Inspire Partnership Academy Trust

Foxfield Primary School

Special Educational Needs and Disability Policy

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1. Introduction

1.1. All pupils have the human right to be educated alongside their peers. At Foxfield Primary, we strive to meet the needs of all pupils, including those pupils with Special Educational Needs and disabilities (SEND), so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils.

1.2. This policy provides information and guidance for parents, all staff, Local Community Council members and Trustees on our approach to the provision and additional support required by the Special Educational Needs Code of Practice 2015 for pupils with Special Educational Needs. The Code of Practice reflects the changes introduced by the Children and Families Act 2014.

1.3. The Code of Practice covers the 0-25 age range and includes guidance relating to disabled pupils, as well as those with Special Educational Needs and Disabilities (SEND).

1.4. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

2. Legislation

2.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974

- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation
    - Children's Wellbeing and Schools Act 2026

2.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE 'Keeping children safe in education'
- DfE 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2014) 'School Admissions Code'
- DfE (2026) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2026) 'Inclusive mainstream fund for schools: methodology 2026 to 2027'

3. Objectives

The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND
- Value all pupils in our school equally
- Ensure all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities so pupils make good progress.
- Work in close partnership with parents/carers and pupils.

- Ensure teachers carry out their responsibilities in identifying Special Educational Needs and Disabilities, thus aiding early assessment.
- Ensure pupil's needs are met as soon as practicable.
- Work proactively with the LEA and other agencies in identifying, assessing and meeting Special Educational Needs.

4. Definition of special education needs/disability

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age.

Definitions of special educational needs (SEND)

Taken from Section 20 of the Children and Families Act 2014:

"A pupil or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others of the same age;

OR

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A pupil under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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."

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

4.1. Communication and Interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

4.2. Cognition and learning

Pupils with learning difficulties may require support, this could be through targeted interventions and/or personalising their learning in line with their needs.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLD) often affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

4.3. Social, emotional and mental health (SEMH) difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression. The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within the Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it does not adversely affect other pupils.

4.4. Sensory or physical needs;
Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.

- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

5. Roles and responsibilities

5.1. Provision for pupils with SEND is a matter for the school as a whole. This also applies to pupils in Early Years settings.

Responsibility for the organisation and monitoring of provision is set out below:

5.2. The Board of Trustees will be responsible for:

- Holding the Trust Education leader accountable for the quality and effectiveness of SEND and disability provision within the schools
- Working with Trust leaders and headteachers to determine the strategic development of the SEND policy and provision

5.3. The Local Community Council will be responsible for:

- Help to raise awareness of SEN issues at Local Community Council meetings through the lens of behaviour, attendance and pupil voice

5.4. The Headteacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Appoint a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.

- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the Trust Leaders and Board of Trustees on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCO is provided with regular training, with an emphasis on mental health.

5.5. The SENCO will be responsible for:

- Collaborating with the head teacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant Trustees, Trust Education Leaders and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.

- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the head teacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing or arranging training to relevant staff within the school.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.
- Ensuring they hold, or are actively working towards completing within three years of appointment, the mandatory National Professional Qualification (NPQ) for SENCOs (unless they already hold the historic National Award for Special Educational Needs Coordination - NASENCO)

5.6. Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Ensuring that additional adults are deployed and used effectively within their classroom on a daily basis. This includes ensuring the adults have access to planning in a timely manner.
- For pupils who require an Individual Education Plan (IEP), teachers will ensure that they are reviewed and updated at least 3 times per year in collaboration with agencies who are currently supporting parents and pupils.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the head teacher.

6. Identifying SEND needs

6.1. The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

6.2. With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

6.3. 'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline

- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

6.4. When it is determined a pupil does have SEND, parents will be formally advised of this and the pupil's name will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help schools ensure effective provision is put in place and so remove barriers to learning.

6.5. The support provided consists of a four – part process:

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

6.6. Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure support and intervention is matched to need, barriers to learning are clearly identified as well as being overcome and the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and in agreement with parents.

6.7. Plan

Planning is likely to involve consultation between the teacher, SENCo, pupil and parents to agree the adjustments, interventions and support which are required; the impact on progress, development and or behaviour which is expected and a clear date for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support which is being provided, any particular teaching strategies/approaches which are being employed and the outcomes which are being sought.

6.8. Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with Teaching Assistants to plan and assess the impact of support and interventions to ensure this links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

6.9. Review

Reviews of a pupil's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

7. SEND register

When a pupil is added to the SEND register, various information will be recorded so that schools are able to use the information to understand the context within the school accordingly. This will include the pupil's:

- SEN status: this will either be SEND Support or EHCP.
- Category of Need: these are the 4 four broad areas with need type as outlined in section 4 above.

7.1. SEND Support (SENS)

Through SENS, the pupil will get support which is either extra to and/or different from the support the school usually gives pupils through differentiation and high-quality inclusive teaching. If there are concerns that a pupil is not making adequate progress, the class teacher will discuss this with the parent in the first instance and subsequently with the SENCo. The SENCo will gather information from the pupil, parents, class teacher and other staff as appropriate. The information gathered will help the school decide what support may be needed. The support will be recorded on the Provision Map. This will

only record which is additional to, or different from, the differentiated curriculum and will focus on individual targets matched to the pupil's needs.

