

Special Educational Needs and Disability Policy

2026-2027

Singleton CofE Primary School



Nurturing Individuals to Flourish
Growing Together
Rooted by God's Love

Approved by: FGB

Date:

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our Approach

- We believe every child should have the opportunity to thrive and flourish.
- We develop a deep understanding of each child's learning profile through nurturing, respectful relationships and careful observations.
- We tailor our approach to each child, recognising that a 'one size fits all' model does not meet diverse needs.
- We are inquisitive and reflective, drawing on a range of strategies and professional expertise to ensure children receive the support they need, when they need it.
- We work closely with families, ensuring we are visible, supportive, and collaborative in building a team around each child.
- As a dedicated staff team, we use research-informed practice and ongoing professional development to respond to children's emerging needs.
- We regularly discuss children's wellbeing, strengths, achievements and next steps to provide the best possible support.
- Children with Special Educational Needs or Disabilities (SEND) are at the heart of our school community.
- All children, including those with SEND, are taught within their usual classroom environment and supported by all staff.
- All learners benefit from inclusive classrooms and high-quality first teaching shaped by our Growth Curriculum.
- We ensure every child has access to a broad, balanced academic and social curriculum, fully participating in all aspects of school life—including Forest School, trips, and clubs.
- We are committed to eliminating prejudice and discrimination and creating an environment where all children feel safe and able to flourish.

- Our core values—responsible, respectful, ready—sit at the heart of our behaviour policy and guide the positive relationships in our community.
- We foster a sense of belonging, offering warmth, understanding and proactive support to learners who may have previously experienced difficulties.
- Our Growth Curriculum and personalised learning approach help us identify meaningful next steps and tailor provision so all children can make progress.
- We support every child to achieve their best, develop confidence, and build the foundations for fulfilling lives.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCPs), SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The following needs are NOT considered to be SEND but they may impact on a child's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL(English as an additional Language)
- Receiving a pupil premium allowance
- Being a looked after child

- Being a child of a serviceman/woman

These factors are monitored by the school for every child where relevant.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Ms A Roberts.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN governor: Mrs Janet Holt

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Monitor, to ensure that children with EHC Plans are able to meet their targets through planned provision and support
- Ensure they follow this SEND policy

Together, we will:

- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Have high ambitions and set stretching targets for them
- Track their progress towards these goals
- Keep under review the additional or different provision that is made for them
- Promote positive outcomes in the wider areas of personal and social development
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

5. SEND Information report

5.1 The kinds of SEND that are provided for:

Currently at Singleton CE Primary School we support a wide range of children with special educational needs. On our SEN register we currently support children from all of the 4 broad areas of needs:

- ◇ Cognition and learning
- ◇ Communication and interaction
- ◇ Social, emotional and mental health
- ◇ Sensory and Physical

More specifically we currently provide support for children with ASC, ADHD, specific learning difficulties (such as dyslexia), physical and sensory needs, SEMH needs, and we have previously supported children with physical impairments. We adapt our approach around the needs of individual children and ensure staff training for specific types of SEND remains up to date and relevant to the needs of our cohorts.

This may present as having difficulties with:

- all aspects of school learning
- specific area of reading, writing, numbers or understanding information
- expressing themselves or understanding what other people are saying
- making friends or relating to adults
- having social and emotional difficulties that impact on their behaviour in school or at home
- organising themselves
- sensory or physical needs that affect them accessing aspects of school life and learning

A child does not have learning difficulties just because English is not their first language. Learners with SEND may have individual needs that merge into different categories or change over time.

5.2 Identifying pupils with SEN and assessing their needs

At Singleton we are committed to the early identification of special needs so that provision can be put in place to help each child make good progress and overcome barriers to learning. There are rigorous assessments and tracking procedures in place across the school. The following are all taken into account when identifying Special Educational needs.

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Our staff monitor children's small steps of progress, not just their academic ability, but their social, emotional and mental health as well. It may be that a child's learning profile shows some of the below:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress and low attainment, will not automatically mean a pupil is recorded as having SEND. For those children experiencing a barrier to learning, additional support in class, or an intervention will be provided as the first step. Sometimes their emerging needs may need closer monitoring or the expertise of a professional as well.

An intervention is a planned session of support that is delivered separately to a lesson in class, for a short period of the day, either 1:1 or in a group, as required.

The school's monitoring system uses information from the following means:

- Use of Boxall Profile
- Observations of behavioural, social and emotional development
- Teacher assessment and experience of the pupil
- Foundation Stage Profile assessment results
- Assessment against age-related expectations, previous progress / attainment
- Standardised testing and assessments
- Assessments by a specialist service, such as Educational Psychology, LBAT/ASCT
- An existing Statement of SEN or Education, Health and Care plan
- Another school or LEA which has identified or has provided for special or additional needs

We know when a pupil may need further help if:

- ◇ Behaviour changes
- ◇ Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves
- ◇ Screening, as a result of a concern being raised, indicates gap in knowledge/skills
- ◇ Whole school tracking of attainment outcomes indicates a difference in the expected rate of progress, causing us to look deeper
- ◇ Observation of the pupil indicates that they have additional needs

This information gathering may include an early discussion with the pupil and their parents. These early discussions with parents will be structured in such a way that they develop a good understanding of the pupil's areas of strengths and difficulties; the parents' concerns; the agreed outcomes sought for the child and the next steps.

