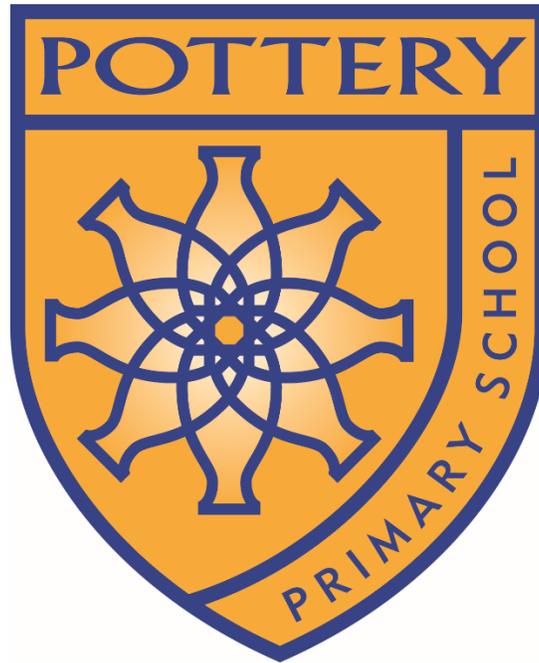


Pottery Primary School Pottery Primary School



SEND Policy

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1. Introduction

At Pottery Primary School, we believe that every child deserves the opportunity to reach their full potential, regardless of any barriers to learning they may face. We are committed to providing a nurturing, inclusive environment where pupils with Special Educational Needs and Disabilities (SEND) are supported to thrive academically, socially, and emotionally.

This policy outlines our approach to SEND in accordance with the SEND Code of Practice: 0 to 25 years (2015) and the Children and Families Act 2014. It reflects our commitment to early identification, high-quality provision, and collaborative working with families and professionals.

SENCO: Michelle Scrowston
Head Teacher: Darren Hooley
SEND Governor: Phil Sellors

This policy is reviewed annually and is available on our school website and upon request from the school office.

2. Aims and Objectives

Aims

- To ensure that all pupils with SEND are identified early and receive appropriate support.
- To provide a broad, balanced, and differentiated curriculum that meets the needs of all learners.
- To foster a culture of high expectations and achievement for pupils with SEND.
- To promote the inclusion of pupils with SEND in all aspects of school life.
- To work in partnership with parents, carers, and external agencies to support pupils effectively.

Objectives

- To implement a graduated response to SEND, as outlined in the SEND Code of Practice.
- To maintain a detailed SEND register and monitor progress regularly.
- To ensure staff are trained and confident in supporting pupils with a range of needs.
- To evaluate the impact of interventions and adjust provision accordingly.
- To ensure that pupils with SEND have a voice in their education and are involved in decision-making.

3. Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which requires special educational provision to be made for them.

This includes children who:

- Have significantly greater difficulty in learning than the majority of their peers.
- Have a disability that prevents or hinders them from accessing the educational facilities provided for others.

SEND is categorised into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

We recognise that pupils may have needs that span more than one category and that these needs may change over time.

4. Identification of SEND

Early identification is key to ensuring that pupils receive the support they need. At Pottery Primary School, we use a range of methods to identify SEND, including:

- Teacher observations: Monitoring behaviour, engagement, and progress.
- Assessment data: Analysing attainment and progress against age-related expectations.
- Parental concerns: Listening to and acting on concerns raised by families.
- Pupil voice: Encouraging pupils to share their experiences and challenges.
- External reports: Using information from previous settings or professionals.

5. The Graduated Response

We follow the graduated response model, which is a cycle of continuous assessment, planning, intervention, and review. This ensures that support is tailored and responsive to each pupil's needs.

1. Assess

Teachers, supported by the SENCO, gather information about the pupil's strengths and difficulties. This may include observations, assessments, and discussions with parents and the pupil.

2. Plan

An Individual Education Plan (IEP) is created, outlining specific targets, strategies, and interventions. Parents and pupils are involved in setting goals and agreeing on the support to be provided.

3. Do

The class teacher implements the IEP, using differentiated teaching and targeted interventions. Support may be delivered in class, in small groups, or one-to-one, depending on the pupil's needs.

4. Review

Progress is reviewed regularly—at least once per term—with input from teachers, parents, and the pupil. Adjustments are made to the IEP as needed, and further steps may be taken, such as involving external specialists.

