

Kettlefields Primary School



Special Educational Needs and Disabilities (SEND) and Inclusion Policy

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Compliance

This policy complies with the statutory requirements and guidance set out in the **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015, updated 2024)** and has been written with reference to the following legislation, statutory guidance and local guidance:

- **Children and Families Act 2014 – Part 3: Children and young people in England with special educational needs or disabilities**
- **Special Educational Needs and Disability Regulations 2014**
- **Special Educational Needs and Disability Code of Practice: 0 to 25 years**
- **Equality Act 2010**, including the duty to make reasonable adjustments and the Public Sector Equality Duty
- **The Special Educational Needs and Disability (Information) Regulations 2014**, including requirements relating to the school's SEN Information Report
- **The Special Educational Needs Co-ordinator (SENCO) Regulations and current statutory requirements relating to the SENCO role**
- **Supporting pupils at school with medical conditions – statutory guidance**
- **Keeping Children Safe in Education (KCSIE) – current statutory guidance**
- **Working Together to Safeguard Children – current statutory guidance**
- **The National Curriculum in England**, where relevant to the provision and inclusion of pupils with SEND
- **Cambridgeshire County Council SEND guidance**, including the local graduated approach and SEND Local Offer
- **Cambridgeshire County Council guidance on the identification, assessment and support of pupils with SEND**
- The school's **Safeguarding and Child Protection Policy**
- The school's **Equality Policy**
- The school's **Accessibility Plan**
- The school's **Medical Conditions Policy**
- The school's **SEND Information Report**

This policy should be read alongside the school's other relevant policies and procedures. It will be reviewed regularly and updated in response to changes in legislation, statutory guidance and local authority guidance.

SENDco: Mrs Laura Arbon (larbon@kettlefields.cambs.sch.uk)

The SENDco has completed the National Award for SEN Coordination in October 2018.

Our Vision

Our vision for SEND:

At Kettlefields, we believe that every child is unique, valued, and capable of success. Our vision for Special Educational Needs and Disabilities (SEND) is rooted in inclusion, relationships, and communication.

We strive to create a nurturing and aspirational environment where all pupils can thrive- academically, socially, and emotionally.

We celebrate every achievement, recognising that success looks different for each child. Through strong partnerships with families, professionals, and the wider community, we ensure that pupils' voices are heard and their needs are understood.

Our aim is to break down barriers to learning, promote independence, and empower every pupil to develop confidence, resilience, and a lifelong love of learning. By fostering empathy, understanding, and respect across our school, we build a community where everyone belongs and is supported to reach their full potential.

Every child is unique and every child matters!

Introduction

At Kettlefields Primary School, we are committed to providing an inclusive education in which **every child is valued, understood and supported to achieve their potential**. We recognise that children have different strengths, needs and starting points and that, for some pupils, additional support or adjustments may be required to enable them to participate fully and make progress.

The **SEND Code of Practice: 0 to 25 years** states that:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.’

A child or young person has a learning difficulty or disability 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 them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

We recognise that **special educational needs can arise from a range of factors** and may affect a child's communication and interaction, cognition and learning, social, emotional and mental health, and/or sensory or physical development. Some

children may require support throughout their time at school, while others may require additional support for a shorter period as their needs change.

Our starting point is **high-quality, inclusive teaching for all pupils**. Teachers plan for the diverse needs of their pupils through adaptive teaching, appropriate challenge, reasonable adjustments and carefully considered support. Where a pupil requires provision that is additional to or different from that ordinarily available to their peers, we use a **graduated approach of Assess, Plan, Do and Review (APDR)** to identify needs, plan appropriate support, monitor its impact and review provision.

We aim to identify and reduce barriers to learning as early as possible, working in partnership with pupils, parents and carers and, where appropriate, external professionals. We recognise that **success looks different for each child** and therefore focus on individual progress, participation, independence, wellbeing and the development of each pupil's strengths and potential, rather than solely on attainment in comparison with their peers.

Our approach is rooted in **inclusion, relationships and communication**. We recognise the importance of positive relationships, emotional wellbeing and regulation in enabling children to learn and participate successfully. Our practice is informed by **Cambridgeshire Therapeutic Thinking**, which supports our commitment to understanding children's needs, promoting positive relationships and creating safe, supportive and inclusive learning environments.

The school will ensure that parents and carers are informed when it is identified that their child requires SEN Support and will work with them, and with the child wherever appropriate, to plan and review provision. **Pupil voice and family partnership** are valued throughout this process.

