Ferring CE Primary School		
Policy:	**SEND Policy**	
Policy date:	Autumn 2026	
Review date:	Autumn 2027	
Person responsible	Headteacher	

Our commitment

At Ferring CE Primary School, we believe that every pupil can learn, every pupil deserves an ambitious curriculum, and high expectations and inclusion belong together. We identify barriers early, adapt teaching and provision where required, work in partnership with pupils and families, and evaluate the impact of support rather than simply measuring what provision has been put in place.

1. Purpose and status of this policy

This policy sets out Ferring CE Primary School's approach to identifying, assessing and meeting the special educational needs and disabilities (SEND) of pupils. It explains how the school fulfils its duties as a maintained mainstream primary school and how SEND provision is organised, implemented, monitored and evaluated.

The policy is intended to be read alongside the school's SEND Information Report, Inclusion Strategy 2026–27, Teaching and Learning Policy 2026–27, Accessibility Policy and Accessibility Plan, Behaviour and Anti-Bullying Policy 2026–27, Equality Policy, Medical Policy, Attendance Policy, Safeguarding and Child Protection Policy, Pupil Premium Strategy and other relevant school policies.

The SEND Information Report is the school's parent-facing publication of the information required by the Special Educational Needs and Disability Regulations 2014 and section 69 of the Children and Families Act 2014. It is reviewed annually and updated when information changes.

This policy is not intended to duplicate the SEND Information Report or the school's broader Inclusion Strategy. Instead, it provides the formal framework for the school's SEND arrangements and signposts to the documents in which operational detail is held.

2. Statutory and guidance framework

This policy has been developed with regard to the legislation and statutory guidance that applies to maintained mainstream schools in England, including:

- Children and Families Act 2014, Part 3, relating to children and young people with special educational needs and disabilities.
- Special Educational Needs and Disability Regulations 2014, as amended, including the requirements relating to SEN information, SENCOs and EHC plans.
- Special educational needs and disability code of practice: 0 to 25 years (SEND Code of Practice), to which the school must have regard.
- Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils and the public sector equality duty.
- School Information (England) Regulations 2008, as amended, and current DfE guidance on information that maintained schools must publish online.
- Supporting pupils with medical conditions at school statutory guidance, where medical needs intersect with SEND.

- Current DfE requirements for the mandatory SENCO national professional qualification (NPQ).
- Current statutory guidance on allergy safety in schools, where relevant to pupils with SEND or medical needs.

The school will also have regard to relevant West Sussex County Council guidance, including the local SEND Local Offer and ordinarily available/inclusive provision guidance, where applicable.

3. Definition of special educational needs and disability

A pupil has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream settings.

Disability is defined separately in the Equality Act 2010. A pupil is disabled if they have a physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. A pupil may therefore be disabled without having SEN, or have SEN without meeting the Equality Act definition of disability.

The school will not wait for a formal diagnosis before responding to an identified barrier to learning, participation, communication, behaviour or wellbeing. Identification of need and the provision required will be based on evidence of the pupil's strengths, needs, barriers and response to appropriate support.

4. The four broad areas of need

The school recognises the four broad areas of need identified in the SEND Code of Practice:

- Communication and interaction – including speech, language and communication needs and social communication needs.
- Cognition and learning – including specific learning difficulties and needs affecting learning, literacy, numeracy, memory, processing or cognitive development.
- Social, emotional and mental health – including needs affecting emotional regulation, relationships, behaviour, wellbeing and access to learning.
- Sensory and/or physical needs – including visual or hearing needs, physical disabilities and other sensory or physical needs that affect access to education.

These categories are not used as rigid labels. Pupils may have needs across more than one area and needs may change over time. The school will focus on the individual pupil rather than a diagnosis or category alone.

5. Principles of SEND provision at Ferring

Our SEND provision is underpinned by the following principles:

- Every pupil is entitled to an ambitious, broad and balanced curriculum and to participate fully in school life.
- High-quality teaching is the first response to additional need.
- Adaptive teaching and reasonable adjustments are used to remove barriers while maintaining high expectations.

