure that all adults likely to come into contact with that pupil are cognisant of the appropriate facts.

9. The four broad areas of need

9.1 Communication and interaction

- 9.1.1 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- 9.1.2 Children and young people with ASD (...) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (*SEND Code of Practice 2015, 6:28*)

9.2 Cognition and learning

- 9.2.1 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 9.2.2 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (*SEND Code of Practice 2015, 6:31*)

9.3 Social, emotional and mental health difficulties

- 9.3.1 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- 9.3.2 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. (*SEND Code of Practice 2015, 6:33*)

9.4 Sensory and/or physical needs

- 9.4.1 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.
- 9.4.2 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (*SEND Code of Practice 2015, 6:34*)

10. **Tracking pupil progress**

- 10.1 The progress and attainment of **all** children is recorded, tracked and monitored termly during 'Pupil Progress Meetings' led by the Headteacher. When a child is identified as not having made good progress from baseline

judgements made at the end of EYFS or the end of KS1 or other barriers to learning are identified, the Graduated Approach below is adopted.

11. The Graduated Approach

11.1 Stage 1: Assess

- Termly progress tracking (compiled by the Headteacher) identifies a child as not having made good progress in reading, writing or maths.
- The class teacher, or parent / carer, may also identify other learning, physical, behaviour or emotional difficulties suggesting the need for a planned approach.

11.2 Stage 2: Plan

- At termly 'Pupil Progress Meetings' the class teacher, supported by the SENDCO and the leadership team, updates a record of actions to be taken to facilitate accelerated progress in the identified area(s) during the upcoming term. These are then added to the child's Assess, Plan, Do, Review document (see appendix B).
- Targets and the child's Assess, Plan, Do, Review will be shared with parents.
- The class teacher adapts their teaching and approach to suit the learning needs of the child (see appendix A).
- If it is decided that the child's needs warrant an assessment by an outside agency (e.g. Speech & Language, an educational psychologist, specialist teaching team) the SENDCO will contact the child's parents / carers to discuss this with them. (see para. 12)
- If parents / carers agree, the SENDCO will then contact the appropriate agency to arrange for an assessment to take place. (Advice may be sought from agencies before parents / carers are informed.)
- The SENDCO meets regularly with the school Link Practitioner and Educational Psychologist to discuss pupils' needs and gain advice. This is used to inform the plan and targets set.
- If there is ongoing support from other agencies, a meeting will be arranged, in order to review and update actions and targets detailed in the child's Assess, Plan, Do, Review. This meeting will be attended by:
 - the class teacher;
 - parents/carers;
 - the child (if appropriate);and, if necessary:
 - SENDCO;
 - Headteacher;
 - other involved professionals.
- With the support of other agencies, the severest levels of need, may lead to children being placed on an Education and Health Care Plan (EHCP Plan), through which they will be entitled to funding from the Local Authority. The application for and annual review of these will be in partnership with parents/carers (see para. 13)

11.3 Stage 3: Do

- The SENDCO will monitor the implementation of Assess, Plan, Do Review sheets ensuring that learning needs are being effectively met.
- The class teacher, or SENDCO, will discuss the contents of a child's Assess, Plan, Do, Review sheet with relevant Teaching Assistants to ensure they understand their role in creating accelerated progress.
- Class Teachers and the Teaching Assistants complete a record of interventions undertaken, including children's baseline levels at the start.
- Specialist support from outside agencies is coordinated by the SENDCO.

11.4 Stage 4: Review

- Individual progress is reviewed at following Pupil Progress meetings by the class teacher, Headteacher and SENDCO.
- The SENDCO monitors records of interventions.
- The class teacher meets with parents/carers and the child to review the success of actions and whether targets have been met on a termly basis at parents evening.

The SEN Code of Practice 2014 states that adequate progress, as a result of the graduated approach, can be defined in a number of ways. It can be progress that:

- closes the gap between the pupil and its 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 the improvements in the child's behaviour.

12 Involvement of outside agencies

12.1 A child may require assessment and concentrated support from outside agencies if:

- they continue to make little or no progress in specific areas over a sustained period of time;
- they continue working at National Curriculum levels substantially below the national average;
- they continue to have difficulties in developing English or Maths skills;
- they have emotional and behavioural difficulties which substantially and regularly interfere with the child's own learning or that of other's, despite the support of adults in school;
- they have continuing communication difficulties that impede the development of social relationships and cause substantial barriers to learning.

