

Southridge First School

SEND Policy and Information Report

Special Educational Needs and
Disabilities Policy and Information
Report

Date of Adoption by the Governing Body:	Spring 2026
Date of future review:	Spring 2027

1. POLICY STATEMENT

This policy is in line with the Special Educational Needs and Disability (SEND) Code of Practice 0–25. It reflects the current Code (2015) as updated by the Department for Education on 12 September 2024, and sets out how Southridge First School implements statutory duties and best practice for inclusion.

2. OBJECTIVES OF THE GOVERNING BODY IN MAKING PROVISION FOR CHILDREN WITH SEND (Special Educational Needs and Disabilities)

- Have due regard to the SEND Code of Practice when carrying out its duties;
- Ensure that the SEND Governor is up to date and knowledgeable about the school's SEND policy and practice;
- Ensure that SEND is integral to strategic development planning and self-evaluation;
- Ensure the quality of SEND provision is continually monitored;
- Ensure that parents are notified when SEND provision is being made for their child and that their views are actively sought;
- Ensure that pupils' views are sought and acted upon in age-appropriate ways;
- Do its best to ensure that the necessary provision is made for any pupil who has SEND;
- Ensure that the needs of children are made known to staff who will work with them;
- Ensure that all staff are aware of the importance of early identification and effective provision;
- Ensure that pupils with SEND join in with the activities of the school alongside their peers wherever this is compatible with their needs and the efficient education of others and efficient use of resources.
- Ensure compliance with the SEN and Disability Regulations 2014, including the annual publication of the SEN Information Report under section 69 of the Children and Families Act 2014, and that the school website contains up-to-date SEND information.
- Champion staff development so that all staff receive regular training on SEND and inclusion in line with national reforms and expectations (2024–2026).

3. FUNDAMENTAL PRINCIPLES

The school is committed to equality of opportunity and provides full access to the National Curriculum for all pupils, including those with special educational needs and disabilities with modification as appropriate.

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability (D) if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or

- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The Code of Practice recognises four broad areas of need:

- **Cognition and Learning** (e.g., specific learning difficulties, moderate, severe, profound and multiple learning difficulties);
- **Social, Emotional and Mental Health** (e.g., anxiety, depression, ADHD, attachment difficulties);
- **Communication and Interaction** (e.g., speech, language and communication needs; autistic spectrum condition);
- **Sensory and/or Physical** (e.g., hearing impairment, vision impairment, physical disability, multi-sensory impairment).

4. INTENT, IMPLEMENTATION, AND IMPACT

4.1 INTENT

- To identify, through appropriate assessment, those pupils with SEND as early as possible;
- To ensure access to a broad, balanced and relevant curriculum with high expectations for all;
- To ensure that all pupils receive an education appropriate to their age, aptitude and ability;
- To ensure that SEND provision is effective in meeting pupils' needs;
- To ensure that pupils with SEND experience success and feel valued members of Southridge First School;
- To ensure equality of educational opportunity through an appropriately adapted curriculum;
- To ensure early identification, including screening for speech, language and communication needs and other indicators, so that interventions begin promptly.
- To build staff capability through regular SEND and inclusion training, including the effective use of reasonable adjustments and assistive technology where appropriate.

4.2 IMPLEMENTATION

Southridge First School works within the graduated response framework to support those with SEND.



In line with the SEND Code of Practice, the graduated approach begins with high quality, inclusive class based teaching from which the vast majority of children will make

good progress.

Children who are identified as needing more support will benefit from the **Assess, Plan, Do, Review** cycle where their needs are accurately assessed and evidence based strategies are put in place for their support.

In Southridge First School, these plans are known as individual education plans (IEPs). We liaise with parents in the setting and reviewing of targets, a cycle which usually takes place once a term.

Assess

All teachers are responsible for identifying pupils with SEND.

The class teacher, working with the support and guidance of the SENDCo, has responsibility for the prompt identification of those pupils who may have special educational needs.

Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. Teachers may use any of the following

as a means to identify a need;

- evidence obtained by teacher observation/assessment
- their performance in National Curriculum age related expectations
- standardised screening or assessment tools, such as Sandwell Numeracy Assessment, Salford Reading test, SATS etc. records from pupil's previous school
- information from parents/carers.
- information from health professionals such as paediatricians and health visitors

A pupil's individual needs will be assessed as soon as cause for concern has been raised.

Assessments will always take place within school and will take different forms according to the identified area of need.

