



SEND Policy

September 2026

At Ickford School, we believe that every adult and every child is unique and therefore has different needs in terms of their learning journey. Some children may experience difficulties or barriers that affect their learning, development or participation and may require additional or different provision to that ordinarily available in school.

Special Educational Needs (SEN) are identified where a child or young person has a learning difficulty or disability which calls for special educational provision to be made for them. A medical diagnosis is not required for a child to have SEN.

SEND refers to special educational needs and/or disabilities. A child may be disabled under the Equality Act 2010 without having SEN, and a child may have SEN without meeting the definition of disability under the Equality Act 2010. Where a pupil is disabled, the school will also consider and meet its duties to make reasonable adjustments.

For the purposes of reporting to external bodies, including the DfE and Ofsted, we use the terminology and definitions set out within the Children and Families Act 2014, the SEND Code of Practice and relevant equality legislation.

In line with the SEND Code of Practice (2015), we follow the graduated approach of Assess–Plan–Do–Review (APDR) to ensure that support is carefully tailored, monitored and reviewed.

Rationale

Our school offers a broad, balanced and creative curriculum where opportunities to achieve and succeed are provided for all children. We are proud of our stimulating and inclusive learning environment where we aim to provide every child with access to a quality education.

This includes the statutory aims of the National Curriculum (2014) and the SEND Code of Practice (2015).

We firmly believe that we are the educators of all children in our care, including those who are identified as having Special Educational Needs, and that through quality first teaching and appropriate adaptation, differentiation and reasonable adjustments, all of the children in our school will be able to access and enjoy the curriculum that we provide.

Class teachers remain responsible and accountable for the progress and development of all pupils in their class, including those who receive additional support from teaching assistants or specialist staff.

The school recognises that high-quality teaching is the first response to meeting the needs of all pupils. Where a pupil requires provision that is additional to or different from that ordinarily available to pupils of the same age, the school will consider whether SEN Support is appropriate.

Aims

- To raise the aspirations of and expectations for all pupils with SEND.
- To provide a focus on outcomes for children and not just hours of provision or support.
- To ensure that all children are able to access the curriculum at their own stage of development.
- To identify and respond to SEND at the earliest appropriate opportunity.
- To remove or reduce barriers to learning, participation and independence.
- To ensure that pupils with SEND are included in the life of the school.
- To work in partnership with pupils, parents/carers, staff, external professionals and the Local Authority where appropriate.

The objectives of this policy are to create an inclusive environment which:

- Meets the Special Educational Needs of each child.
- Ensures early identification and assessment of children who have SEND.
- Makes reasonable adjustments in order to remove barriers to learning and caters for the needs of all children.
- Uses pupil and parent voice to assist us in knowing how best to meet children's needs.
- Provides opportunities for independent learning and activities that engage and challenge pupils.
- Considers pupils' strengths, interests, aspirations and views alongside their areas of need.
- Promotes participation, independence, confidence and positive outcomes for pupils with SEND.

We are committed to ensuring that children with SEND are actively involved in decisions about their education. In line with the SEND Code of Practice, we seek pupils' views in a way that is appropriate to their age, maturity and understanding and ensure these views are considered when setting outcomes and reviewing provision.

Parents and carers are also actively involved in identifying needs, agreeing outcomes and provision, reviewing progress and considering next steps.

Identification of Special Educational Needs and Disabilities

We ensure that identification of SEND does not rely solely on academic progress or medical diagnosis, but considers a child's overall development, well-being, strengths, needs, participation and ability to access learning.

A pupil does not need to have a medical or other formal diagnosis in order to receive SEN Support. Equally, a diagnosis does not automatically mean that a pupil has SEN or should be placed on the SEN Register. The school considers the individual needs of each pupil and the special educational provision required.

Where a pupil requires provision that is additional to or different from that normally available to others of the same age, they may be identified as requiring SEN Support in line with the graduated approach (see Appendix A).

Teachers, supported by the SENCO and Senior Leadership Team, use their professional judgement based on formative and summative assessment and other relevant information to identify pupils who may require additional or different support.

Identification may take account of:

- the pupil's strengths and areas of difficulty;
- progress and attainment;
- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical needs;
- the pupil's ability to access the curriculum and school environment;
- the views of the pupil and their parents/carers;
- information from previous settings and professionals, where available; and
- the impact of any disability or other identified barrier on the pupil's access to education.

In accordance with the SEND Code of Practice (2015), children's needs are broadly categorised within four areas:

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

These categories help schools to plan appropriate provision but individual pupils may have needs that overlap more than one area.

The four areas of need are not intended to provide a means of categorising pupils rigidly. The school considers the whole child and the interaction between different areas of need.

Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014

A child or young person has SEN 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:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) 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 schools or mainstream post-16 institutions.

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

Individual SEND Support Plans (ISSPs)

Children who are listed on the SEND register will have an Individual SEND Support Plan (sometimes referred to in school as a Learning Support Plan or Social, Emotional and Behavioural Support Plan).

These are reviewed at least three times a year in collaboration with parents, where new targets will be set (as appropriate) and previous ones evaluated.

