



John Clare Primary School

Inspire - Nurture – Celebrate

Special Education Needs and Disabilities (SEND) Policy and Information

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| Date: | September 2025 |
| Approved by Local Governance Committee: | 24 th September 2025 |
| Review: | September 2026 |

This document is a statement of the aims, principles and strategies at John Clare Primary School.

Each person in our school will be given fair and equal opportunities to develop their full potential with regard to gender, ethnicity, cultural and religious background, sexuality or disability.

This information report should be read alongside Peterborough City Council's [Local Offer](#).
This information report forms part of a group of policies relating to the safeguarding of children.

Introduction

At John Clare School we aim to develop in each child the knowledge, concepts, skills and attitudes that will enable them to be successful members of our society. We give high priority to the quality of care and nurture attitudes of mutual respect and responsibility within the school community.

John Clare Primary School provides a broad and balanced curriculum for all children. We do however recognise that some children either cannot or do not achieve in line with expectations and have barriers within their learning. This can be manifested in many different ways, ranging from difficulties acquiring and using new knowledge, concepts and skills to extremely low levels of self-discipline.

The National Curriculum is the main benchmark for assessing children's progress and for planning to meet their academic needs. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. They take account of pupils needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25
- Schools SEND Information Report Regulations
- Statutory Guidance on supporting pupils at school with medical conditions
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards

The policy has been created by the SENDCo and Headteacher in liaison with School SEND Governor and members of staff.

Definition of Special Educational Needs

The 2014 Code of Practice says that:

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age, this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provide for others of the same age in mainstream schools.

The 4 areas of need are identified as:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory/Physical

Children must not be regarded as having a learning difficulty solely because the language or form of language for their home is different from the language in which they will be taught.

Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child.
- to ensure that the special educational needs of children are identified, assessed and provided for.
- to make clear the expectations of all partners in the process.
- to identify the roles and responsibilities of staff in providing for children's special educational needs.
- to enable all children to have full access to all elements of the school curriculum.
- to share details of our Local Offer.

Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- using both formal and informal assessments to identify and plan for children's needs.
- providing support for children who need help with communication, language, literacy and numeracy.
- Planning to develop children's understanding through the use of appropriate senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Role of the SENDCo

In our school the Special Educational Needs and Disabilities Co-ordinator (SENDCo):

- facilitates staff meetings and training to ensure teaching staff have current knowledge and skills.
- manages the day-to-day operation of the policy.
- co-ordinates the provision for and manages the responses to children's special needs.
- supports and advises colleagues.
- maintains the school's (non-compulsory) SEND register.
- contributes to and manages the records of all children with SEND termly.
- manages the school-based assessment and completes the documentation required by outside agencies and the Local Authority.
- acts as a link with parents to offer support and guidance as and when necessary.
- acts as link with external agencies and other support agencies.
- monitors and evaluates the special educational needs provision and reports to the Headteacher termly.
- to ensure that all reports are written within specific timescales and that chronology of actions/contacts is recorded and acted upon.

The Role of the Governing Body

The Governing Body and the named Governor in particular has a specific responsibility for Monitoring and Evaluating the SEND provision in school. At a general level the Governing Body has a specific responsibility to:

- decide and review the schools SEND policy and approach to meeting the needs of pupils with SEND.
- ensure that the necessary provision is made for any pupil with SEND.
- ensure that the SENDCo / Headteacher makes the needs of any pupils known to those who are likely to teach them.
- ensure that teachers are aware of the importance of identifying, and providing for, those pupils who have SEND.
- consult with the Local Authority and the Governing Body of other schools in the interests of co-ordinated SEND provision.
- ensure the inclusion of pupils with SEND children in activities.
- have regard for the Code of Practice when carrying out its duties.
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Allocation of Resources

The SENDCo is responsible for the operational management of the specified and agreed resources for special needs provision within the school, including the provision for children with Education, Health and Care Plans ('EHCPs').

The Headteacher and Resources Governors meet annually to agree on how to use funds directly related to the EHCPs. The SENDCo draws up the resources bid when the school is planning for the next school improvement plan.

Assessment

Early identification is vital and outside agencies can help advise on the provision of intervention strategies. The class teacher and/or SENDCo informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

Agencies that the SENDCo may refer to include:

[Support for Learning](#)

Autism Outreach

LA Speech and Language Team

The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices.

The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Register of Special Educational Needs and Disabilities

Although not mandatory, the school maintains a register of children with SEND.

This register includes children who have been identified with initial concerns, right through to children with Educational and Health Care Plans.