Pupils with SEND will be admitted to Kettlefields Primary School in accordance with the school's **Admissions Policy** and the relevant local authority arrangements. The school will make reasonable adjustments and take appropriate steps to ensure that pupils with SEND can access the curriculum, school environment and wider opportunities offered by the school.

This SEND Policy should be read alongside the school's **SEND Information Report**, Accessibility Plan, Equality Policy, Safeguarding and Child Protection Policy, Medical Conditions Policy and other relevant policies and procedures.

Aims and Objectives

Our specific objectives for our SEND policy are to:

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

Our school aims to:

- **Value every pupil as an individual**, recognising and celebrating their strengths, achievements and differences.
- **Enable every child to experience success** in an inclusive environment that meets their individual needs, while maintaining high aspirations and expectations for all pupils, irrespective of SEND status.
- **Ensure that all pupils with SEND have access to a broad, balanced and ambitious curriculum** that is appropriately adapted to meet their individual needs and provides coherence, progression and appropriate challenge.
- **Enable all children to participate fully** in the curriculum and in all aspects of school life.
- **Promote confidence, independence, resilience and a positive attitude towards learning.**
- **Involve pupils, parents and carers** in identifying needs, planning support and reviewing progress and provision.
- **Work collaboratively with parents, carers, other professionals and support services**, where appropriate, to ensure that pupils' needs are understood and effectively supported.
- **Use a graduated approach of Assess, Plan, Do and Review** to identify needs, plan appropriate provision, monitor its impact and review pupils' progress and needs.
- **Ensure that pupils' views, wishes and feelings are listened to and taken into account**, in an age- and developmentally appropriate way.
- **Ensure that all staff and governors understand and fulfil their responsibilities for SEND**, promoting a consistent and inclusive approach across the school.
- **Promote effective partnership working with external agencies and professionals**, where appropriate.
- **Identify and reduce barriers to learning and participation**, making reasonable adjustments where required to enable pupils with SEND to access learning and wider school opportunities.

The four broad areas of need

The **SEND Code of Practice: 0 to 25 years** identifies four broad areas of need. These areas are not mutually exclusive, and a pupil may have needs across more than one area. Identifying a broad area of need helps the school to understand a pupil's needs and plan appropriate support; it should not be used to label or categorise a child.

Area of Need:	Examples of difficulties
Communication and interaction	Speech, language and communication needs (SLCN); difficulties with social communication and interaction; autism spectrum condition (ASC)
2. Cognition and learning	Learning difficulties, including moderate, severe and profound and multiple learning difficulties; specific learning difficulties (SpLD), such as dyslexia, dyscalculia and developmental coordination difficulties (often referred to as dyspraxia).
3. Social, Emotional and Mental Health Difficulties	Difficulties with emotional regulation, anxiety, low mood, relationships, attention and concentration, social interaction and behaviour. These may be associated with a range of underlying needs or conditions, including attention deficit hyperactivity disorder (ADHD).
4. Sensory and/or physical Needs	Hearing impairment; visual impairment; multi-sensory impairment; physical disability and sensory needs which affect access to learning or participation.

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) may have difficulty communicating with others. This may include difficulties expressing themselves, understanding what is said to them, or understanding and using the social rules of communication. The profile of every child with SLCN is different, and their needs may change over time. A pupil may experience difficulties with one, some or all aspects of speech, language and communication.

Children and young people with autism spectrum condition (ASC) are likely to have particular difficulties with social communication and interaction. They may also

experience differences in language, communication, flexibility, sensory processing and social understanding, which can affect how they relate to and interact with others.

2. Cognition and Learning

Support for cognition and learning may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptation and high-quality teaching.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in many areas of the curriculum and may have associated difficulties with mobility and communication, and profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties alongside other significant needs.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. These may include dyslexia, dyscalculia and developmental coordination difficulties (often referred to as dyspraxia).

3. Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which can affect their wellbeing, relationships, behaviour, engagement and learning. These may include difficulties with emotional regulation, anxiety, low mood, attention and concentration, social interaction and relationships.

Such difficulties may present in different ways, including withdrawal, avoidance, changes in behaviour, difficulties with regulation or behaviours that communicate an unmet need. Behaviour itself is not considered a special educational need; rather, it may indicate that a child has an underlying need, experience or barrier which requires further understanding and support.

