

Lead member of staff	Lisa Jackson
Link Governor	Sarah Hepworth
Date of publication	September 2026
Review date	September 2027
Next Review due	September 2028

Special Educational Needs and Disabilities (SEND) policy Downview Primary School



At Downview School we grow and learn together every day.

At Downview School we are kind, respectful and safe.

Contents

1. Aims and objectives.....	3
2. Vision and values.....	4
3. Legislation and guidance.....	4
4. Inclusion and equal opportunities	5
5. Definitions	5
6. Roles and responsibilities	7
7. SEN information report	11
8. Our approach to SEND support.....	12
9. Attendance.....	17
10. Safeguarding	17
11. Expertise and training of staff	18
12. Links with external professional agencies	18
13. Admission and accessibility arrangements	19
14. Complaints about SEND provision	20
15. Monitoring and evaluation arrangements	20
16. Links with other policies and documents	21

1. Aims and objectives

At Downview Primary School, we are committed to providing an inclusive, ambitious and accessible learning environment where every child is valued, supported and enabled to achieve their full potential. Through high-quality teaching, reasonable adjustments and effective SEND provision, we aim to remove barriers to learning, participation and belonging so that all pupils can thrive.

This policy aims to ensure that:

- All pupils have access to a broad, balanced and ambitious curriculum through inclusive practice and the removal of barriers to learning, participation and achievement.
- High-quality adaptive teaching and Ordinarily Available Inclusive Provision (OAIP) form the foundation of support for all learners.
- Pupils with SEND are identified as early as possible and receive timely, appropriate and evidence-informed support to enable them to make progress and thrive.
- Every pupil with SEND is enabled to participate fully in all aspects of school life, including the curriculum, wider opportunities, educational visits and extracurricular activities.
- The views, wishes, feelings and aspirations of pupils and their parents/carers are listened to, valued and used to inform decision-making.
- Parents/carers are fully involved as partners in their child's education and are kept informed about provision, outcomes, progress and next steps.
- A person-centred graduated approach of **Assess, Plan, Do, Review** is used to identify needs, plan support, monitor impact and continuously improve provision.
- Pupils with SEND are supported to develop independence, confidence, resilience and self-advocacy skills.
- High aspirations are maintained for all pupils with SEND, with a focus on securing positive academic, social, emotional and wellbeing outcomes.
- The school promotes a culture of inclusion, belonging and respect where diversity is valued and celebrated.
- Effective collaboration takes place between education, health and social care professionals to ensure that support is joined-up and responsive to individual needs.
- Pupils are successfully prepared for key transitions throughout their education, including movement between year groups, phases of education and preparation for later life.
- Roles and responsibilities for SEND are clearly understood by all staff, governors and stakeholders.
- Staff receive high-quality professional development to enhance inclusive practice and improve outcomes for pupils with SEND.
- The effectiveness of SEND provision is regularly monitored and evaluated through pupil outcomes, attendance, participation, wellbeing and stakeholder feedback.
- The school meets its statutory duties and responsibilities under the SEND Code of Practice (2015), the Children and Families Act 2014 and the Equality Act 2010.

2. Vision and values

At **Downview Primary School**, we believe that every child has the right to feel valued, included and successful. In line with our school vision, *"We grow and learn together every day"*, we are committed to creating an environment where all pupils, including those with SEND, can participate fully, achieve their potential and develop a strong sense of belonging.

Our values of being **kind, respectful and safe** underpin all aspects of our SEND provision. We recognise that every child is unique and are committed to identifying and removing barriers to learning through high-quality adaptive teaching, effective pastoral support and inclusive practice.

We are committed to:

- Providing an inclusive, ambitious and accessible curriculum for all pupils.
- Ensuring high-quality adaptive teaching and Ordinarily Available Inclusive Provision (OAIP) are at the heart of classroom practice.
- Identifying and addressing barriers to learning at the earliest opportunity.
- Promoting the achievement, wellbeing, participation and belonging of all pupils.
- Valuing the views, strengths and aspirations of pupils and their families.
- Working in partnership with parents, carers and external professionals to deliver effective support.
- Preparing pupils for successful transitions and the next stage of their education.
- Developing staff expertise to ensure the needs of all learners are met effectively.

At Downview Primary School, we believe that inclusion is everyone's responsibility. Through high expectations, strong partnerships and a commitment to continuous improvement, we strive to ensure that every child is able to thrive academically, socially and emotionally as a valued member of our school community.

