



## Shefford Lower School SEND Policy

Written by	Reviewed and Ratified by Governors	Shared with Staff	Last Updated	Next Review due
Lorraine Freeman DHT/SENCo	November 2025	November 2025	November 2025	November 2026

### 1. Statement of Intent

Shefford Lower School is committed to creating an inclusive environment where all pupils, including those with Special Educational Needs and Disabilities (SEND), thrive academically, socially and emotionally.

Our 'Inclusion by Design' model ensures inclusive practice is embedded across curriculum planning, teaching, our environment and culture.

We nurture communication, resilience, collaboration, creativity and positive learning behaviours, ensuring pupils are well prepared for life beyond school.

### 2. Legal Framework

This policy complies with:

- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010
- Supporting Pupils with Medical Conditions (2014)
- Education Act 1996
- Working Together to Safeguard Children
- Keeping Children Safe in Education

The school works collaboratively with Central Bedfordshire Local Authority. Information on local SEND services can be found on the Central Bedfordshire Local Offer.

[https://www.centralbedfordshire.gov.uk/info/15/special\\_educational\\_needs\\_and\\_disability - local\\_offer](https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability - local_offer)

### 3. Definitions

A child has SEND if they have a learning difficulty or disability that requires provision additional to or different from what is ordinarily available.

Needs fall into four areas:

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

#### 4. Roles and Responsibilities

- Governing Board – Ensures statutory compliance and monitors effectiveness.
- Headteacher – Oversees implementation and allocates resources.
- SENDCo – Leads identification, provision mapping, liaison, and training.
- Class Teachers – Provide high-quality adaptive teaching and engage in assessment, planning and reviews for children in their class.
- Support Staff – Deliver targeted interventions and support communication, regulation and access to learning.
- Parents/Carers – Share information and participate in co-production of plans.
- Pupils – Contribute their views through supported conversations, visuals and choices.
- The Local Authority - oversees statutory SEND duties, including assessment, issuing EHCPs, and ensuring appropriate provision is in place.
- External professionals - provide specialist advice, assessments, and interventions that inform and support pupils' SEND provision.

#### 5. Identification of SEND

Identification may occur through:

- Classroom observations and assessments
- Progress monitoring against expectations
- Parental information
- External professional advice

Early identification is prioritised, especially in Nursery.

#### 6. Graduated Approach (Assess–Plan–Do–Review)

High-quality, adaptive teaching is the first step of the graduated response.

Teachers are responsible for pupil progress, including pupils receiving additional support.

The Assess, Plan, Review and Do (APDR) cycle is used:

- **Assess:** Gather holistic information, teacher insight, parental voice and professional advice.
- **Plan:** Agree outcomes, strategies and provision.
- **Do:** Implement agreed support within adaptive teaching.
- **Review:** Evaluate progress and adjust provision.

If a child requires long-term specialist support, the school may request an EHCP Needs Assessment. The Local Authority must complete the process within 20 weeks.

#### 7. Inclusion by Design

Our universal inclusive practices include:

- Visual supports and consistent routines
- Structured, communication-friendly environments
- Trauma-informed and sensory-aware approaches
- Flexible grouping and adaptive teaching
- Play-based learning where developmentally appropriate and project-based learning across school

## **8. SEMH Additional Resource Provision (ARP)**

The ARP provides specialist structured support for pupils with Social, Emotional and Mental Health (SEMH) as their primary need.

**Placement is determined solely by the Local Authority.**

The provision includes:

- Therapeutic and emotional regulation programmes
- Personalised timetables
- Planned opportunities for integration with mainstream

## **9. Provision Across School**

- Universal Support – for all pupils
- Targeted Support – small-group interventions for identified needs
- Personalised Support – individual plans, specialist strategies, adapted timetables and external agency involvement

We use a person-centred, co-production approach, working closely with families and professionals to design joined-up support that meets each pupil's individual needs.

## **10. Working with Parents and Carers**

- Parents are partners throughout the graduated response.
- We actively gather parental views during identification, planning and review stages.
- Support is regularly reviewed and shared.

## **11. Pupil Voice**

Pupils contribute to their own plans through visuals, supported discussion, reflection and choice-making.

## **12. Staff Training**

Staff receive CPD based on:

- Adaptive teaching
- Pupil needs and provision mapping
- Neurodiversity (ASD, ADHD, SpLD)
- Communication and language development
- Social, emotional and mental health needs
- Trauma-informed and sensory-aware practices
- Other specific needs as they arise

## **13. Accessibility**

The school ensures:

- Access to the physical environment
- Adapted layouts and visual supports
- Modified materials and sensory-friendly approaches

The school has a statutory Accessibility Plan, reviewed every three years.

## **14. Monitoring and Evaluation**

Monitoring includes:

- Learning walks
- Pupil progress across academic, social, emotional and communication domains
- Impact of provision on outcomes
- Provision mapping reviews
- Governor oversight

## **15. Complaints**

Complaints follow the school's Complaints Policy.

Concerns should be raised initially with the class teacher or the SENDCo.

## **16. Policy Review**

This policy will be reviewed annually or sooner if statutory requirements change.

## **17. Links with other Policies**

- Accessibility Policy
- Accessibility Plan
- Anti-bullying Policy
- Teaching and Learning Policy
- Feedback Policy
- Admissions Policy
- Behaviour Policy
- Use of Reasonable Force Policy
- GDPR Policy
- Complaints Policy
- Whistleblowing Policy
- Safeguarding Policy
- Equal Opportunities Policy
- Supporting Pupils with Medical Needs and Administration of Medicines Policy