Clifford primary School SEND Policy

(Special Educational Needs and Disabilities Policy)

Approved by: Mrs Katie Lloyd and Mrs Fiona Howard

Reviewed on: 11th September 2026

Next review due by: 11th September 2027

Introduction

Clifford Primary School is a traditional, small village primary school set in Herefordshire on the border between England and Wales. Our school population is small (less than 100) and all children are known well to all members of staff.

At Clifford Primary School, we support all children, including those with SEND, to access our entire curriculum. We want our pupils to be happy and confident learners and put scaffolding in place when it is necessary to ensure that all children can achieve. Staff, children, their parents and external agencies all work together to achieve the best possible outcomes.

Our school community is close, and staff and parents enjoy good working relationships. All staff are approachable and work very closely with parents to agree the best practice to support a child's special educational need or disability.

Definition of SEND

SEND is the acronym for Special Educational Needs and Disability.

According to the Special Educational Needs Code of Practice: 0-25 (2014), 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."

The Equality Act (2010) stipulates that a person has a disability if he or she "has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

The Four Broad Areas of SEND

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

At Clifford, we consider that a child has a special educational need or disability if they require additional support in the classroom to enable them to make good progress or if their levels of attainment are below those of their peer group despite experiencing quality first teaching.

Our aims

We aim to support all children, no matter how great their need, so that they leave Clifford as happy, confident and capable learners. We work hard to ensure that this happens by providing appropriate teaching and learning opportunities, seeking advice from external agencies and parents when needed and carefully monitoring the provision we have put in place.

Identifying SEND

Children with SEND are either known to us before starting Clifford or their SEND becomes apparent when in school. We consult regularly with parents during this process to seek their views.

We work closely with early years nurseries located near our school. Our reception class teachers, head teacher and SENDCo meet with the nursery leaders prior to summer term transition days. The head teacher and reception class teachers also visit the nurseries throughout the year. Any special needs are discussed at the meetings and with parents prior to transition into school.

Children come to our school from other local nurseries too and the school invites children to attend several transition days.

One of our Reception class teachers completed a speech and language course, level 3 and both are skilled at identifying children with language and communication issues.

Throughout the school, we monitor progress of all our children on a regular basis through observations, formative assessment and summative assessment. Teachers know their classes very well and are skilled at identifying children who have issues including social and emotional issues.

We work hard to ensure that all children make good progress and support children to make expected progress by providing pre and post teaching in some subjects and targeted short-term interventions.

If a child is not making the expected progress, despite additional support, then we review and consider our next steps which may include seeking additional support from external agencies.

Provision

We provide for the inclusion of all by following the three key principles as stated by the National Curriculum (2014). These principles are:

- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

We are fortunate to have skilled teachers and skilled teaching assistants who work in every classroom. Our teaching is Quality First Teaching and follows the assess, plan, do, review model. Much of our funding for SEN is spent on deploying skilled staff. The SENDCo is awarded a budget each year to fund other additional necessary resources and training.

Interventions are run by either teachers or teaching assistants and usually last for a half term. Base line scores are obtained prior to interventions starting and compared with end of intervention results. Typically, interventions run to support fine or gross motor skills, calculations, phonics, reading-decoding and high frequency words, GAPs, comprehension, emotions and friendships. The interventions we run are flexible and we deliver what is needed. We aim for interventions to last about 10 minutes and occasionally for 30 minutes.

Our school is nestled on the fringe of Herefordshire and is close to the border of Powys. Whilst the majority of our pupils live in Herefordshire we have some pupils who live in Powys and have their GP in Powys too. This means that we work closely with external professionals in both Herefordshire and Powys.

We will seek the advice of an external agency if the child's needs can't be met by regular mainstream teaching alone. External professionals that we use include Family First, educational psychologists, school nursing service, SALT, behaviour support team, consultant paediatricians, occupational therapists and counselling services. This list is flexible and we will consult whoever is best to support a child. The school will fund up to 6 sessions of 'Butterflies Counselling and Play Therapy for Children', where appropriate.

Where the cost of a pupil's additional support is higher than £6,000**,** then a request for top-up funding is made. Usually this starts with us employing an educational psychologist to assess the pupil's needs or our SENDCo will assess the child in school, and the resulting reports are submitted with the application. The duration of Top-Up Funding (TUF) varies but is frequently for a year.

