Croughton All Saints CE Primary School
Special Education Needs and Disability Policy

March 2026

At Croughton School, we all belong as part of God's family. We foster each child's unique skills ensuring we are an inclusive and diverse community where each child feels safe and has a love of learning. We prepare children for their next journey in education and as global citizens by being respectfully curious, determined, resilient and kind.

'How wonderful, how pleasing it is when all God's people come together as one.'
(Psalm 133:1)

Reviewed by	Approved by	Date Approved	Next Review Date
H. Curtis – SENCo		March 2026	March 2027

At Croughton All Saints CE Primary school we ensure that all pupils, including those identified as having a special educational need or disability, have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life.

We believe that every teacher is a teacher of every pupil, including those with SEND.

Identifying Special Educational Needs

Aims

At Croughton All Saints CE Primary School, pupils are accepted equally. They are encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide pupils with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND, by working collaboratively with parents, outside agencies and listening to the voice of the pupil.

Objectives (working within the guidance provided in the SEND Code of Practice 2014)
To identify, at the earliest opportunity, those pupils with special educational needs and/or additional needs.

To plan, monitor and review personalised provision as appropriate, and set realistic and challenging targets.

To ensure that every aspect of a pupil's development is taken into consideration and provided for, within a whole school, inclusive ethos.

To heighten awareness that every teacher is a teacher of every pupil including those with SEND.

To provide regular and adequate support, advice and facilitate training for all staff working with pupils with SEND.

To develop and maintain partnerships and high levels of engagement with parents/ carers and effectively liaise with outside agencies.

To ensure that pupils with SEND are actively involved with setting their targets, ensuring they have the correct provision for their needs, assessing their progress and planning their next steps.

Pupil's needs may be categorised into four broad areas:

1. Communication and Interaction

2. Cognition and Learning

3. Social, Emotional and Mental Health

4. Sensory and/or Physical

These four categories broadly identify the aspects of SEND needs for pupils at our school however we will also identify the needs of pupils by considering the whole pupil, which will look beyond the special educational needs of the pupil or young person. Other factors that may impact on progress and/or attainment and wellbeing but are not solely SEND include:

- Attendance
- Punctuality
- Gifted and Talented
- Underachievement
- Health and Welfare including medical needs e.g. diabetes, asthma
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after pupil or previously looked after pupil
- Being a child of a serviceman/woman
- Unexplained behaviour difficulties
- Grief, trauma or attachment difficulties.
- Family relations
- Grievances

Although these do not constitute SEND themselves, the school will have systems and procedures in place to support these pupils where appropriate. ==The school Behaviour Policy has been written to reflect the teaching and messages of 'Therapeutic Thinking'. Further information can be found in this policy and in the annual SEND report.==

A Graduated Approach to SEND support

This section of the policy sets out the principles behind our approach to supporting our pupils within the cycle of **Assess→ Plan→ Do→ Review**.

For the practical ways in which we approach this through our system of Pupil Profiles, see Appendix 1.

Implementation Policy

Assess
A clear understanding of a pupil's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least good progress and improved outcomes.

Assessment of need starts with a whole school approach that can quickly identify where a pupil is not making adequate progress despite high quality teaching.

Information that teachers may draw upon include:

- Teachers' assessment and experience of a pupil
- Pupil progress attainment and behaviour
- The SEND 'Ranges' document, developed by the Local Authority.
- The individual's development in comparison to their peers
- The views and experience of parents
- Pupils' own views
- Advice from external support services
- ==Documentation completed linked to 'Therapeutic Thinking'.==

Plan
Once the need for SEND support has been identified the SEN Code of Practice (2014) is quite clear that the first step in responding to a pupil's identified need is to ensure that high quality teaching and differentiation for individual pupils is in place. Teachers will adapt their teaching and provision

to overcome any barriers to learning and make changes to ensure full accessibility to the curriculum with the support of the SENDco.