Some children may have recognised conditions such as attention deficit hyperactivity disorder (ADHD). However, a diagnosis is not required for a child to receive appropriate support for their needs.

4. Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability or sensory or physical need which prevents or hinders them from making use of the educational facilities generally provided.

Children and young people with visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) may require specialist support, adaptations or equipment to access their learning and participate fully in school life.

Some children and young people with a physical disability (PD) may require additional ongoing support, adaptations or equipment to access the opportunities available to their peers.

Factors which may affect learning but do not, in themselves, constitute SEND

We recognise that there are factors which may affect a pupil's progress, attainment, wellbeing or access to learning but which do not, in themselves, constitute a special educational need.

These may include:

- Disability, where the pupil does not have a learning difficulty or disability requiring special educational provision. The Equality Act 2010 places duties on schools to make reasonable adjustments for disabled pupils.
- Attendance and punctuality difficulties.
- Health and welfare needs.
- English as an additional language (EAL).
- Being in receipt of Pupil Premium.
- Being a child who is looked after or previously looked after.
- Being a child of a service family.

However, pupils may experience more than one of these factors alongside SEND. The school will consider each pupil's individual circumstances and identify whether additional or different provision is required.

Behaviour and SEND

The identification of behaviour as a special educational need in itself is not appropriate. Where a pupil presents with behaviour that causes concern, the school will seek to understand the underlying needs, experiences, communication, regulation difficulties or barriers to learning that may be contributing to the behaviour.

Our approach is informed by **Cambridgeshire Therapeutic Thinking** and recognises that behaviour can be a form of communication. Staff will consider the individual context and needs of the child and respond in a supportive, relational and inclusive way.

Further information about the school's approach to behaviour, relationships and regulation can be found in the **Behaviour Policy**.

Roles and Responsibilities

Effective provision for pupils with SEND is the responsibility of the whole school community. All staff, governors, pupils and parents/carers have an important role to play in promoting an inclusive approach and ensuring that pupils with SEND are supported to participate, progress and achieve.

Headteacher

The Headteacher:

- Has overall responsibility for ensuring that the school's SEND provision is effectively implemented and that the school meets its statutory responsibilities in relation to SEND.
- Ensures that SEND is reflected in the school's strategic development and improvement planning.
- Works closely with the SENDCo and Governing Body to monitor and evaluate the effectiveness of SEND provision.
- Ensures that staff have appropriate support, training and professional development to meet the needs of pupils with SEND.
- Promotes a culture of inclusion, high expectations and positive outcomes for all pupils.
- Seeks and shares good practice across the school and, where appropriate, with other schools and professionals.
- Keeps the Governing Body fully informed about SEND provision and developments within the school.

Class Teachers

Class teachers have day-to-day responsibility for the education and progress of all pupils in their class, including those with SEND. They:

- Provide high-quality, inclusive and adaptive teaching that responds to the diverse needs of pupils.
- Recognise that they have responsibility for meeting the needs of pupils with SEND in their class and make appropriate adaptations to teaching, learning and the classroom environment.
- Contribute to the identification of pupils' needs and the assessment of their progress.
- Plan, implement and review appropriate support and provision, including contributing to APDR plans where appropriate.
- Work in partnership with the SENDCo, pupils, parents/carers and other professionals to support pupils with SEND.
- Ensure that relevant assessment and progress information is collected, recorded, updated and used to inform teaching and provision.
- Contribute to the development and implementation of the school's SEND Policy and SEND Information Report.

- Participate in relevant training and professional development to develop their understanding and practice in relation to SEND.
- Ensure that information relating to individual pupils with SEND is understood and used effectively to support their learning and wellbeing.

Special Educational Needs Co-ordinator (SENDCo)

The SENDCo is Laura Arbon. Her responsibilities include: coordinating the school's provision for pupils with SEND and for providing professional guidance to colleagues, working closely with pupils, parents/carers, the Headteacher, Governing Body and external professionals.

The SENDCo's responsibilities include:

- Managing and maintaining the school's SEND Register and reviewing it regularly to ensure that:
- pupils identified as having SEND are recorded appropriately and promptly;
- the register remains accurate and reflects pupils currently attending the school;
- relevant staff are aware of pupils identified as having SEND and their areas of need;
- information can inform pupil progress discussions and planning;
- current assessment and progress information is reflected appropriately.

