



Newnham Croft Primary School

Special Educational Needs and Disability (SEND) Policy

This SEND Policy, in conjunction with the school's Local Offer, outlines the provision made by the school to ensure that all those pupils who have a special educational need have their needs met and the two documents serve as the school's SEND Information Report. This document describes systems relating to Special Educational Needs and Disabilities (SEND) established within school.

Policy confirmed by the Teaching and Learning Committee of Newnham Croft Primary School on:

Date: June 2026

Signed by: Ave Wrigley

Introduction

At Newnham Croft Primary School, we believe that every child is unique, valued, and capable of achieving success. Our Special Educational Needs (SEN) policy is rooted in the belief that inclusive education builds not only knowledge, but confidence, independence, and a sense of belonging. We are committed to creating a nurturing and inspiring environment where all learners, including those with additional needs, are encouraged to recognise their own strengths, understand how they learn, and feel empowered to take an active role in their own education.

Our school vision—to help every child find the confidence, self-belief and resilience that will enable them to explore, value and appreciate the world - guide our inclusive approach. We strive to ensure that children with SEN are not only supported, but also celebrated, as they grow into independent, reflective learners. Through consistent support and high expectations, we aim to develop pupils' self-advocacy skills, enabling them to express their needs, make informed choices, and participate fully in their learning journey.

We believe that developing metacognitive strategies—thinking about how we learn—is essential for building resilience and independence. By equipping our pupils with these tools from an early age, we help them become confident learners who are prepared for the challenges of secondary education and beyond.

Ultimately, our vision is for every child to leave Newnham Croft with a strong sense of identity, the skills to advocate for themselves, and the confidence to continue learning, contributing, and thriving throughout their lives.

Safeguarding is of the highest priority in our school and we are committed to promoting the welfare of all children. All policies are developed with children's safety and welfare at the forefront. All of our policies should be read and informed by other policies and are all interlinked.

This SEND policy is written to comply with the 2014 Children and Families Act and its associated regulations together with the Equality Act 2010 and follows the statutory guidance from the SEND Code of Practice 0-25 Years (2015). It relates to children with special educational needs and/or a disability.

Aims and Objectives

The objectives of our SEND policy are as follows:

- To hold high expectations for all pupils
- To ensure the early identification of all pupils requiring SEND provision
- To meet individual needs through a wide range of approaches identified in our overview of provision

- To attain high levels of participation, motivation and engagement from pupils, parents and carers
- To make SEND resourcing and provision transparent for pupils, parents and carers
- To continue to provide access to all pupils through differentiated lessons and high quality teaching (HQT)
- To work alongside other agencies and schools in order to meet the needs of individuals.

We recognise that many pupils will have special needs at some time during their school life and that the effective implementation of this policy seeks to support and guide pupils, parents and carers as they partake in the assess, plan, do and review cycle.

Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them in one or more of four broad areas. These four areas are:

- *Communication and Interaction* – Difficult with different aspects of speech, language or social communication
- *Cognition and Learning* – Including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), high incidence specific learning difficulties (SpLD))
- *Social, emotional and mental health difficulties* - This area covers difficulties such as anxiety or depression, self-harming, substance misuse and eating disorders.
- *Sensory and/or physical needs* - Difficulties relating to movement, fine and gross motor skills and sensory integration.

(SEND Code of Practice, 2015. P97)

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significant difficulty in learning
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided in a mainstream school.

Special education provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age at Newnham Croft Primary School.

Legislation and guidance

This policy and the SEND information report is based upon the Statutory Special Educational Needs and Disability (SEND) Code of Practice. [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#) and following legislation:

Part 3 of the Children and Families Act 2014 which sets out schools responsibilities for pupils with SEN and disabilities.

The Special Education Needs and Disabilities Regulations [The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](#) which sets out schools' responsibilities for Education, Health and Care (EHC) plans, SEND coordinators (SENCo's) and the SEND Information report.

Roles and Responsibilities

Head teacher – Mr Edward Ferguson

Special Needs Coordinator – Mrs Jo Turner

Special Needs Governor – Eleanor Toye-Scott

Our Headteacher:

- has overall responsibility for the provision and progress of learners with SEND
- is the named responsible person and keeps the governors informed
- will work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision within the school.

Our SEND governor:

- helps to raise awareness of SEND issues at governing body meetings
- monitors the quality and effectiveness of SEND provision within the school and updates the governing body on this
- works with our head teacher and SENCo to determine the strategic development of the SEND policy and provision in school.