- The responsibility for the progress and development of pupils with SEND remains with the class teacher, supported by the SENCO/Inclusion Lead and other professionals.
- Pupils and families are active partners in identifying needs, planning support and reviewing impact.
- Support is proportionate, purposeful and evidence-informed, with a clear intended outcome.
- Teaching assistants and other adults are deployed strategically to increase access and independence rather than create unnecessary dependency.
- Pupils should normally access learning with their peers; withdrawal is used only where it provides a clear educational benefit and does not unnecessarily restrict curriculum access.
- The school identifies barriers rather than waiting for a diagnosis.
- The effectiveness of provision is evaluated through evidence of impact on learning, participation, independence, wellbeing and relevant individual outcomes.
- SEND provision is part of the school's wider commitment to inclusion, equality, accessibility and safeguarding.

6. Inclusive teaching and the universal offer

The school's Teaching and Learning Policy establishes an inclusive universal offer. Before additional intervention is considered, pupils should benefit from high-quality teaching that includes, where appropriate:

- clear explanations and explicit teaching;
- effective modelling and worked examples;
- guided practice and independent application;
- retrieval, rehearsal and repetition;
- explicit vocabulary teaching and structured opportunities for talk;
- visual supports and accessible resources;
- scaffolding and manageable learning steps;
- flexible grouping and pre-teaching;
- opportunities for movement and regulation;
- appropriate use of technology and assistive technology;
- formative assessment and timely feedback; and
- opportunities to develop independence.

Teachers will consider the barrier, what the pupil needs, what can be changed, what additional support may be required and how the school will know whether the response is working. This shared language is used across teaching, inclusion and behaviour.

7. Identification and assessment of SEND

The school uses a range of information to identify possible SEND. Identification may arise through routine classroom assessment, observation, pupil voice, parent/carer information, progress information, attendance, behaviour or wellbeing information, transition information, work scrutiny, screening or advice from other professionals.

Early identification may include:

- a pupil making less than expected progress despite appropriate teaching and adaptation;
- persistent difficulty accessing learning or participating in school life;

- communication, interaction, cognition, learning, emotional, sensory or physical needs;
- a pattern of difficulty across different contexts;
- a significant difference between a pupil's performance and their potential or previous trajectory;
- evidence that reasonable adjustments or additional support are required; or
- information from the pupil, family, previous setting or specialist professionals.

Assessment will be purposeful and proportionate. No single assessment, score, behaviour incident or diagnosis will be used in isolation. The school will consider the whole child, including strengths, interests, barriers, context and the quality of teaching and provision already experienced.

Where a pupil is learning English as an additional language, the school will distinguish between difficulties arising from learning English and those indicating SEND, while recognising that a pupil may have both EAL and SEND.

8. Graduated approach: Assess, Plan, Do, Review

Ferring uses the graduated approach set out in the SEND Code of Practice. Where a pupil requires support beyond the school's universal inclusive offer, provision will be developed through an ongoing cycle:

Stage	Ferring approach
Assess	Gather and analyse information about the pupil's strengths, needs, barriers, progress and desired outcomes. Consider the views of the pupil and family and, where appropriate, advice from professionals.
Plan	Agree the intended outcome, provision, reasonable adjustments, responsibilities, timescales and how impact will be evaluated. Record the plan in the school's agreed SEND systems.
Do	Implement the agreed provision consistently. The class teacher remains responsible for day-to-day teaching and for ensuring that support is integrated into classroom practice.
Review	Evaluate progress, participation, independence and the impact of the provision. Involve the pupil and family and adapt, continue or cease support according to evidence.

There is no fixed six-week period or requirement for parental permission before a pupil can be identified as requiring SEN Support. Decisions will be based on evidence and the pupil's needs. Parents and carers will be informed and involved in decisions about SEND provision.

9. SEN Support and individual planning

Where a pupil is identified as requiring SEN Support, the school will use an appropriate record of provision and outcomes. Depending on need, this may include an Individual

Support Plan, pupil passport, provision map, specific intervention record, reasonable adjustment record or other agreed documentation.

Individual planning should, where relevant, identify:

- the pupil's strengths, interests and identified barriers;
- the desired outcomes and what success will look like;
- the teaching approaches and reasonable adjustments to be used;
- any targeted intervention or specialist provision;
- the staff responsible for implementation;
- the involvement of parents/carers and the pupil;
- how progress and impact will be assessed; and
- the date or circumstances for review.

Provision will be adapted where evidence indicates that it is not having sufficient impact. The school will avoid maintaining interventions simply because they are established; provision will be continued, changed or discontinued according to evidence.