Coordination and support

- Keeping up to date with SEND legislation, guidance, research and effective practice, and sharing relevant information with colleagues.
- Advising and supporting staff in identifying, assessing and meeting the needs of pupils with SEND.
- Coordinating SEND provision across the school and monitoring its effectiveness.
- Supporting staff in the use of the graduated approach and APDR.
- Ensuring that appropriate records relating to pupils with SEND are maintained and reviewed.
- Working with pupils to ensure that their views, wishes and feelings are heard and considered in planning and reviewing support.
- Working in partnership with parents and carers and ensuring that they are appropriately involved in decisions about their child's SEND provision.
- Liaising with external agencies and professionals, including specialist teaching teams, educational psychologists, speech and language therapists, health professionals and SENDCos in other settings, where appropriate.
- Overseeing and reviewing the school's SEND Policy and SEND Information Report.
- Contributing to the identification of staff training needs and supporting a whole-school approach to SEND.

- Supporting transition arrangements for pupils with SEND between classes, phases and settings.
- Working with the Headteacher and Governing Body to monitor and evaluate the effectiveness of SEND provision.

Pupils

Pupils are encouraged to participate actively in their education and to:

- Develop an understanding of and respect for the different strengths, needs and experiences of others.
- Share their views, wishes and feelings about their education and support in an age- and developmentally appropriate way.
- Take part, where appropriate, in planning and reviewing their provision, targets and progress.
- Develop independence and confidence in communicating their needs and seeking support.

Parents and Carers

Parents and carers are encouraged to:

- Work in partnership with the school to support their child's learning, development and wellbeing.
- Share relevant information about their child's strengths, needs and experiences with the school.
- Participate in discussions about their child's needs, provision, targets and progress.
- Support their child's learning and development at home where appropriate.
- Communicate openly with the school and work collaboratively to identify and address any emerging concerns.

The school will take a proactive approach to communicating with and consulting parents and carers and will value their knowledge and understanding of their child.

The Governing Body

The Governing Body has overall responsibility for ensuring that the school meets its statutory duties in relation to pupils with SEND and that appropriate provision is made in accordance with the SEND Code of Practice and relevant legislation.

The Governing Body has a named Governor with responsibility for SEND and inclusion. The SEND Governor liaises with the SENDCo and Headteacher to develop an appropriate understanding of SEND provision across the school and contribute to monitoring its effectiveness.

The Governing Body will:

- **Ensure that SEND is considered** as part of the school's wider strategic development and improvement planning.
- **Monitor the effectiveness of the school's SEND provision** and the implementation of this policy.
- **Ensure that appropriate resources and support are available** to meet the needs of pupils with SEND.
- **Ensure that the SENDCo has appropriate support** and access to relevant professional development.
- **Work with the SENDCo and Headteacher** to understand the strengths and areas for development within the school's SEND provision.

Parent / Carer Partnership

Kettlefields Primary School values strong, respectful and collaborative partnerships with parents and carers. We recognise that parents and carers have detailed knowledge of their child and that working together helps us to develop a fuller understanding of their strengths, needs, experiences and aspirations.

We will involve parents and carers as early as possible when concerns arise and throughout the process of identifying, planning, providing and reviewing support for their child. We will seek their views and take them into account when making decisions about their child's education and provision, alongside the views, wishes and feelings of the child.

We aim to provide clear, accessible and user-friendly information and to communicate openly with families. Where external advice or support is considered appropriate, we will normally discuss this with parents and carers and involve them in the process. Information will be shared in accordance with relevant legislation, school procedures and safeguarding requirements.

Our partnership with parents and carers is based on:

- **Respecting and valuing their knowledge and understanding of their child.**
- **Listening to and acting upon parents' and carers' views and concerns.**
- **Involving families in identifying needs, planning support and reviewing progress and provision.**
- **Communicating openly and regularly**, using accessible information and appropriate methods of communication.
- **Working collaboratively to identify and reduce barriers to learning and participation.**
- **Celebrating strengths, achievements and progress**, recognising that success looks different for every child.
- **Working together to promote pupils' independence, confidence, wellbeing and engagement in learning.**

These principles reflect the expectations of the SEND Code of Practice: 0 to 25 years and our commitment to working in partnership with families.

Parental Concerns

We encourage parents and carers to raise any concerns about their child's SEND provision as soon as possible so that we can work together to resolve them.

In the first instance, parents or carers should contact their child's **class teacher**, who will discuss the concern with them and, where appropriate, involve the SENDCo.