3. Legislation and guidance

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

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the special educational needs (SEND) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance

equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The governance guide 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 Downview Primary School, we strive to create an inclusive learning environment that enables all pupils, regardless of their needs, abilities or background, to access a broad, balanced and ambitious curriculum. We are committed to ensuring that every pupil feels valued, included and supported to achieve their full potential.

We will achieve this by:

- Providing high-quality adaptive teaching and Ordinarily Available Inclusive Provision (OAIP).
- Making reasonable adjustments to teaching, learning, the curriculum and the physical environment.
- Identifying and removing barriers to learning, participation and achievement.
- Promoting equality of opportunity and fostering a culture of respect, belonging and inclusion.
- Ensuring that pupils with SEND are able to participate fully in all aspects of school life, including lessons, educational visits, clubs, enrichment activities and wider opportunities.

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 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.

AREA OF NEED	
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 not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
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
Social, emotional and mental health	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.

AREA OF NEED	
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 SENCO

The SENCO at our school is Lisa Jackson (LJackson@downviewprimary.co.uk)

The SENCO will:

- Work with the Headteacher and SEND Governor to provide strategic leadership of SEND across the school.
- Oversee the day-to-day operation of the school's SEND policy and coordinate provision for pupils with SEND, including those with Education, Health and Care Plans (EHCPs).
- Support the early identification of pupils with SEND and ensure that appropriate support is put in place in a timely manner.
- Provide advice, guidance and support to staff to promote high-quality adaptive teaching, inclusive practice and effective SEND provision.
- Advise on the graduated approach to SEND Support through the **Assess, Plan, Do, Review** cycle.
- Promote and monitor the effective implementation of **Ordinarily Available Inclusive Provision (OAIP)** across the school.
- Liaise with parents/carers and ensure that they are actively involved in planning, reviewing and evaluating provision for their child.
- Ensure that the views, wishes and aspirations of pupils with SEND are considered and reflected in decision-making.
- Coordinate and liaise with external agencies, including the Local Authority and specialist support services, to secure appropriate advice and provision.
- Monitor the progress, wellbeing, attendance and participation of pupils with SEND and evaluate the effectiveness of support and interventions.

- Advise on the deployment of the school's SEND resources and delegated budget to ensure provision is effective and represents good value.
- Ensure that SEND records are accurate, up to date and transferred appropriately when pupils move schools or settings.
- Support transition arrangements within school and between phases of education.
- Work with the Headteacher and Governing Board to ensure that the school meets its statutory responsibilities under the SEND Code of Practice and the Equality Act 2010.
- Identify training needs and support the professional development of staff to strengthen inclusive practice and improve outcomes for pupils with SEND.
- Contribute to the development, implementation and evaluation of the SEND Policy and SEND Information Report.
- Regularly review and evaluate the quality and impact of SEND provision across the school and use this information to inform future developments.
- Work collaboratively with the Local Authority and other agencies in the development of local SEND provision and the Local Offer.

6.2 The governing board/board of trustees

The Governing Board will:

- Work with school leaders to promote an inclusive culture and ensure that pupils with SEND are able to access and participate fully in all aspects of school life.
- Co-operate with the Local Authority in reviewing local SEND provision and contributing to the development of the Local Offer.
- Ensure that the school uses its best endeavours to secure the special educational provision required to meet the needs of pupils with SEND.
- Ensure that pupils with SEND engage in the activities of the school alongside their peers wherever possible.
- Ensure that parents/carers are informed when special educational provision is being made for their child.
- Monitor the effectiveness of the school's SEND provision and the progress, attendance, wellbeing and outcomes of pupils with SEND.
- Ensure that suitable arrangements are in place to support pupils with medical conditions.
- Ensure that the school provides access to a broad, balanced and ambitious curriculum for all pupils.
- Ensure that the school has a clear and effective approach to identifying and responding to SEND.
- Ensure that accurate records are maintained regarding SEND provision and support.
- Ensure that the school's SEND Information Report and Accessibility Plan are published and kept up to date.
- Ensure that information about the admission of disabled pupils, reasonable adjustments and accessibility arrangements is published in accordance with statutory requirements.
- Ensure that a qualified SENCO is appointed and that sufficient time and resources are allocated for them to fulfil their responsibilities effectively.

