



<p><b>CLIFTON COMMUNITY PRIMARY SCHOOL</b>  <b>SEND POLICY</b></p>
<p><i>'Enjoy and Achieve Together'</i></p>

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Committee Responsible	Governing Body
Document locations	Staff shared Drive – Policies

Change History

Version	Date	Change Description	Stored
1	July 2021		Staff shared / policies
2	05/07/22	EDUKEY & change in governor	Staff shared / policies
3	Feb 2023	Protected Characteristics added	Staff shared / policies
4	Feb 2024	Change in Governor Removal of Lockdown Information	Staff shared / policies
5	Feb 2025	Change in Governor EHC Hub	Staff shared / policies
6	Sept 2025	Change in SENDCO and Governor Updates to reflect current practice Added in Rosenshine’s Principles of Instruction	Staff shared / policies

# SEND Policy



**Enjoy and achieve  
together**

LH September 2025

# Clifton Primary School Special Educational Needs Disability (SEND) Policy

L Hodgkiss SENDCO  
September 2025

## Our Aims and Objectives:

***'Enjoy and achieve together'***

At Clifton Primary School we aim to encourage all pupils to learn in a safe, happy and secure environment, so that they are able to achieve to the best of their abilities. Clifton is known as an inclusive school which values diversity and treats each child as an individual. We develop all of our children academically, socially, physically and emotionally by providing an environment that enables children to reach their full potential and removes barriers to learning.

Some of our children may experience special educational needs; special needs may be where a child is experiencing emotional, physical, specific or general learning needs. All children have the right to have their Special Educational Needs assessed and addressed in terms of their individual need. If a child is identified as having special educational needs our policy statement addresses their needs, and explains how the school ensures that they have access to educational experiences that are appropriate to their individual needs.

In order for each child to strive and achieve to the best of their ability, we;

- Work to remove barriers to learning for each individual child.
- Ensure that every child has equal access to a broad and balanced curriculum.
- Enable early identification and assessment for children.
- Have an ethos that values all members of the school.
- Promote self-esteem and enjoyment of learning, by recognising and praising success and effort.
- Work closely with parents, children and other agencies around the needs of the child.
- Maintain a multi-disciplinary approach to the resolution of difficulties.

The school will aim to

- Provide high quality teaching that supports learners that have or may have SEND The SEN Code of Practice 2015 6.37 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND'.

- Provide appropriate screening and assessment resources that will support staff in the early identification of special educational needs
- Monitor children's performance, identifying strengths and weaknesses, so that their rate of progress, over time can be assessed
- Support children in managing their own behaviour enabling them to take part in learning effectively and safely
- Provide and deliver differentiated work and individual programmes of Special Educational Needs support
- Use clear procedures which will enable staff to monitor progress
- Use agreed proformas for recording work with children with special educational needs
- Provide a structure where outside agencies can be involved at the appropriate stage
- Liaise with parents on a formal and informal basis

#### Definition of SEND:

Children with Special Educational Needs have individual needs, (either learning difficulties or Gifted and Talented) that call for special provision to be made.

The term 'Special Educational Needs' (SEN) has a legal definition as written in the SEN Code of Practice 6.15 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'.

At Clifton, our children with Special Educational Needs require special educational provision to be made for them in order to overcome barriers to learning. Special educational provision means; for children who are four or over, educational provision which is additional to or different from what other children in their own age group receive, in schools maintained by the LEA (Local Education Authority), other than special schools in the area.

Children must not be regarded as having a learning difficulty solely because the language, or form of language of their home is different from the language in which they will be taught.

#### Access to the curriculum:

At Clifton we place great emphasis on catering for the different learning styles. The teachers plan to meet the specific needs of individuals and groups of children. Some children have barriers to learning therefore all teachers planning and actions will reflect these needs, enabling all children access to the curriculum.

Children may have special needs throughout their time at Clifton, or they may just have special needs for a short period of time. Assessment and planning takes account of the type and extent of the special need that each child may experience.

All pupils on the SEND List have personalised targets in the form of IEP's or Pastoral Plans. The strategies that enable children to achieve these targets set on the IEP/Pastoral Plan will, in the main, be implemented in the classroom setting. Some children though may require 1-1 or small group work. All children at Clifton on the SEND List have an IEP/Pastoral Plan, which is reviewed termly. Any additional support is carefully planned and implemented. Staff have access to regular training and support from the SENDCO and other professionals, working collaboratively to enable children with

#### Response System for children with SEND:

**Early intervention:** The child's development is monitored using school assessment procedures.

##### **Early Years:**

Nursery- Baseline on entry assessments, SALT assessments (WELLCOMM) and Individual tracking.