Determining Whether Special Educational Provision Is Required

Consideration of additional provision begins with establishing the desired outcomes for the pupil, including expected progress and attainment, along with the views and wishes of the pupil and their parents.

These outcomes guide decisions about the type of support needed and whether this can be met through adaptations to the school's core offer or whether additional or different provision is required.

A clear review date is set, and the pupil, parents and staff understand their roles in helping the pupil work towards the agreed outcomes.

The purpose of this early action is to remove barriers to learning and support the pupil in achieving the identified outcomes.

Where it is decided that a pupil does have SEND, this is recorded on the pupil's Individual Support Plan (ISP) and on the school's management system, BROMCOM.

Pupils identified as having SEND are placed on the SEND register, with their primary area of need clearly specified, and appropriate action is taken to reduce barriers and provide effective provision.

SEND support follows a graduated approach, a four-part cycle in which decisions and actions are continually revisited and refined as understanding of the pupil's needs grows. This cycle is: Assess – Plan – Do – Review.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties
- We take into account the parents' concerns and views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

How will my child's experiences and progress be communicated?

We will always share our observations about your child's wellbeing and progress with you, and we actively encourage you to share your thoughts with us in return. Individual Support Plans (ISPs) are reviewed and updated each term and will be sent home for you to read and discuss. Each plan outlines your child's SMART targets, along with a review of progress and identified next steps.

We warmly welcome your feedback and encourage you to talk about these targets both at home and with us, so that together we can support your child's ongoing development.:

Specific Measurable Achievable Relevant Time limited

Pupil Profiles and Individual Support Plans

- Each child helps create their own **Pupil Profile**, outlining what they enjoy about learning and the support they feel works best for them.
- Pupil Profiles are updated **annually** to reflect current needs, strengths and aspirations.

Individual Support Plans (ISPs)

- All pupils at **SEND Monitoring**, **SEND Support**, or with an **EHCP** have an Individual Support Plan.
- ISPs are created by the teacher **with the pupil** and set out the additional strategies used to meet their **SMART targets**.
- Examples of strategies include: extra thinking time, digital devices for recording ideas, writing slopes, laptops for written work, or highlighted resources to reduce working-memory load.

Working with Parents and Carers

- Parents are offered a **termly meeting** with the class teacher and/or SENCo to review provision and progress towards outcomes.
- Additional meetings are always welcomed; teachers and the SENCo are available to support each child and family as needed.

Communication and Support for Families

- The school provides **parent workshops** linked to the school improvement plan to support understanding of SEND.
- Regular communication between home and school ensures concerns are addressed promptly.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff working with a pupil are informed of their needs, desired outcomes, support strategies and required approaches, and we regularly review the effectiveness of this provision and its impact on progress. This information is recorded in the pupil's Individual Support Plan and reflected in their SMART targets.

5.5 Supporting pupils moving between phases and preparing for high school.

Reception staff meet with partner nursery settings before children start school, sharing any concerns with the SENCo, who will arrange further meetings if needed. For pupils joining from other schools, class teachers receive transition information, and the SENCo may contact the previous school to discuss SEND needs and provision.

Year 6 transition is led by the class teacher, with additional secondary school visits arranged where helpful. Both SENCos liaise to share the pupil's learning profile and current needs to support a smooth and settled start.

5.6 Our approach to teaching pupils with SEN

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils by a variety of supports.

We will also provide the following interventions:

- Speech and Language programmes provided by NHS speech therapists
- Precision Teaching
- Toe-by-toe
- Frequent Readers
- Sensory Cuits
- Friendship groups
- Forest School and outdoor learning
- Zones of Regulation
- Mindfulness
- Growth Mindset
- Nurture groups
- Play Therapy (external provision)

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Singleton Church of England Primary School is a single site school on one level and all classrooms can be accessed either by a ramp into some classrooms or level access through the main entrance.

There is one accessible toilet facility. We have made sure that there is good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions, within the constraints of our premises, so that the effects of hearing difficulties are minimised, for example part carpeting, blinds and quiet areas.

Children requiring equipment due to a disability will be assessed in order to gain the support they require.

5.8 Additional support for learning

We have teaching assistants across our school who are trained to deliver the interventions listed above. Our teaching assistants are allocated to support children who have a specific legal entitlement as stipulated by an EHC plan, or in support of an EHCNA. If not working with a child in this manner, teaching assistants will support pupils across the classroom, as directed by the needs identified for the session, using the teacher's expertise.

We work with the following agencies to provide support for pupils with SEN:

- Early Help
- Family Link Workers
- Advisory Teams
- Speech and Language Therapy
- School Nurse
- Occupational Therapists

5.9 Expertise and training of staff

Adults in our school have a range of certifications, from general teaching qualifications to specialist skills for delivering subject specific interventions. The SENCo holds the relevant SENCo qualification and attends a SENCo forum to remain up to date. All staff are encouraged to actively engage with training. Training needs are identified through Professional Development meetings and as and when a specific need may arise. Whole school training is also carefully planned into the School Improvement Plan.