7.2. Individual Education Plan (IEP)

Some pupils with SEND will have multiple professionals, as well as, various staff within school, providing recommendations and targets to support the pupil achieve their full potential. When this is the case, the SENCO may decide that it is appropriate to record all this information on an Individual Education Plan (IEP) so that the information is easily accessible for all adults supporting the pupil. This document will also record the termly targets which the pupil has been set by external agencies, as well as, school staff. The IEP will be reviewed and new targets set at least 3 times per year, in collaboration with professionals involved, as appropriate and parents/carers.

For pupils who do not have multiple professionals involved, it is likely that an IEP is not necessary as their progress will be monitored through the standard assessment process which is in place for all pupils.

7.3. Education, Health and Care Plans - Statutory assessment

If a pupil is classed as SEND Support and is still not making significant progress, and there is evidence that the school has tried every available resource, it may be appropriate to request that the Local Authority carry out a Statutory Assessment of their needs. This will occur where the complexity of or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing the need is required for planning provision and identifying resources.

This request can be initiated by the school, health or social care professional involved or by parents directly to the Local Authority (LA). Advice to support parents to make this request can be found here.

If the school is requesting the assessment, they will discuss this with the pupil's parents before a request of statutory assessment of SEND is made to the LA.

The application for a Statutory Assessment for an Education, Health and Care Plans will combine information from a variety of sources including:

- Pupil views
- Parents views
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, impact of action points which have been taken and the preliminary outcomes of targets set.

The school will then submit the request to the LA who will then allocate a SEN Officer to the case and write to the parents/carers to inform them of the decision to carry out the request for assessment or not within six weeks of the submission.

Further information regarding the process can be found here.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them. The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis.

All reasonable provisions will be taken by the school to provide a high standard of education.

The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan.

The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.

7.4. Reviewing the EHC plan

The school will, in collaboration with parents/carers and the professionals involved with the pupil, review the outcomes within the EHCP at least annually; this is known as a Person Centred Annual Review (PCAR).

Professionals who are involved with the pupil will be invited to attend the review meeting or provide any updated information, including targets/outcomes, so that the EHCP can be updated following the meeting.

As part of the PCAR, the views of the parent/carer will also be sought and shared in the meeting.

A PCAR can be requested before the annual review is due if there is a significant change to needs or a change of placement is being requested.

8. Training

8.1. Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO, as well as external agencies, where appropriate.

8.2. Training will cover both the mental and physical needs of pupils with SEND.

8.3. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

8.4. During staff induction, all staff will receive SEND training on the school's process for SEND, as well as, a meeting with the class teacher to discuss the needs of the pupils in the class.

8.5. Throughout the year, staff will receive a variety of training on a range of topics which will support staff to identify, support and understand the different areas of need so that pupil's needs are well catered for.

8.6. The SENCO will work closely with staff so that they are able to meet the varying, and sometimes complex, needs of the pupils they work with. This will include support staff, such as office and lunchtime supervisors so that they can continue this beyond the classroom.

9. Promoting mental health and wellbeing

9.1. The school will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.

9.2. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

9.3. Pupils may be referred to specialist services to support their needs.

9.4. Where appropriate, the school will support parents in the management and development of their child.

9.5. When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

9.6. For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.

- One-to-one or group therapeutic work with the pupil, delivered by trained staff.
- The school will consider whether disruptive behaviour is a manifestation of SEMH needs.
- The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

10. Safeguarding

10.1. The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.

10.2. The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.

10.3. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the Designated Safeguarding Lead.

11. Transferring schools

11.1. Pupils with EHCPs will have their EHCP reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

11.2. The key transfers are as follows:

- Early years provider to school
- Infant school to junior school
- Primary school to secondary school

11.3. In most cases, it is possible to give clear recommendations on the type of provision the pupil will require at the secondary stage in the spring term.

Parents will be encouraged to visit the secondary schools. Parents and other relevant agencies to complete the SEND transfer form. The completed form will be sent to the LA by the designated date.

11.4. All arrangements for a pupil's placement should be completed as soon as possible prior to transfer.

11.5. It is important for placements to be finalised as early as possible in order for advance arrangements to be made.

11.6. The SENCo & other appropriate members of staff of the receiving school will be invited to discuss the pupil as early as possible.

12. Complaints procedure

12.1. The school is committed to resolving disagreements between pupils and the school.

12.2. In the first instance, parent's complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School Complaints Policy, available from the School Office or website.

12.3. If there continues to be a disagreement with regard to the SEND provision, the Local Authority should make arrangements to include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to a SEND tribunal at any stage.

13. Contact details

13.1. If your child has special educational needs and/or a disability and you would like to know more about what we offer at School please contact us using the details below:

Inclusion Lead: Rita Garcha

Contact: Tel: 020 3260 7500 email: inclusion@inspirefoxfield.co.uk

Available: Monday, Tuesday, Thursday, Friday

SENDCo: Sarah Hall

Contact: Tel: 020 3260 7500 email: inclusion@inspirefoxfield.co.uk

Dedicated SEND time: Full time

Attendance and Welfare Lead and Deputy Safeguarding Lead: Nicole Britchfield

Contact: 020 3260 7500 email: inclusion@inspirefoxfield.co.uk

14. Monitoring and review

14.1. The policy is reviewed on an annual basis by the Trust Leaders in conjunction with the key stakeholders across the Trust; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

14.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

14.3. This policy will be reviewed on an annual basis.

14.4. In tandem with this policy, the school will co-produce and publish an annual Inclusion Strategy Statement on the school website, mapping out the deployment of inclusive funding against predictable cohort needs. The initial statement must be published by 31 December 2026 and will be reviewed through rigorous scrutiny by Trust Leaders and reported to the Board of Trustees.