Occasionally we have children who may have an educational, health or care need. To support these children our SENDCo works closely with the child, the parents, teaching staff and external professionals to apply for an EHCP (Educational Health Care plan if the child lives at an English address) or IDP (Individual Development Plan if the child lives at a Welsh address). Once awarded, it is reviewed annually at an annual review meeting. All parties are invited to contribute to the revised plan and are invited to attend the meetings too. Children and their parents will be invited to meet with the class teachers and SENDCo on a termly basis too.

Assessment

All our children are assessed as part of daily, ongoing school life. Children with SEND are monitored even more closely. The children on our SEND register have an IEP (Individual Education Plan) which is written by the class teachers in consultation with the SENDCo. In it are short term goals to help the child make progress as well as a list of the interventions that the child has been on. Both targets and interventions are reviewed, and the parents are given this information. Our teachers and teaching assistants work hard to ensure that these targets are met during the term in which they are set. Parents of children on the SEN register are invited to meet with the SENDCo each term.

Children with EHCPs have targets set at the annual review meetings and these are reviewed termly too by the teacher, parent, child and SENDCo. These feed into the termly IEPs and teachers and teaching assistants teach and gather evidence to show whether targets have been met.

Assessments may be formative or summative according to the age of the child and the intended outcome of the assessment.

Most assessments are carried out by class teachers, but when additional information is required the SENDCo will make assessments or an external professional may be called in to assess a child. The reports drawn up by external professionals are always shared with parents and teaching staff and recommendations are included in IEPs, EHCPs/IDPs, interventions and daily teaching plans. The progress and attainment of children are shared in termly reports and termly parent evenings.

Roles and responsibilities

The governors' role

The Governing Body has appointed Ms Fiona Howard as SEND Governor. The governor for SEND visits the school regularly and meets with the SENDCo each term. The Governing Body receives an annual update, 'SEND in a Nutshell' at the end of each school year.

The governing body will:

- make every effort to see that the necessary special arrangements are made for pupils with SEN. This includes making all staff who are likely to teach these pupils aware of those needs
- ensure that all staff know of the importance of identifying children with SEND and how to provide for these children
- ensure that a pupil with SEND joins in the activities of the school with pupils who do not have SEND, so far as is reasonably practical and compatible
- asking questions and liaising with Special Educational Needs and Disabilities Co-Ordinator (SENDCo) about the current policy and practice in SEND
- monitoring the progress and effectiveness of the governing body's policy on SEND
- monitoring the deployment of resources allocated to SEND
- monitoring the effectiveness of communicating with parents
- have regard for The SEND Code of Practice: 0-25 (2014
- ensure that parents are notified about the provisions in place for their child

The SENDCo's role

The SEND Co-ordinator is Mrs Katie Lloyd.

The SENDCo will:

- oversee the day-to-day operation of Clifford Primary School's SEND policy
- monitor the provision being made for children with SEND through the use of relevant documentation
- provide advice and guidance to staff on monitoring and reviewing the SEND needs of the children in their class
- liaise with parents of children with SEND
- refer children to the appropriate agencies in order to access more specialist support and advice
- contribute to the in-service training of staff

- liaise with external agencies
- organise and conduct annual reviews for children with an Education, Health and Care (EHC) plan, and other necessary meetings according to need
- maintain whole school records of SEND for children who have been identified as having SEN or those with EHC Plans
- apply for additional funding for children with complex and/or severe SEND
- liaise with staff when a child moves to another setting

The teachers' role

At Clifford we agree that "every teacher is a teacher of SEND" as stated in the core principles of the Special Educational Needs Code of Practice: 0-25 (2014).

The teachers will:

- carefully monitor the progress of all children and make provisions for those who are not making expected progress
- identify those children who have SEND and notify the SENDCo and the head teacher and create a one-page profile for each child
- make appropriate provisions for any children starting school with pre-diagnosed SEND
- meet with the SENDCo each half term to draw up IEPs for those children on our SEND register
- meet with external professionals if a pupil in their class has been observed
- work closely with other adults working in the same classroom, including job shares, so that all adults are aware of routines and provisions

Equal opportunities and inclusion

All children are taught all subjects which make up the National Curriculum. The school follows a 'mastery approach' and teaching staff work hard to provide lessons which take into account different needs and preferred learning styles.

Supporting children with medical conditions

Access for the disabled

The school has both a ramp and steps for our pupils and staff to enter the school. A separate toilet cubicle, which is suitable for disabled pupils, is located within the school building. There is another within the community hall.

Staff training and resources

All staff attend training as and when it is necessary. Training regarding medical conditions e.g. administering epi-pens occurs annually.

Complaints procedure

Please refer to the school's complaints procedure.

Consultation

This policy has been written by the SENDCo in consultation with the head teacher and the governor responsible for SEND.