



Englefield CE Primary School

SEND Policy 2026-27

Sowing the seeds for a flourishing future

BELIEVE

At Englefield CE Primary School we welcome everybody into our community and believe that every child is special in God's eyes. The staff, governors, pupils and parents work together to make school a happy, safe, loving and welcoming place where children and adults are nurtured so they can flourish - achieving their full potential and developing as confident individuals. This means that equality of opportunity is a reality for our children.

Our school Vision states that 'Our loving environment cultivates the foundations of mutual respect and the understanding that every child is special in God's eyes. Our children are the seeds from which we will build a brighter future. We nurture and nourish them so they grow and flourish.'

We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress in a caring, supportive and fully inclusive environment.

Our Special Educational Needs and Disabilities (SEND) provision allows pupils with particular difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning, thus enabling them to maximise their potential and to work independently.

We are committed to narrowing the attainment gap between pupils with SEND and pupils without SEND. This may include short-term intervention learning programmes, additional resources, before and after school skills groups and other learning interventions developed to personalise learning.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

We typically have very good attendance as pupils want to come to school to experience our high quality learning provision.

What do we mean by Special Educational Needs and Disabilities?

We use the term "Special Educational Needs" (SEN) if a child has a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person has SEN if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 schools or mainstream post-16 institutions.

The difficulty or disability may relate to:

- communication and interaction

- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs.

Special Educational Provision is that which is additional to, or different from, that made generally for other children of the same age in a mainstream school.

A pupil does not need to have a medical diagnosis in order to receive SEN Support. Provision is based on identified need and the reasonable adjustments and special educational provision required to enable the pupil to access education and make progress.

Our commitment to safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. We recognise that some children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

These may include:

- communication barriers and difficulties in recognising, managing or reporting concerns;
- increased vulnerability to peer group isolation or bullying, including prejudice-based bullying; being disproportionately affected by bullying or other harmful behaviours without outwardly showing signs;
- the risk that changes in behaviour, mood or presentation are attributed to a child's SEND or medical condition without further exploration; and
- difficulties in understanding online content, distinguishing fact from fiction or recognising the consequences of online behaviours.

Staff will therefore remain professionally curious, listen carefully to pupils and consider whether additional or different communication methods, trusted adults, pastoral support or other reasonable adjustments are needed to enable pupils with SEND to recognise and report concerns.

All safeguarding concerns will be managed in accordance with the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026. Staff will report concerns to the Designated Safeguarding Lead (DSL) or a Deputy DSL and will not assume that another person will take action. Where safeguarding concerns arise, information will be shared appropriately and without unnecessary delay in accordance with safeguarding procedures and information-sharing requirements.

Equality, dignity and respect

Every pupil is valued, treated with dignity and respect, and entitled to participate, achieve and flourish. The school will not unlawfully discriminate against pupils on the basis of protected characteristics under the Equality Act 2010. We will make reasonable adjustments for disabled pupils and seek to remove or reduce barriers to participation, learning and belonging.

We recognise that inclusion means more than pupils being physically present in school. We seek to ensure that pupils with SEND are included in learning, relationships, wider school life and opportunities to contribute to the school community.

CONTACT DETAILS

Our SENCO is:

Miss Amy Langston (KS2)

alangston@englefield.w-berks.sch.uk

The SENCO can be contacted through the school office.

ACHIEVE

Identification of need

Early identification of pupils with SEN is a priority. The school uses appropriate screening, assessment and monitoring processes and considers a range of information, including:

- evidence obtained by teacher observation and formative assessment;
- performance and progress within the curriculum;
- pupil progress in relation to appropriate national and age-related expectations;
- standardised screening or assessment tools where appropriate;
- pupil voice;
- information from previous settings and professionals; and
- discussions with parents and carers.

We recognise that a child may have SEND without a diagnosis and that a diagnosis alone does not determine whether a child requires SEN Support.

Initially, when a child's special educational needs are identified, a meeting is held with the parents to discuss the nature of the child's needs and the resources and/or support the school will put in place. Parents are consulted regularly at termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

The graduated approach to SEN Support

Where a pupil is identified as having SEN, the school uses the graduated approach of Assess, Plan, Do, Review.

Assess – the school gathers information about the pupil's strengths, needs, barriers to learning, progress and outcomes, drawing on the views of the pupil and parents/carers and, where appropriate, advice from other professionals.

Plan – the school and parents/carers agree the adjustments, special educational provision, outcomes and, where appropriate, interventions to be put in place.