Where a concern relates to the school's SEND provision and cannot be resolved through discussion with the class teacher, parents or carers can request a meeting with the **SENDCo**.

If concerns remain unresolved, parents or carers may request a meeting with the **Headteacher**. Where appropriate, concerns can then be raised through the school's formal complaints procedure or with the **Governing Body**, in accordance with the school's Complaints Policy.

Parents and carers can also seek independent information, advice and support from **SENDIASS (SEND Information, Advice and Support Service)**. The service provides impartial information, advice and support to children and young people with SEND and their parents and carers.

The school will aim to respond to concerns promptly, respectfully and collaboratively, with the shared aim of achieving the best possible outcome for the child.

Inclusive Teaching and Adaptation

At Kettlefields Primary School, we recognise that pupils learn in different ways and at different rates. Our starting point is high-quality, inclusive teaching that provides appropriate challenge, support and opportunities for all pupils to make progress.

Teachers use their knowledge of individual pupils to adapt teaching, learning activities, resources, the classroom environment and, where appropriate, the way in which learning is presented or recorded. Adaptations are made to remove barriers to learning and enable pupils to participate fully, while maintaining high expectations and ambition.

Adaptation may include changes to the level of support, modelling, questioning, resources, language, task structure, pace or learning environment. Where appropriate, pupils may require additional or different provision beyond the adaptations ordinarily available through high-quality teaching.

All staff share responsibility for identifying barriers to learning and recognising when a pupil may require additional support. The SENDCo works alongside staff to support the identification of needs, advise on appropriate provision and coordinate additional support where required.

The progress and wellbeing of all pupils are monitored regularly. Where concerns arise, staff will consider the pupil's strengths, needs, progress and the effectiveness of existing provision and, where appropriate, use the school's graduated approach to plan and review further support.

Tracking Pupil Progress

The progress and attainment of all pupils are recorded, tracked and monitored regularly. This includes termly **Pupil Progress Meetings** involving the class teacher, SENDCo and Headteacher.

Where a pupil's progress, attainment, engagement or wider development gives cause for concern, staff will discuss the pupil's needs and consider whether additional assessment, adaptation or support is required. This may form part of the school's **graduated approach of Assess, Plan, Do and Review (APDR)**.

Pupil progress and the impact of additional provision are monitored over time. Where an intervention or additional provision is put in place, its purpose, impact and outcomes are reviewed and provision is adjusted as appropriate.

Progress information is used alongside professional knowledge, assessment, observations, pupil voice and information from parents and carers to build a holistic understanding of the pupil and inform future planning.

Identification, Assessment, Monitoring and Review Arrangements

Identification of Pupils with SEND

A pupil may be identified as having SEND where their needs meet the definition set out in the SEND Code of Practice and where they require special educational provision that is additional to or different from that normally available to pupils of the same age.

At Kettlefields, identification is an ongoing process and may arise through:

- discussions with class teachers and other staff;
- discussions with parents and carers;
- Pupil Progress Meetings;
- learning walks and observations of teaching and learning;
- monitoring of progress, attainment, engagement and participation;
- information from previous settings or external professionals; and
- a **Cause for Concern** document completed by the class teacher where concerns about a pupil's needs or progress have been identified.

Where concerns are identified, these will be discussed with the class teacher, SENDCo and parents/carers as appropriate. The school will use the **Assess, Plan, Do, Review** approach to develop a fuller understanding of the pupil's strengths and needs and to consider whether additional or different provision is required.

Following assessment and discussion, a pupil may be placed on the school's SEND register where it is identified that they have SEND and require SEND provision. Parents/carers and the pupil will be involved in this process in an age- and developmentally appropriate way.

The SEND register is reviewed regularly and placement is not necessarily permanent. A pupil's needs and provision may change over time as they make progress or their circumstances change.

The Graduated Approach

At Kettlefields Primary School, we use a **graduated approach of Assess, Plan, Do and Review (APDR)** to identify and respond to pupils' individual needs. This approach is particularly relevant when a pupil has, or may have, SEND and is used to ensure that support is appropriate, purposeful and regularly reviewed.

The graduated approach is a cycle rather than a one-off process. It enables staff to develop a growing understanding of a pupil's strengths and needs, identify barriers to learning and participation, put appropriate support in place and review its impact.

