

Special Educational Needs and Disabilities (SEND) Policy

Last Reviewed: September 2025

Next Review date due: September 2026



Introduction

Denton Community Primary School and Nursery values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND are valued, respected and equal members of the school.

Pupils have Special Educational Needs if they have additional needs which call for special educational provision to be made for them.

Equality of Opportunity

This school does not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have reasonable access to the curriculum.

Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To enable pupils with SEND to maximise their achievement.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.

Roles and Responsibilities

1. The Governing Body

The Governing Body, in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with SEND. The Governing Body must report to parents annually on the school's policy on SEND. The Governing Body will nominate one governor with responsibility for SEND. The SEND Governor will liaise regularly with the SENCo and report back to the full Governing Body.

2. The Headteacher (Matt Doody)

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Headteacher should keep the governing body fully informed and also work closely with the SENCo.

3. The Special Educational Needs Co-ordinator - SENCo (Lucy Hancock)

The SENCo is a member of the Senior Leadership Team within the school. The SENCo, in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school, in order to raise the achievement of children with SEND.

Key responsibilities are:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for children with Special Educational Needs.
- Liaising with and advising other teachers.
- Managing Teaching Assistants.
- Overseeing the records of all children with SEND.
- Liaising with parents and carers of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

4. Teachers

All teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process. Teachers will adapt their teaching styles and environment to meet the needs of individual children within their care. Teachers will liaise with and support parents and carers when discussing individual children. Teachers will ensure the universal offer, outlined in the East Sussex Local Offer, is available to children within the classroom and the wider school. <https://localoffer.eastsussex.gov.uk/>

6. The Teaching Assistants (TAs)

The TAs work with the class teachers and SENCo in providing support for children with Special Educational Needs across the school, liaising with class teachers, maintaining records of the children they work with, and attending reviews and meetings as requested.

7. The Role of Parents of Pupils with SEND

In accordance with the SEND Code of Practice 2014 the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated and involved in the planning and review of Additional Needs Plans (ANPs) and Education Health Care Plans (EHCPs)
- Have access to information, advice and support during assessment and any related decision-making processes about Special Educational provision.

In accordance with the school's 'Open Door' policy, parents are encouraged to contact the child's class teacher and/or the Inclusion Leader as needed, either by telephone or appointment.

Parents are involved in supporting the target setting process for school-based plans and their views are sought for reviews. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

8. Pupil Participation

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to school-based plans or learning plans. This will be achieved through a variety of different approaches as appropriate to the age of the child. These include:

- Pupil interviews (also known as Pupil Voice)
- Questionnaires
- Self-evaluation (pictures, written answers)
- Surveys

Identification, Assessment, Provision and Review

If a class teacher has concerns regarding a child, they should refer to the chart in **appendix A** to consider the appropriate next steps in supporting the child. Class teachers can refer children to the SENCo, which is then followed up through discussions and planned meetings. SEND class meetings are held three times a year with all class teachers and the SENCo; this is an opportunity to raise children who are causing teachers concerns. Strategies in school, support and screening processes can be discussed and ways found to support the children.

At Denton, we follow guidance from Education East Sussex to support all our learners.

Education East Sussex states that “High Quality Teaching that is adapted and personalised will meet the individual needs of the majority of young people.” We understand that some learners need educational provision that is additional to or different from this.

Student support plan (SSP)

A Student Support Plan (SSP) may be used as a record for learners who require specific and individual adjustments, in line with universally available provision. It incorporates learner and parent views and encourages a strengths-based approach.

Additional needs plan (ANP)

Some of our children have barriers to their learning which need specialist provision from the school. This could be in relation to cognitive abilities, communication and interaction, physical development or social, emotional and mental health. If the school recognises these difficulties, we will welcome the parents/carers into school to discuss these. At this time an ANP will be devised to set achievable targets for the child to meet, it will provide information on who will be helping the child, how the targets will be taught and how the parents can help at home. Children who are in receipt of an ANP will be on the school SEND register. ANPs are formally reviewed three times a year. ANPs will include detail on both strategies and provisions in place to support the child. Teachers and the Inclusion Lead will refer to the ESCC SEN matrix when considering supportive strategies and provision.

<https://www.eastsussexmatrix.co.uk/>

When considering the difference between strategies and provision we will use the following definitions:

Strategy: teaching methods that all adults will use to support a need (a way of doing or dealing with something). An example of a strategy could be: saying the child’s name before giving an instruction to alert their attention.

Provision: Providing something to achieve the target. An example of a provision may be: an intervention, for example JumpAhead, or a reading overlay

At Denton, we currently use school adapted plans based on Education East Sussex guidelines for the writing of ANPs.

Education Health Care Plan (EHCP)

The Education, Health and Care (EHC) Plan is a way of working that puts children, young people and families at the very centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This is called person centred planning and is all about increasing parental choice and control.

This process focuses on what is important for children and young people – what they and you want to achieve now and in the future. The EHC plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. At Denton, we hold Termly Support Meetings with parents and Class Teachers to review the progress of children against the targets in the EHCP.

Access to the Curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum including access to activities run by the school outside of the curriculum. The majority of pupils with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff will strive to:

- Provide suitable learning challenges
- Meet the pupils’ diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENCo, teachers match the learning to the needs and abilities of the pupils.

They use a range of strategies to develop the pupils' knowledge, understanding and skills including the use of ICT. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning and/or the assessment processes.

As a school we support the emotional, mental and social development of pupils through quality first teaching for all, RSHE curriculum, Thrive, Zones of Regulation, Calm Spaces, OPAL, Forest School and our Pastoral Assistant.