Do – the planned provision is implemented, with the class teacher retaining responsibility for the pupil's learning and working closely with the SENCO and any additional adults or professionals involved.

Review – the impact of the provision is reviewed with the pupil and parents/carers and provision is adapted in response to evidence of progress and need.

Where appropriate, the school will use a Graduated Approach Plan (GAP) or Support and Achievement Plan (SAP) to record provision and outcomes. These are school-based documents and are not statutory requirements.

GAPs may be used for pupils who are achieving slightly below expected levels in one or more areas and who require additional targeted support. If the additional support closes the gap, the pupil may no longer require a GAP. If difficulties persist, provision will be reviewed and further SEN Support may be provided.

SAPs may be used for pupils who require provision that is additional to or different from that ordinarily available to their peers. A SAP will continue while a pupil requires this level of additional provision.

The school does not use a particular assessment score or diagnosis as an automatic threshold for SEN Support. Decisions are based on the individual pupil's needs, progress, barriers to learning and the provision required.

All pupils at our school have termly assessments to ascertain their levels of attainment. Pupils with SEND may be given additional assessments in reading, spelling and/or maths to monitor closely any small steps of progress and to judge whether interventions and support have been successful.

Curriculum and teaching

Pupils with SEND are entitled to a broad, balanced and ambitious curriculum. Teachers maintain high expectations for pupils with SEND and adapt teaching, resources and the learning environment where necessary to enable pupils to access the curriculum and achieve well.

Teachers may use:

- explicit teaching and modelling;
- scaffolding;
- pre-teaching and overlearning;
- visual supports;
- adapted resources;
- assistive technology;
- practical and multisensory approaches;
- appropriate adult support;
- small-group teaching;
- targeted interventions; and
- other reasonable adjustments identified through assessment.

The class teacher remains responsible for the progress and learning of pupils with SEND, including where teaching assistants or other adults provide support.

Intervention

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom;
- making reasonable adjustments within the physical environment;
- making reasonable adjustments to routines;
- having support staff in the classroom;
- a more focused level of support provided to an individual or a small group withdrawn from the class;
- focused work to be completed at home, where appropriate; and
- evidence-based interventions targeted to identified needs.

Where necessary, ELSA (Emotional Literacy Support) is provided, with the permission of the parents.

Interventions are selected and reviewed according to identified need and evidence of impact. Intervention should complement, rather than replace, high-quality classroom teaching.

Roles and responsibilities

The **SEND Governor** should:

- meet with the SENCO;
- raise awareness of SEND in the Governing Body;
- be part of the review of the SEND Policy;
- have knowledge of SEND processes in school regarding funding, identification of pupils with SEND, monitoring of progress and attainment of pupils with SEND; and
- provide appropriate support and challenge to school leaders regarding SEND provision and outcomes.

Headteacher, Leadership Team and SENCO should:

- provide strategic direction and development for SEND;
- support CPD for all staff;
- ensure high quality teaching is delivered with appropriate adaptation;
- ensure interventions are evidence based, appropriate and effective;
- ensure strong partnerships with parents and carers;
- monitor the impact of SEN provision;
- ensure that pupils with SEND are included in the life of the school;
- ensure that SEND provision is coordinated and reviewed; and
- work with external agencies and the Local Authority where appropriate.

The SENCO should:

- oversee the management and coordination of SEND provision, including supporting staff in the early identification of SEN, planning provision and monitoring its impact;
- coordinate the graduated approach to SEN Support;
- work with pupils, parents/carers, teachers, teaching assistants, leaders and external professionals;
- advise on the deployment of the school's delegated SEND resources;
- maintain oversight of the SEND register and SEND records;
- support the preparation and review of EHC needs assessments and EHC Plans where appropriate;
- have sufficient time and resources to undertake the responsibilities of the role; and
- undertake or be undertaking the mandatory SENCO national professional qualification where required.

Class Teachers should:

- plan, teach and monitor the attainment and progress of all pupils;
- use the Assess, Plan, Do, Review cycle for pupils with SEND;
- monitor the impact of class teaching, adaptations and other provision, including intervention;
- have a commitment to CPD;
- liaise with other staff, including teaching assistants and the SENCO;
- work in partnership with pupils and parents/carers; and
- ensure that pupils with SEND are fully included in classroom learning and wider school life.