Our approach is informed by the **SEND Code of Practice: 0 to 25 years** and Cambridgeshire's graduated approach to SEND.

At Kettlefields, additional support is **fluid and needs-led**. Not every additional piece of support constitutes a formal intervention or requires an APDR plan. For example, a child may need brief additional teaching to address a misconception from a previous lesson, revisit a skill or receive additional modelling. This is part of our high-quality teaching and is not necessarily recorded as a formal intervention.

Where a pupil has more persistent or significant needs, or where additional support needs to be planned and monitored over time, the APDR process may be used.

APDR plans are typically reviewed every **6–8 weeks**, although the frequency may be adjusted according to the individual needs of the pupil and the nature of the provision.

Stage 1: Assess

Assessment is an ongoing process. Staff consider a range of information to build a holistic understanding of the pupil, including:

- the pupil's strengths, interests, views, wishes and feelings;

- classroom observations and professional knowledge;
- progress and attainment information;
- communication and interaction;
- social and emotional development and wellbeing;
- sensory and/or physical needs;
- attendance and engagement;
- information from parents and carers;
- previous provision and its impact; and
- advice or information from relevant professionals, where appropriate.

Concerns may be identified through day-to-day teaching and assessment, pupil progress discussions, observations, discussions with parents or carers, or information from other professionals.

Where concerns arise, the class teacher will consider the pupil's needs and the effectiveness of existing provision and discuss this with the SENDCo where appropriate.

Stage 2: Plan

Where additional support is required, the class teacher, with support from the SENDCo where appropriate, will identify:

- the pupil's strengths and areas of need;
- the barriers to learning and participation;
- the outcomes or changes we are seeking to achieve;
- the adaptations, strategies or additional provision to be put in place;
- who will provide the support and how often;
- how the impact of the support will be monitored; and
- when the provision will be reviewed.

The pupil and their parents or carers will be involved in planning support wherever appropriate. Their views, wishes and feelings will be considered alongside the professional knowledge of staff and any relevant advice from other professionals.

Where specialist advice or assessment may be beneficial, the SENDCo will work with the class teacher, pupil and parents/carers to consider appropriate next steps. Where a referral is required, parents/carers will normally be involved in the process and informed about the purpose of the referral.

Where a pupil is receiving ongoing support from several professionals or services, a **Team Around the Child (TAC)** meeting may be arranged where appropriate to coordinate support and review actions.

Where a pupil's needs are significant and persistent and may require provision beyond that which can ordinarily be provided by the school, the school will work in

partnership with parents/carers and relevant professionals to consider whether an **Education, Health and Care Needs Assessment (EHCNA)** may be appropriate.

Stage 3: Do

The class teacher remains responsible for the pupil's learning and progress and for ensuring that agreed adaptations and provision are implemented effectively.

Additional provision may include targeted teaching, small-group or individual support, adaptations to learning, specialist resources, or advice and support from external professionals.

Where interventions are used, staff will monitor the provision provided, including its frequency and duration where appropriate. Teaching Assistants and other staff delivering additional provision will be given relevant information and guidance to support consistent implementation.

The class teacher and SENDCo will monitor the effectiveness of additional provision and make adjustments where necessary.

Stage 4: Review

The impact of the provision will be reviewed at an appropriate point, taking account of the pupil's individual circumstances and the intended outcomes.

The review will consider:

- what has changed for the pupil;
- the pupil's progress, engagement and wellbeing;
- the views of the pupil and their parents/carers;
- the effectiveness of the provision and strategies used;
- any advice or information from other professionals; and
- whether provision should continue, be adapted, increased or reduced.

The outcome of the review will inform the next cycle of APDR where appropriate.

Where a pupil has made sustained progress and no longer requires additional provision to meet their needs, the level of support may be reduced or the pupil may no longer require placement on the SEND Register. This decision will be made carefully, based on the pupil's needs and progress, and in discussion with the pupil and their parents/carers where appropriate.

APDR Plans

Where an APDR plan is used, it is personalised to the individual pupil and reflects their strengths, needs and priorities. It records the additional or different provision being provided and the intended outcomes.

The APDR plan provides a clear record of the support being put in place, the responsibilities of school and home, relevant discussions with the pupil and parents/carers, and the outcome of reviews. Keeping this information together supports continuity and helps staff understand the pupil's needs and effective strategies over time.

Parents and carers are invited to contribute to their child's APDR plan and review. Pupils are also supported to contribute to their plan in an age- and developmentally appropriate way.