Responding to children's SEND

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

To ensure effective use of resources and accountability, initial concerns relating to a child's education are recorded on My Concern and a 'Parental Conversation' sheet is completed. These concerns can be raised by any member of staff and/or parents and are retained in the class SEND file and the SEND folder in the share drive.

Strategies employed to enable the child to progress should be recorded within the Class Provision Map or, if required an individualised Assess, Plan, Do, Review (ADPR) document will also focus on three or four target areas chosen from those relating to the key areas of communication, literacy, mathematics and behaviour and social skills that match the child's needs. The ADPR document should be discussed with the child and parents.

ADPR documents should be reviewed at least twice a year and should include the views of both parents and pupils. Wherever possible one of the reviews should coincide with a parents' consultation evening.

There may be occasions when the school seeks the support and advice of specialist outside agencies. This will be when, despite receiving an individualised programme and/or concentrated support the child:

- continues to make little or no progress in specific areas over a long period.
- continues working at National Curriculum levels substantially below that expected of children of similar age.
- continues to have difficulty in developing literacy and mathematics skills.
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Specialist SEND Support and Educational, Health and Care Plans (EHCP)

Children requiring enhanced or specialist support from professional services such as Autism Outreach, Educational Psychology, Occupational Therapy etc. will be referred with parental consent.

If a child fails to make progress, in spite of high quality, targeted support, we may apply for an EHCP for a child. We will follow Local Authority guidance on the application for EHCPs and will generally apply for a EHC Plan if:

- A child's needs are highly complex and required highly individualised long-term arrangements.

- A child's achievements are so far behind their peers that they will require ongoing support above and beyond that which can be offered.

Where a child has an Educational Health Care Plan (EHCP), the local authority must review that plan as a minimum every twelve months. The SENDCo liaises with the LA SEND Officer in this process.

School Transfer

When children move schools, the school is required to transfer school records, including SEND documentation within 15 days of the child ceasing to be registered at the school.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to both understand the relevance and purpose of learning activities as well as experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.

Assess Plan Do Reviews , feature significantly in the provision made in the school. By breaking down the existing levels of attainment into finely graded steps and targets, helps to ensure that children experience success.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation. There are times though when, to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom.

Partnership with parents

The school prospectus contains details of our policy for SEND, and the arrangements made for these children in our school. A named governor takes responsibility to ensure the policy and procedures fits current guidance and is fit for purpose for the school and is implemented and embedded across the school.

At all stages of the special needs process, the school keeps parents fully informed and involved. Account is taken of the wishes, feelings and knowledge of parents at all stages. Parents are encouraged to make an active contribution to their child's education.

Parents are informed of any outside intervention, and the process of decision-making is shared by providing clear information relating to the education of children with special educational needs.

Each term, we offer a SEND Coffee and Catch-Up to help support for families of children with additional needs. These sessions are open to all families and are an informal opportunity to access help and support from local organisations and professionals.

For further information about SEND at John Clare, please see the Parents' and Carers' SEND Information in Appendix 1.

Monitoring and evaluation

The SENDCo and Headteacher monitor the movement of children within the SEND system in school. The SENDCo, class teachers, teaching assistants and parents work together to draw up ADPRs for children. The SENDCo, Headteacher and the named Governor for SEND hold regular meetings to review the work of the school in this area.

The Governing Body reviews this policy annually and considers any amendments.

Appendix 1: Parents' and Carers' SEND Information

1. What are Special Educational Needs?

SEND is a term used nationally for children who need any additional learning support that is different from, or additional to, that provided for other children of the same age within the school. These additional needs can be for a number of different things. Some of the areas you may hear mentioned when discussing your child's needs in school are:

- General learning difficulties – children whose learning progresses at a slower pace
- Speech, language and Communication needs (SLCN)
- Difficulties with reading, writing and/or spelling.
- Difficulties with motor skills and organisation.
- Difficulties with number work
- Dyslexia, Dyspraxia, Dyscalculia
- Autism Spectrum Disorder (ASD)
- Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)
- Social and emotional difficulties.

The SEND Code of Practice states that there are four main areas which cover special needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

2. Who are the best people to talk to at John Clare Primary School about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with Mrs Kefford, the school Special Education Needs and Disabilities Co coordinator (SENDCo. You may wish to arrange a meeting with the SENDCo/ and can do this via the school office: **01733 252332** or **office@johnclareprimary.org**
- If you continue to have concerns, you can arrange to discuss these with Mrs Nicolson, Headteacher.

3. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss their concerns. Alternatively, your child's class teacher may speak to you over the phone about your child's learning.
- A discussion may also take place at a parents' progress meeting.
- The SENDCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

4. How will the school consider my views and those of my child with regard to his/her difficulties with learning, special educational needs or disabilities?

- We encourage parental involvement in any support we provide. We believe that it is essential for us to understand your views, as well as the views of your child, in any difficulties they may experience with their learning.
- You will be able to share your views by arranging a meeting with the SENDCo:
01733 252332 or office@johnclareprimary.org
- We will always endeavour to respond to your views, and where possible to act upon them.
- If your child has an *Education, Health and Care plan* (EHCP) you and your child (where old enough) will be able to share your views at the Annual Review.

5. How does John Clare Primary School ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

At John Clare Primary School, we believe that your child's learning needs will first be met through the Quality First Teaching delivered by his/her class teacher.

- Regular professional development ensures that staff at John Clare Primary School are fully aware of how to cater for a range of Special Educational Needs and Disabilities.
- The SENDCo is in regular communication with teaching staff to make sure
 - that everyone is aware of what Special Educational Needs there are within the school and how to help support those needs in the classroom.
- The school is able to access training programmes from different Organisations. Such as Educational Psychologists, Speech and Language Therapist, and Autism Outreach.

6. How will the curriculum and the school environment be matched to my child's needs?

- At John Clare Primary School, we believe that your child's learning needs will first be met through the Quality First Teaching (QFT) delivered by his/her class teacher.
- We carefully plan our knowledge-rich curriculum to match the age, ability and needs of all children.
- Differentiation is built into all teachers' lesson planning and delivery. The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Assessment points spread throughout the year help teachers to fully understand your child's progress, and to adjust their planning, teaching and feedback accordingly.

7. What types of support may be suitable and available for my child?

This will depend upon the nature of your child's needs and difficulties with learning. Our education provisions match the four broad areas of need as defined in the SEND Code of Practice 2014;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

At John Clare Primary School, we have a 3-tiered approach to supporting a child's learning.

Level 1 - Quality First Teaching - this is the teaching your child will receive from his/her class teacher and may include some very minor adaptations to match learning needs. It also ensures that all teachers are aware of how to match these learning needs, through good communication and training systems.

Level 2 - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of:

- a) **Assessing** your child's needs
- b) **Planning** the most effective and appropriate intervention
- c) **Providing** this intervention and
- d) **Reviewing** the impact on your child's progress towards individual learning outcomes.

This intervention will be specifically targeted for your child and will either occur as a 1:1 session or with a small group of children. You will be kept informed of your child's progress towards learning outcomes. We may gather evidence from a variety of screening assessments and seek support from outside agencies.

Level 3 – it may be necessary to seek specialist advice and regular long-term support from a specialist professional. Sometimes the school will enlist the services of external professionals, such as: Support for Learning, Occupational Therapists, Physiotherapist, an Educational Psychologist, or services provided by the Local Authority. The school may need to prioritise referrals to these services. For very small number of pupil's access to these specialists may lead to an application for Higher Needs Funding and / or a Request for Statutory Assessment. This in turn may lead to a child having an EHC Plan.

7. What services does the school access to support children with SEND?

At John Clare Primary School we can access a range of additional services to support the individual needs of children. These include:

- Local Authority Services e.g. Autism Outreach Team, Pupil Partnership Officer, Pupil Referral Service, Early Help Team, Children's Social Care.

- Cambridgeshire and Peterborough Health Trust Services e.g. Community Paediatricians, ADHD Team, Neurodevelopment Service, Physiotherapy Service, Paediatric Occupational Therapy Team, Speech and Language, School Nurse, CAMHS (child and adult mental health)
- Specialist Services e.g. Support for Learning. The team can be involved in offering specialist advice in supporting children with specific learning difficulties (literacy and maths) and completing individual assessments. These assessments are in addition to internal assessments that can be carried out in school. The SENDCO, working with parents, will decide which children are a priority for assessment by Support for Learning.
- Educational Psychologist services may also be accessed. Parents will be asked to agree to a child being discussed with the Educational Psychologist and will be able to attend consultation meetings.

8. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. Their progress will be closely tracked and fed back to parents throughout the year.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

9. What is an EHC Plan and who can request one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older and prepares for adulthood.