When it is considered necessary, colleagues from the following support services may be invited to help assess and provide targets for pupils with SEND;

- Dyslexia /Dyscalculia Team
- Educational Psychologists
- Behavioural support services
- Speech therapists
- Language and Communication team
- Connect Mental Health Team
- CAMHS [Child and Adolescent Mental Health Service]

Parents will always be informed before such a referral takes place and will be provided with a detailed report of the findings.

In addition, important links are in place with the following organisations:

- School Attendance Officer
- School Nurse
- Children's Services

Plan

Class teachers will create a bespoke plan (IEP) to meet the needs of the child once the assessments have been completed and the area of need is clear.

The targets included in the plan will be SMART (Specific, Measurable, Achievable, Relevant and Time bound).

If a professional outside agency has provided a report and recommendations, those recommendations will be reflected in the IEP targets.

For some children, who require adjustments to daily teaching practices in order to be successful, but who are not expected to work towards a measurable target, teachers will write a Pupil Passport. This document will be co-created with pupils and parents and reviewed termly. The information on this passport will be shared with visiting teachers in order that adjustments are correctly and consistently applied for those pupils who require them.

Parents are encouraged to take an active role in the planning process and will be invited to read and discuss the IEP with the class teacher before it is implemented.

Do

The SENDCO will ensure that the school provides appropriate support to those with special educational needs and disabilities.

The class teacher remains responsible for working with the child on a daily basis as well as for their progress and attainment.

Because every child is different, the means of support will differ according to their particular need. Types of support may include (but not be limited to);

- Differentiated tasks to complete in class
- Pre-teaching sessions
- Time-limited 1:1 or small group interventions, led by a teacher or a teaching assistant outside of whole class teaching
- 1:1 or small group adult support in class
- Support from specialists within class or as a part of a

withdrawal programme. **Review**

Class teachers will assess the progress made towards each of the IEP targets termly.

Teacher's will use a range of strategies to make their assessments, most of which will form part of their normal classroom practice. In most cases, children will not be aware that an assessment has been carried out.

The IEP review will be shared with parents, and the next steps agreed.

The effectiveness of interventions and the impact they have on pupil progress will be evaluated regularly by the SENDCO and the senior leadership team (SLT).

Pupil Passports will be reviewed termly with parents.

If an outside professional agency is involved and has set targets in their report, they will come into school to assess the child's progress towards those targets. This process is separate to the IEP review and will often require the child to be withdrawn from class for a short period of time. Findings from these assessments will be shared directly with parents at whichever point in the academic year they occur.

English as an Additional Language (EAL)

Particular care is taken with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from SEND. It will be necessary to assess their proficiency in English before planning any additional

support that may be required. The school may choose to employ the services of the Ethnic Minority and Traveller Achievement Service (EMTAS) team which forms part of the Local Offer to support pupils with EAL.

Education, Health and Care Plans (EHCPs)

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs. The assessment for an EHC plan is conducted by the Local Authority. The review schedule is annual for children aged 5 and over, and 6 monthly for those under 5 years of age.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCo will ensure that records are accurately maintained through individual education plans (IEP's) and review cycle.

Each class teacher keeps a copy of the IEP, and the IEP is stored digitally within 'Provision Map'. Other relevant documentation is made available to class teachers via the secure storage function within the school's digital 'Provision Map' system.

The SENDCo keeps digital copies of all documentation in a secure folder within the school's Google Drive. On transfer to another educational setting, records are shared securely with receiving settings. Records are archived when a pupil leaves and retained in line with statutory requirements (normally up to 25 years from date of birth). All personal data is processed lawfully, fairly and transparently in line with UK GDPR and the Data Protection Act 2018; access is restricted to staff with a legitimate educational need.

IEPs are shared with parents digitally through 'Provision Map' and any other relevant documentation is shared as appropriate.

In addition to these records a pupil's profile may also contain:

- information from a previous school
- information from parents
- information on progress and behaviour
- pupil's own perception of difficulties (pupil participation)
- information from health/social services
- information from other agencies

4.3 IMPACT

At Southridge First School we believe that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfillment of potential.

We believe our approach to SEND support will enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into the next phase of their education.

We evidence inclusion and SEND through:

- Learning walks and work scrutiny that show adaptations in everyday teaching;
- Case sampling of pupils with SEND and those facing barriers to learning;
- SENCO leadership evidence (training, monitoring, staff support, strategic plans);
- Published SEN Information Report that is current and compliant;
 - Impact measures: progress against IEP outcomes, attendance, behaviour, and qualitative pupil/parent feedback.

5. ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND. Pupils with SEND, including those without EHC plans, are treated as fairly as all other applicants and considered in line with the School Admissions Code and Equality Act 2010.