- Monitor the impact of SEND funding and ensure that resources are used effectively to improve outcomes for pupils with SEND.
- Hold school leaders to account for the quality and effectiveness of SEND provision and for ensuring compliance with relevant legislation and guidance.
- Ensure that the school fulfils its duties under the **Children and Families Act 2014**, the **SEND Code of Practice (2015)** and the **Equality Act 2010**.

6.3 The SEND link governor

The SEND Link Governor is **Sarah Hepworth**.

The SEND Link Governor will:

- Champion the needs of pupils with SEND and help raise awareness of SEND matters within the Governing Board.
- Monitor the quality and effectiveness of SEND provision across the school and report findings to the Governing Board.
- Work with the Headteacher and SENCO to support the strategic development of SEND provision and policy.
- Meet regularly with the SENCO to gain an understanding of the strengths, priorities and developments within SEND provision.
- Monitor the school's compliance with statutory SEND duties and responsibilities.
- Support and challenge school leaders in evaluating the impact of SEND provision on pupil outcomes, attendance, wellbeing and participation.
- Help ensure that SEND remains a priority within school improvement planning.
- Undertake monitoring activities, where appropriate, to develop an understanding of how inclusive practice is implemented across the school.

6.4 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND Link Governor to provide strategic leadership for SEND and to ensure the effective implementation of this policy.
- Ensure that SEND remains a key priority within the school's vision, values and improvement planning.
- Work with the SENCO and Governing Board to ensure that the school meets its duties under the **Equality Act 2010**, including the provision of reasonable adjustments and accessible learning opportunities.
- Have overall responsibility for the provision and outcomes of pupils with SEND.
- Ensure that high-quality adaptive teaching and inclusive practice are embedded across the school.
- Monitor the effectiveness of SEND provision and the progress, attendance, participation and wellbeing of pupils with SEND.

- Oversee the school's notional SEND budget and any additional funding allocated to support individual pupils.
- Ensure that the SENCO has sufficient time, resources and professional development opportunities to fulfil their responsibilities effectively.
- Maintain an overview of the needs of pupils on the SEND register and ensure that provision is responsive to identified needs.
- Support applications for Education, Health and Care Needs Assessments (EHCNAs) and ensure statutory responsibilities relating to Education, Health and Care Plans (EHCPs) are met.
- Work with the SENCO to identify staff training needs and ensure that professional development supports high-quality inclusive practice.
- Regularly review and evaluate the impact of SEND provision and use this information to inform school improvement priorities.
- Work collaboratively with the Local Authority and external agencies to secure appropriate support for pupils with SEND.
- Monitor patterns in SEND identification, outcomes and inclusion to ensure that pupils receive equitable and effective support.
- Promote a culture of high aspirations, inclusion and belonging for all pupils.

6.5 Class teachers

Each class teacher is responsible for:

- Providing high-quality adaptive teaching that meets the needs of all pupils and promotes inclusion, participation and achievement.
- Being accountable for the progress, attainment and wellbeing of every pupil in their class, including those with SEND.
- Identifying emerging needs at the earliest opportunity and implementing appropriate support through Ordinarily Available Inclusive Provision (OAIP).
- Working closely with teaching assistants and specialist staff to plan, deliver and evaluate support and interventions, ensuring that these complement high-quality classroom teaching.
- Following the graduated approach of **Assess, Plan, Do, Review** to support pupils with SEND.
- Working collaboratively with the SENCO to monitor progress, review provision and make adjustments where necessary.
- Ensuring that agreed strategies, reasonable adjustments and provision are implemented consistently within the classroom.
- Contributing to the development and review of SEND Support Plans, pupil profiles and Education, Health and Care Plan (EHCP) reviews where appropriate.
- Promoting the inclusion, independence, confidence and participation of pupils with SEND in all aspects of school life.
- Following this SEND Policy and the school's SEND Information Report.

Class teachers will communicate regularly with parents/carers to:

- Discuss their child's strengths, needs and progress.
- Agree and review outcomes and targets.

- Share strategies and support that may be helpful at home and school.
- Listen to the views, concerns and aspirations of parents/carers.
- Ensure that pupils and families are actively involved in decision-making about SEND support.

6.6 Parents or carers

Parents/carers play a vital role in supporting their child's education and development and are valued partners in the SEND process. Parents/carers should inform the school if they have any concerns about their child's progress, wellbeing or development.