An EHC Plan will:

- detail the views and aspirations of you and your child,
- give a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of agreed
- outcomes

You, your child (where appropriate and aged 16 and over) and/or the school can request that the local authority conduct an assessment of your child's needs. If the school is making a referral, this will be done by the SENDCO. This may lead to an EHC Plan.

10. How will you help me to support my child's learning?

- As is the case for all children, learning is most effective when supported by a positive partnership between home and school. There may be suggested strategies or activities for you to do at home to support your child's learning. You can discuss these with your child's teacher.

- The SENDCo / Class teacher may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child. Please contact the SENDCo to arrange an introduction.

11. How is support allocated to children and how do they move between the different levels of support in school?

- John Clare Primary School receives funding, which includes funds to support the learning of children with SEN and /or disabilities.
- The Headteacher, in consultation with the Governors, decides the budget for SEND provision on the basis of the needs of the children in school.
- The Senior Leadership Team discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

12. How will the school know that the support has made a difference to my child's learning and how can my child and I be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

13. What support will there be for my child's happiness and well-being at John Clare Primary School?

- At John Clare Primary School, we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that your child's Class Teacher, the Teaching Assistants and the SENDCo are available to provide support to match your child's needs.
- You should also feel free to contact your child's Class Teacher if you have any concerns.

14. How is my child included in all the same activities as his/her peers at school?

- John Clare Primary School is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary, the school will make reasonable adjustments to ensure that children with SEN and / or disabilities are included in all activities.
- You should also feel free to contact your child's Class Teacher if you have any concerns.

14. How will John Clare Primary School support my child in transition stages?

- We liaise closely with the school or nursery your child is transferring from to ensure we know as much as possible about the support needs of our new pupils.
- We are able to discuss any individual needs with the relevant teachers and share how best to support your child in school.
- At John Clare Primary School, we take care to ensure that during transition points (between classes, at the end of each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and the best strategies to support their learning. This happens through effective use of data, an opportunity for teachers to meet and "hand-over" information about their pupils and strong systems of reporting progress.
- If your child has an EHC Plan, we will participate in and/or facilitate his/her annual review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and be asked to attend the reviews.

15. Who can I contact if I have a complaint about the SEN provision made for my child?

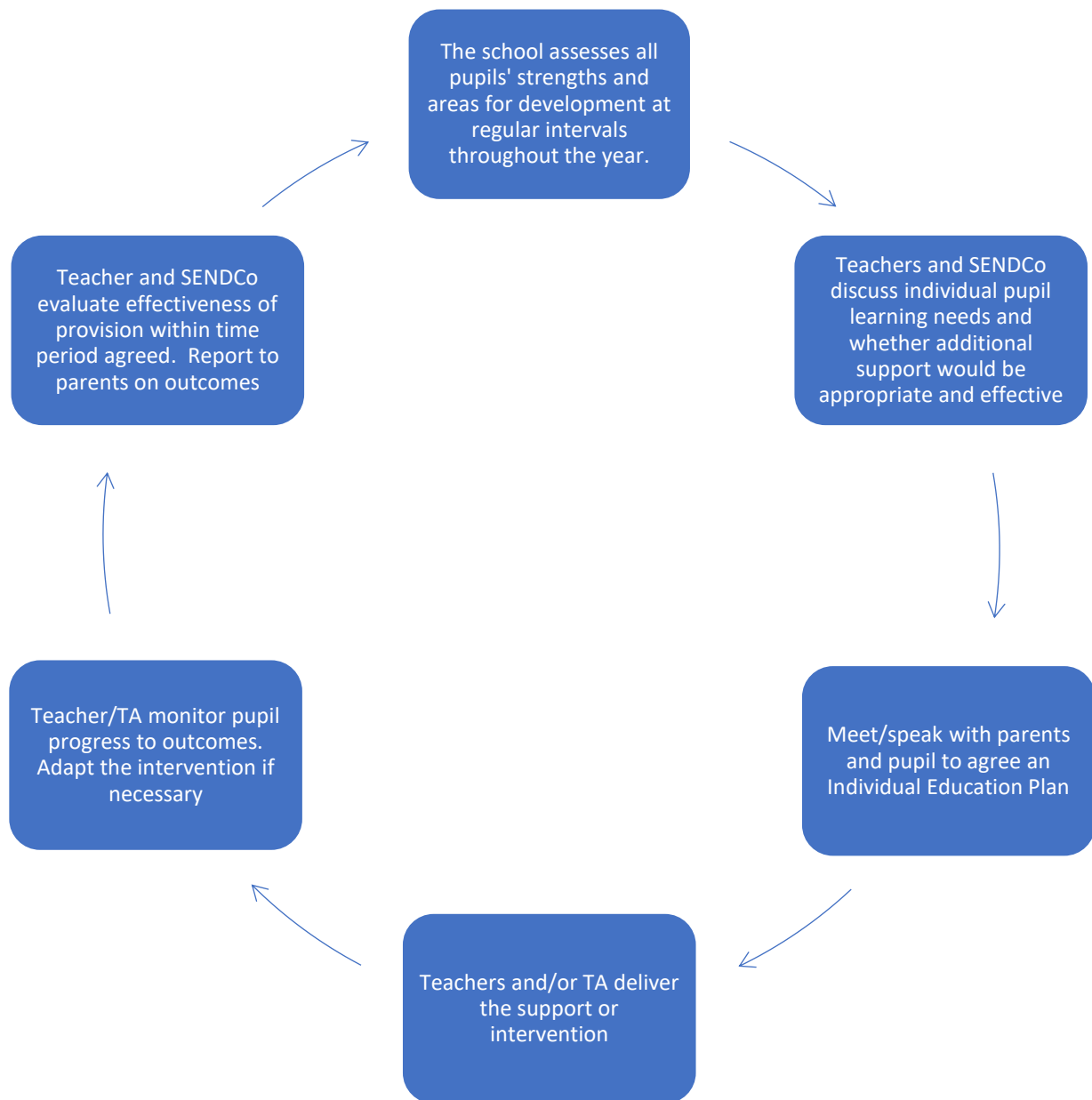
- Initially, speak with your child's Class Teacher and/or the SENDCo. We are confident that they will be able to help.
- Should you still have concerns, please contact the Headteacher, Sarah Nicolson.

