



# Chelmondiston C of E Primary School SEND Policy and SEND Information Report



**Approved by:**

LGB

**Date:** Autumn 2025

**Last reviewed on:** Autumn 2025

**Next review due  
by:** Autumn 2027

## Our vision and aims for all pupils:

The children will be taught the academic and life skills to be able to achieve their potential in a nurturing Christian environment; with this resilience and courage they will learn to be respectful and caring towards others, advocate that all people should be equal and aim to be custodians of the wider world.

*'What we nourish today, will flourish tomorrow'*

### **Inclusion Statement**

At Chelmondiston Church of England Primary School, we understand that all children are individuals who have their own unique interests, strengths and barriers - every child is valued and their achievements are recognised and celebrated. We are committed to offering a broad and balanced curriculum that ensures the best possible progress for all pupils. All teachers are teachers of Special Educational Needs (SEND) and our curriculum is delivered through high quality teaching. If pupils experience barriers to their learning, they are identified as soon as possible and appropriate strategies and interventions are put in place to ensure that progress towards desired learning outcomes can be achieved.

### **Legislation and guidance**

This policy and information report is based on the statutory '*Special Educational Needs and Disability (SEND) Code of Practice 2014*' 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 Coordinators (SENDCOs) and the SEND information report
- *The Equality Act 2010* which sets out the school's duties to make reasonable adjustments for pupils with disabilities.

### **Aims**

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain how we help pupils with SEND fulfil their aspirations and achieve to their potential.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

### **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 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 '**Ordinarily available**' for pupils of the same age by mainstream schools.

Pupils are considered to have a **disability** if they have a physical or mental health impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

We will make reasonable adjustments for pupils with disabilities, so they are not at a substantial disadvantage compared with their peers.

## **Roles and responsibilities**

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of *every* pupil in their class
- Implementing *high quality teaching strategies*, understanding the *Graduated Response* and raising concerns about pupil progress with the SENDCo.
- Arranging a meeting with the parents, SENDCo and, if appropriate the pupil, to discuss placing the pupil on the SEND register.
- Listening to the pupil and family voice.
- Working closely with learning support assistants, specialist staff, the SENDCo or Senior Leaders to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Completing a detailed Individual Provision Record (IPR) each term that documents adaptations/strategies/support the pupil will receive and the pupil's targets.
- Reviewing IPR targets at the end of each term
- Working with the Head teacher/SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **Parents or carers**

Will be:

- Given the opportunity to provide information and express their views about the pupil's SEND and the support provided.
- Invited to termly meetings to review the provision that is in place for their child, this is recorded on an Individual Provision Record (IPR)
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress, in the summer term.

### **The SENDCo**

The SENDCo is Mrs Walker, supported by Mrs Etchingham (Head teacher)

They will:

- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Be responsible for the co-ordination of specific provision required to support individual pupils with SEND, including those who have EHC plans
- Liaise with outside agencies in respect of children with special educational needs and disabilities. Outside agencies include speech and language therapists, occupational therapists, educational psychologists, specialist teachers, Specialist Educational Services (SES) and other educational and medical groups
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the Graduated Approach to providing SEND support
- Ensure that all adults working with SEND pupils have the relevant continuous professional development (CPD) required to support pupils in achieving their best outcomes.
- 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, including the local authority and its Specialist Educational Support services
- Liaise with class teachers and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **The Head teacher**

Has overall responsibility for the provision and progress of learners with SEN and/or a disability

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

## **The SEND Governor**

The SEND Governor will:

- Help to raise awareness of SEND at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special educational needs and disabilities, and its admissions policy has due regard for the guidance in the SEND Code of Practice 0 - 25 (2014) and Equality Act 2010: advice for schools DfE Feb 2013. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Plan makes reference to access arrangements for SEND pupils. The school does not have a special unit.