Pupils on the SEN Register will have a 'Pupil Profile' which is personal to them and their needs. These profiles will be written by class teachers, taking the child's views into account, and will be shared with parents and all members of staff who come into contact with the pupil. This will ensure that everybody is best informed of the individual pupil's needs and how best to support them in school.

Pupil Profiles typically incorporate up to 3 targets for the pupils to be working towards over a stated period of time. Profiles are typically reviewed termly, in October, February and May, but timings and frequency may vary based on the child's needs, the receipt of advice from external professionals, or the timing of an annual review meeting if the child has an EHCP. These targets should be SMART (specific, measurable and realistic targets.) Pupil Profiles will state the provision that the pupil will receive and the strategies and/or resources used to support progress. Pupil Profiles will also detail the frequency of the targeted intervention support offered by adults.

We believe that parents and pupils are an integral part of the planning process and are encouraged to contribute their thoughts and ideas during regular termly meetings throughout the year. Advice and assessments will also be sought and followed as appropriate, from various outside agencies as required.

In addition to the above, the process of planning for a pupil with an Education Health Care Plan (EHC) will take account of the statutory requirements from their EHC Plan.

Do
The teacher is at the centre of day-to-day responsibility for working with all pupils including those with identified SEND. It is imperative that the teacher works closely with all adults involved with provision or any teaching away from the class as the teacher is responsible for assessing the impact of targeted interventions.

Review
Teachers are continually reviewing the progress of all pupils on a daily basis through observation, marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally. In addition to this, for pupils with recognised SEND, the pupil's progress is assessed and reviewed more frequently. Some pupils with identified SEND at Croughton All Saints CE Primary School will also have a 'communication book' allocated to them. The purpose of this book is to target individually identified needs and monitor progress carefully and regularly. School staff, parents/carers and pupils (where appropriate) are encouraged to use this book to facilitate communication between all parties.

At Croughton All Saints CE Primary School we also hold review meetings for parents of pupils identified as having SEND. These meetings take place three times a year and are hosted by the class teacher. The SENDCo may also be in attendance. Meeting agendas will usually involve a review of the Pupil Profile document, but the agenda can vary and include discussions around any reports or feedback from outside agencies. One of the aims is to form greater links with parents and to continually seek to improve our provision for pupils with SEND.

Teachers consider the following when discussing the progress of pupils identified with

SEND:

- Have the pupils met their expected targets?
- Are the pupils on track to meet their end of year/key stage target?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEND and all pupils?
- Is the provision for the pupil appropriate?
- What else can we do to support our pupils? e.g. Interventions or reasonable adjustments.

Managing pupils' needs on the SEND register
Under the SEN Code of Practice (2014), there are two ways in which a pupil with SEND might have their needs categorised; **SEN Support** or **Education Health Care Plan (EHC).**
The main difference between the two categories is that those with an EHCP have their statutory rights protected by law whereas those categorised as SEN support will receive support through 'in house' arrangements (see Assess section on the Graduated Approach to SEND Support).

A SEND register will be kept and updated 3 times per year following data analysis and pupil progress meetings. Parents will be consulted by teachers if it is felt necessary to place a pupil on our SEND register.

Using the assess, plan, do, review process teachers will plan to provide for the needs of each pupil using the skills and expertise both within the classroom and across the school. However, on occasions following the review and assessment process school may seek additional support and specialist services. If this happens, parents are fully involved in the process by contributing and consenting to the referral. Parents will be fully included in the planning process.
If, following a review meeting it was felt that a pupil had made significant progress and no longer required to be on the SEND register, then in consultation with the parents, an agreement will be made to remove the pupil from the register.

There are other processes in school that may support a pupil with SEND and would be used as and when it was appropriate for specific circumstances. The type and level of provision provided at school is decided and based upon individual needs in consultation with the pupil, appropriate professionals, teachers and parents/carers.

