

Special Educational Needs and Disabilities Policy



Pendragon Community Primary School

Reviewed by The Full Governing Body

Date of Review March 2026

Date of next Review March 2027

Version 1.2

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1. Aims and Vision

Our SEND policy and information report aims 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

Pendragon Community Primary school provides a broad and balanced curriculum for all pupils. The National Curriculum is a starting point for planning to meet the needs of each individual pupil. At Pendragon Community School we recognise that for all pupils to realise their potential, they need support and motivation. Pupils may have additional needs, either throughout or at any time during their school career. This policy helps to identify, assess and plan for pupils, so that they will be fully included in all areas of school life regardless of ability, culture, race or gender.

2. Legislation and guidance

This policy and information report 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 the school's 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 unfairly disadvantage children with a disability or with special educational needs

3. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive.

We will achieve this by making reasonable adjustments to our teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definitions

4.1 Special Educational Needs

A pupil has SEND 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:

1. A significantly greater difficulty in learning than most others of the same age
or
2. 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 additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 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.

4.3 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.

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 into this category.
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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 (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or controlling behaviour, or by the pupil becoming withdrawn or isolated.
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.

5. Roles and responsibilities

5.1 The SENDCO

The SENDCO will have the responsibility to oversee and support all staff at school to enable access to all areas of the curriculum. Under the pupil and family act (2014) the school governing body must use their best endeavours to ensure that special educational provision is made.

The SENDCO is **Mrs Kathryn Dailly**

They will:

1. Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
2. 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 SEND, including those who have EHC plans.
3. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
4. Advise on the graduated approach to providing SEND support.
5. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
6. Be the point of contact for external agencies, especially the local authority and its support services, and work with external agencies to ensure that appropriate provision is provided.
7. Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
8. Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
9. Ensure the school keeps the records of all pupils with SEND up to date.
10. Monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
11. Prepare and review information for inclusion in the school's SEND information report and any updates to this policy.

5.2 The SEND governor/s

The SEND governor is **Mr Senthilkumar Natesan**

They will:

1. Help to raise awareness of SEND issues at governing board meetings.

2. Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
3. Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

5.3 The head teacher

The head teacher is **Emily Samuels**

They will:

1. Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision in the school.
2. Work with the 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.
3. Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
4. Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
5. Make sure that the SENDCO has enough time to carry out their duties.
6. Have an overview of the needs of the current cohort of pupils on the SEND register.
7. With the 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.

5.4 Class Teachers

Each class teacher is responsible for:

1. Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach.
2. Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
3. Report concerns and progress to the SENDCO to discuss any further support the pupil may need.
4. Read appropriate guidance on specific needs.
5. Take advice from professionals working with the pupil and implement advice in the classroom.
6. Using ongoing assessments to monitor progress and set next steps.
7. Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
8. Ensuring they follow this SEND policy and the SEND information report.

9. 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.

5.5 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:

1. Invited to review the provision that is in place for their child via their APDR.
2. Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.

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

5.6 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:

1. Explaining what their strengths and difficulties are
2. Giving feedback on the effectiveness of interventions

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

6. SEND INFORMATION REPORT 2025-26

6.1 SEND categories

SEND Category		Description
Autistic Spectrum Disorder	ASD	ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Hearing Impairment	HI	Child has a lifelong hearing impairment and likely to wear a hearing aid.
Moderate Learning Difficulty	MLD	(MLD), children have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts.
Multi-Sensory Impairment	MSI	Children with a combination of visual and hearing difficulties.
Other Difficulty/Disorder	Other	Any diagnosis not ASD.
Physical Disability	PD	Such as cerebral palsy, cystic fibrosis, spina bifida, spinal cord injury, epilepsy, multiple sclerosis.
Profound & Multiple Learning Difficulty	PMLD	(PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
SEN support but no specialist assessment of type of need	SEN Support	This category should only be used for pupils who have never undergone a specialist assessment of need. When additional educational provision is being made to help a pupil access the curriculum, as part of the graduated approach, but the specific need has not yet been determined, this is an appropriate category.
Severe Learning Difficulty	SLD	(SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.