Teaching Assistants should:

- be appropriately trained with a good knowledge of SEND and have a commitment to CPD;
- focus support for pupils on learning, development and increasing independence;
- provide appropriate support in class;
- deliver evidence-based interventions where trained to do so;
- liaise with other staff, including teachers and the SENCO; and
- avoid creating unnecessary dependency by supporting pupils to become increasingly independent learners.

In our small, nurturing school, all staff get to know the children well and focus on building positive relationships and celebrating achievement.

External services

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, the school will engage with relevant external services.

This may be considered where a child:

- continues not to make adequate progress despite appropriate high-quality teaching and targeted support;

- continues working at levels substantially below those of children of a similar age despite appropriate teaching approaches targeted on identified areas of need;
- continues to have difficulty developing literacy and numeracy skills;
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of other learners, despite appropriate support;
- 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; or
- has learning needs which are manifesting themselves in a more complex or specific way as they move through the school.

The decision to seek external support will normally be made jointly by school staff in consultation with parents/carers and, where appropriate, the pupil. The school will share relevant information with professionals where there is a lawful basis to do so. Where consent is required, this will be sought. Safeguarding information may be shared without consent where this is necessary to protect a child.

The external specialist may:

- act in an advisory capacity to refine targets set by the school;
- extend the expertise of the teaching staff;
- provide additional assessment;
- be involved in supporting the child directly;
- suggest that an Education, Health and Care needs assessment is advisable; and
- consult with all parties involved with the child.

Statutory assessment: Education, Health and Care needs assessment and EHC Plan

When a child has or may have SEN and it may be necessary for special educational provision to be made through an Education, Health and Care Plan, an Education, Health and Care (EHC) needs assessment may be requested. The Local Authority decides whether to carry out an EHC needs assessment. Parents/carers, young people and schools may request an assessment in accordance with the statutory framework.

An EHC Plan is for children and young people aged 0 to 25 where the statutory criteria are met. It describes the child or young person's special educational needs, the outcomes sought and the special educational, health and social care provision required.

The Local Authority will consider evidence including:

- information about the child's progress over time;
- documentation relating to the special educational needs;
- details of action taken by the school to meet the child's special educational needs;
- particulars of any special resources or arrangements put in place;
- Support and Achievement Plans and other records of SEN Support where relevant;
- records of regular reviews and their outcomes;
- health reports where relevant;
- assessment information and records of progress compiled by teachers;
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist;
- reports from other professionals involved with the child; and
- behaviour, pastoral or therapeutic information where relevant.

The views of the child and parents/carers are central to the process. If an EHC Plan is issued, it is subject to formal review in accordance with statutory requirements. The school will work with the Local Authority, parents/carers, the pupil and relevant professionals to review provision and outcomes.

Recording SEND provision

Records are kept on each child, including those with SEND. Once a child's individual need is identified, it is recorded on the school's SEND register where the school has determined that the child requires SEN Support. A master copy is stored securely in accordance with the school's information management and data protection procedures.

The school's flexible approach allows for children to access support and intervention as and when necessary. Pupils may be added to or removed from the SEND register following review of their needs and provision, in consultation with relevant personnel, agencies, the pupil and parents/carers.

SAPs and GAPs will be stored along with any reports from external professionals. The school maintains appropriate records relating to medical needs, care plans, pastoral support plans, therapeutic plans and information from outside agencies. General learning support and intervention records are maintained by class teachers to chart children's progress.

Resources

A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

The school will use its delegated SEND resources to support pupils' needs and will work with the Local Authority and other agencies where additional resources or specialist provision may be required.

Diagnostic assessments

Schools have a duty to provide learning and support to enable each child to reach their full potential. To support this, we make referrals to our professional agency partners with the support of parents where appropriate.

A formal diagnosis is not required for a child to receive SEN Support. The school will not delay appropriate support while waiting for a diagnostic assessment.

Where a specialist diagnostic assessment is not available through NHS or other publicly funded routes, parents may choose to seek a private assessment. The school will support parents with relevant information where appropriate, but does not routinely fund private diagnostic assessments.

Staff training and professional development

Staff engage in ongoing professional development relating to SEND, inclusion, safeguarding and specific areas of need.

Recent staff training includes:

- National Award for SENCo (NASENCo);
- Behaviour as Communication;
- Autism & communication;
- Attention Autism;
- Autism PDA 2;
- Autism and Girls - a positive and practical introduction;
- Identifying Sp & L and Communication Difficulties;
- Supporting children with unclear speech;
- Sensory Processing;
- Intensive Interaction;
- ELSA; and
- EDIT.