We are always developing our skills and aim to broaden our expertise in a general way to improve the quality and breadth of provision we are capable of delivering, and of course we also respond to the needs of each individual child and seek training that will benefit and support their specific needs.

5.10 Securing equipment and facilities

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as IT where this is appropriate.

The school will ensure that the curriculum and extra- curricular activities are barrier free, as far as possible, and do not exclude any pupils.

Singleton Church of England Primary School tries to make all trips inclusive by planning in advance and using accessible places.

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate and in line with their EHCP.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO and headteacher/governing body
- Using provision maps
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All pupils are encouraged to take part in our residential trip(s) and fully participate in the life of the school through events including – sports days, Flourish outcomes, World Book Day, sponsored events and one-off celebrations/workshops and trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

The World Health Organisation defines mental health as a state of wellbeing in which individuals realise their potential, cope with everyday stresses, work productively and contribute to their community.

Pupils with SEMH needs may experience social and emotional difficulties that present as withdrawal, isolation or challenging behaviour, sometimes linked to underlying mental health issues such as anxiety, depression or medically unexplained symptoms.

Some pupils may also have conditions such as ADD, ADHD or attachment difficulties. Since the 2014 SEND Code of Practice, “behaviour” is no longer a standalone category; instead, behaviour is understood as a communication of unmet need across the four broad areas of SEND.

Our school recognises that challenging behaviour may signal an underlying need but does not automatically indicate a mental health condition or SEND.

Distressing life events can lead to temporary changes in a child’s behaviour and emotional wellbeing.

To meet the varied SEMH needs of our pupils, we provide a nurturing, caring and supportive environment where every child is valued, respected and encouraged to aspire, believe and succeed. We recognise that positive mental health is the foundation for pupils to fully engage with learning and opportunities in school.

We provide:

- Opportunities to participate in activities that encourage belonging.
- Have opportunities to participate in decision making.
- Have opportunities to celebrate academic and non-academic achievements.
- Have their unique talents and abilities identified and developed
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Have opportunities to reflect.
- Have access to appropriate support that meets their needs.
- Have a right to be in an environment that is safe, clean, attractive and well cared for.
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times.

We also have a zero-tolerance approach to bullying – please see our Behaviour and Relationships Policy.

5.14 Working with other agencies

Involvement of Specialists

Specialists may be consulted at any stage to support early identification and effective intervention. Their involvement is requested when a pupil makes limited progress over time or continues to work well below age-related expectations despite evidence-based support.

Parents are always involved in decisions to involve specialists, and all discussions and recommendations are recorded and shared with parents and staff.

The SENDCo, class teacher and specialists work together to consider appropriate strategies, interventions and resources to support progress.

They agree the intended outcomes and set a review date; support is adapted or replaced depending on its effectiveness.

If, despite targeted and sustained support, progress remains limited, the school or parents may consider requesting an Education, Health Care and Needs (EHCN) assessment.

5.15 School request for an Education, Health and Care Plan (EHCP)

If a child has not made expected progress, despite quality first teaching and a period of effective support (up to two terms) and interventions using the graduated approach - in agreement with the parents/carers, the school may request the local authority to conduct an assessment of education, health and care needs to determine whether it is necessary to prepare an Education, Health and Care Plan (EHCP) for the child.

An EHCP should be created for the child if the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to school.

Planning, provision, monitoring and review processes continue as before, while awaiting the outcome of the request.

5.16 Education, Health and Care Plan

For a small number of pupils with significant and complex needs that cannot be met from the school's resources, we may request a local authority assessment for an Education, Health and Care (EHC) plan. Pupils with an EHC plan will continue to receive school-based support alongside additional provision funded through the plan.

An Annual Review, chaired by the SENDCo, will assess the effectiveness of support and recommend any changes to the plan or funding.

Families with an EHC plan have the legal right to request a personal budget to purchase support identified in the plan. Parents can choose to manage this budget themselves through direct payments, or have it managed by agencies on their behalf.

Parents and young people have the right to request an Education, Health and Care needs assessment (EHCNA) directly from the local authority. This request can be made by the school, the parent, or the young person themselves. We will support families in understanding this process

and their options, ensuring they can make an informed choice about whether to pursue an EHCNA and what this pathway involves.

5.17 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. This may then be escalated to the SENDCo or the headteacher. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- ◇ [Exclusions and suspensions](#)
- ◇ [Provision of education and associated services](#)
- ◇ [Making reasonable adjustments, including the provision of auxiliary aids and services](#)

Where pupils or parents have concerns, they can contact the following people for further advice or support:

- ◇ [The class teacher\(s\)](#)
- ◇ [Anne Roberts SENCO](#)
- ◇ [Theresa Smyth Headteacher](#)

5.18 Contact details of support services for parents of pupils with SEN

[Click here](#) to access the page for WEST SUSSEX service to support parents.

[Click here](#) to access West Sussex's Local Offer Page.

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Smyth **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Brilliant Behaviour policy
- Disability Equality Scheme
- Intimate Care Policy