



Callow End CE Primary School

Special Educational Needs and Disabilities Policy

At Callow End we provide a welcoming, safe and supportive environment in which Christian values are central to the ethos of the school and its teaching. We have high aspirations for all our pupils so that they can achieve their full potential in life. All our policies are written to reflect this vision.

Statement of Intent

Callow End Primary School is a caring, inclusive school at the heart of the community. Our aim is to promote a love of learning, enjoyment of life and caring for one another. We will achieve this through excellent teaching and enjoyment of learning through a rich, broad and balanced curriculum. We aim to provide a high quality education to all our pupils; including pupils with SEND and to do everything we can to meet the needs of pupils with SEND.

We want children to develop in all areas and this goes hand in hand with academic achievement and striving for excellence every day. This is supported by our core values which are developed within a Christian context.

Above all, we aim to develop successful learners, confident individuals, responsible citizens who understand the importance of trying your best and respecting others. As part of this we respond to learners in ways which take account of their varied experiences and needs.

Through the implementation of this policy the school aims to eliminate discrimination, promote equal opportunities and foster good relationships between pupils with SEND and those without SEND.

Legal Framework

This policy is in line with

- *The Children and Families Act 2014*
- *The Special Educational Needs and Disabilities Regulations 2015*
- *The Equality Act 2010*
- *Children Act 1989*
- *Data Protection Act 2018*
- *The General Data Protection Regulation*

All of our policies are interlinked including this policy and our SEND Report which explains in details the provision offered at Callow End CE Primary for children with Special Educational Needs and Disabilities.

This policy is also linked to:

- Worcestershire County Council Local Offer
- Worcestershire County Council Equal Opportunities Policy

Callow End Policies:

Teaching and Learning Policy

- Behaviour Policy
- Policy for supporting pupils with medical conditions
- Home School Agreement

Definition

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.”

This includes children who

- Have a significantly greater difficulty in learning than the majority of children the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the area or local authority.

Special educational provision means educational provision which is additional to, or different from the provision made generally for children the same age in a mainstream school.

A child with special educational needs may need extra help at school or home because of physical difficulties, learning difficulties, emotional or mental health issues or a combination of these.

Children may have special educational needs either throughout or at any time during their time at Callow End CE Primary School.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long term and substantial adverse effect on a person’s ability to carry out normal day-to-day activities.

Aims and objectives

- To ensure that the Special Educational Needs and Disability Regulations are implemented effectively across the school.
- Children are given fair access to the curriculum and that each child’s achievements are valued.
- To ensure that Special Educational Needs are identified as early as possible in the child’s school life and that these needs are met.
- All learners make the best possible progress.
- Staff are aware of the procedures for identification of SEN and strategies to meet a wide range of need in order to ensure that input is specifically matched to need.
- Parents and carers are actively involved at every stage in plans to meet their child’s additional needs.
- To involve outside agencies where necessary.
- To involve the children themselves in any decision making that involves their learning.
- To provide additional intervention for a set time period to achieve precise and specific aims,

Responsibilities and roles

The role of the class teacher

- The class teacher is fully aware of the implications of Quality First Teaching as detailed in the Code of Practice. They aim to teach in ways that support the learning of all children but particularly those with special educational needs and disabilities, by providing an environment that removes barriers to learning. This includes the use of a range of teaching styles and both visual and concrete supports.
- The class teacher is fully aware of the school's procedures for identifying, assessing and making provision for children with SEND.
- The class teacher is responsible for assessing children and differentiating appropriately so that the maximum access to the curriculum is enabled. This will involve individual target setting and devising appropriate plans.
- The class teacher will liaise with parents, the SENDCo and teaching assistants if there is cause for concern and must gather records of the nature of the concern action taken, targets set and review procedures. This is part of the Assess, plan, do, review cycle set out in the Code of Practice.
- Where ever possible children identified as needing SEND support will be taught by the class teacher and not solely by a teaching assistant.

The Role of the SENDCO

The SENDCO, Mrs Clare Stockford, is responsible for:

- Working alongside the class teacher, the school's SEND Co-ordinator will assist in gathering information and co-ordinating the child's provision.
- Ensuring the day to day operation of the policy and offer.
- Liaising with and advise colleagues and bring in additional advice from outside agencies where necessary in consultation with the Headteacher.
- Liaising with parents, ensuring that they are made aware of the provision made for their child in school and sign-posting parents towards any additional support.
- Ensuring that the school keeps records of pupils with SEND up-to-date, in line with the school's Data Protection Policy
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.

The role of parents

Parents will be consulted and involved in the identification, assessment and review of their child's needs at all stages. They will be actively encouraged to contribute to the development of plans and targets involving their child.

The role of the child

Where possible the child will be encouraged to participate in the decision-making around their provision. Their views will be actively sought at all stages in the *assess, do, review cycle*. At all times the child's self-confidence will be positively reinforced.

SEND Governor

Our Governor with responsibility for SEND is Mrs Kaye Barter. She will liaise with the SENDCO and the Headteacher to question and challenge the progress and monitoring of children with SEND.

Transfer arrangements

Reception staff will meet with staff from partner nursery schools and parent or carers prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCO after these meetings. Where necessary the SENDCO will arrange a further meeting. Extra transition days can be put in place where appropriate.

The SENDCO will meet with staff from High Schools to aid transitions for those children with SEND. This often results in more frequent transition days and the agreement of additional support strategies.

Training and CPD Opportunities

School is committed to the training and CPD of all staff to support whole school improvement as well as building the skills, knowledge and understanding of each member of the staff team. Training around SEND will also be linked to the provision offered in the 'school offer' and reviewed regularly to ensure high quality provision is maintained and built upon.

Promoting Mental Health and wellbeing

- The curriculum for PSHE will focus on promoting pupil's resilience, confidence and ability to learn.
- Positive classroom management will be used to promote positive behaviour, social development and high self-esteem.
- Where appropriate the school will support parents in the management and development of their child.
- The school will focus on work that helps to build self-esteem and self-discipline.
- When in-school intervention is not appropriate referrals will be made and the school will continue to support the pupil as best it can.

Samantha Curtis	Peter Grieve
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Headteacher	Chair of Governors
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December 2025