ICKFORD SCHOOL

SEND Policy

March 2026

Special Educational Needs and Disabilities (SEND) Policy

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 find some areas of learning more difficult than others and consequently may need additional support. The children who require support or intervention beyond the normal classroom differentiation are included on our SEND Register.

For the purposes of reporting to external bodies including the DfE and Ofsted, we use the term Special Educational Needs and Disabilities (SEND) to refer to those children who struggle with learning and need extra support in school and at home in order to achieve their full potential.

In line with the SEND Code of Practice (2015), we follow the graduated approach (Assess–Plan–Do–Review) 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 effective differentiation 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.

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.

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.

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.

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, and ability to access learning.

Where a pupil requires provision that is additional to or different from that normally available to others of the same age, they will be identified as requiring SEND 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 to identify pupils who may require additional support.

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.

This document has been written in accordance with the definition of SEND below.

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.

Children only move to a formal SEND Support Plan when, despite high-quality teaching and targeted interventions, they continue to make less than expected progress.

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.

The Role of the Special Educational Needs Coordinator (SENCO)

Statutory requirement: The SENCO must be a qualified teacher and must achieve the National Award for SEND Coordination within three years of appointment.

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 Governing Body.
• 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.

Gifted and Able Children

Although this policy focuses on those children who may struggle to access areas of the curriculum, we also believe that the most able and gifted children require provision that ensures appropriate challenge.

However, gifted and able pupils are not identified as having SEND unless they also meet the definition under the Children and Families Act 2014.

Provision for gifted and able pupils is set out in a separate policy.

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.

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.

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.

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.

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.

Governance

The Governing Body has a responsibility to ensure that the school meets its duties under SEND legislation and that appropriate provision is made for pupils with SEND.

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 (Assess–Plan–Do–Review) that is used in increasing detail and frequency to ensure that support is meeting the needs of the child.

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.

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.

Stage 3: SEN Support (SEN Register)

If concerns persist despite targeted support, and the child requires provision that is additional to or different from that made generally for others of the same age, they are 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.

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

If, despite significant and sustained SEN Support, the child is still not making adequate progress, the school, parents, or outside professionals may request an Education, Health and Care (EHC) needs assessment from the Local Authority.

If the Local Authority agrees that the child requires support beyond what a school can ordinarily provide, an Education, Health and Care Plan (EHCP) will be issued.

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