Our Special Educational Needs Coordinator:

- works with our Head teacher and SEND governor to determine the strategic development of the SEND policy and provision within school
- has responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- provides professional guidance to colleagues and works with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support
- advises on the graduated approach to providing SEND support
- will be the point of contact for external agencies, especially the local authority and its support services
- liaises with other educational providers to help provide the support that some children with SEND require
- ensures the school keeps the records of all pupils with SEND up to date.

Our Teachers:

- are responsible for the progress and development of every pupil in their class
- work closely with any learning support assistants or specialist staff to assess, plan, do and review support and consider how it can be linked to classroom learning
- seek and listen to the views of the pupils
- work in partnership with parents to support each pupil's progress and development
- participate in appropriate training
- ensure they follow this SEND policy
- support the school vision: To help every child find the confidence, self-belief and resilience that will enable them to explore, value and appreciate the world.

Our pupils are asked to

- consider and share their thoughts on their own needs
- contribute through pupil voice to suggest ways to support and self-advocate for their needs
- treat others in line with the Newnham Croft school code: Be kind; be respectful; be a thinker; never give up!

Our parents are asked to:

- work in partnership with the school and other professionals to help meet the needs of their child
- follow up with any shared strategies of support at home
- take a full role in an application for external agency advice or support.

Allocation of resources

The governors will allocate funds to meet the needs of pupils with SEND. The Head teacher will manage the funds allocated by the governors to meet the differing needs of the pupils in the school with SEND. The Head teacher, Senior Leadership Team (SLT) and SENCo will ensure that optimum use is made of resources. It is expected, therefore, that every

opportunity will be taken to use equipment and staff time for the benefit of all pupils providing that there is no disadvantage to the pupil to whom they are normally allocated.

In service training of staff and training for governors

The Head teacher will give consideration and appropriate priority to the needs of all teachers and teaching assistants with regard to SEND when planning staff development and training programmes. The school's in-service training plans for SEND are reported to the governors and include details of training for class teachers and subject leaders, the SENCo, Learning Support Assistants (LSAs) and other staff.

The SENCo will assist in the provision of training for staff.

The governors give high priority to training on SEND responsibilities, assessment and provision when drawing up their own plans for governor training.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. Whilst the four areas broadly identify the primary need of a pupil, we also consider wider needs which may also impact upon pupil progress, such as:

- Disability (has a disability which prevents or hinders him or her from making use of facilities of a kind)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Ever6, FSM (i.e. eligible for Pupil Premium)
- Being a Looked After Child (LAC) and left care/adoption through other routes

The Graduated Response

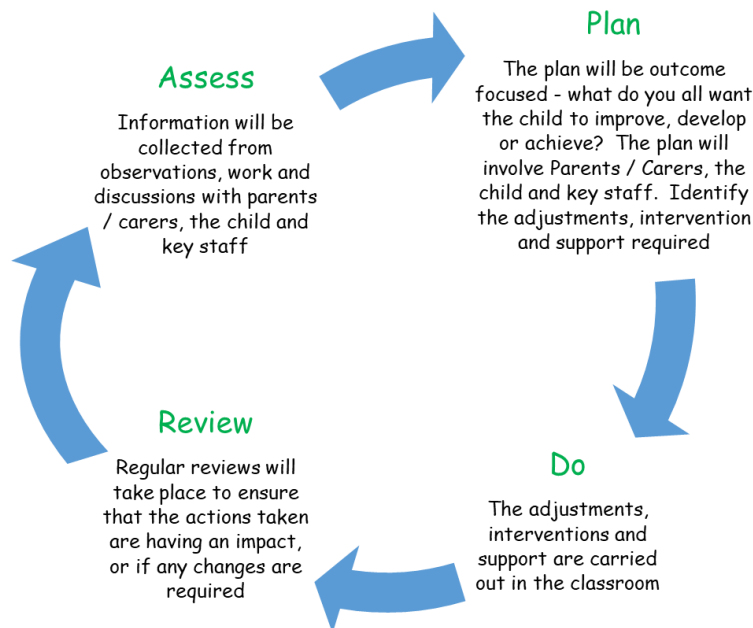
The four-part cycle (Assess, Plan, Do, Review) is known as the graduated approach and is outlined in the 2014 SEND Code of Practice. The graduated approach is used for all pupils with SEN.

Assess – Pupils are assessed through a combination of teacher assessment and formal assessments. These are used to identify barriers to learning.

Plan – High quality teaching and some additional interventions are planned carefully with those barriers to learning in mind.

Do – A period in which to implement the plans and interventions is given and is reviewed after an agreed time frame.

Review – All completed work, records of involvement and intervention records are reviewed and the next steps are identified before the cycle begins again.