The school will continue to identify staff training priorities through school self-evaluation, pupil need, professional advice, safeguarding requirements and the school improvement cycle.

THRIVE

Parental involvement and partnership

Parents of pupils with SEND are invited to work with school staff to ensure we are providing appropriate support and care for the child. Parents' knowledge about their child is extremely valuable to school staff and we appreciate having a real partnership with parents.

The partnership between parents and school plays a key role in promoting a culture of positive expectation for pupils with SEND. Parent partnership is encouraged through termly consultations, Headteacher's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions.

Miss Langston, SENCO, will provide regular, informal, supportive meetings for parents of pupils with SEND to discuss issues, share knowledge and information, and receive training in various areas of SEND where appropriate.

The school will liaise with appropriate agencies to support communication with parents and carers whose first language is not English. Parents are encouraged to speak their mother tongue at home with their child. A translator or other appropriate communication support will be used if required.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

For children with special needs or a disability, parents are invited to accompany their child on a school trip, when appropriate, subject to the arrangements and risk assessment for the activity.

Pupil voice and participation

All pupils with SEND:

- are encouraged to participate fully in the life of the school;
- are given appropriate success criteria and support to enable progress to take place;
- are expected to behave in a responsible and respectful way within a learning context;
- have a role to play in voicing their suggestions as to how teachers can help them to learn better; and
- are supported to comment on how they feel they are progressing when their SEN Support is reviewed.

Engagement with pupils plays a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through marking and feedback they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs; pupils are invited to comment regarding their provision and progress.

Safeguarding, behaviour and attendance

We have a positive, therapeutic approach to behaviour management with a clear Positive Behaviour for Learning Policy that is followed by all staff and pupils.

We are an inclusive school and we make every effort to include all pupils in learning sessions with their class; we also take every opportunity to include all pupils socially at break and lunch times.

We understand fully that some diagnoses and individual needs may include issues with concentration, managing emotions, focus and/or social skills, all of which may contribute to difficult behaviour. In such cases we work closely with the pupil and parents to help them to identify and manage their emotions so

that they can behave in an acceptable and appropriate manner in school and other social situations. In this way we hope that their particular needs don't impact on their social relationships.

The school will consider whether behaviour is a form of communication of an unmet need and whether reasonable adjustments, additional support or specialist advice are required. SEND does not, however, remove the expectation that pupils are supported to develop safe and respectful behaviour.

After any serious behaviour incidents, we inform parents about what has happened and the action taken. We would then expect the child to reflect upon their behaviour with their parents; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

The school will follow its Behaviour Policy and relevant statutory guidance when responding to behaviour, including where suspension or permanent exclusion is being considered. Any decision to suspend or permanently exclude will be lawful, proportionate and consistent with statutory guidance and will take account of the individual circumstances and needs of the pupil.

The attendance of every child is monitored on a daily basis by the office staff. Lateness and absence are recorded and reported to the Headteacher and Governing Body.

The school works with pupils and families where attendance is a concern and considers whether SEND, unmet needs, anxiety, health or other barriers are contributing to absence or persistent absence.

Inclusion in school activities

We aim for all children to be included on school day trips and residential stays. We will provide the necessary reasonable adjustments, having consulted with parents/carers and, where appropriate, the pupil and relevant professionals, to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

The school will seek to make reasonable adjustments and consider individual circumstances rather than automatically excluding a child from an activity because they have SEND or a disability.

In the unlikely event that it is considered unsafe for a child to take part in an activity, the school will discuss the circumstances with parents/carers and provide appropriate alternative activities which cover the same curriculum areas where necessary.

We try to ensure our wraparound care is accessible to all. A child with more complex needs who requires a 1:1 for support during normal school hours may not be able to be cared for safely in these clubs as we do not have additional adults available for support. Parents should contact the Headteacher to discuss their request and a decision will be made on an individual basis, taking account of reasonable adjustments and the school's legal duties.

School-run after-school clubs are run by staff in their own time and are not part of normal school provision. If a parent wishes their child to attend but they are unable to do so independently, the parent will be asked to discuss their child's needs with the Headteacher so that reasonable adjustments and appropriate arrangements can be considered. A decision will be made on an individual basis.

Transition

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with children to help explain and prepare them for any major transition.
- When children are preparing to leave us for secondary school, we arrange additional transition visits for them where appropriate.
- We liaise closely with staff when receiving children from and transferring children to other schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an EHCP and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
- Transition planning will take account of the child's individual needs, views, outcomes and any provision specified in their EHC Plan where applicable.