Social, Emotional and Mental Health	SEMH	Social, emotional and mental health (SEMH) needs are a type of special educational needs in which children/young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.
Specific Learning Difficulty	SpLD	(SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Speech, Language and Communication Needs	SLCN	Speech, language and communication needs (SLCN) is the term used to describe difficulties with: • producing speech sounds accurately • stammering • voice problems, such as hoarseness and loss of voice • understanding language (making sense of what people say) • using language (words and sentences) • interacting with others, for example, difficulties understanding the non-verbal rules of good communication or using language in different ways to question, clarify or describe things.
Visual Impairment	VI	Child has a lifelong visual impairment, possible partial or full sight loss.

6.2 Identifying pupils with SEND and assessing their needs

Number of Children with SEND during 2025-26

We currently have 67 children that have been identified as having special educational needs according to the new Code of Practice, this being approximately 23% of children on roll.

These include:

1. 57 receiving SEND Support provision,
2. 10 receiving provision through an EHC plan

It has been recognised that a number of pupils have presented with social, emotional and mental health difficulties and are receiving art/play therapy from Blue Smile. We are a partner school with Blue Smile and we have 6 therapists working in school on a Monday. In addition, we have 2 Emotional Literacy Learning Assistants (ELSA) who work in school each week.

3. 16 children receive support through Blue Smile
4. 6 children receive support through ELSA each half term

We will assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose:

- Progress is significantly slower than that of their peers starting from the same baseline.
- Progress fails to match or better the child's previous rate of progress.
- Progress fails to close the attainment gap between the child and their peers.
- The attainment gap widens.

This may include progress in areas other than attainment, for example, mental health, emotional or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they may, 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 SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as home circumstances or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Example of a possible procedure for stages of identification:

- Class teacher raises a concern
- SENDCO discussion time and possible observation
- APDR - Assess Plan Do Review
- Discussion with SEND services and possible referral
- Early Help Assessment – Targeted Support
- Education, Health Care Plan

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND.
- They are known to external agencies.
- They have an education, health and care plan (EHCP).

the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, to ensure that support can be put in place as early as possible.

6.3 Partnership with Pupils

We have high expectations of all our pupils at Pendragon Community Primary school. We want pupils to feel valued and encourage them to be active learners in a curriculum rich environment.

We will...

1. Encourage pupils to work independently or as part of a group where possible.
2. Support pupils with visual and verbal aids to encourage independence.
3. Set realistic pupil focused targets.
4. Encourage pupils to reflect on when they have achieved a target.

6.4 Partnership with Parents

Pendragon Community Primary school promotes and supports parental involvement. We aim to work together with parents and carers to gather and share information and support parents to be involved in the pupil's education and well-being.

We will...

1. Provide opportunities for parents to meet class teachers and/or the SENDCO/SLT and share ideas.
2. Utilise informal opportunities (hand over and collection times) to 'touch base' ensuring day to day information can be shared.
3. Set up home/school communication books if necessary.
4. Share further advice on local services and web links.
5. Share and discuss individualised targets with parents/carers using an APDR (Assess Plan Do Review) ensuring:
 - Everyone develops a good understanding of the pupil's areas of strength and difficulty.
 - We consider the parents' concerns.
 - Everyone understands the agreed outcomes sought for the child.
 - Everyone is clear on what the next steps are.
6. Arrange transition meetings with parents/carers to support and provide strategies for a pupil moving class or school if necessary.

6.5 The graduated approach to SEND support

Once a pupil has been identified as having SEND, 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

The pupil's class teacher and the SENDCO, where appropriate, will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. 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

The class teacher will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

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 an APDR document (Assess, Plan, Do & Review) which is shared with parents.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

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, they still retain responsibility for the pupil. They will work closely with any learning support 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 SENDCO can 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 in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils.
- The level of progress the pupil has made towards their outcomes.
- The views of teaching staff who work with the pupil.