Parents/carers of pupils on the SEND register will be actively involved in discussions and decisions relating to their child's SEND provision. They will be supported to share their views, concerns and aspirations and will be encouraged to contribute to the planning, review and evaluation of support.

Parents/carers will:

- Receive termly reviews of their child's SEND provision and progress, with opportunities to contribute their views, share information and participate in discussions about future support.
- Have opportunities to contribute information about their child's strengths, needs and experiences outside of school.
- Be informed of any changes to provision or support.
- Be involved in agreeing outcomes and reviewing progress towards them.
- Be encouraged to share their views, concerns and aspirations for their child.
- Receive regular updates regarding their child's progress and an annual written report.

The school will work in partnership with parents/carers and will give due consideration to their views when making decisions about SEND provision and support.

6.7 The pupil

Pupils will be given opportunities to share their views, wishes and feelings about their education, SEND provision and the support they receive. They will be encouraged to participate in discussions and decisions about their learning and development in ways that are appropriate to their age and stage of development.

This may include:

- Sharing their strengths, interests and aspirations, as well as any difficulties they may experience.
- Contributing to the setting and reviewing of outcomes and targets.
- Participating in reviews of their SEND provision.
- Providing feedback on the support, interventions and reasonable adjustments that help them to learn and participate successfully.
- Identifying what is important to them and how they would like to be supported.

The views of pupils will be taken into account when planning, reviewing and evaluating SEND provision, and every effort will be made to ensure that they are involved in decisions that affect them.

7. SEND information report

The school publishes a SEND 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 Identifying pupils with SEND and assessing their needs

At Downview Primary School, early identification of need is a priority. We know that timely support can make a significant difference to children's learning, wellbeing and participation.

When children join our school, we gather information from a range of sources to build a detailed understanding of their strengths and needs. This may include discussions with parents/carers, information from previous settings, visits to nurseries and pre-schools, observations within the child's familiar environment, transition meetings and information provided by external professionals, such as Speech and Language Therapists and other specialist services.

For children entering Reception, we work closely with early years settings, parents/carers, external agencies and Local Authority services to ensure that any additional needs are identified and appropriate support is in place from the outset.

Throughout the school, pupil progress is regularly monitored through a range of assessment and screening processes, including:

- Baseline assessments and ongoing teacher assessment.
- Speech, language and communication screening where appropriate.
- Phonics assessments.
- Reading, writing and mathematics assessments.
- Classroom observations.
- Pupil progress meetings.
- Attendance, behaviour and wellbeing monitoring.
- Information from parents/carers and external agencies.

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

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

This may include progress in areas other than attainment, such as communication, independence, social development, emotional wellbeing or participation in school life.

When concerns are identified, teachers will first respond through high-quality adaptive teaching and Ordinarily Available Inclusive Provision (OAIP). Where concerns persist, the class teacher will consult with the SENCO and parents/carers to consider whether the child may require SEND Support. Advice from external professionals may also be sought where appropriate.

Slow progress and low attainment do not automatically mean that a pupil has SEND. The school will consider a range of other factors that may impact learning and progress, including attendance, English as an Additional Language (EAL), medical needs, social circumstances, bereavement or other temporary factors.

When deciding whether a pupil requires special educational provision, we will consider the desired outcomes for the child, alongside the views of the pupil, parents/carers and relevant professionals. This information will be used to determine the support required and whether needs can be met through adaptive teaching and OAIP or whether additional SEND provision is necessary.

Where a child joins the school with identified SEND, involvement from external agencies or an Education, Health and Care Plan (EHCP), we work closely with families, previous settings and professionals to ensure a smooth transition and that appropriate provision is in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

At Downview Primary School, we believe that parents/carers know their children best and should be actively involved in decisions about their child's education and SEND provision. We are committed to building positive partnerships with families and ensuring that pupils and parents/carers are at the heart of the decision-making process.

When we are considering whether a pupil may require special educational provision, we will have an early discussion with the pupil and their parents/carers to develop a shared understanding of the child's strengths, needs and aspirations. These discussions will help to ensure that:

- The pupil's strengths, interests and areas of need are clearly understood.
- The views, wishes and feelings of both the pupil and their parents/carers are considered.
- Any concerns raised by parents/carers are listened to and addressed.
- Agreed outcomes and aspirations for the child are identified.
- Everyone understands the support that may be required and the next steps in the process.