16. If I have any other questions about my child's learning while they are at John Clare Primary, who can I ask?

At John Clare Primary we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

- The Class Teacher
- The SENDCo
- The Headteacher

John Clare Primary School Provision Map



Roles and Responsibilities at John Clare Primary School

- **Class Teacher** - the person responsible for teaching your child for most subjects.
- **Teaching Assistant** - a member of staff who supports the teacher to get the best learning outcomes for students in class, they may give focused 1:1 support or small group work to students to support them in their school life, including in-class support.
- **SENDCo** - Special Educational Needs and Disabilities Coordinator (Mrs Kefford), responsible for the overall provision of support for students with SEND.

| John Clare Primary School SEND Provision Map | | | |
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| Area of need | Quality First Teaching | Level 2 | Level 3 |
| Cognition and Learning | Differentiated curriculum planning. In-class targeted teacher support. Visual timetables and visual aids. Use of writing frames / pencil grips. Coloured acetate rulers Use of differentiated resources. Access to ICT. Team teaching/modelling. Access to whole-school homework clubs. | Phonic catch- up interventions. Dyslexia screening (lucid program). Catch-up reading interventions. Numeracy interventions- 1 st class @number. Support for spelling – onset and rime. Revision booster classes. Targeted in-class support from TA. | Small group or 1:1 literacy and/or numeracy support. Reduced/increasingly individualised timetable. Advice from an Educational Psychologist. Advice sought from another type of Advisory Teacher. Support for Learning. |
| Communication and interaction | As above (cognition and learning). Use of modified language. Use of symbols. Structured school and class routines. Provision of a communication friendly environment. | Targeted in-class support with focus on speech and language. Use of additional ICT. Use of Southfields Pack -Speech and language resource. | Small group or 1:1 support for language. Social skills group. Advice from Educational Psychologist and Speech and Language therapist. Support for Learning. |
| Social, mental and emotional health | Whole school behaviour policy, rules, reward and sanction systems. Circle time. Play pals at lunch times. PSHE-focused work. Social and Emotional Aspects of Learning (SEAL). | Group circle time. Work related learning. In-class support for supporting behaviour targets/access/safety. Use of social stories/emotion games Access to support programs: Play buddies, | Small group or 1:1 support for social skills. Individual reward system. Social skills training or anger management. Advice from Educational Psychologist and Autism outreach. Support for Learning. |
| Sensory and physical | Flexible teaching arrangements. Writing slopes, pencil grips. Air cushions Fidget mats | Additional keyboard skills training. Additional fine motor skills practice. Sensory circuit (Energise) for targeted children. In-class support for supporting access/safety. | Individual support for appropriate subjects (e.g. PE,) in class or during lunchtime. Access to ICT hardware and software to support. Advice from Occupational Therapist, Physiotherapist. Support for Learning. |