High quality teaching

Where any pupil is making less progress than expected, the first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCo, should assess whether the child has SEN. The means by which this is undertaken is as follows:

- (a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- (b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- (c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- (d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- (e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

(f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

(g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

(h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent/teacher consultations.

SEND Register

All pupils with identified special educational needs will be recorded on the SEND register. This is divided into 4 broad areas of needs, although we acknowledge that many areas of need can co-occur.

Area of Need	Some examples of difficulty
Communication and Interaction	Speech and language needs Social communication difficulties Autism
Cognition and learning	Learning difficulties Dyslexia
Social, Emotional and Mental Health difficulties	Emotional regulation difficulties Attention deficit hyperactivity disorder (ADHD)
Sensory and / or physical needs	Hearing impairment Visual impairment

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the school SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided uses the four part cycle that make up the graduated response.

Progress is reviewed in termly progress meetings (involving the head teacher, class teacher and SENCo) with individual APDR (Assess, Plan, Do, Review) plans also being reviewed by class teachers, parents and LSAs each term.

Support from external agencies

The school will sometimes seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with external agencies and provision is planned and set out in the record of involvement (a document for recording and monitoring all work with external agencies).

A range of agencies may be asked for advice and support, such as:

- Education Psychologists
- The Specialist Teaching Team
- Social Services
- Speech and Language Service (Class teacher also liaises)
- Occupational Therapy
- Specialist Outreach Services

When concerns are raised about an individual, several agencies may work together in the best interests of the child. Information is shared as necessary.

Early Help Assessment (EHA)

Some agencies require the completion of an Early Help Assessment form (EHA) to request support for pupils. Parental permission will always be sought for any involvement from external services and parents are expected to play a full role in the EHA process.

Referral for an Education, Health and Care Plan (EHCP)

Most children will have their needs met by school provision. For those children who have complex needs that cannot be met by the support already put in place by school an EHC needs assessment may be needed. The statutory assessment process is usually requested by the school but can be requested by a parent. There is a statutory time limit for the completion of this process of 20 weeks from the time this request is received by the Local Authority.

The request will first be acknowledged and information provided regarding the process. A decision will then be made by the Local Authority about whether or not the child is eligible to be formally assessed for an EHC Plan. The child's parent(s) / carer(s) will then be advised of the decision and what will happen next.

If an EHCP Needs Assessment is agreed, further information is requested. This will include the views of the parent(s) / carer(s) about the child's needs, suggestions of what works well and what doesn't, and about the parents' / carers' hopes for the future. A multi-agency meeting will be held to agree what is required in order to meet identified needs and to achieve desired outcomes. At this stage, the Local Authority will decide whether to grant an

EHC Plan. If agreed, this plan will be co-produced with the child's parents/carers, the child, and the staff who are providing support.

Having finalised the EHCP, support will be available to help the child work towards the desired outcomes. Short term targets will be drawn up as part of the APDR system and will be reviewed at least termly. Annual reviews will be held in order to discuss progress, changing needs and funding. Although statutory reviews are annual, it may be necessary to review progress more often where the needs are particularly complex or circumstances have changed.

Cambridgeshire County Council has produced a range of useful leaflets for parents/carers who wish to know more about the process. The following documents can be found by following the accompanying links:

EHC Plan leaflet –

[https://www.cambridgeshire.gov.uk/asset-library/imported-assets/Education Health and Care Plans.pdf](https://www.cambridgeshire.gov.uk/asset-library/imported-assets/Education%20Health%20and%20Care%20Plans.pdf)

A Guide to Cambridgeshire's EHC needs assessment and the EHC Plan

<https://www.cambridgeshire.gov.uk/asset-library/Cambridgeshire-EHCNA-Guidance-2019v2.pdf>

EHC Plan Parent Checklist for Statutory Assessments

[https://www.cambridgeshire.gov.uk/asset-library/imported-assets/Parents Check List for Statutory Assessment%20\(1\).pdf](https://www.cambridgeshire.gov.uk/asset-library/imported-assets/Parents%20Check%20List%20for%20Statutory%20Assessment%20(1).pdf)

Transition Arrangements

Starting School

There are good links between Newnham Croft Primary school and local preschools: teaching staff meet with all relevant Early Years settings to discuss, including those with SEND, when they are about to start school.

Links are established between school and parents: the reception class teachers aim to meet with families of all new starters, including those with SEND, to discuss needs, learning styles and other relevant information. Additional preparations and meetings are held for new pupils requiring highly personal and specialist provision.

