



Tickford Park Primary School

Special Educational Needs and Disability (SEND) Policy

Date: September 2025

Person Responsible for Policy: Headteacher Date of Approval: September 2024

Approved By: Full Governing Body

Cycle of Review: Annually

Date Next Review is Required: September 2026

Part of



1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

Make sure our school fully implements national legislation and guidance regarding pupils with SEND

Set out how our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.

The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.

The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

The governance guide for the Grand Union Partnership academy trust which sets out trustees' responsibilities for pupils with SEND.

The School Admissions Policy, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that include more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and Interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty

	<p>understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and Learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment

	These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.
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6. Roles and responsibilities

The SENCO

The SENCO at our school is Mrs Samara King.

They will:

Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.

Work with the Headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.

Have day-to-day 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.

Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided.

Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned.

When a pupil moves to a different school or institution, ensure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.

Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Make sure the school keeps its records of all pupils with SEND up to date and accurate.

With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.

With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.

With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

The governing body and the board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.

Do all it can to make sure that every pupil with SEND gets the support they need.

Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.

Inform parents/carers when the school is making special educational provision for their child.

Make sure that the school has arrangements in place to support any pupils with medical conditions.

Provide access to a broad and balanced curriculum.

Have a clear approach to identifying and responding to SEND.

Provide an annual report for parents/carers on their child's progress.

Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.

Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.

Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.

Determine their approach to using their resources to support the progress of pupils with SEND.

The SEND link governor

The SEND link governor is Hayley Seal

The SEND governor will:

Help to raise awareness of SEND issues at governing board meetings

Monitor the quality and effectiveness of SEND 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

The Headteacher

The Headteacher will:

Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.

Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.

Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.

Make sure that the SENCO has enough time to carry out their duties.

Have an overview of the needs of the current cohort of pupils on the SEND register.

With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.

With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and use these to reflect on and reinforce the quality of teaching.

Class teachers

Each class teacher is responsible for:

Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.

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 consider 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.

Ensuring they follow this SEND policy and the SEN information report.

Communicating with parents/carers regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

Parents and carers

Parents and carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress
- The school will consider the views of the parents or carers in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to

participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes where appropriate.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions.

The pupil's views will be considered when making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment; for example, wider development or social needs.

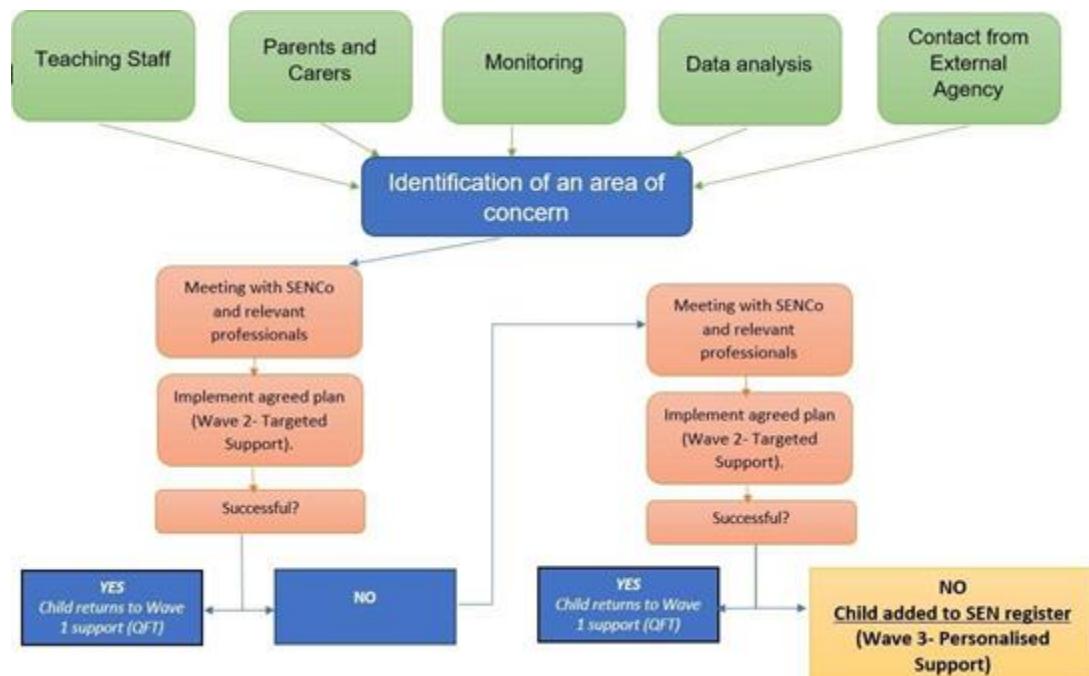
When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

This process can be summarised using the flow chart below.



If a pupil is joining the school, and:

Their previous setting has already identified that they have SEN

They are known to external agencies

They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Working in Partnership with parents and carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

The graduated approach to SEN support

Assess, Plan, Do and Review.