We recognise the importance of ongoing communication and work closely with parents/carers throughout the SEND process. Parents/carers are encouraged to share information about their child's development, wellbeing and experiences at home, helping us to build a complete picture of the child's needs and strengths.

Records of discussions and agreed actions will be maintained and shared with parents/carers as appropriate. Where it is decided that a pupil requires SEND Support, parents/carers will be informed and will continue to be involved in reviewing and evaluating the effectiveness of provision.

8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove barriers to learning and participation and put effective support in place. Where appropriate, support will initially be provided through high-quality adaptive teaching and Ordinarily Available Inclusive Provision (OAIP). Where additional support is required, this will be delivered through successive cycles of a four-stage process known as the **Assess, Plan, Do, Review (APDR)** graduated approach.

1. Assess

The pupil's class teacher and the SENCO will work together to carry out a detailed assessment of the pupil's strengths, needs and barriers to learning. The views of the pupil and their parents/carers will be central to this process and advice may be sought from external professionals where appropriate.

Assessment may draw upon:

- Teacher assessment and observations.
- Attainment and progress data.
- The pupil's strengths, interests and aspirations.
- Parent/carer views.
- Pupil voice.
- Advice from external agencies and professionals.

Assessment information will be reviewed regularly to ensure that provision remains closely matched to need and that support is based on a clear understanding of what is helping the pupil to make progress.

2. Plan

In consultation with the pupil and their parents/carers, the class teacher and SENCO will agree:

- The outcomes that are being worked towards.
- The support, interventions and reasonable adjustments that will be provided.
- The responsibilities of staff, parents/carers and the pupil where appropriate.
- A date for reviewing progress and evaluating impact.

All staff working with the pupil will be made aware of their needs, the outcomes sought and the support in place. This information will be recorded on Insight and shared with relevant staff through the pupil's Individual Learning Plan (ILP).

Parents/carers will be kept informed and will be encouraged to contribute to supporting their child's progress both at home and at school.

3. Do

The class teacher remains responsible for the pupil's progress and development on a day-to-day basis, even where interventions involve small-group or individual support delivered by teaching assistants or specialist staff.

The class teacher will work closely with any adults involved in delivering provision to:

- Monitor progress.
- Assess the effectiveness of support.
- Adapt teaching where necessary.
- Ensure that interventions complement high-quality classroom practice.

The SENCO will provide advice, guidance and support to help staff implement provision effectively.

4. Review

The effectiveness of the support and interventions, and their impact on the pupil's outcomes, will be reviewed at the agreed date.

Review discussions will consider:

- The views of the pupil and their parents/carers.
- The progress made towards agreed outcomes.
- The impact of provision and interventions.
- The views of staff working with the pupil.
- The pupil's participation, wellbeing and engagement in learning.

Following the review, the class teacher and SENCO will work with the pupil and their parents/carers to decide whether provision should be continued, adapted, increased or reduced, and agree the next steps within the graduated approach.

8.4 Levels of support

School-Based SEND Support

Pupils receiving SEND Support will be placed on the school's SEND register. These pupils have needs that can be met through the school's graduated approach of **Assess, Plan, Do, Review** and the provision of high-quality adaptive teaching, Ordinarily Available Inclusive Provision (OAIP), targeted interventions and additional support where appropriate.

Where a pupil's needs cannot be fully met through the resources and expertise available within school, advice and support may be sought from external professionals and specialist services.

Provision for pupils receiving SEND Support is funded through the school's delegated and notional SEND budget.

Pupils receiving SEND Support are recorded on the school census using the code **K**.

Education, Health and Care Plans (EHCP)

Some pupils may require a higher level of support than can reasonably be provided through school-based SEND Support alone. In these circumstances, the school may work with parents/carers and relevant professionals to request an **Education, Health and Care Needs Assessment (EHCNA)**.

Where an Education, Health and Care Plan (EHCP) is issued, this legal document will describe the pupil's strengths, needs, outcomes and the provision required to support them.

The school will work in partnership with parents/carers, the Local Authority and relevant professionals to implement and review the provision specified within the EHCP.

Provision for pupils with EHCPs is funded through the school's notional SEND budget and, where appropriate, additional funding provided by the Local Authority through High Needs Funding.

Pupils with an Education, Health and Care Plan are recorded on the school census using the code **E**.