Within School

Teachers liaise closely when pupils transfer from one class to another within the school. All pupils, including those with SEND, will meet with their new teacher. For some pupils with complex additional needs, special transition arrangements may be put in place to ease the transfer from one teacher to another.

All pupils with SEND are invited to complete a pupil profile to inform their new teachers of their interests and details of how they like to be supported in class.

Transfer to Secondary School

During the Summer term, there are opportunities for all pupils to become more familiar with their chosen secondary school. For those with additional needs, further arrangements may be made to help the pupil to become more accustomed to their new setting.

All record of pupils with SEND will be passed onto the appropriate secondary placement following the county procedures.

Evaluating provision

Newnham Croft Primary School encourages feedback from staff, parents and pupils throughout the year in the form of parent questionnaires, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on an individual IEP, which will be updated each time the intervention is changed. These are updated by the class teacher and are monitored by the SENCo. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors in order to assess whether provision has been effective.

The SEND Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with SEND and their families. It describes the services and provision that are available to all families in Cambridgeshire who are experiencing a degree of special educational need. The SEND Local Offer includes information about public services across education, health and social care as well as those provided by the private, voluntary and community sectors.

Further information about EHC plans can be found via the SEND Local Offer:

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

Working with parents / Carers

Newnham Croft Primary School values working in full partnership with all parents / Carers.

We will seek to involve parents / carers in all decisions about their children, including them as far as possible in sharing support strategies to be put in place. They are invited to discuss any concerns with teachers as they arise and take a full part in their child's education.

Parent / carer consultation meetings are offered twice a year, one in the Autumn and Spring term. When parents meet with class teachers, they aim to give a full picture of their child's progress in all areas of the school curriculum.

Parents / carers will be consulted before outside agencies are involved and are included as far as possible in the strategies implemented. They are encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents / Carers are invited to visit school or arrange other meeting to discuss any aspect of their child's progress, either with the class teacher and / or the SENCo.

Parent Partnership Service (SENDIASS) provides a range of support to parents of pupils with SEND and can be contacted for independent advice on 01223699214 or via the Local Offer website:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiaass>

Complaints

Should pupils or parents be unhappy with any aspect of the SEND provision they should, in the first instance, discuss their concerns with the class teacher. Anyone with further concerns should ask to speak to the SENCo. For a problem which might require a more detailed discussion, parents should make an appointment to meet with the class teacher and the SENCo.

In the event of a formal complaint, parents should contact the Head teacher. For impartial advice, parents can contact the Parent Partnership Service (SENDIASS) on 01223 699214.

Evaluation of success

The governors will evaluate the success of this policy of the school by enquiring how effectively all pupils, including those with SEND, participate in the whole curriculum and all activities.

In particular, the governors will come to judgements about:

- The views of parents on the working of parent partnerships,
- The effectiveness of the graduated response in meeting needs
- How well pupils with SEND take part in the whole curriculum of the school

- How pupils with SEND become more independent
- How pupils with SEND take responsibility about the school and how their views are taken into account
- How resources have been allocated to and between pupils with SEND

Monitoring and Evaluating the Effectiveness of the SEN Policy

To ensure the policy is effective in meeting the needs of pupils with SEN, we use the following processes for ongoing monitoring and evaluation:

- **Regular Review of Pupil Progress:** The SENCO and class teachers monitor the progress of pupils with SEN through data tracking, observations, and reviews of support plans. This informs any necessary changes to provision.
- **Annual Review of the Policy:** The SEN policy is reviewed annually by the SENCO and Headteacher in consultation with staff, governors, and, where appropriate, parents and pupils. This ensures the policy remains current and reflective of best practice.
- **Feedback from Stakeholders:** The views of parents/carers, pupils, and staff are sought through surveys, meetings, and informal feedback to inform improvements in SEN practice.
- **Governance Oversight:** The SEND Governor meets with the SENCO at least once per term to review provision, outcomes, and compliance with the SEN Code of Practice.
- **External Evaluations:** Where appropriate, the school engages with external specialists or advisors to review its SEN provision and suggest improvements.

This ongoing cycle of planning, action, and review ensures that the SEN Policy continues to meet the needs of all learners and supports the school's commitment to inclusion.

Additional information

If you have any further questions regarding anything set out in this policy, please contact to the school. A list of links to official sources below is included below which it is hoped will be useful.

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Guide for schools

<https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings>

Guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Easy read guide for parents

<https://www.gov.uk/government/publications/send-support-easy-read-guide-for-parents>

Guide for children and young people

<https://www.gov.uk/government/publications/send-support-easy-read-guide-for-children-and-young-people>

Ordinary Available Provision Toolkit

<https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/send-oap-toolkit>