Admission will not be refused on the grounds of SEND, disability or because reasonable adjustments and support may be required. Where a pupil has an EHC plan, the local authority consults the school; we will admit the pupil unless it would be unsuitable for their age, ability, aptitude or SEND, or incompatible with the efficient education of others and there are no reasonable steps we could take to avoid that incompatibility.

The Governing Body of Southridge First School has a duty to plan to increase the accessibility of the school by producing an Accessibility Plan. (The School has produced a Single Equality Scheme and Action Plan which encompasses the Accessibility Plan)

This plan covers the improvement of the physical environment for disabled pupils; increasing the extent to which disabled pupils can participate in the curriculum and improve the information provided to pupils with a disability in formats which take account of views expressed by pupils/ parents. It ensures that pupils are not put at a substantial disadvantage in comparison to pupils who are not disabled. This is known as the 'reasonable adjustment' duty.

Children with SEN who are 'Looked After' by the LA are admitted to Southridge in line with the LA admissions criteria.

6. THE SEND CO-ORDINATOR

The designated teacher with day-to-day responsibility for the SEND policy is Mrs Statham (SENDCo). She can be contacted via the school office (0191 917 6665).

The SENDCo holds the National Award for SEN Coordination and is allocated protected leadership time to manage SEND provision, lead staff development and quality assure practice across the school.

The SENDCo is a member of the Senior Leadership Team, with strategic responsibility for inclusive practice, compliance (policy and SEN Information Report), and the graduated response.

7. GOVERNOR RESPONSIBLE FOR SEND

The Governor with responsibility for SEND is Ms Williams. She can be contacted through the Southridge First School office. Ms Williams works closely with the SENDCo on the development and evaluation of the policy.

The governing body receives termly reports on: the profile of need; progress and outcomes; attendance and exclusions; staff training; and compliance with statutory publishing requirements. Monitoring aligns with Ofsted's inclusion evaluation area and the SEN Information Report duties.

8. COMPLAINTS PROCEDURE

Concerns about a child's SEND provision should be raised with the class teacher in the first instance. If issues remain, parents/carers should meet with the SENDCO and/or Headteacher. If unresolved, the school's Complaints Policy sets out the formal process, including reference to the SEND Governor and the Governing Body.

Parents and young people retain the right to seek impartial information, advice and support (e.g., through the local SENDIASS), to consider disagreement resolution or mediation in relation to EHC processes, and to appeal to the First-tier Tribunal (SEND) on matters within its jurisdiction.

9. TRANSFER TO OTHER SCHOOLS

The school makes every effort to ensure a smooth transfer from one school to another for all pupils. To ensure the smooth transfer for pupils with SEND Southridge First School will:

- Ensure that all pupils are given the opportunity and are encouraged to visit the new school prior to entry. Special visiting arrangements can be made for those pupils with SEND.
- Ensure that all pupils are given the opportunity and are encouraged to visit the middle school of their choice prior to entry. Special visiting arrangements can be made for those pupils with SEND if it is deemed appropriate. This usually happens throughout the final term in Y4.

- Ensure that all relevant information/records are sent promptly to receiving schools.
- Ensure that all teachers are given relevant information on pupils with SEND when they enter school.
- Invite staff from Middle Schools and Special Schools, where appropriate, to attend final annual review at Southridge First School for SEND pupils.

10. SPECIAL FACILITIES/DDA COMPLIANCE

The school is a single storey building and is easily accessible to users of wheelchairs. There are two disabled toilets in school with one being situated next to the school office and the other in Early Years. Ramp access for wheelchair users and those who have mobility difficulties, is available to the mobile buildings around the site and to most entrances.

11. INCLUSION

We operate an inclusive policy that endorses equal opportunities and inclusive education. Programmes of study are adapted so that all pupils are offered appropriately challenging work according to their diverse learning needs.

We pay particular attention to pupils who are disadvantaged, have SEND, are looked-after/previously looked-after, are known to children's social care, or face other barriers to learning and well-being. Inclusion is reflected across curriculum design, teaching, assessment, behaviour and relationships, and wider personal development.

12. SAFEGUARDING

We recognise that some children with SEND may be more vulnerable to abuse and harm. Staff remain alert to changes in behaviour, presentation or attendance and act in line with the school's Child Protection and Safeguarding Policy and statutory guidance (Keeping Children Safe in Education – latest version).

We ensure appropriate communication support, reasonable adjustments and multi-agency working so pupils with SEND can report concerns and receive timely help, including for online safety and child-on-child abuse.

