



# Special Educational Needs and Disability Policy

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# **Special Educational Needs and Disability Policy**

## **Aims**

At the Queens' Federation, the governors and staff aim to ensure that children with special educational needs and disabilities are identified as early as possible, that their needs are assessed and that they are provided with appropriate additional support as far as funding allows. We intend that the needs and progress of these children will be monitored, recorded and evaluated to ensure that they have access to the full Early Years Foundation Stage and National Curriculum (unless some modification is deemed appropriate). We also aim to involve the child and their parent(s) as fully as possible in discussing the child's needs and agreeing appropriate action.

## **Introduction and definitions**

This policy is based upon guidance in the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (January 2015).

The Code of Practice 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has 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. For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, or by relevant early years providers. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The Federation has a duty to ensure that it does not discriminate against a disabled child and must make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers (The Equality Act 2010).

Children with special educational needs and disabilities will have needs and requirements, which fall into one or more of the following areas:

- Communication and interaction.
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## **Identification and provision for pupils with SEND**

As a Federation, we build the identification of Special Educational Needs and Disability (SEND) into our overall approach to monitoring the progress and development of all pupils. The progress of all pupils is monitored regularly by class teachers and the Federation Leadership Team, through the use of formal and informal assessments. When a pupil is not making expected progress, their level of need can be quickly identified and discussed with parents/carers and the pupil concerned.

Provision for pupils with SEND is provision that is different from or additional to that which is normally available to pupils of the same age. All teachers use information about the strengths and needs of individual pupils so they can plan the learning within the curriculum to ensure that all pupils are able to make progress. Lessons are appropriately differentiated for groups or individuals to enable access to learning and foster greater independence. If, despite high quality teaching, a child is not making expected progress, the school will plan a period of targeted support for the pupil. This is usually a short term intervention to enable the child to “catch up” with their peers.

There is a SEND File in each classroom that contains useful resources and records to support identification of children with SEND. The Cambridgeshire SEND Ordinarily Available Provision (OAP) Toolkit can also be used by staff to support this process. The OAP toolkit can be found at: <https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits>

Where a pupil is identified as having Special Educational Needs, and additional provision is put in place, a SEND Pupil Support Plan (SPSP) will be written, with the teacher, parents and pupil (where appropriate) working together in partnership to identify targets and actions to meet the pupil’s individual needs. This will be formally reviewed at least termly, and new targets and actions planned as part of the ongoing “Assess, Plan, Do and Review” cycle.

For pupils with significant, and potentially life long needs, the Local Authority may agree to an assessment for an Education, Health and Care Plan (EHCP). Where an EHCP is issued, the school will follow procedures for monitoring and reviewing as outlined in the 2015 Code of Practice. These pupils will also have a SPSP.

Provision for all pupils with a SEND Pupil Support Plan, and those on a catch up programme, will be recorded on a Provision Map for each class.

We ensure that we make reasonable adaptations to the curriculum and the environment to help meet individual needs. Our staff make every effort to ensure that the school is dyslexia friendly, communication supportive and adapted for sensory and physical needs.

Additional specialist support may be offered where a child continues to make little or no progress over a sustained period or where they continue to work at a level substantially below those expected of children of a similar age despite well-founded SEND support. If further advice and support is required, our SENCO may make a referral, with parental permission, to an appropriate outside agency or service. This may include the SEND Services 0-25, Speech & Language Therapy Service, Educational Psychology Service, School Nursing Team, Community Paediatrician, The Sensory Team, Physio / Occupational Therapy or CAMH (Child and Adolescent Mental Health Service), MHST (Mental Health Support Team) or the District Team. Parents/carers will always be involved in a decision to seek additional specialist support.

If a child is causing significant concern and advice from another agency needs to be sought, where appropriate, the SENCO will work alongside parents to complete an EHA (Early Help Assessment). There may be some occasions where another professional will take the lead in completing an EHA. The lead professional will arrange review meetings to evaluate the support in place and plan next steps.

## **Partnership with parents**

Parents of children with special educational needs will be closely and regularly involved in discussing targets and progress towards achieving them through their child's SEND Pupil Support Plan (SPSP). They will always be informed and their permission sought, if the school deems it necessary to consult another agency or make a request for an Education Health and Care Plan Needs Assessment

Staff in the Federation value highly its partnership with parents and will make information and support as accessible as possible. Parents can find further information about SEND support in Cambridgeshire through the Cambs Service Hub (Local Offer) at:  
<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

Information regarding provision for SEND at the Queens' Federation can be accessed through the SEND information report that is published and updated annually on the Federation website.

## **Pupil participation**

At all levels of special educational needs, children will be included as much as is appropriate in identifying their targets and discussing their progress.

Through our PSHCE curriculum, children are encouraged to develop self-confidence and the ability to express their views. Their opinions will be listened to and taken into account in decision making procedures.

## **Roles and responsibilities**

The Governing Body, together with the Headteacher, determines the school's general policy and approach to provision for children with SEND. It establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The SENCO works closely with the Headteacher, Federation and Senior Leadership Team, class teachers and teaching assistants. She is closely involved in the strategic development of the SEND policy and provision. She has responsibility for day-to-day operation of the SEND policy and for co-ordinating provision for pupils with SEND. She maintains a list of children with special educational needs.

All teachers and teaching assistants are involved in the implementation of the Federation's SEND policy and should be aware of the procedures for identifying, assessing and making provision for pupils with SEND. The class teacher, in consultation with other staff, is responsible for providing suitable learning challenges, responding to pupils' diverse learning needs and attempting to overcome barriers to learning. The class teacher, and other relevant staff, write SPSPs for children on the SEND Support list.

Arrangements for the transition of pupils into Queen Emma and Queen Edith are carefully planned to ensure that children and their families are welcomed and soon settle in. For pupils with SEND, we consider arrangements on an individual basis, to ensure that the needs of the pupil are met. For pupils moving on to other schools, we liaise with, and pass on information to, the next school to enable a smooth transition.

## **Admissions**

All children are admitted to Queen Edith and Queen Emma in line with the County's admissions policy.

No child will be discriminated against because of a special educational need or disability.

## **Review and evaluation of the policy**

The success of this policy will be indicated by the extent to which its aims are met.

All aspects of the policy will be reviewed regularly in the light of developments within the school, the local authority and nationally. The SENCO will review the progress being made by children with SEND and will, with the Headteacher, recommend changes to the existing provision or implementation of the policy.

Phil Kirkman, Special Needs Governor (appointed by the Governing Body to act on their behalf) will monitor and review the implementation of the policy through formal and informal visits to the school and will discuss matters with the Headteacher and SENCO.