12.2 When outside agencies are involved:

- the SENDCO, in consultation with parents / carers and the class teacher, will act as liaison;
- they will provide advice/support to teachers and parents/carers as necessary;
- additional and different strategies to those already put in place may be appropriate;
- the pupil and parents / carers will be involved in review meetings.

13 Request for an Education and Health Care Plan (EHC Plans)

13.1 The school will request an EHC plan when a pupil continues to demonstrate severe, long-term and complex needs and has had considerable input from school and other educational professionals in order to meet their needs.

13.2 The Local Authority is responsible for undertaking the assessment process, following a request from the school. The pupil will continue to be supported by the school and other professionals whilst the statutory assessment is being made.

14 Education and Health Care Plan (EHC Plans)

14.1 When a child has an Education and Health Care Plan:

- the LA make an EHC Plan and arrange, monitor and review provision;
- the EHC Plan will include the details of the pupil's educational needs provision and monitoring arrangements;
- yearly targets will be drawn up by the school, within a set time after the issue of the final or amended EHC Plan, and reviewed annually;
- these targets will be implemented termly through a Assess Plan Do Review (see appendix B).

15 The School Offer

15.1 Teversham CofE Primary School's *SEND Offer* is published on our school website outlining the school's SEND provision. This is reviewed annually and includes:

- the kinds of SEND provision made by the school;
- associated school policies;
- the school's approach to teaching pupils with SEND;

- how the school adapts the curriculum and learning environment for those with SEND;
- additional support for learning that is available;
- how the school enables children with SEND to engage in all activities;
- the name and contact details of the school's SENDCO;
- information about training and expertise of staff;
- information about equipment and facilities to support children with SEND;
- the arrangements for consulting parents/carers;
- how complaints can be made;
- how other professional bodies are involved in meeting the needs of children with SEND and supporting their families;
- the contact details of support services;
- the school's arrangements for supporting pupils with SEND in transfer between phases of education;
- information on where the Local Offer is published.

16 Equal Opportunities

- 16.1 Equality of opportunity at Teversham CofE Primary School means that all children, taking into account gender, age, ability, disability, ethnic origin, faith, culture, social circumstance and sexual orientation have full access to all the curricular, pastoral and social opportunities offered by the school.

17 Admissions and Inclusion

- 17.1 The current agreed Local Authority admission policy gives priority to Children with an *Education and Health Care plan*.
- 17.2 We aim to prevent any pupils with additional needs being placed at a substantial disadvantage. We will take all responsible steps to ensure that people with a disability are not treated differently without lawful justification and will make reasonable adjustments for disabled pupils to enable them to participate fully in school life.

18 Special Facilities

- 18.1 At present there is one disabled toilet and a disabled parking space, if required.

19 Transition arrangements

- 19.1 The school will ensure that all information is passed on to the next school when pupils with Special Education Needs transfer from Teversham CofE Primary School.
- 19.2 Pupils with an EHC plan will have a Transfer Review meeting in **the summer term of Year 5** to discuss the type of provision needed at Secondary school. ~~Their EHCP review meeting will take place in the Autumn term of year 6 to ensure their plan is up to date for their transition.~~ **In advance of this meeting, parents will be able to visit possible schools and consider appropriate options. Having made an informed choice, integration can be set up in Year 6, over and above the induction days usually offered to Year 6 pupils, if considered appropriate.**
- 19.3 If considered appropriate, Year 6 pupils transitioning to secondary school will attend extra induction sessions at their new school in the Summer term.

Adopted: 24th November 2025

Date of next review: November 2026

After approval by the Governing Body this policy will be electronically signed by Revd Nick Moir, Chair of Governors.