Monitoring and evaluating the success of the education provided for pupils with SEND

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Governing Body will report annually to parents upon the quality of education provided for and the achievements of pupils with SEND.

The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching by the Headteacher and other Senior Leaders
- Analysis of the attainment and achievement of different groups of pupils with SEND.
- Success rates in respect of targets.
- Scrutiny of teacher's planning and pupil's work.
- The views of parents and pupils.
- Assessment tracking records that illustrate progress over time.
- Regular meetings between the Inclusion Leader and class teachers, Leadership Team and TAs.

As a result of the above, the school reports annually upon its successes and identifies aspects for future development.

Complaints:

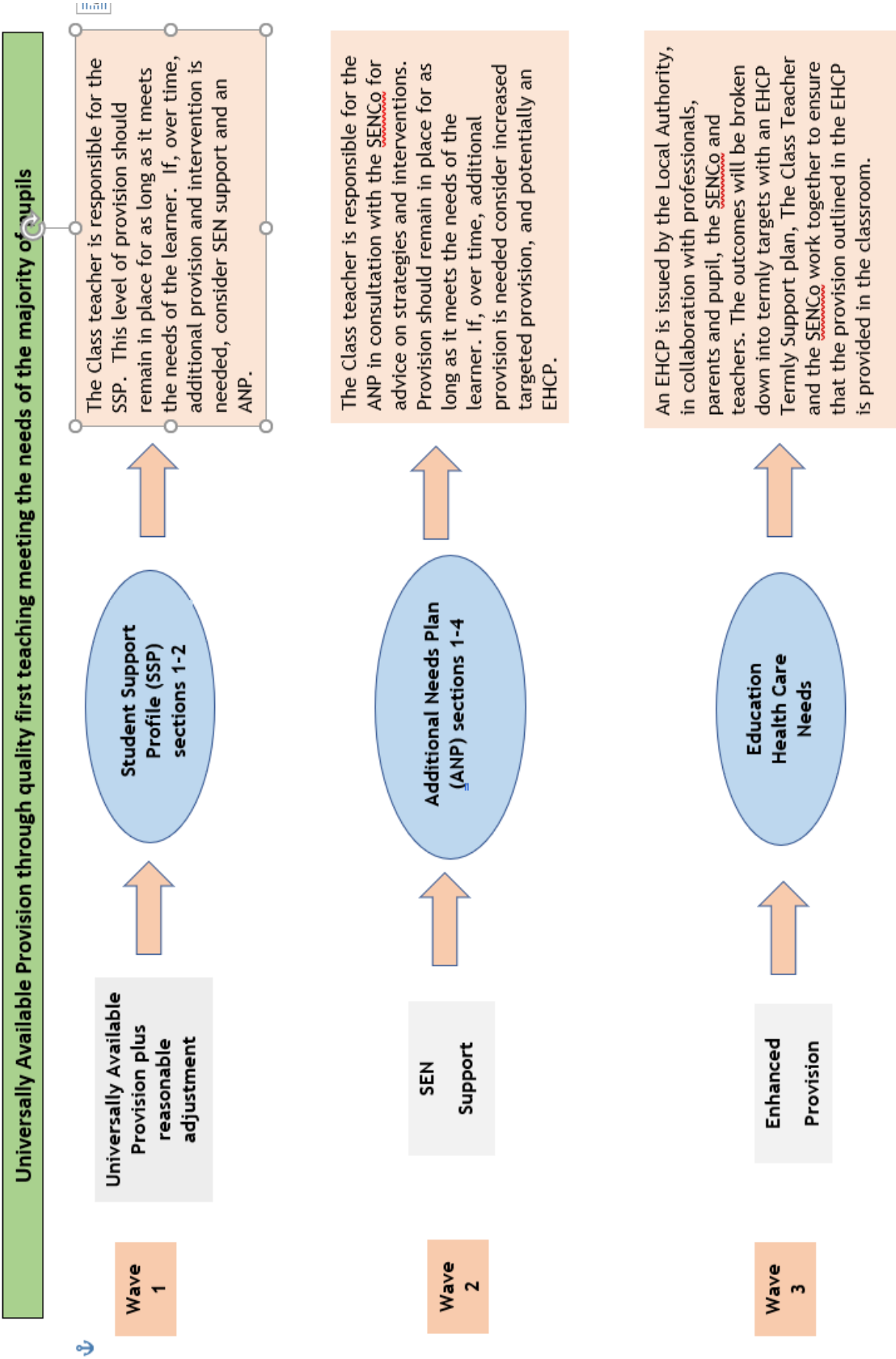
Any complaints regarding the provision of SEND at Denton should be made through our Complaints Policy and Procedure.

Review:

The success of the education offered to children with SEND will be regularly monitored and judged against the aims set out above.

The policy will be reviewed annually and the Governing Body will receive regular reports on the implementation of the policy.

THE GRADUATED RESPONSE and ADDITIONAL NEEDS PLANS



Appendix B – Parent Voice form

Denton Primary School and Nursery Parental Questionnaire

Please fill in the sections below in as much detail as you can about your child. This will give us a fuller picture into your child's educational portrait. Please return to your child's class teacher once completed. Many thanks.

Medical history: birth, illnesses, allergies, medication, hospital referrals, hearing and sight tests	
Developmental milestones: crawling, walking, talking, riding a bike, dressing	
Speech and Language: general vocabulary problems, referrals to the speech and language team, pronunciation difficulties	
Family history: are there any other family members with a dyslexic profile	
Behaviour at home: sleep patterns, anger, anxiety, eating patterns	
Attitudes to learning/school: What does your child tell you about school?	
Hobbies/ interests:	
Additional comments:	