8.5 Evaluating the effectiveness of SEND provision

At Downview Primary School, we are committed to ensuring that SEND provision has a positive impact on pupils' progress, participation, wellbeing and outcomes. The effectiveness of provision is monitored through a cycle of assessment, review and evaluation.

We evaluate the effectiveness of SEND provision by:

- Tracking pupils' progress and attainment through ongoing assessment and analysis of school data.
- Monitoring progress through the graduated approach of **Assess, Plan, Do, Review**.
- Reviewing outcomes and targets within Individual Learning Plans (ILPs).
- Analysing entry and exit data for interventions.
- Gathering the views of pupils and their parents/carers.
- Carrying out observations, learning walks and monitoring activities led by the SENCO and/or senior leadership team.
- Holding annual reviews for pupils with Education, Health and Care Plans (EHCPs).
- Seeking feedback from teaching staff, teaching assistants and external professionals involved in supporting pupils.
- Monitoring attendance, wellbeing, participation and engagement in school life.

Progress for all pupils is monitored through a combination of teacher assessment, classroom observations, pupil progress meetings and school assessment systems. Assessment information is recorded and analysed using the school's tracking systems to identify strengths, emerging needs and pupils who may require additional support.

Pupil progress is reviewed regularly through structured pupil progress meetings involving class teachers and the SENCO. These discussions help to identify pupils who are making expected progress and those who may require further support, intervention or assessment.

For pupils receiving SEND Support, the effectiveness of provision is monitored through:

- Individual Learning Plan (ILP) reviews.
- Intervention records and assessments.
- Observations of learning and engagement.
- Feedback from pupils and parents/carers.
- Professional discussions between staff and external agencies where appropriate.

Following review, decisions may be made to:

- Continue current provision.
- Adapt or refine support.
- Increase or reduce levels of support.
- Seek specialist advice.
- Consider progression through the graduated approach.

The SENCO reports regularly to the Headteacher and SEND Governor regarding the effectiveness of SEND provision and outcomes for pupils with SEND.

9. Attendance

At Downview Primary School, we recognise that some pupils with SEND may experience additional barriers to attendance, participation and engagement in school. While our ambition for attendance is the same for all pupils, we understand that some children may require additional support and reasonable adjustments to achieve this.

We are committed to working collaboratively with pupils, families and external agencies to identify and address barriers to attendance at the earliest opportunity. This may include support for pupils experiencing anxiety, social communication differences, sensory needs, medical conditions or other factors that impact their ability to attend and engage successfully in school.

Attendance, wellbeing and participation are regularly monitored as part of our wider approach to SEND provision. Where concerns arise, support will be planned in partnership with families and reviewed regularly to ensure it remains effective.

Further information about the school's approach to attendance can be found in the school's Attendance Policy.

10. Safeguarding

At Downview Primary School, we recognise that some pupils with SEND may face additional vulnerabilities and barriers to communicating concerns or accessing support. We are committed to ensuring that all pupils feel safe, are listened to and are able to access the help they need.

Staff are aware of the additional safeguarding considerations that may affect some pupils with SEND and will take appropriate steps to ensure that concerns are identified and responded to promptly. Reasonable adjustments will be made where necessary to support pupils in expressing their views, wishes and feelings.

The school works closely with families and external agencies where appropriate to ensure that safeguarding arrangements meet the individual needs of pupils with SEND.

Further information can be found in the school's Child Protection and Safeguarding Policy.

11. Expertise and training of staff

Training is provided regularly for teaching and support staff to ensure that they have the knowledge, skills and confidence to meet the needs of all learners, including those with SEND.

The Headteacher and SENCO will work together to identify training needs and incorporate these into the school's programme of continuing professional development (CPD). Training priorities will be informed by the needs of pupils within the school, developments in SEND practice and national guidance.

The school is committed to developing staff expertise in areas including inclusive practice, adaptive teaching, communication and interaction needs, autism, speech and language development, social, emotional and mental health needs, and other areas of SEND identified through ongoing monitoring and evaluation.

Staff are encouraged to work collaboratively with colleagues and external professionals to further develop their understanding and improve outcomes for pupils with SEND.

