

Scarning VC Primary School

Special Educational Needs and Disabilities (SEN&D) Policy

Adopted by FGB:

Review Date: September 2027

Special Educational Needs and Disabilities (SEN&D) Policy

OUR AIMS

Our SEND policy in conjunction with our SEND Information Report aims to:

Set out how our school, Scarning VC primary school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND) and explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Scarning Primary we believe that our children with Special Educational Needs and Disabilities and their families should be at the heart of decision-making process. We listen to them and their thoughts drive our SEND policy and procedures.

We believe that all our children, including those having Special Educational Needs and Disabilities have an entitlement to a broad and balance academic and social curriculum which is accessible to them and to be fully included in all aspects of school life. We work as a team, providing early identification, targeted intervention, giving 'time to talk', thus allowing each child to overcome barriers, to progress, achieve and shine as individuals.

Every child is special to us – we are proud of them all.

LEGISLATION AND GUIDANCE

This policy and the Information Report are based on:

- The statutory ***Special Educational Needs and Disability (SEND) Code of Practice***.
- 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***
- ***Disability and Equality Act 2010***
- ***Mental Health and Behaviour in Schools DfE (Nov 2018)***
- ***SEND reform White Paper 'Every child achieving and thriving' March 2026***

WHAT IS SEN&D?

According to the SEN Code of Practice (Updated May 2015), '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.'

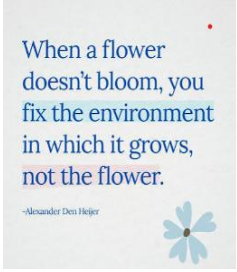
Overview

Scarning VC Primary Special Educational Needs and Disability Policy is based on the revised Code of Practice for Special Educational Needs and Disability (Sept 2014, updated May 2015) and reflects the SEND Reform March 2026: '*Every child achieving and thriving'*. It aims to promote a consistency of approach to meeting children's Special Educational Needs, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken.

Scarning VC Primary is an inclusive school. We are keen to ensure that all pupils are given the opportunity to reach their full potential whatever their starting point or learning needs. As with all schools some students have difficulties with learning from time to time, but we do not see this as a barrier to their aspirations or achievement.

PARTNERSHIP WITH FAMILIES

At Scarning VC Primary, we work in partnership with parents/carers and families to provide an education of the highest quality, which celebrates everyone's success in a stimulating and caring environment where all our differences are valued. We believe that the relationship between Scarning VC Primary and its families is a partnership which involves a two-way process. Scarning VC Primary provides an open-door policy where parents/carers and families are encouraged to contact the school whenever they have a concern and a convenient time will be made for them to visit the school to discuss the matter further. We recognise and value the input of the family and believe that this has a crucial bearing on a student's educational progress and on the effectiveness of any action the school may take. By working together, we aim to provide the best opportunities for our students in a nurturing and safe environment where they feel listened to and respected.



ROLES AND RESPONSIBILITIES

THE SENDCO

Scarning VC Primary SENDCO – Mrs Erika Simpson

The SENDCO will

- Work closely with the head teacher and the SEND Governor to determine the strategic development of the SEND policy and provision in Scarning Primary school
- Day to day responsibility for coordinating specific provision made to support individuals with a SEND, including those who have an Education Health Care Plan
- Advise on the Graduated Approach and strategies to support children, to ensure the right provision is in place
- Advise on the deployment of the school's delegate budget and other resources to meet the needs of our children with SEND
- Liaise with the Local Authority professionals, support services and external agencies
- Ensure that the school keeps records of all pupils with SEND up to date
- Ensure that they meet the responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements

THE SEND GOVERNOR

SEND Governor – Mrs Margaret Hollingworth

The SEND Governor will:

- Monitor the quality and effectiveness of SEN and the disability provision within the school and update the governing board on this
- Raise awareness of SEND concerns at the governing board meetings
- Work closely with the SENDCO and Headteacher to ensure that the SEND policy and procedures are implemented in school.

THE HEADTEACHER

Headteacher – Mr Nick King

The Headteacher will:

- Have overall responsibility of the provision and progress of learners with a SEND
- To work closely with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in school
- Ensure that they meet the responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements

THE CLASS TEACHER

The class teacher will:

- Ensure that relevant, appropriate and adapted teaching methods and resources are in place to support our children with SEND
- Work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Ensure that they meet the responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Work with the SENDCO to ensure the right provision and support is in place to meet the child's needs using the PEaSS (Provision Expected at SEN Support) and Child's One Page Profile – 'This is Me' (Child's voice) – in order to create an Individual Support Plan (ISP).
- Ensure they are following this SEND Policy

IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

To enable children to make progress we will ensure that inclusive strategies are used to secure access to high quality first teaching.