Monitoring Progress and Impact

We recognise that progress is individual and cannot be measured solely through academic attainment. When reviewing provision, we consider the progress the pupil is making towards their individual outcomes and the extent to which support is reducing barriers to learning and participation.

Progress may be demonstrated through:

- improved attainment or progress in learning;
- increased access to and participation in the curriculum;
- improved communication and interaction;
- increased independence;
- improved confidence, engagement or self-regulation;
- improved social and emotional wellbeing;
- development of self-help or personal skills; or
- a sustained reduction in barriers to learning.

Assessment and progress information is considered alongside professional observations, pupil voice and information from parents/carers and other professionals.

Access to the Curriculum

All pupils, including those with SEND, should have access to an ambitious, broad and balanced curriculum. Where necessary, this is supported through:

- high-quality inclusive teaching and appropriate adaptation;
- carefully planned additional teaching or support;
- appropriate resources, equipment and technology;
- adaptations to the learning environment;
- small-group or individual support where appropriate; and
- advice and support from specialist professionals where required.

Class teachers plan learning that is appropriately matched to pupils' needs, with suitable support, challenge and pace. The class teacher retains responsibility for ensuring that adaptations and agreed provision are implemented effectively.

Involvement of outside agencies

Some pupils may require advice, assessment or support from external professionals or specialist services to help the school develop its understanding of their needs and provide appropriate support.

External advice may be considered where:

- a pupil's needs are not being sufficiently met through the support and adaptations ordinarily available within school;
- concerns remain despite appropriate support and the impact of provision needs further exploration;
- specialist assessment or advice would help the school to better understand the pupil's strengths, needs or barriers to learning;
- a pupil has significant or complex needs requiring specialist expertise;
- a pupil's communication, sensory, physical, social or emotional needs require additional specialist advice; or
- a child or family would benefit from additional support beyond that which the school can provide.

The school works collaboratively with a range of external services. Depending on the individual needs of the pupil, this may include:

- Cambridgeshire SEND Specialist Teaching Team;
- Speech and Language Therapy;
- Educational Psychology;
- Occupational Therapy and other health professionals;
- Early Help and family support services;
- other specialist services within education, health and social care; and
- services supporting pupils with specific sensory or physical needs.

The school may seek advice from specialist professionals to inform assessment and planning. Parents and carers will normally be informed and involved when external assessment, referral or ongoing specialist support is being considered. The pupil's views will also be taken into account in an age- and developmentally appropriate way.

Where external professionals become involved, the SENDCo will normally coordinate communication between the school, family and relevant services. Advice provided by external professionals will be considered alongside the knowledge and professional judgement of school staff, parents/carers and the pupil.

External professionals may:

- provide advice and recommendations to school staff and families;
- contribute to assessment and understanding of a pupil's needs;
- model or demonstrate strategies and approaches;

- provide specialist training or guidance;
- contribute to individual or group support where appropriate; and
- contribute to meetings and reviews, including Team Around the Child meetings or Education, Health and Care Needs Assessments where appropriate.

The school will monitor the implementation and impact of specialist advice and consider this as part of the pupil's ongoing APDR cycle.

Information about relevant local services and sources of support for families is provided through the school's **SEND Information Report** and signposting to the **Cambridgeshire Local Offer**.

Education, Health and Care Plans

Request for an Education, Health and Care Needs Assessment

Most pupils with SEND will have their needs met through the school's ordinarily available provision and the graduated approach of Assess, Plan, Do and Review. However, some pupils may have more significant and persistent needs that require provision beyond that which can reasonably be provided through the resources normally available to the school.

Where the school, working in partnership with the pupil and their parents/carers and relevant professionals, considers that an **Education, Health and Care Needs Assessment (EHCNA)** may be appropriate, the SENDCo will support the process in accordance with the local authority's arrangements.

An EHCNA is undertaken by the Local Authority. The assessment considers the child's special educational needs and the provision required to meet those needs, alongside relevant health and social care needs and provision.

A request for an EHCNA may be made by the school, the child's parents/carers or, in some circumstances, the young person themselves. The school will work collaboratively with the pupil, parents/carers and relevant professionals throughout the process.

While an assessment is taking place, the school will continue to provide appropriate support through the graduated approach and any existing specialist provision.