12. 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 teachers or support services
- Child and adolescent mental health services (CAMHS)
- Child Development Centre (CDC)
- School Nurse Team
- General practitioners or paediatricians
- Occupational Therapy

- Physiotherapy
- Educational Psychology
- Sensory Support Teams
- Learning and Behaviour Team for West Sussex
- Autism and Social Communication Team for West Sussex
- Integrated Front Door – Enabling Families, Family Help, Social Services
- Alternative Provision
- Domestic Abuse Recovering Together (DART)
- Youth Emotional Support
- Play Therapists
- Thought-full (mental health teams in schools)

13. Admission and accessibility arrangements

13.1 Admission arrangements

At Downview Primary we welcome parents/carers to visit the school prior to application. The SENCO is available to discuss any SEND needs prior to admission and is happy to talk through the resources and any adaptations that can be made to meet the needs of the child.

As stated in our Admissions Policy 'In the event of oversubscription, places will be offered using the following criteria:

Any child with an Educational Health Care Plan naming the school will automatically be admitted to a school, under section 43 Children and Families Act 2014.'

13.2 Accessibility arrangements

At Downview Primary School, we are committed to ensuring that disabled pupils are not treated less favourably than their peers and are able to access all aspects of school life. We make reasonable adjustments, where required, to ensure that all pupils can participate fully in the curriculum and wider opportunities offered by the school.

The school provides a range of support and reasonable adjustments to enable pupils with disabilities to access learning, the physical environment and school activities. These may include:

- Adaptations to teaching and learning.
- Accessible resources and assistive technology where appropriate.
- Additional adult support.
- Specialist equipment and auxiliary aids.
- Adaptations to the physical environment.
- Individualised planning to support participation in educational visits, enrichment activities and extracurricular opportunities.

The school's Accessibility Plan sets out how we will continue to improve access to education and opportunities for disabled pupils. In accordance with the Equality Act 2010, we aim:

- Not to treat disabled pupils less favourably because of their disability.
- To make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage.
- To increase access to the curriculum for disabled pupils through high-quality teaching, adaptive practice and reasonable adjustments.
- To improve access to educational visits, enrichment activities and after-school clubs.
- To improve the physical environment of the school to enable disabled pupils to access education, facilities and services more effectively.
- To improve the availability of accessible information for pupils, parents/carers and visitors with disabilities.

Further details can be found in the school's Accessibility Plan, which is available on the school website.

14. Complaints about SEND provision

At Downview Primary School, we are committed to working positively with pupils and families and aim to resolve any concerns at the earliest opportunity.

Where parents/carers have concerns about the school's SEND provision, they should initially discuss these with the **Class Teacher** and, where appropriate, the **SENCO**. We will make every effort to resolve concerns informally through discussion and partnership working.

If concerns remain unresolved, parents/carers may make a formal complaint to the **Headteacher**, which will be managed in accordance with the school's Complaints Policy.

If a parent/carer is dissatisfied with the school's response, they may escalate the complaint in writing to the **Chair of Governors**. The complaint will be considered in line with the school's complaints procedures, and a written response will be provided.

Further information can be found in the school's Complaints Policy.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

At Downview Primary School, we are committed to continuously improving the quality and effectiveness of our SEND provision. We will evaluate the impact of this policy by considering whether we are achieving the aims and objectives set out in Section 1.

We will evaluate the effectiveness of our SEND provision through:

- Staff awareness and understanding of the needs of pupils with SEND.
- The timely identification of pupils with SEND and the effectiveness of early intervention.
- The progress and attainment of pupils with SEND.
- The effectiveness of high-quality adaptive teaching, Ordinarily Available Inclusive Provision (OAIP) and targeted interventions.
- Attendance, engagement and participation of pupils with SEND in all aspects of school life.
- The wellbeing, confidence and sense of belonging of pupils with SEND.
- The quality and impact of SEND provision and support.
- Feedback from pupils, parents/carers, staff and external professionals.
- Outcomes from SEND reviews, intervention evaluations and annual reviews for pupils with EHCPs.
- Monitoring carried out by the SENCO, Headteacher and SEND Governor.

This evaluation will be informed by assessment data, pupil progress meetings, SEND reviews, pupil and parent voice, classroom monitoring activities and ongoing analysis of outcomes for pupils with SEND.

15.2 Monitoring the policy

This policy will be reviewed by Lisa Jackson (SENCO) **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.

16. Links with other policies and documents

This policy links to the following documents:

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour and anti-bullying policy
- Equality objectives and public duty policy
- Equality and diversity policy
- Medicine Policy
- Attendance policy
- Child protection and safeguarding policy
- Complaints policy