As part of the Graduated Approach all teachers with the support of the SENCO carry out the Assess, Plan, Do Review cycles for children who need Targeted, Personalised Support or Highly Personalised Support.

Assess:

- Working with the SENCO and the child's parents an analysis of the child's needs will be undertaken by the class teacher when trying to identify what SEND support is required.

- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the child's progress.
- This will be organised by the SENDCO with the agreement of the parents.

Plan:

When it has been decided to provide SEN support all parties will decide:

- the expected outcomes.
- what interventions and support that is required.
- the expected impact on progress, development or behaviour.
- on a review date.
- Plans will consider the views of the child.
- Parents will reinforce the provision by contributing to progress at home.

Do:

- The Class Teacher and the SENDCO oversee the implementation of the interventions as part of the agreed SEN support.
- The Class Teacher supported by the SENDCO assesses the child's response to the action taken.
- The SENCO offers continuous advice on the effective implementation of support.

Review:

- The effectiveness of the support and its impact on the child's progress is reviewed by the Class Teacher. The SENCO may also be involved.
- The views of the child are also taken into consideration.
- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress.
- All parties will agree to any specialist involvement if a child

continues to make less than expected progress.

- A school Support plan may be put into place if a child does not make the expected progress.
- An Education, Health and Care Plan assessment may be requested if a child still continues not to make the expected progress and fulfils the EHCP criteria.
- If a child has an Education, Health Care Plan, a review will take place annually.
- Detailed records will be maintained by the SENCO and teacher, which will be available to the child's parents.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEN provision

- The Headteacher and SENDCO report to Governors every term (progress, attainment, interventions, numbers).
- A child's IEP is reviewed every half term; IEPs are a working document and are amended as needed.
- SEND surgeries are carried out termly with class teachers.
- Children are involved in the review of their targets.
- SENDCO and assessment manager collect, collate, evaluate and analyse termly results for SEND children both as groups and individuals. Actions are created and distributed.
- Teachers continually assessing SEND children (using IEP targets and any other targets) and adjusting provision, teaching and learning accordingly.
- Annual reviews are held for children who have an EHCP

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

11. Expertise and training of staff

All school personnel and governors:

- Receive periodic training so that they are kept up to date with new information.
- Receive equal opportunities training on induction in order to improve

their understanding of the Equality Act 2010 and its implications.

- Have equal chances of training, career development and promotion.
- Receive training on this policy on induction which specifically covers:
 - The SEN Code of Practice.
 - The graduated approach.
 - Inclusion.
 - Differentiation.
 - Pupil tracking.
 - Working with pupils with SEND.
 - Safeguarding and Child Protection.
 - Intervention programmes.

Awareness training will be provided by the SENCO and by support teachers on specific topics and concerns.

12. Links with external professional agencies

Advice can be sought from the MK Inclusion and Intervention team, via an email advice service; as well as medical professionals through the NHS. These include:

- Social, Emotional and Mental Health.
- Social Communication.
- Cognition and Learning.
- Hearing impaired.
- Visually impaired.
- Speech and Language.
- Occupational Therapy
- Physiotherapy.
- School Nurse.
- Educational Psychologist.
- Children and Adolescent Mental Health Service (CAMHS).
- Charity organisations/support groups.

These services may become involved if a child does not make expected progress despite considerable input and adaptations. They will use the child's

records in order to establish, which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

13. Admission and accessibility arrangements

Accessibility at TPPS:

- We have a whole school accessibility plan
- We have two disabled toilets; one in Martin building and one in Aston building.
- The building is fully wheelchair accessible.
- There are blinds in every room, along with lighting which assists children with vision difficulties.
- There is a disabled parking bay in school car park.
- Steps and possible hazards in the outside area have been painted with yellow paint or highlighted with high-viz tape.
- We can create individual work stations if needed in the classroom or have access to individual work stations where needed. At Tickford Park we celebrate all children through our broad and balanced PSHE curriculum. This includes a planned Diversity week, and the inclusion of diversity and inclusion learning through the wider curriculum

For further information please see our Disability, Equality Scheme Accessibility Plan

14. Complaints about SEND provision

We hope that complaints about SEND provision will be rare. However, if there is any reason for you wishing to raise a complaint with regards to the SEND support within school, please contact the SENDCO. If you still have a concern, please contact the Head Teacher. If you do not feel your concerns have been satisfactorily resolved, please refer to the school's [Complaints Policy](#).

15. Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

Monitoring the policy

This policy will be reviewed by the SENDCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing body

16. Links with other policies and documents:

This policy links to the following:

SEN information report

The local offer

Accessibility plan

Behaviour policy

Equality information and objectives

Supporting pupils with medical conditions policy

Attendance policy

Safeguarding / child protection policy

Complaints policy