External services and agency partners

The school works with relevant external services according to the needs of individual pupils.

These may include:

- Educational Psychology Service;
- Child and Adolescent Mental Health Services (CAMHS);
- Cognition and Learning Team;
- Specialist Inclusion Support Service;
- Early Development Intervention Team;
- Autism Team;
- Speech and Language Therapy;
- Occupational Therapy;
- Hearing Sensory Support;
- Visual Sensory Support;
- Therapeutic Thinking Support Team; and
- Emotional Health Triage.

The availability and names of services may change. The school will use the appropriate current West Berkshire and health service pathways when referrals or specialist advice are required.

Medical needs and administration of medicines

We have a policy regarding the administration and management of medicines on the school site. Parents need to contact the school secretary if medication is recommended by Health Professionals to be taken during the school day.

The school secretary, who is also a First Aider, administers medicines in accordance with the school's Medicines in School Policy and appropriate training and authorisation.

If a child requires additional medical support in school, this will be managed through an individual healthcare plan or other appropriate care plan, developed in conjunction with parents/carers and relevant health professionals where required.

Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.

Role of Governors

The Headteacher reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.

The governor responsible for Special Needs, Mrs Emma Barker, meets termly with the SENCO. She also reports to the Governors to keep them informed.

The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

Governors provide appropriate support and challenge and ensure that the school's Christian vision is lived out in practice, including through inclusion, dignity, respect, wellbeing and the flourishing of pupils with SEND.

Evaluation and review of SEND provision

The school evaluates the effectiveness of SEND provision through a range of evidence, including:

- pupil progress and attainment;
- assessment information;
- quality of classroom teaching and adaptations;
- impact of interventions;
- pupil voice;
- parent and carer feedback;
- attendance and behaviour information;
- learning walks and work scrutiny;
- information from external professionals;
- reviews of SEN Support and EHC Plans; and
- safeguarding information where relevant.

Monitoring is proportionate and purposeful and is used to identify strengths, barriers and priorities for improvement.

The school recognises that attainment data is only one part of evaluating SEND provision. We consider whether pupils with SEND are learning, participating, developing independence, building positive relationships, feeling safe and valued, and making progress towards their individual outcomes.

This approach supports the current Ofsted focus on inclusion, achievement, curriculum and teaching, attendance and behaviour, personal development and wellbeing, and leadership and governance.

Complaints and further information

The first point of contact for any concerns or queries would be your child's class teacher. You are also welcome to make an appointment to meet with the Headteacher and/or SENCO (Miss Langston).

We hope that complaints about SEND provision will be rare, however if there should be a concern, the process outlined in the school's Complaints Policy should be followed.

Parents and carers can also access independent information, advice and support through West Berkshire SENDIASS.

Useful links

Englefield CE Primary School's Local Offer

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=8D1zmvC07W8&localofferchannel=4>

West Berkshire SEND Local Offer

<https://www.westberks.gov.uk/local-offer>

West Berkshire SENDIASS

<https://westberkssendiass.info/>

West Berkshire SENDIASS provides free, confidential and impartial information, advice and support to children and young people with SEND and their parents and carers.

Associated policies and guidance

This document should be read alongside:

- SEND Code of Practice: 0 to 25 years;
- Children and Families Act 2014;
- Special Educational Needs and Disability Regulations 2014;
- Equality Act 2010;
- Children and Families Act 2014: SEND Regulations and relevant statutory guidance;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children;
- West Berkshire SEND and Inclusion Strategy 2024–2029;
- Child Protection and Safeguarding Policy;
- Admissions Policy;
- Equality Access Plan;
- Intimate Care Policy;
- Medicines in School Policy; and
- Positive Behaviour for Learning Policy.

Management of Policy

School: This policy is implemented and managed by the Headteacher and all school teaching staff.

Governing Body: The Governing Body (led by the Development Committee) will monitor, review and update this policy.

Approval: **Awaiting approval** by the Full Governing Body

Review: This policy will be reviewed in accordance with the agreed cycle of review or whenever there is a need to comply with new legislation or codes of practice, new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Reviewed: **Autumn 2026**

Next Review: **Autumn 2027**

This SEND Policy will be reviewed annually and shared on the school website.

The school will update the report where there are significant changes to SEND provision, statutory requirements, local authority arrangements or school circumstances.