If we identify that we need further advice and support, including assessments of needs for a pupil we can:

- Request advice from the appropriate agencies and follow any recommendations as much as possible to meet individual needs
- Carefully track and monitor support progress and attainment
- Liaise with other settings to develop support for a pupil
- Request a statutory assessment to put in place an EHCP
- Work closely as an alliance to maximise expertise and resources
- Involve parents/carers and pupils throughout this process, at all stages

The school is responsible to provide adequate resources through the notional budget assigned to SEND and this is monitored closely by the Senior Leadership Team and SEND Governor.

For pupils eligible for funding through an EHCP this is also tracked and monitored through SLT and reviewed annually through the review process within the school. Any adjustments are discussed at the annual review stage.

There are clear guidelines for the EHC process.

Training and Resources

Training needs for all school staff can be identified in the following ways:
- Audit of staff expertise and training needs
- Recognising specific needs for individual pupils and how staff can be trained to support that pupil
- The SENDCo has regular training on updates in SEN issues/developments both nationally and locally
- Elements of the school improvement/development plan to be addressed through training
- SENDCo will lead or organise training collectively or on an individual basis
- Resources are purchased as and when they are required.

Roles and Responsibilities

The SEND governor will offer support and challenge to the school SENDCo. They will meet at least three times a year to discuss strategic changes and developments using the SEND Action plan as a guide. The SEND governor will then report back to the Full Governing Body at full FGB meetings.

All teaching assistants are supported by the SENDCo. Their role is to ensure that under the guidance of the class teacher they are providing rich and varied learning opportunities for the pupils in their care and are giving appropriate feedback on progress and future needs. In some cases a teaching assistant will be allocated to an individual pupil.

Teaching Assistants and professionals from outside agencies are invited to attend and/or contribute to a pupil's Annual Review process and termly review meetings if appropriate.

Storing and Managing Information

All documentation linked to pupils on the SEND register is securely stored with access only to the school SENCO and teachers. Documents are handed to new settings during transition and copies are held in school for a period of time. Any documentation no longer required is shredded.

Dealing with complaints

Positive home school relationships often mean that concerns and complaints can be dealt with between parents and school staff. However, when a more formal complaint is made this needs to be in accordance with our school's Complaints policy.

Reviewing the policy

The SEND policy will be reviewed on an annual basis by the SENDCo alongside the governing body and ratified accordingly.

Opportunities will be given to parents, pupils and staff to respond to the policy and share their thoughts with the SENDCo.

Appendix 1 – Pupil Profile Implementation Policy

Rationale
Where pupils need additional support we sometimes use Pupil Profiles, which include an Individual Education Plan (IEP) to support the planning and assessment of this additional support. This allows us to:
- reflect carefully and regularly on the needs and progress of the pupil, adapting planning for individuals appropriately
- share the details of provision with parents
- share the details of provision with other agencies (i.e. Speech and Language Therapists and Educational Psychologists) where appropriate
- evidence a graduated approach if this is necessary, for example to support an application for statutory assessment

Who should have a Pupil Profile?
Not all pupils needing additional support for learning will need a Pupil Profiles. In the first instance, children who are on the SEND Register will have a Pupil Profile. There may also be other exceptional circumstances in which the teacher and SENDCo will decide that a Pupil Profile is needed.

How should a Pupil Profile be structured?
The Pupil Profile format provides a consistent structure to the plans. A child will often have 3 targets, although this is flexible based on the needs of the pupil. Aspects of the pupil's development that are significantly behind the expectations for their age will be a focus for targets. We ensure that all targets are SMART (Specific, Measurable, Achievable, Realistic and Time-limited) and are reviewed three times per year. Targets may be based on a child's academic progress or on their social or language development.

We use a **graduated approach** to our target setting. This means that targets may be regularly repeated in order to embed skills and knowledge, and where targets progress in complexity, this is done gradually.

How will the Pupil Profiles be reviewed?
The targets will be reviewed by teachers 3 times per year and shared with parents. This may or may not result in targets being adjusted or new targets being set, depending on the outcome. Very importantly, we also give verbal feedback to pupils to reinforce whatever success they have had with their targets.