13. RESOURCE ALLOCATION TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Funding to deliver high-quality education to pupils with SEND is identified within the school budget and is monitored by the Governing Body. Additional staffing is used for individual, small-group and in-class support. We deploy trained teaching assistants and HLTAs to deliver evidence-informed interventions.

All staff receive regular training on SEND and inclusion, with an expectation that every teacher develops capability to adapt teaching for a wide range of needs. Training includes effective classroom adaptations, early identification and intervention, and the use of assistive technology where appropriate.

14. THE ROLE OF THE SENDCO

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include;

- Overseeing the day-to-day operation of the SEND policy;
- Coordinating provision for pupils with SEND;
- Advising and supporting colleagues and support staff;
- Overseeing and quality assuring pupils' records;
- Liaising with parents/carers;
- Contributing to and delivering staff training;
- Liaising with external agencies and services,
- Reporting to SLT and governors on impact and compliance (including the SEN Information Report).

For effective co-ordination staff must be aware of:

- the roles of the Headteacher, SENDCO, Governing Body and Class Teacher
- the responsibility all teachers have in making provision for SEND pupils
 - the commitment required by staff to keep the SENDCO well informed about pupils' progress
- mechanisms that exist to allow teachers access to information about SEND pupils
- the procedure by which parents are informed and the subsequent SEND provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co ordination, and how they can provide additional information when and if required.

15 THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

- ensuring that provision of a high standard is made for pupils with SEND
- ensuring that SEND pupils are fully involved in school activities
- having regard to the Code of Practice when carrying out these responsibilities
 - being fully involved in developing and subsequently reviewing SEND policy
 - reporting to parents on the school's SEND policy including the allocation of resources from the school's budget.

16. THE ROLE OF THE CLASSTEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for pupils with SEND
- collaborating with the SENDCO to decide the action required to assist the pupil to progress
- working with the SENDCO to collect all available information on the pupil
- in collaboration with the SENDCO, develop IEPs for pupils with SEND
- providing differentiated class work
- working with pupils with SEND to deliver the individual programme set out in the IEP
- developing constructive relationships with parents
- being involved in the development of the school's SEND policy
- ensuring statutory publishing: the SEN Information Report is updated at least annually and the SEND Policy is reviewed on schedule.

17. THE ROLE OF THE HEADTEACHER

The Headteacher's responsibilities include:

- the day-to-day management of all aspects of the school including SEND provision;
- keeping the Governing Body well informed about SEND within the school;
- working closely with the SENDCO/SEND team;
- ensuring parents are informed of the fact that SEND provision has been made for their child;
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education;
- ensuring a whole-school culture of inclusion and high expectations; securing staff training and resourcing in line with national reforms.

18. LINKS WITH SCHOOLS / EXTERNAL AGENCIES

The SENDCO attends locality/LA SENDCO networks and works with feeder and receiving schools to ensure smooth transition. We liaise with external services including Educational Psychology, Speech and Language Therapy, occupational therapy, CAMHS/mental health services, social care and other relevant agencies. Where appropriate, additional visits, photographic booklets and social stories are used to support transition.

19 SEND POLICY REVIEW

The school considers the SEND policy document to be important and, in conjunction with the Governing Body, undertake a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Reviewed by Governors -February 2026

Next Review Date – Spring 2027

Equality Impact Assessment

1. Name of the change, strategy, project or policy:		SEND Policy	
2. Name of person completing this form:		Lucy Statham	
3. Has the policy/practice been assessed to consider any negative impact on the key groups?			
<p>Yes. The school is committed to equality of opportunity and provides full access to the National Curriculum for all pupils, including those with special educational needs and disabilities with modification as appropriate The School will fulfil its obligations to equality by approaching its practices in relation to the management of SEND in a fair and consistent manner.</p>			
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.			
Equality Target Group (circle):	Negative impact – it could disadvantage	Reason	
Race	None		
Religion/belief	None		
Disability	None		
Gender	None		
Sexual Orientation	None		
Age	None		
5		Yes	No
Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.		NA	NA

Is the impact intended?	NA	NA
6 Could you minimise or improve any negative impact? Use the space below to detail how.		
NA		
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?		
NA		
8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?		
NA		

PART B) To be completed when assessment and consultation has been carried out

<p>9a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.</p> <p>9b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?</p>				
<p>The Governing Body will receive information periodically from the Headteacher and SENDCO regarding SEND. This policy will be kept under annual review.</p>				
<p>9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?</p>	Yes	✓	No	As described above