6. Categories of SEND

We support pupils across the four broad areas of need:

Communication and Interaction

Includes speech, language and communication needs, and conditions such as Autism Spectrum Disorder (ASD). Support may include speech therapy, social skills groups, and visual aids.

Cognition and Learning

Includes moderate learning difficulties (MLD), severe learning difficulties (SLD), and specific learning difficulties (SpLD) such as dyslexia and dyscalculia. Support may include tailored interventions, assistive technology, and differentiated teaching.

Social, Emotional and Mental Health (SEMH)

Includes anxiety, depression, ADHD, and behavioural challenges. Support may include pastoral care, counselling, behaviour plans, and mental health interventions.

Sensory and/or Physical Needs

Includes visual or hearing impairments, physical disabilities, and medical conditions. Support may include adapted equipment, mobility aids, and liaison with health professionals.

7. Roles and Responsibilities

SENCO – Michelle Scrowston

- Leads the strategic development of SEND provision.
- Maintains the SEND register and oversees IEPs.
- Liaises with parents, staff, and external agencies.
- Provides training and guidance to staff.
- Monitors the effectiveness of SEND provision.

Head Teacher – Darren Hooley

- Ensures the SEND policy is implemented effectively.
- Supports the SENCO and allocates resources.
- Promotes a whole-school culture of inclusion.
- Ensures compliance with statutory responsibilities.

Class Teachers

- Identify pupils who may have SEND.
- Implement IEPs and monitor progress.
- Differentiate teaching to meet individual needs.
- Communicate regularly with the SENCO and parents.

Governors

- Monitor the implementation of the SEND policy.
- Ensure resources and training are available.
- Appoint a named SEND governor to liaise with the SENCO.
- Hold the school accountable for outcomes for pupils with SEND.

8. Partnership with Parents and Carers

We believe that parents and carers are key partners in supporting their child's education. We aim to:

- Involve parents in the identification and planning process.
- Share IEPs and progress reports regularly.
- Offer meetings and share key information / resources.
- Respond promptly to concerns and feedback.
- Provide access to support services and resources.

We value open, honest communication and strive to build trusting relationships with families.

9. Working with External Agencies

We work collaboratively with a range of professionals to support pupils with SEND, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- CAMHS / COMPASS
- Inclusion Support and Advisory Service
- Medical professionals

Referrals are made with parental consent and are based on the needs identified through the graduated response.

10. Transition Arrangements

Transitions can be challenging for pupils with SEND. We ensure smooth transitions by:

- Holding transition meetings with parents and receiving schools where necessary.
 - Organising additional visits and familiarisation sessions.
 - Sharing relevant documentation and IEPs.
 - Supporting pupils emotionally and socially during changes.
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11. Training and Resources

Staff receive ongoing training to ensure they are equipped to support pupils with SEND. Training is linked to our school priorities and has recently included SEND Code of Practice and legal responsibilities, Supporting pupils with accessing the curriculum, Mental health and wellbeing and inclusive teaching strategies.

12. Monitoring and Evaluation

SEND provision is monitored through:

- Termly reviews of IEPs
- Pupil progress data and assessments
- Staff and parent feedback
- Learning walks and observations
- External audits and evaluations

The SENCO reports to the Head Teacher and governors, and the SEND Governor meets regularly with the SENCO to review provision.

13. Complaints Procedure

We encourage parents to raise concerns early so they can be resolved quickly. The process is:

1. Speak to the class teacher.
2. Contact the SENCO – Michelle Scrowston.
3. Contact the Head Teacher – Darren Hooley.
4. Follow the school's formal complaints procedure if necessary.

We aim to resolve complaints in a fair, transparent, and timely manner.

14. Accessibility

Pottery Primary School is committed to ensuring accessibility for all pupils. Our Accessibility Plan includes:

- Physical adaptations to buildings and classrooms.
- Accessible learning materials and formats.
- Staff training on inclusive practices.
- Support for pupils with sensory impairments.

We regularly review our provision to ensure compliance with the Equality Act 2010.

15. Reviewing the Policy

This policy is reviewed annually by the SENCO, Head Teacher, and governing body to ensure it remains current and effective. Feedback from staff, parents, and pupils is considered in the review process.

Next review date: October 2026