We will do this by:

- Setting suitable learning challenges
- Responding to pupil's diverse needs

- Overcoming potential barriers to learning and assessment

Teaching is regularly monitored by management to ensure that high quality teaching and adaptive teaching is present and the SENCo ensures that all SEN&D children are catered for within the classes.

The school is committed to the **early identification** of special educational need and we will plan additional or different forms of action to supplement the inclusive teaching available to all children.

This action falls between four broad bands:

- Grouping for teaching purposes
- Planned interventions
- Additional resources
- Curriculum and teaching methods

A graduated response is adopted in line with the Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring arrangements including:

- Assess, plan, do, review
- Child's Voice and perception – questionnaires, Kodak moments and achievement discussions and next steps with the Individual Support Plan.
- Subject tracking,
- Pupil progress meetings
- Formal and informal assessment.
- Classroom and individual observations.

The school uses the 'Tiered model' to respond to children's special educational needs:

The Tiered Support Structure

- **The Universal Offer:** High-quality, adaptive teaching and calm environments expected as standard practice for all learners.
- **Targeted Support:** Structured, school-led support (e.g., small group sessions) for students requiring additional help.
- **Targeted Plus:** Specialist interventions delivered in partnership with health and education professionals via the new ***Experts at Hand*** program.
- **Specialist Support:** Comprehensive packages for children with the most complex needs.

Statutory Individual Support Plans (ISPs)

A core component of the new legislation (SEND Reform March 2026) is a legal duty for nurseries, schools, and colleges to create a digital **Individual Support Plan (ISP)** for every child with additional needs.

At Scarning Primary we have always created an Individual Support Plan for all our children on the SEND register.

- ISPs will act as a digital record detailing the child's needs, day-to-day support, and how it will be delivered. Using the Assess, Plan, Review (APDR cycle).
- Teachers, parents, and carers will collaborate to develop and regularly review these plans.

- While Education, Health and Care Plans (EHCPs) remain for those requiring specialist provision, every child with an EHCP will also require an ISP

Working with External Agencies

Scarning Primary works very closely with commissioned external agencies to support the schools, the pupils and families, when SEND has been identified and there continues to be limited progress.

For 2026 / 2027 Scarning Primary has commissioned the services of…

- Educational Psychologist
- ALST

} Provided by

The Child and Educational Psychology Practice (CEPP)

The school collaborates with termly Team Around the School meetings (TAS) – this is an opportunity to discuss in a supportive approach the graduated provision at Scarning, strengths and areas of development of Scarning and its approaches to SEND. This is also another opportunity to talk to 'expert's around cases studies and request support.

The school also will continue working closely with the School and Communities Team. The school has an allocated Education and Family Worker and will be offering a variety of interventions to compliment the school's provision and support: worry busters, Yoga and mindfulness, Zones of Regulation and Brick Social Communication Groups.

We work with the specialist experts as part of the Targeted Plus offer: speech therapist, occupational therapist, medical needs team, nursing team through Just One Norfolk front door offer. This is important for us to ensure we are using the right service, at the right time to ensure our children get the right support they need.

Scarning school is committed to inclusion, ensuring that all our children play an integral part of the school community.

TYPES OF SEND

The five categories of SEND

1. **Speech, Language and Communication**

   This might mean that the pupil has a difficulty with speech, language or communication (SLCN). They may have problems with articulation and with making themselves understood or with understanding the meaning of what they hear or read. This might lead to difficulties following instructions or taking part in conversations.

   Some children may have Autistic Spectrum Disorder (ASD) which is a medically diagnosed condition often resulting in problems with making sense of the world around them, with understanding social situations, changes to routine, and with imagination. Pupils diagnosed with ASD have a wide range of difficulties and no child is just like another.

2. **Executive Functioning**

   This covers challenges with working memory, planning, task initiation, and flexible thinking. Children with cognition and learning needs will learn at a slower rate than other children and may have difficulties with literacy, numeracy or understanding new concepts.