Appendix A: Check list for inclusive teaching

	Yes/No	Evidence
Does the teacher give time and support before responses are required?		
Does the teacher work directly with underachieving groups as well as more able groups?		
Are tasks clearly explained or modelled?		
Is scaffolding used to support learners?		
Does the teacher make effective use of ICT as an access strategy?		
Is appropriate behaviour noticed and praised or rewarded?		
Are all learners involved in setting their own progress?		
Has the teacher identified appropriate and differentiated learning objectives for all learners?		
Is there use of multi-sensory teaching approaches (visual, verbal, and kinaesthetic)?		
Is there use of interactive strategies, e.g. pupils having cards to hold up or their own whiteboards or coming to the front to take a role?		
Is there use of visual and tangible aids, e.g. real objects, signs or symbols, photographs, computer animations?		
Does the teacher find ways of making abstract concepts concrete, e.g. word problems in mathematics turned into pictures or acted out or modelled with resources?		
Does the teacher use simplified and extended tasks, e.g. short, concrete text used by one group and long, abstract text by another, numbers to 100 by one group or to 20 by another?		
Are tasks made more open or more closed according to pupils' needs?		
Over time, does the teacher employ a variety of pupil groupings so that pupils are able to draw on each other's strengths and skills?		
Can all pupils see and hear the teacher and any resources in use e.g. background noise avoided where possible, light source in front of teacher not behind, pupils' seating carefully planned)?		
Is new or difficult vocabulary clarified, written up, displayed, returned to?		
Does the teacher check for understanding of instructions, e.g. by asking a pupil to explain them in their own words?		
Are questions pitched so as to challenge pupils at all levels?		

Assess, Plan, Do, Review guidelines

An Assess, Plan, Do, Review is a written document completed in collaboration with pupils and parents.

SEND and Pupil Progress Meetings

For those children identified with SEND and Pupil Progress, we will meet with parents each term to discuss Assess, Plan, Do, Review and targets that have been set and how they are going to be met. This is a good opportunity to establish what we expect the parents to be doing at home.

Meetings should include the child. This ensures that they know the targets that they are working towards on their Assess, Plan, Do, Review and can celebrate when they have achieved previous targets. It also provides opportunities to discuss with the children which strategies/resources they feel worked well for them and any barriers to learning they are aware of.

Targets

The Assess, Plan, Do, Review should include at least 2 termly targets. These should be specific, measurable and achievable. Be realistic, remember the adults working in the class will have to work on these targets with the child and with the other SEN children in your class. Think about what would really make a difference and how it can be achieved even if this is in small steps.

Assess – how have we assessed the pupil or used the assessment from the EHCP? What needs have been identified from this?

Plan – the TARGETs, the outcomes, this is what we are planning for them to achieve, make them SMART!

Do – what are you going to do in your class or with the TAs to meet the targets or the suggestions of what we need to do set out in the EHCP. This may be in class support during lessons e.g. work banks, task planners, or support from class TAs, for example daily reading, or it may involve the pupil going out for interventions

Review – completed at the end of term, ideally the same assessments.

Example targets....

To read the following HFW's from the first 100 list... 'was, this, some, when, they, there'

To be able to recall number bonds to 10 instantly.

To move onto orange level books.

Will be able to organise themselves and their personal resources in order to be able to fully participate in lessons.

To write in coherent sentences, linked and correctly punctuated.

To be able to find information in a text required to answer a question or solve a problem and to explain what they have read.

Timetabling

Interventions should be in short bursts as often as possible and run for a maximum of 8 weeks.

Children regularly missing other curriculum areas that they may enjoy e.g. P.E, should be avoided.

At least once every term, a meeting will be held between teaching staff in the child's class and the SENDCO to discuss how the child is progressing against their targets. If the targets have been met, new targets will be set together.

Appendix B

Assess, Plan, Do, Review

Name:

DOB:

Year: Term: Autumn			
R: W: M:	Year group spelling words:	PIRA:	Maths assessment:
Assess	Plan	Do	Review
1.	1.	1.	1.
Pupil Voice: What I enjoy; What I find hard; What helps me; Did I achieve my target?; Do I understand my new target?; Do I know what I'm going to do this term for my target?			
Pupil Signature: _____ Date: _____			
Parent Voice:			
Parent Signature: _____ Date: _____			
Year: Term: Spring			
R: W: M:	Year group spelling words:	PIRA:	Maths assessment:
Assess	Plan	Do	Review
1.	1.	1.	1.
Pupil Voice: What I enjoy; What I find hard; What helps me; Did I achieve my target?; Do I understand my new target?; Do I know what I'm going to do this term for my target?			
Pupil Signature: _____ Date: _____			
Parent Voice:			
Parent Signature: _____ Date: _____			
Year: Term: Summer			

R: W: M:	Year group spelling words:	PIRA:	Maths assessment:
Assess	Plan	Do	Review
1.	1.	1.	1.
Pupil Voice: What I enjoy; What I find hard; What helps me; Did I achieve my target?; Do I understand my new target?; Do I know what I'm going to do this term for my target?			
Pupil Signature: _____ Date: _____			
Parent Voice:			
Parent Signature: _____ Date: _____			