Children may access short-term learning support without necessarily needing a documented SEND Support Plan. This does not automatically indicate that a child has Special Educational Needs; rather it reflects the school's commitment to early support and intervention.

A pupil may be placed on SEN Support where the school identifies that they require provision that is additional to or different from that ordinarily available to pupils of the same age. This decision is based on the pupil's individual needs and circumstances and is not dependent solely on evidence of less-than-expected academic progress or on a medical diagnosis.

The school will use the APDR cycle to identify needs, agree outcomes and provision, monitor impact and determine appropriate next steps.

This judgement is based on a holistic view of the child's learning and development, not solely on test scores or medical diagnoses.

Adjustments Plans

Some pupils may require reasonable adjustments in order to access the curriculum effectively but do not meet the criteria for Special Educational Needs as defined in the Children and Families Act 2014.

In these circumstances, the school may create an Adjustments Plan.

An Adjustments Plan outlines specific reasonable adjustments that enable a pupil to access learning, the school environment, or school routines more effectively. These adjustments may relate to areas such as classroom organisation, presentation of learning materials, environmental adaptations, or supportive strategies used by staff.

Pupils with an Adjustments Plan are not placed on the SEND Register. The purpose of the plan is to ensure that barriers to learning are removed and that pupils are able to participate fully in school life.

An Adjustments Plan does not remove or reduce the school's legal duties towards a disabled pupil under the Equality Act 2010. Where a pupil is disabled, the school will consider and implement reasonable adjustments as required. These duties are anticipatory, meaning that the school will consider in advance the adjustments that disabled pupils may reasonably require.

A pupil may have both SEN Support and an Adjustments Plan where this is appropriate to their individual circumstances.

The Role of the Special Educational Needs Coordinator (SENCO)

All mainstream schools, including academies, must have a SENCO. The SENCO must be a qualified teacher, or the headteacher where applicable, and must complete the mandatory SENCO National Professional Qualification (NPQ) within three years of taking up the SENCO role, subject to the relevant transitional arrangements. SENCOs who have already obtained the NASENCO do not need to complete the NPQ.

The SENCO's responsibilities include:

- Supporting and advising colleagues about issues that involve Learning Support.
- Overseeing and updating the Learning Support Register and monitoring the records of those children listed on it.
- Maintaining up-to-date knowledge of local and national policies regarding SEND and communicating relevant information to colleagues.
- Maintaining links with external agencies for support and advice regarding children with SEND and how best to support their development.
- Communicating effectively with parents, in liaison with class teachers, about their child who has or may have SEND.
- Monitoring and evaluating provision for SEND and reporting to the Headteacher and Trust/governing body, in accordance with the Trust's governance arrangements.
- Managing a range of resources, both human and material, to enable appropriate provision to be made for children with SEND.
- Reviewing this policy annually in collaboration with the SEND Information Report.
- Coordinating the day-to-day implementation of the school's SEND policy.
- Coordinating the provision made for pupils with SEN.
- Advising on the graduated approach of Assess–Plan–Do–Review.
- Liaising with the relevant designated teacher where a child is looked after, where applicable.
- Liaising with the Local Authority and external agencies where appropriate.
- Supporting effective transition for pupils with SEND.
- Contributing to the development and review of the school's SEND Information Report.

Meeting the Needs of All Pupils

Although this policy focuses on pupils who may require additional or different provision, the school recognises that all pupils, including those who demonstrate high levels of attainment or particular strengths, require appropriate challenge and opportunities to develop their potential.

High attainment or ability alone does not constitute SEN. Pupils who require additional challenge will be supported through the school's curriculum and teaching approaches.

Transitions

We recognise that transitions can be a particularly vulnerable time for pupils with SEND.

To support smooth transitions between classes and key stages, we ensure that information is shared in advance with new teachers and that pupils have opportunities to visit their new classroom and meet staff.

Transition arrangements will be proportionate to the individual pupil's needs and may include additional visits, visual information, social stories, meetings with staff, transition meetings with parents or information-sharing with the receiving setting.

For children moving to another school or setting, we liaise closely with the receiving SENCO, share relevant documentation (including Individual SEND Support Plans), and, where appropriate, arrange additional visits to support the child's confidence and readiness.

Where a pupil has an EHCP, the school will contribute to the statutory annual review process and support effective transition planning in accordance with the plan and relevant statutory requirements.

The Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them.

It includes provision from birth to 25, across education, health and social care.

Buckinghamshire's Local Offer can be found at:

<https://familyinfo.buckinghamshire.gov.uk/send/>

Equalities Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The school also maintains an Accessibility Plan which outlines how we improve access to the curriculum, the physical environment and information for pupils with disabilities.

The school will not discriminate against disabled pupils and will make reasonable adjustments to avoid disabled pupils being placed at a substantial disadvantage. The school will consider the individual circumstances of pupils and the adjustments, aids, support and adaptations that may reasonably be required.

SEND Information Report

In line with statutory requirements (SEND Regulations 2014, Regulation 51 and Schedule 1), the school publishes a SEND Information Report annually on the school website.