3. **Social and Emotional**

There are lots of difficulties associated with social and emotional issues and some children will have had recognised, medically diagnosed disorder. Many others will not and these may be demonstrated by children finding it hard to concentrate, to work independently without causing disruption to others, to make and sustain friendships and to behave in an age appropriate way. In some cases, children might be withdrawn or isolated and in others might present unco-operative or challenging behaviours. Social and Emotional: Encompasses mental health and social development, such as managing emotions, building peer relationships, and anxiety-based school avoidance.

4. **Sensory:** Includes sensitivities or differences in how a child processes and interacts with their physical environment (e.g., light, sound, touch).

5. **Motor and Physical:** Relates to both fine and gross motor skills, including physical coordination and mobility.

HOW DO WE SUPPORT LEARNERS WITH DIFFERENT AREAS OF NEED AT SCARNING SCHOOL?

At Scarning school, we are committed to ensuring that all learners have access to high quality learning opportunities. Every teacher is expected to teach at a range of levels that reflect the pupils' range of interests and understanding; this is called the normal adapted curriculum: the **UNIVERSAL INCLUSIVE PROVISION**. If your child is identified as having SEND, our job is to offer them something **'extra**' that is '**additional to or different from'** the normal curriculum. Any 'extra' provision or intervention is dependent on the individual's needs and is designed to overcome or remove barriers to their learning. This will be the **TARGETED APPROACH**: support is every day, school-led intervention, while **TARGETED PLUS** introduces multi-agency involvement and access to dedicated specialist professionals Our Provision Map describes the range of teaching strategies and interventions that we use to support learners with SEND.

MONITORING, EVALUATION AND REPORTING

The SENDCO monitors the movement of children within the SEND system in school. The SENCO supports teachers and parents in drawing up Individual Support Plans (ISPs) for children, in a joined-up approach.

Regular pupil's voice, pupil perception questionnaires, kodak moments, book scrutiny, Annual EHCP reviews, update One-page profiles 'This is me' with the children and class / individual observations are completed throughout the year.

Meetings with parents / carers and families to discuss progress, provision and next steps.

The SENDCO meets termly with the Governor for SEND to discuss provisions, interventions and procedures.

Scarning work closely with the Local Authority Team Around the School (TAS) through termly Core Consultation where new SEND resources are shared, individual pupil case studies discussed (with consent) and next steps planned to support the individuals and school.

The Pastoral team (including the Head teacher, SENCO, ELSA, Pastoral Support, SRE Lead and SEND Governor hold half termly meetings to discuss children, need and provision.

SEND updates and provisions are recorded and presented in the school's **Information Report** that is shared on the school's website. This explicitly details our inclusion strategy and approaches linked to the **Schools Improvement Development Plan** and the **SEND IPSEF** (Inclusion and Provision Self-Evaluation Framework) It is a specialised self-assessment tool to review and enhance our SEND and inclusive practices

Scarning Primary Termly Provision Maps enables the school to

- Plan strategically to meet pupils identified needs and track the provision
- Cost provision effectively and demonstrate accountability for financial efficiency
- Audit how provision meets needs
- Recognise the gaps in provision
- Demonstrate to all staff, Local Educational Authority, Ofsted, external agencies and parents / carers, how support, staff and resources a deployed.
- Provide a tool for the IPSEF (self-evaluation) by focussing on whole school / cohort and individual issues, learning and provision within the Provision Expected and School Support (PEaSS).

RESOURCES

Staff are deployed to maximise the support for children with an Education Health Care Plan and those on the SEN&D register. Teaching Assistants are used to run effective, time limited and personalised programmes of support for both individual children and groups. These are regularly reviewed in Pupil progress meetings and analysed to ensure all interventions are appropriate in meeting the needs of students. The Senior Management Team manages and deploys resources in the most effective way within the SEN&D budget.

TRAINING AND DEVELOPMENT

In school, all teaching staff and classroom assistants have experience in working with and planning for children with a variety of special needs and receive appropriate training.

The Staff, SENDCo and SEND Governor are committed to continued training and development and therefore wish to attend appropriate SEND meetings and courses. All applications will be seriously considered in the light of resources available. We will continue to work on 'in-house' matters as required.

COMPLAINTS ABOUT SEND PROVISIONS

In the first instance any concerns should be discussed with the class teacher. You may also want to raise your concerns with the SENDCO, Deputy Head and Head Teacher. We have a specific complaints policy which includes our responses and all of the stages in this process.

The parents / cares and families 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