

**Forest View
Primary School**

**SPECIAL EDUCATIONAL NEEDS,
DISABILITY and INCLUSION POLICY**

September 2025

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Special Educational Needs, Disability and Inclusion Policy 2025

Date: September 2025

Review: September 2026

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

National Legislative Documents

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *SEND Code of Practice 0-25 (July 2014)*
- *Schools SEND Information Report Regulations (2014)*
- *Statutory Guidance on Supporting Pupils at school with medical conditions April 2014*
- *The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013*

Forest View Primary School Documents

SEND Information Report
Equal Opportunities Statement
Safeguarding Policy
Accessibility Plan
Teachers Standards 2012

SECTION 1: Aims and Objectives of the Policy

As a school, the Governing Body, Headteacher, SENDCo and staff aim to do their best to ensure that the necessary provision is made for any pupil who has a SEND through:

- Use of guidance provided in the SEND Code of Practice 2014.
- Identification and provision for pupils who have special educational needs and additional needs.
- Support and advice for all staff working with special educational needs pupils.
- Working with the LA to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need and/or disability.
- Commitment to the inclusion of pupils with SEND
- Provision of highest quality teaching for all students
- Efficient use and deployment of resources.
- Encouragement of mutual respect and consideration
- Valuing all our pupils
- Promoting our pupils' self-esteem and emotional well-being.

SECTION 2: Roles and Responsibilities

Responsible person: The Headteacher, Mrs Emma Cook

The Headteacher has overall responsibility for facilitating;

- SEND resources, policy, practice and their monitoring and effectiveness
- Sharing this information with the Governing Body

SENDCo: Mrs Vikki Thompson

The SENDco is responsible for: -

- Overseeing the day to day operation of this policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing teaching assistants.
- Overseeing the records on all children with additional needs.
- Liaising with parents of children with additional needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- Keeping the head teacher and the governor with responsibility for SEND fully informed.

Teaching staff

The school has a whole school approach to SEND which involves all staff adhering to a model of good practice.

All staff are aware of their responsibilities towards pupils with SEND and are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

We recognise that all teachers are teachers of pupils with special educational needs and In order to meet the learning needs of all pupils.

Teachers provide learning opportunities for all the pupils within the school environment and provide material appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the primary curriculum they:

- Differentiate work to allow for the needs and pace of learning
- Take a positive and sensitive attitude to pupils
- Are responsible and accountable for the progress and development of their pupils, including where pupils access support from teaching assistants and specialist staff.

SECTION 3: Identifying special educational needs

Pupils are identified as SEND if they do not make adequate progress once they have had provision adjustments/interventions and good quality personalised teaching. Adequate progress can be in any or multiples of the categories of need outlined in the SEND Ranges.

We accept the principle that pupils should be identified and met as early as possible. Identified children are assessed using the SEND range categories as above. These SEND range descriptors are based on national best practice in determining the needs of pupils with SEND.

Children's SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical needs.

Teachers also use the following to inform their judgement:

- Parental concerns
- The analysis of data including baseline, termly assessments and end of Key Stage SATs.
- Teacher assessments.
- Pupil profile.
- Pupil progress meetings.
- Following up parental concerns.
- Tracking individual pupil progress over time, including termly tracking of every child for reading, writing and maths.
- Information from previous schools.
- Information from other services.

At our school, we identify the needs of pupils by considering the whole child, not just the special educational needs.

We make provision for pupils who do not have special educational needs, but have other needs which may impact on progress and attainment:

- Disability.
- Attendance and punctuality.
- Health and welfare.
- EAL.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of a serviceman/woman.

SECTION 4: Provision for SEND

The school adopts a graduated approach to SEND support in partnership with parents/ carers and pupils and sometimes with the LEA.

This involves a number of steps:

1. Assessment and identification (by staff and or parent/carer) a need/concern and sharing these concerns
2. If appropriate implementing in school action making changes to provision
3. Ongoing monitoring and reviewing of progress and an assessment of the effectiveness of interventions
4. If appropriate, taking further action sometimes involving outside agencies
5. Continuing steps 3 and 4 above

The school operates an equal opportunities policy for pupils with SEND meaning they are afforded the same rights as other pupils. This includes children with an Educational Health Care Plan and those others with less significant difficulties. We make every effort to achieve maximum inclusion for all pupils (including those with SEND) whilst meeting pupils' individual needs

Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The school works in partnership with parents and carers to achieve our aims by:

- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focus on the child's strengths and well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Keeping parents and carers informed and giving support during assessment and any related decision making process about SEND provision.
- Making parents and carers aware of the parent partnership services and signposting them to relevant agencies, groups and charities for support/advice.
- Providing all the information in a 'parent friendly' and accessible way.

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve pupils wherever possible by including pupils in:

- Identifying their own needs and learning about their own learning.
- Individual target setting across the curriculum.
- The self-review of their own progress and in setting new targets.

SECTION 5: Managing pupils on the SEND Register

The class teachers and SENDCo will consider all information gathered from within the school about the pupils' progress, alongside national data and expectations of progress to decide whether or not a pupil should be on the SEND register. This is informed by applying the Assess, Plan, Do, Review cycle.

The class teacher will have a discussion with the SENDCo and with parents regarding the request for a pupil to be added to the register. Once consent is gathered the class teacher will use the ranges document to give the pupil a range in each area of need. This will be discussed again with the SENDCo. A 'Support Plan' will then be devised and agreed. This is shared with other adults working with the pupil and parents will be able to view these and asked to sign them once a term. Further support in school may include:

- In class support for small groups with teaching assistant.
- Small group withdrawal with teaching assistant.
- Individual class support/individual withdrawal.
- Further differentiation of resources.
- The SENDCo will facilitate resources for both pupils and teachers to support pupils with SEND.
- The SENDCo will engage the additional support of specialist services with parent/carer consent.

The school's Local Offer on the school and LA website outlines provision in school and outside services/agencies for SEND pupils.

SECTION 6: Monitoring and evaluation of SEND pupils and provision

SEND Pupils

We regularly and carefully monitor and evaluate the quality of provision we offer pupils. The effectiveness of our provision for pupils identified as having special educational needs is carried out on the following ways:

- Classroom observation.
- Work scrutinies.
- Learning walks.
- Pupil interviews.
- Meetings with parents.
- Professional dialogue.
- Liaising with outside agencies.
- Pupil progress meetings.