This report sets out in detail the implementation of this policy, including how pupils with SEND are identified, supported and monitored.

The SEND Information Report is reviewed alongside this policy to ensure that the published information accurately reflects the provision and arrangements in place at the school.

External Agencies and Specialist Advice

Where appropriate, the school may seek advice and support from relevant external agencies and professionals. This may include Buckinghamshire SEND services, educational psychology, speech and language therapy, occupational therapy, specialist teaching services, school nursing, health services, mental health services and other professionals relevant to an individual pupil's needs.

The school will work with external professionals in partnership with parents/carers and pupils, subject to appropriate consent, information-sharing and safeguarding requirements.

Confidentiality and Information Sharing

Information relating to pupils with SEND will be treated sensitively and shared appropriately with staff and professionals who need the information in order to support the pupil, in accordance with the school's data protection, safeguarding and confidentiality procedures.

Concerns or Complaints

If parents have concerns about the provision made for their child, they are encouraged to speak first with the class teacher or the SENCO.

If concerns remain unresolved, parents may follow the school's formal complaints procedure, details of which are available on the school website or from the school office.

Parents may also seek impartial information, advice and support from Buckinghamshire SEND Information, Advice and Support Service (SENDIASS) or other appropriate independent sources.

Governance

The Ickford Learning Trust, through its Board of Trustees and governance arrangements, has overall responsibility for ensuring that the school meets its statutory duties in relation to SEND.

The relevant governing body/local governance committee, where applicable under the Trust's Scheme of Delegation, will monitor the effectiveness of SEND provision and receive appropriate reports from the Headteacher and SENCO.

Governors monitor the effectiveness of SEND provision and receive regular updates from the Headteacher and SENCO.

Appendix A – Identification of SEND

We follow the graduated approach as set out in the SEND Code of Practice (2015). This is a four-part cycle of Assess–Plan–Do–Review that is used in increasing detail and frequency to ensure that support is meeting the needs of the child.

The stages below describe the school’s approach to identifying and supporting need. They should not be interpreted as rigid or mandatory sequential stages. A pupil may require SEN Support without having progressed through every stage, where the evidence indicates that provision additional to or different from that ordinarily available is required.

Stage 1: Quality First Teaching

All children receive high-quality teaching that is differentiated and personalised to meet their individual needs.

Teachers continuously monitor progress and identify any emerging concerns.

At this stage, needs can often be met through classroom strategies without additional intervention.

Teachers may adapt teaching, resources, presentation, classroom organisation, communication approaches, grouping, scaffolding and the learning environment to support individual pupils.

Stage 2: Additional Support within the Classroom

Where a child is not making expected progress, teachers, with advice from the SENCO, put in place targeted interventions or short-term support.

This does not automatically place a child on the SEN register.

The impact of support is closely monitored and reviewed as part of the APDR cycle.

Additional support may also be considered where a pupil is experiencing barriers to participation, communication, independence, social and emotional development or access to the curriculum, even where academic progress alone does not indicate a concern.

The school will consider whether the pupil’s needs can reasonably be met through ordinarily available provision and reasonable adjustments before determining whether SEN Support is required.

Stage 3: SEN Support (SEN Register)

If concerns persist despite targeted support, or where assessment indicates that a pupil requires provision that is additional to or different from that ordinarily available to pupils of the same age, they may be placed on the SEN Register at SEN Support.

An Individual SEN Support Plan is drawn up in collaboration with parents, the child, and the SENCO.

Outcomes are set, provision is detailed, and responsibilities are clear.

Plans are reviewed at least three times a year as part of the APDR cycle.

The APDR cycle will consider:

- the pupil's strengths and needs;
- the views of the pupil and parents/carers;
- the outcomes the school and family are seeking;
- the provision and adjustments required;
- the impact of interventions and support;
- progress, development, participation and independence; and
- whether further assessment, specialist advice or changes to provision are required.

Where a pupil has an EHCP, the school will implement the special educational provision specified in the plan and contribute to the statutory review process.

Stage 4: Request for Education, Health and Care (EHC) Needs Assessment

Where a pupil's needs may require special educational provision through an Education, Health and Care Plan, the school will work with parents/carers and the pupil, where appropriate, to consider whether an EHC needs assessment should be requested.

A request for an EHC needs assessment may be made by the school or by the child's parent. A young person aged 16 to 25 may make a request themselves, subject to the statutory framework. Other people may also bring a child or young person who may have SEN to the attention of the Local Authority.

The school will provide relevant evidence about the pupil's needs, the provision already put in place, the outcomes sought and the impact of the support provided.

An EHC needs assessment does not automatically result in an EHCP. Following an assessment, the Local Authority determines whether it is necessary for special educational provision to be made through an EHC plan.

Where an EHCP is issued, the school will deliver the special educational provision specified in the plan and work with the Local Authority, parents/carers, the pupil and relevant professionals to monitor and review the plan.

At all stages, we work in partnership with parents and pupils, review provision regularly, and draw on specialist advice when required.