10. Curriculum access and reasonable adjustments

All pupils have the right to participate in the full curriculum and wider school life. The school will make reasonable adjustments for disabled pupils and will adapt the curriculum, learning environment, communication, resources, assessment arrangements or participation where required.

- alternative presentation of information;
- visual supports and accessible communication;
- additional processing time;
- adapted recording methods;
- technology or assistive technology;
- alternative equipment;
- changes to the classroom environment or sensory demands;
- additional preparation for transitions;
- adaptations to assessment arrangements; and
- adjustments to participation in practical activities, visits, clubs and wider school life.

Reasonable adjustments will be based on an identified barrier, support access to ambitious learning, promote independence, be proportionate and sustainable, and be reviewed for effectiveness. The Accessibility Policy and Accessibility Plan provide the detailed statutory framework for accessibility.

11. Targeted provision and interventions

Where the universal offer does not fully meet a pupil's needs, targeted provision may include:

- teacher-led small-group or individual intervention;
- speech, language and communication programmes;
- literacy, reading or spelling intervention;
- pre-teaching and vocabulary development;
- scaffolded learning and structured practice;
- social, emotional and regulation support;
- attendance or pastoral support where barriers affect access to learning;

- additional transition arrangements;
- specialist equipment or assistive technology; and
- advice or intervention from specialist professionals.

Interventions will have a clear rationale, intended outcome, appropriate baseline information and an agreed method for evaluating impact. Teaching assistants will be deployed strategically and should not routinely replace high-quality teaching by the class teacher.

12. Working with pupils and families

Ferring recognises that pupils and families hold important knowledge about strengths, needs, successful approaches and barriers. The school will seek to establish a constructive partnership from the earliest stage.

- Pupils will be encouraged to express their views about their learning, strengths, barriers and support.
- Parents and carers will be informed when concerns about SEND are identified and will be involved in planning and reviewing support.
- The school will share relevant information in accessible formats where appropriate.
- Parents and carers will be involved in Assess–Plan–Do–Review processes and EHC needs assessment and annual review processes where applicable.
- The school will listen to disagreement and attempt to resolve concerns through constructive discussion and the school's complaints arrangements.
- The views of pupils and families will contribute to evaluation and improvement of SEND provision.

13. Working with external agencies and partners

The school will work collaboratively with West Sussex County Council and relevant health, social care and specialist services where this is necessary to meet a pupil's needs. Depending on the pupil, this may include speech and language therapy, educational psychology, occupational therapy, sensory support, school nursing, autism and social communication services, mental health services, early help, social care and other specialist provision.

External advice will be considered alongside school evidence and the views of the pupil and family. Specialist advice will inform, rather than replace, the responsibility of the school and class teacher to provide appropriate teaching and support.

14. Education, Health and Care Plans (EHCPs)

Where a pupil's needs are significant and complex and the special educational provision required cannot reasonably be provided from the resources normally available to the school, the school may request an Education, Health and Care needs assessment from the local authority. Parents, young people and others with the relevant statutory rights may also request an assessment.

When contributing to an EHC needs assessment, the school will provide clear evidence of the pupil's needs, the provision already made, its impact, the views of the pupil and family, and relevant advice from professionals.

Where a pupil has an EHCP, the school will use the plan to inform provision and will secure the special educational provision specified in the plan. The school will participate

fully in statutory annual review arrangements and will monitor progress towards outcomes throughout the year.

15. Transition

Transition arrangements will be planned according to the individual needs of pupils with SEND. This includes transition into Reception, between year groups and classes, and transition to secondary school or another setting.

- Information from previous settings will be considered and used to establish an appropriate starting point.
- Pupil and parent/carer views will inform transition planning.
- Relevant professionals will be involved where appropriate.
- Additional visits, visual information, social narratives, meetings or other reasonable adjustments will be considered.
- For Year 6 pupils, the SENCO/Inclusion Lead will liaise with the receiving secondary school and contribute to appropriate transition planning.
- EHCP transition arrangements will be coordinated in line with the plan and statutory processes.

16. Medical conditions and SEND

The school recognises that some pupils with medical conditions may also have SEND and that medical conditions can create barriers to attendance, learning, participation and wellbeing. Medical needs will be managed in accordance with the school's Medical Policy, individual healthcare arrangements and relevant statutory guidance.