Reception – Baseline on entry assessments, SALT assessments (WELLCOMM and TALC screener) and Individual tracking sheets.

##### **Year 1-6:**

Teacher Assessment, termly reading, writing and maths tests, reading ages, dyslexia screener. These help to monitor the progress and indicate any specific needs.

**Teacher Concern:** Recognition of concerns about an aspect of a pupil's development. Parents are informed. Parents are informed and the child is discussed with the SENDCO via the Cause for Concern form.

**SEND Support:** Teacher identifies a special need that the child has. SENDCO and parents are informed. Parents are invited to a meeting with the Class Teacher, SENDCO and/or Family Support Worker to discuss how they can help their child at home, also to discuss the support that school will put in place for their child. They are placed on the SEND List and an IEP/Pastoral Plan is written for them by the teacher, with help from the SENDCO. At this stage, children are usually supported within in their own classroom setting with adaptive teaching, differentiated planning and interventions. If children need further support and/or strategies then external agencies may become involved.

**EHCP:** If a child is not making progress and it is felt that they require more support or intervention from outside school, then a review of need is held. Teachers, with the support of the SENDCO, will follow The Graduated Response, 'assess' need, 'plan' support, 'do' the work to support the child and 'review' the impact. With parent's

permission, the SENDCO will apply to the education authority for an Education Health Care Plan. This plan will include targets linked to one or more of the 4 broad areas of need,

- Cognition and Learning,
- Social, Emotional and Mental Health,
- Communication and Interaction Needs,
- Sensory and/or Physical Needs.

These targets may mean that the child will receive an allocation of some 1-1 help in school for a period of the school day from a designated person. The time and ratio of adult: child support will be noted individually within the plan.

**Reviews:** All children with an EHCP will require a yearly review. These reviews take place in school, the SENDCO invites all those with interest in the child's education/wellbeing e.g., educational psychologist, speech therapist, etc., along with the child's' parents. The review paperwork is then sent to the LA for their recommendations via the online EHC Hub where a member of the SEND team/SEND caseworker will review and make any changed deemed necessary. Reviews must take into account the provision for the child.

#### **SEND List:**

It must be noted that children may at any time move up and down the stages on the SEND List or come off the SEND List if they achieve the targets on their IEP's/Pastoral Plans. The SEND List remains a working and flexible document that reflects the needs of children within school at Clifton.

#### Individual Education Plans/Pastoral Plan

All children who are on the SEND List in school have an IEP (Individual Education Plan) or Pastoral Plan (relating to behaviour) written for them. These are reviewed once a term, and new targets are set for the children to achieve. Each child is aware of their targets so they can work towards achieving them. Parents and pupils are able to make contributions to the plans through reviews and new target setting. All IEPs are recorded using EDUKEY computer system. IEPs are reviewed on the system and copies are printed out to be discussed with parents. The SENDCO ensures that SEND plans are working documents which include targets that are specific, measurable, achievable, relevant and time-bound. Staff are supported to set and work towards targets by supporting the child using high quality teaching, adaptive teaching strategies and interventions.

#### Roles and responsibilities

#### The Governing Body

The aim of the Governing body is to support the school in its endeavours to provide each and every child access to a broad and balanced curriculum. The governing body is required to report annually to parents on the success of the school's policy for the

provision for children with special educational needs. The SEND Governor has access to the school and will liaise regularly with the SENDCO to ensure that the school follows the SEN Code of Practice when carrying out duties towards all pupils with special educational needs.

#### The Head teacher

The Head teacher has overall responsibility for the provision of children with Special Educational Needs and Disabilities. The Head teacher will work in conjunction with the SENDCO and the Governing body.

#### The Role of the SENDCO

Miss Hodgkiss, as the SENDCO, is responsible for the co-ordination of the day-to-day provision of education for pupils with SEND. The SENDCO is also responsible for the management of the SEND policy and ensuring that staff have access to relevant training.

- Overseeing the use of the school's SEND policy
- Coordinating provision for children with SEND
- Up to date records of the Costed Provision map
- Liaising with and advising colleagues
- Maintaining and managing the records on all children with SEND, including relevant IEPs, provision maps, individual Costed Provision maps and professional's reports
- Managing SEND resources
- Liaising with parents of children with Special Educational Needs
- To hold annual reviews for children with an EHC Plan
- Advising and supporting other members of staff in the school
- Liaising with external agencies, including the LA's SEND Leaders, educational psychology services, health and social services and voluntary bodies
- To work in conjunction with the Head Teacher and SLT, setting and monitoring the budget
- Ensure staff are supported to follow the SEN Code of Practice
- Update staff on new initiatives and any changes to legislation such as the SEN Code of Practice
- Keeping relevant policies up to date e.g., Local offer, administering medicines policy and SEND policy.

