



SEND Policy

2025-2026

Headteacher: G. Marshall

Date: 6/11/2025

Chair of Governors: P. Watson

Date: 6/11/2025

Review date: 6/11/2026

Newdigate Primary and Nursery School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs and/or disabilities, have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Newdigate Primary and Nursery School is committed to Inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to create a sense of community and belonging, and to offer new opportunities to all learners. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs and make adaptations to ensure that all children have the same experiences.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, disability, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- minority ethnic and faith groups, travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs and/or disabilities

- those who are gifted and talented / most able
- those who are under the care of the local authority (CiC) or have previously been under the care of the local authority (PCiC)
- others such as those who are young carers
- children from disadvantaged backgrounds
- any learners who are at risk of suspension or permanent exclusion

Contents

1. Aims and objectives	3
2. Visions and values	4
3. Legislation and guidance	5
4. Inclusion and equal opportunities	5
5. Definitions	5
6. Roles and responsibilities	7
7. SEND information report	11
8. Our approach to SEND support	11
9. Expertise and training of staff	14
10. Links with external professional agencies	14
11. Admissions and accessibility arrangements	15
12. Complaints about SEND provision	15
13. Monitoring and evaluation arrangements	15
14. Links with other policies and documents	16
15. Warwickshire SENDIAS	16
16. Contact details	17

[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 Newdigate Primary School and Nursery, our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

We firmly believe in the importance of a good relationship between home and school. We aim to give every child the very best possible start in life.

At Newdigate, we want all our children to:

- discover and maintain the joy of learning through a warm, caring, nurturing and supportive community
- achieve the highest standard they can through a stimulating, safe, secure environment which is inclusive for all
- value each individual's worth and realise that each member of the school community has a positive contribution to offer

At Newdigate Primary School and Nursery, we will provide all pupils with access to a broad and balanced curriculum with adaptations, where needed, to ensure inclusivity. 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 [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with 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 coordinators (SENDCOs) 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 Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), 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 Newdigate Primary School and Nursery, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum with relevant adaptations to ensure all children can access learning. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments and adaptations to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life including after school clubs, trips and any further extracurricular activities.

5. Definitions

5.1 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.

5.2 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 and adaptations for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 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.

5.4 Communication and Interaction:

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

Pupils who are on the autism spectrum often have needs that fall in this category

5.5 Cognition and Learning:

Pupils with learning difficulties usually learn at a slower pace than their peers.

A wide range of needs are grouped in this area, including:

- 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

6.6 Social, Emotional and Mental Health (SEMH):

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- 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

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

5.7 Sensory and/or physical:

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- 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.

6. Roles and responsibilities

6.1 The SENDCO

The inclusion lead for the school is Rebecca Grove.

The SENDCO at our school is Stef Ellis (tolley.s1@welearn365.com).

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, inclusion lead 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 Educational, Health and Care plans (EHCPs)
- 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 (also known as the assess, plan, do, review process) to provide SEN support and adaptive 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 ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure 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, inclusion lead 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 and inclusion lead, 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 and inclusion lead, 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, the inclusion lead 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
- Provide up to date information to governors on how children/staff/parents have been supported with SEND over the year

6.2 The governing board

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 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 on their child's progress

- Record accurately and keep up to date the provision made for pupils with SEND
- 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 SENDCO 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

6.3 The SEND link governor

The SEND link governor is Philip Watson

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, inclusion lead and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the inclusion lead, SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the inclusion lead, SENDCO 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 SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the inclusion lead and SENDCO, 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 inclusion lead and SENDCO, 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 inclusion lead and SENDCO 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

6.5 Class teachers

The SEN Code of Practice states that *'Every teacher is a teacher of SEND'*

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted 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 inclusion lead and SENDCO 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 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' concerns and agree their aspirations for the pupil
 - Share one page profiles

6.6 Parents or carers

Parents or 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 with the class teacher to review the provision that is in place for their child and their progress
- 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

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 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
- Attending meetings (e.g. Annual Reviews)
- Giving feedback on the effectiveness of interventions

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

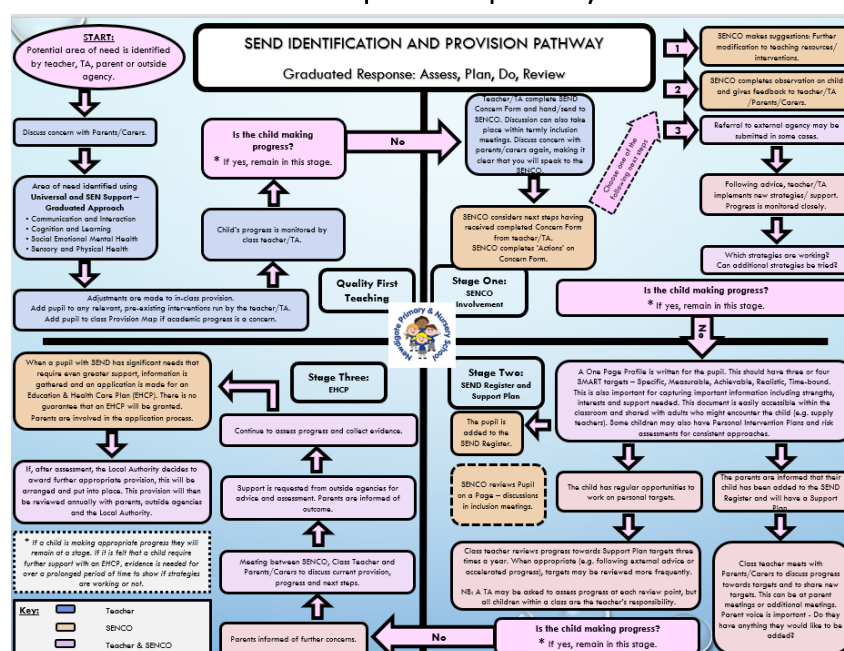
7. SEN information report

Newdigate Primary School and Nursery has published 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