The school will work with families and health professionals where medical needs affect education. Where a pupil is disabled, the school will consider its Equality Act duties, including reasonable adjustments.

Allergy-related needs will be managed in accordance with the school's allergy safety arrangements and current statutory guidance.

17. Staff roles and responsibilities

17.1 Governing Body

- Ensure that the school has regard to the SEND Code of Practice and fulfils its statutory duties.
- Ensure that appropriate arrangements are in place for identifying and meeting SEND.
- Monitor the effectiveness of SEND provision and the outcomes achieved by pupils with SEND.
- Ensure that SEND resources are used effectively and that the school can demonstrate appropriate deployment and impact.
- Receive appropriate information about inclusion, SEND outcomes, accessibility, pupil voice and parental engagement.
- Challenge leaders where evidence indicates that improvement is required.
- Ensure the SEND Information Report is approved, published and reviewed as required.

17.2 Headteacher and senior leaders

- Provide strategic leadership for inclusion and SEND.
- Ensure that this policy and related arrangements are implemented.

- Ensure that staff have appropriate training, support and access to specialist advice.
- Ensure that SEND provision is integrated into whole-school teaching, curriculum, behaviour, attendance and safeguarding systems.
- Monitor the quality and impact of provision and report appropriately to governors.
- Ensure that reasonable adjustments are made where required.

17.3 SENCO / Inclusion Lead

The SENCO/Inclusion Lead has responsibility for coordinating the school's day-to-day SEND provision and for supporting the strategic development of inclusive practice. The SENCO will:

- oversee the day-to-day operation of the SEND policy and SEND systems;
- coordinate provision for pupils with SEND;
- work with teachers to identify, assess and respond to SEND;
- support implementation of the graduated approach;
- maintain appropriate SEND records and oversee the school's SEND register;
- liaise with parents/carers and pupils;
- liaise with external agencies and other professionals;
- support and advise staff;
- contribute to staff professional development;
- support EHC needs assessment and annual review processes;
- monitor the quality and impact of SEND provision;
- support effective transition arrangements; and
- contribute to the review of the SEND Information Report and wider inclusion strategy.

The SENCO will meet the current statutory qualification requirements. From 1 September 2024, the mandatory qualification for SENCOs in mainstream schools is the leadership-level national professional qualification for SENCOs (NPQ).

17.4 Class teachers

- Remain responsible and accountable for the progress and development of pupils with SEND in their class.
- Know pupils' strengths, needs, barriers, outcomes and agreed provision.
- Deliver high-quality inclusive and adaptive teaching.
- Implement reasonable adjustments and agreed targeted provision.
- Use assessment to identify barriers and inform next steps.
- Contribute evidence to Assess–Plan–Do–Review.
- Communicate with parents/carers and the SENCO as appropriate.
- Evaluate the impact of interventions and adaptations.

17.5 Teaching assistants and other support staff

- Deliver agreed support under the direction of the class teacher and/or SENCO.
- Use evidence-informed approaches consistently.
- Support access, participation and independence.
- Provide feedback about pupil response and progress.
- Avoid creating unnecessary adult dependency.
- Contribute to review and evaluation of interventions.

17.6 All staff

All staff are responsible for creating an inclusive environment, identifying barriers, following agreed reasonable adjustments, safeguarding pupils, communicating concerns and contributing to a culture in which pupils with SEND are valued, included and challenged appropriately.

18. Staff training and professional development

The school will provide professional development appropriate to identified needs and school priorities. During 2026–27, professional development priorities identified in the Teaching and Learning Policy include adaptive teaching, inclusive pedagogy, SEND, speech, language and communication, effective use of teaching assistants, scaffolding, intervention, regulation and wellbeing.

The SENCO/Inclusion Lead will identify training needs through provision reviews, pupil outcomes, staff feedback, specialist advice and school priorities. Training will be evaluated through its effect on practice and pupil outcomes rather than attendance alone.

19. Resources and funding

The school will use its delegated resources, notional SEN budget and other appropriate funding streams to secure provision for pupils with SEND. Resources will be deployed according to identified need and intended outcomes.

Where a pupil has an EHCP, the school will use the funding and resources available to it in accordance with the plan and local authority arrangements. Where additional high-needs funding is available, this will be used to strengthen appropriate provision and will be monitored for impact.