Where a pupil has an Education, Health and Care Plan

Where a pupil has an EHC Plan, the school will:

- ensure that the special educational provision specified in the plan is delivered;
- work with the pupil, parents/carers and relevant professionals to understand and implement the provision and outcomes set out in the plan;
- incorporate the outcomes and provision identified in the EHC Plan into the pupil's educational planning and APDR where appropriate;
- monitor the pupil's progress and the impact of provision;
- contribute to the annual review process and provide relevant information to the Local Authority, parents/carers and other professionals; and
- support the pupil and their family through transitions between classes, phases and settings.

The Local Authority is responsible for maintaining the EHC Plan and for the statutory annual review arrangements. The school will contribute to annual reviews and ensure that the provision identified in the plan is reviewed and implemented appropriately.

The pupil and their parents/carers will be involved in planning and reviewing provision, and the pupil's views, wishes and feelings will be considered in an age- and developmentally appropriate way.

Training and Professional Development of All Staff

Kettlefields Primary School is committed to ensuring that staff have the knowledge, skills and confidence to identify and respond effectively to the strengths and needs of pupils with SEND.

SEND is considered as part of the school's wider programme of staff training and professional development. Relevant information about individual pupils is shared appropriately with staff who work with them so that they understand their needs and can adapt their practice accordingly.

Staff training needs are identified through a range of sources, including the needs of pupils currently attending the school, staff development priorities, changes in legislation and guidance, advice from specialist professionals and developments in SEND practice.

The school provides appropriate training and professional development to support staff in maintaining and developing high-quality inclusive practice.

The SENDCo keeps up to date with local and national developments in SEND, including through Local Authority SENDCo network meetings, training and professional learning, and shares relevant information with colleagues.

Admission and Transition

Kettlefields Primary School recognises that effective transition is particularly important for pupils with SEND. We work with families, pupils and other settings to support transitions into, through and beyond the school.

Admissions and Inclusion

Kettlefields Primary School's admissions arrangements comply with the school's agreed admission arrangements and relevant Local Authority requirements.

The school welcomes pupils with SEND and will not discriminate against pupils on the basis of disability or special educational need.

Where a pupil with SEND is admitted to the school, we will work with the pupil, parents/carers, previous setting and relevant professionals, where appropriate, to understand their strengths and needs and plan suitable support.

The school will make reasonable adjustments and take appropriate steps to ensure that disabled pupils and pupils with SEND are able to access learning, the curriculum and wider school life.

Admissions arrangements should be read alongside the school's Admissions Policy, Equality Policy and Accessibility Plan.

Transition into Kettlefields

Where appropriate, staff will liaise with nurseries, pre-school settings and other professionals before a child starts school. Information about a child's strengths, needs, communication, development and any existing support will be gathered and used to inform planning.

Where appropriate, visits, meetings, home visits or other transition arrangements may be offered to help children and families become familiar with the school and support a positive start.

Transition within Kettlefields

Information about pupils with SEND is shared appropriately between staff when pupils move between classes or phases. Staff work together to ensure that relevant information, effective strategies and current provision are understood and implemented.

Transition arrangements are personalised according to the needs of the pupil and may include additional visits, meetings, visual information, familiarisation activities or other appropriate support.

Transition to Secondary School or Other Settings

The school works closely with receiving schools to support pupils moving to secondary school or another setting. Information is shared appropriately and, where necessary, staff liaise with the receiving setting to ensure continuity of provision and support.

For pupils with an EHC Plan, transition planning forms part of the statutory review process, with arrangements made in partnership with the pupil, parents/carers, the receiving setting and relevant professionals as appropriate.

The SENDCo will support transition planning for pupils who may require additional support, with particular consideration given to pupils who may be more vulnerable to changes in routine, environment, relationships or provision.

Equality

Kettlefields Primary School is committed to promoting equality, inclusion and respect for all pupils and to eliminating discrimination.

The school recognises its duties under the **Equality Act 2010** and will make reasonable adjustments for disabled pupils where required, to ensure that they are not placed at a substantial disadvantage and can participate fully in education and school life.

We recognise that equality does not always mean treating everyone in exactly the same way. Appropriate adjustments, adaptations and support may be required to ensure that pupils with SEND and disabilities have equitable access to learning, activities and opportunities.

The school promotes an inclusive culture in which difference is respected, individual strengths are valued and all pupils are supported to participate and achieve.

Further information can be found in the school's Equality and Accessibility policies and relevant procedures for responding to prejudice-related incidents.