8.1 Newdigate's SEND identification and provision pathway



8.2 Identifying pupils with SEND and assessing their needs

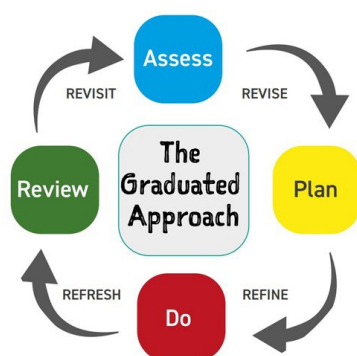
At Newdigate Primary School and Nursery, we seek to identify SEND as soon as possible.

Teachers 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. 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 difficulty with adaptive, high-quality teaching (also known as universal provision). If progress does not improve, the teacher will raise the issue with the SENCO and have an initial discussion about whether this lack of progress may be due to a special educational need. These conversations take place during termly inclusion meetings. 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.

8.3 The graduated approach to SEN support



Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

A clear analysis of the pupil's needs will be carried out. This can include formative and summative data, alongside regular observations during structured and unstructured times. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

Adjustments, interventions and support will be put in place to meet the child's specific area of need

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the child's One Page Profile.

3. Do

The pupil's class teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly. We will evaluate the impact and quality of the support and interventions. The class teacher, with the support of the inclusion lead or SENDCO will revise the outcomes and support in light of the pupil's progress and development.

8.4 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. This money can be used to:

- Provide teaching assistants in the classroom whose deployment meets the needs of all our pupils (e.g. support in class, interventions etc.)
- Provides resources to support the needs of SEND pupils
- Commission the work of external professionals to support pupils who require higher level support

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 Local Authority. Relevant outside agency involvement is needed to support the graduated approach. If the school believe an EHCP is needed, relevant paperwork is completed and sent to the local authority. Parents have the right to complete a parental referral too.

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Termly pupil progress meetings
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Termly inclusion meetings
- Holding annual reviews for pupils with EHC plans
- Personal Education Plan meetings for children in care
- Getting feedback from the pupil and their parents
- Additional assessment and reviews from external agencies

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher, inclusion lead and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist Teaching Service
- Educational psychologists
- Occupational therapists

- General practitioners or paediatricians
- School nurses
- RISE or Primary Mental Health Team
- Mental Health in Schools Team
- Relate counselling service
- Bereavement support (for example, Guy's Gift)
- Children's services (including family support workers and the Family Information Service)
- Vision Support Service
- Integrated Disability Services
- SENDAR
- Virtual School for Children in Care

11. Admission and accessibility arrangements

Please see our admissions policy and our accessibility plan and policy documents on the school website

12. Complaints about SEND provision

Please see our complaints policy on the school's website.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Warwickshire SENDIAS offer advice and support for parents. Please follow the link for further information on how they can support. <https://www.warwickshiresendiass.co.uk/>

13. Monitoring and evaluation arrangements

This policy will be reviewed by the inclusion lead, Rebecca Grove, and SENDCO, Stef Ellis, **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 board.

14. Links with other policies and documents

This policy links to the following documents, which can be found on our school's website.

- SEND information report
- The local offer
- Accessibility plan and policy
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

15. Warwickshire SENDIAS

What they say.....

'We offer advice and support around various topics relating to Special Educational Needs and Disabilities (SEND) for children.

We offer telephone and email advice, updates on social media, information packs, virtual and face-to-face 1-1 support, drop-in sessions, online and face-to-face workshops, training for professionals and support to young people who access our service independently.

Our opening hours are Monday - Friday, 9 am-4.30 pm.

For more information, advice and support, contact us by email warwickshiresendiass@barnardos.org.uk, by phone at 01788 593159 or visit our Facebook page'

17. Contact details

Name	Role	Contact Details
Geraldine Marshall	Headteacher	Admin2633@we-learn.com FAO Head teacher 02476361662
Rebecca Grove	Inclusion Lead	Admin2633@we-learn.com FAO Inclusion lead 02476361662
Stef Ellis	SENDCo	Admin2633@we-learn.com FAO SENDCO 02476361662
Laura Bennett	Family Learning Mentor	Admin2633@we-learn.com FAO FLM 0247361662
Donna Eller	Specialist Teaching Service	donnaeller@warwickshire.gov.uk
Kirsty Fell	Specialist Teaching Service	kirstyfell@warwickshire.gov.uk
Heidi Bentley	Educational Psychology Service	Heidibentley@warwickshire.gov.uk
Neurodevelopmental Referral Team	RISE – neurodevelopmental hub	Warks.NeuroTeam@covwarkpt.nhs.uk 0300 200 2021 Whitestone Clinic – 02476 641799
SENDIAS	Advice and Support for Parents	warwickshiresendiass@barnardos.org.uk 01788 593159
Amani Ravat	Speech and Language	02476 378620