The governing body will receive appropriate information about the use and impact of SEND resources.

20. Monitoring, evaluation and impact

The school will evaluate SEND provision through a range of evidence. Evaluation will focus on whether provision makes a meaningful difference, rather than simply whether an intervention has taken place.

- attainment and progress;
- progress towards individual outcomes;
- curriculum access and participation;
- independence and self-regulation;
- attendance and engagement;
- behaviour and wellbeing where relevant;
- pupil voice;
- parent/carer feedback;
- quality and consistency of adaptive teaching;
- effectiveness of reasonable adjustments;
- intervention baseline, duration, attendance, progress and impact;
- effective deployment of additional adults; and
- evidence from learning walks, professional dialogue, work, assessment and provision reviews.

The SENCO/Inclusion Lead will provide appropriate information to senior leaders and governors. The school will use findings to identify strengths, address gaps and refine provision.

21. SEND information report

The school will publish an SEN Information Report as required by section 69 of the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. The report will include the information specified in Schedule 1 and the additional disability and accessibility information required for maintained schools.

The SEND Information Report will be:

- reviewed and updated annually;
- updated during the year when information changes;
- accessible to parents, carers and the wider community;
- linked to the West Sussex Local Offer; and
- consistent with this policy and the school's actual practice.

The school will ensure that its published information covers the kinds of SEND for which provision is made; identification and assessment; SEN Support and EHC plans; teaching approaches; curriculum and environmental adaptation; additional support; staff expertise; specialist equipment; pupil and parent involvement; transition; complaints; external partnerships; and the required disability and accessibility information.

22. Complaints and resolving concerns

The school aims to resolve concerns about SEND provision through early, constructive communication. Parents and carers should normally raise concerns with the class teacher and/or SENCO/Inclusion Lead in the first instance. Where concerns remain, they may be escalated to the Headteacher and, where appropriate, through the school's formal complaints procedure.

Where a concern relates to an EHC plan or a decision made by the local authority, the school will explain the relevant local authority or statutory route and support families to access appropriate information and independent advice.

The school will publish details of arrangements for handling complaints about the provision made for pupils with SEN in its SEN Information Report, as required.

23. Accessibility and admission

Disabled pupils and pupils with SEND have the same rights of admission as other pupils, subject to the school's lawful admission arrangements. The school will not discriminate unlawfully on the basis of disability.

The school's Accessibility Policy and Accessibility Plan provide the detailed framework for increasing access to the curriculum, improving the physical environment and improving access to information. The school will make reasonable adjustments where required.

24. Review of this policy

This policy will be reviewed annually, or sooner if there are significant changes to legislation, statutory guidance, DfE requirements, West Sussex County Council arrangements, school circumstances or the school's SEND/inclusion evidence.

The annual review will consider whether the policy remains accurate, whether it reflects current practice, whether statutory requirements are met and what evidence indicates about the impact of SEND provision.

Pupil, parent/carer, staff, governor and relevant professional views will inform review where appropriate.

25. Statutory reference points for 2026–27

Reference	Relevance
Children and Families Act 2014, Part 3	Legal framework for SEN and disability duties, including SEN provision, EHC plans and publication of SEN information.
Special Educational Needs and Disability Regulations 2014 (as amended)	Requirements including SEN information reports, SENCO arrangements and EHC-related matters.
SEND Code of Practice: 0 to 25 years	Statutory guidance to which schools must have regard.
Equality Act 2010	Protection from disability discrimination and reasonable-adjustment duties.
School Information (England) Regulations 2008, as amended	Requirements concerning information maintained schools must publish.
DfE: What maintained schools must or should publish online	Current DfE guidance on the school website and SEN Information Report.
DfE: Mandatory qualification for SENCOs	Current requirements for the SENCO NPQ.
DfE: Supporting pupils with medical conditions at school	Statutory guidance where medical needs affect access to education.
DfE: Allergy safety in schools	Current statutory guidance and 2026 duties relating to allergy safety.

Drafting note: This 2026–27 policy has been updated from the school's previous SEND Policy and aligned with the school's 2026–27 Inclusion Strategy, Teaching and Learning Policy and Behaviour and Anti-Bullying Policy. Statutory references should be checked against any subsequent legislative or DfE changes before formal approval.