The class teacher will revise the outcomes and support, in light of the pupil's progress and development, and in consultation with the pupil and their parents.

The SENDCO will advise and support, when necessary throughout this 4 - part cycle.

6.6 APDR documents

It is the Class Teacher's responsibility to complete an Assess-Plan-Do-Review (APDR) record throughout the school year, detailing implemented interventions and strategies used to support the child, and the impact these have had.

6.7 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to.

We liaise closely with all local pre-schools and secondary schools to ensure a smooth transition for all pupils. Additional visits are arranged between the schools for SEND pupils, and meetings are held between key members of staff and parents to pass on vital information, and ensure they continue to receive the correct support.

6.8 Levels of support

School-based SEN provision

Pupils receiving SEND 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.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

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 LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

6.9 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

6.10 Evaluating the effectiveness of SEND provision

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

1. Tracking pupils' progress.
2. Carrying out the review stage of the graduated approach in every cycle of SEND support.
3. Monitoring by the SENDCO.
4. Holding annual reviews for pupils with EHC plans.
5. Getting feedback from the pupil and their parents.

6.11 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

1. Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
2. Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
3. Ordinarily available provision - This is the provision made for children and young people whose Special Educational Needs can be met from the resources generally available to the school or setting.

6.12 Additional support for learning

Teaching Assistants (TAs) support alongside the class teachers, by delivering specialised programmes, interventions and general classroom support; this includes main support in the core subjects of Maths and English. Two of our Learning Support Assistants are Higher Level Teaching Assistants (HLTAs).

Pupils who have an EHC plan receive support from TA's – this may involve working 1-to-1 or in a small group to develop independence. This work is agreed and planned in accordance with the outcomes on the pupil's individual EHC plan.

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:

1. SEND services the specialist teaching team
2. Mental Health Support Team (MHST)
3. School Nurse
4. Occupational Therapy
5. Physiotherapists
6. Speech and Language
7. Educational Psychologist
8. CAMHS involvement
9. Emotional Health & Wellbeing Service
10. General practitioners or paediatricians

11. Education welfare officers

12. Social services

6.13 Expertise and training of staff

Our SENDCO has worked with pupils with SEND for many years and has completed the SENDCO accreditation.

They are allocated 4 days a week to manage SEND provision.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Speech and Language.

Identified members of staff have medical/health training (including paediatric first aid) to support staff in implementing care plans.

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO 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.

6.14 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

At Pendragon Community Primary School we believe all pupils should be given a broad and balanced curriculum which allows pupils to feel safe and challenged.

All our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils with medical and health and disability care needs have the same rights of admission and access to the curriculum as other pupils, and improving access to education and educational achievement by disabled pupils, ensures equality of opportunity, encourages full participation in society, and improves the likelihood of independent living and economic self-sufficiency in the future. Pendragon Community Primary School intends, over time, to increase accessibility of our school for disabled pupils, staff, parents and carers and visitors to enable all members of our school community to feel safe.

Pendragon Community Primary School's full Accessibility Plan can be found on the school website.

6.16 Support for improving mental health, emotional and social development

At Pendragon Community Primary School, we understand that an important feature of the school is to enable all pupils to support and develop their mental health, emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, registration time and indirectly with every conversation adults have with pupils throughout the day.

Pupils may present with social, emotional and mental health difficulties and although not all are formally recognised on the SEND register, these pupils are recognised and supported.

Governors, parents, staff and pupils work together to ensure our core values REACH – Respect, effort, achieve and challenge; these values are used in all aspects of school life referring to them when guiding children's development through school.

At Pendragon Community we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively. Children who are being bullied or are concerned about another child, are encouraged to talk to their class teacher or another trusted adult.

6.17 Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally – please see the Complaints policy.

Contact details of support services for parents of pupils with SEND

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer>.

6.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer>

7. Monitoring arrangements

This policy and information report will be reviewed by Kathryn Dailly, SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality and Diversity policy
- Complaints policy