#### The Class teacher

The class teacher has the responsibility to follow the SEND policy by identifying pupils with SEND and the development of provision for those pupils, keeping the SENDCO informed and reviewing individual pupil progress. When working with external agencies the class teacher will embed the advice in to IEPs and Pastoral plans.

### Allocation of resources

The Head teacher and SENDCO are responsible for the SEND resources and their allocation, including the provision for pupils with EHC Plans. The Head teacher and SENDCO are required to keep the SLT and governing body informed of the allocation and delegation of the monies received for SEND. All teachers are requested to identify resources which they may require for children with SEND in their class, and to ask the SENDCO for such resources as necessary. These resources will be purchased as thought necessary and with adequate funding.

### Parent Partnership

The school endeavour to work closely with parents and guardians of children with Special Educational Needs and Disabilities. We encourage active participation in the education of their children and regular dialogue with teachers and the SENDCO. We recognise that Parents/Guardians know their child and can provide information relating to their needs. Parents/Guardians have much to contribute to their children's educational needs. Parents/Guardians are involved in the IEP's/Pastoral Plans that are written for their child. Parents/Guardians are provided with the IEPs/Pastoral Plans as an acknowledgement of their child's needs and as confirmation of their support in achieving the targets set for their children by school and other professionals. Parents/Guardians are invited in to meet with professionals that work with their children, enabling them to give an insight in to their child.

### Pupil Participation

At Clifton we encourage children to take responsibility for their learning and as such they are also involved in their own IEP's/Pastoral Plans/One Page Profiles. There is a section for their contributions where they can comment and review their targets. They are also able to discuss difficulties and progress with their targets, influencing future targets.

### Criteria for evaluating the success of the school's SEND policy

The Governing Body and the Head Teacher will monitor targets set annually at the beginning of a new academic year to ensure that they are being met. The SEND Governor will come into school to liaise with the SENDCO and may observe or talk to children with special educational needs. The governing body will report to parents in their annual report, highlighting the School Profile.

### Arrangements for considering complaints about SEND provision in the school

Complaints concerning the school's SEND provision should be sent in writing to the Headteacher or the Chair of Governors.

### **Rosenshine's Principles of Instruction**

At Clifton, our teaching across all subjects is underpinned by Rosenshine's Principles of Instructions. These research-based principles support effective teaching and learning by promoting clear modelling, guided practice and regular review. Teachers ensure that new content is introduced in small steps, with frequent questioning and checks for understanding to prevent cognitive overload, support long-term retention and to help address misconceptions promptly. Through a consistent focus on retrieval practice, scaffolding and opportunities for independent application, we help all children build secure foundations and make sustained progress. These principles are embedded in our planning, delivery and assessment processes across the curriculum.

### **Safeguarding, Inclusion and Equal Opportunities:**

At Clifton, we have high aspirations and expectations for all children. Children learn and thrive when they are healthy, safe and engaged. In all subjects, we are committed to safeguarding children and as such, we maintain an ethos where children feel safe, encouraged to talk and are listened to. We ensure that children know they can approach and talk to adults if they are worried or in difficulty. We support children with their emotional wellbeing and health, recognising that subjects may sometimes be sensitive for children. Clifton Primary believes in inclusion and equal opportunities meaning that all children should have access to a broad and balanced curriculum which enables them to make the greatest progress possible according to their individual abilities. We provide learning opportunities that are matched to the needs of the children making reasonable adjustments, where needed. Lessons are planned in advance addressing any potential areas of difficulty and barriers to the children achieving are removed. We will ensure that expectations do not limit pupils' achievements, supporting where there is a need and extending children's learning who need further challenging.

### **Protected Characteristics**

In adherence to the Equality Act 2010, the staff at Clifton Primary are not only aware of the protected characteristics but accept fully that it is unlawful to discriminate against anyone on the grounds of disability, age, race, gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, marriage or civil partnership or sex. Furthermore, at Clifton, it is the responsibility of all teachers to ensure that all children's protected characteristics are fully recognised and that irrespective of SEN, gender, ethnicity, sexual orientation, LGBTQ+, social circumstance and ability (including gifted and able children), ALL have access to the curriculum and make the greatest progress possible. We also ensure that, where possible, materials utilised in lessons are broad and reflective of the diverse society we are a part of.

Written by L Hodgkiss SENDCO  
SEND Governor: Suzanne Charlesworth  
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Person to initiate review: Head teacher

Special Educational Needs Policy September 2025

L Hodgkiss SENDCO