



Sawtry Infant School

Special Educational Needs and Disabilities (SEND) policy

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Created	September 2026
Review Date	September 2027

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'
(Early Years Statutory Framework, 2021)*

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1. Aims and objectives

Our SEND policy aims to:



Meet legal guidance requirements by ensuring national SEND legislation and guidance are fully implemented.



Provide an inclusive learning environment that meets individual needs through reasonable adjustments, adaptive learning and access to the full curriculum.



Ensure clear roles and consistency by outlining responsibilities and making sure all staff understand and consistently implement the SEND policy.



Support pupils to achieve and thrive by helping them reach their full potential, fulfil their aspirations and become confident individuals.



Identify and assess SEND needs so that pupils receive appropriate and timely support.



Involve pupils and parent/carers by listening to their views and including them in decisions about support and provision.

2. Vision and values

Our SEND vision is linked to our school values and sets out the core principles of our LIFE learning philosophy.



We aim for every child to feel valued, accepted and celebrated. We promote a kind, respectful and inclusive community where children feel safe, confident and happy to be themselves.



Pupils experience awe and wonder through their learning, exploring their interests and discovering new possibilities. Pupils always try their best and keep going, even when things feel challenging.



Pupils find joy in each day, understand what they like and dislike, build positive relationships, and feel confident trying new things.



Pupils' learning is adapted to meet their needs so they can all achieve and feel proud. They learn something new each day, build on their knowledge and share their learning with others.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [Working Together to Improve School Attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage children with a disability or with special educational needs.

4. Inclusion and equal opportunities

At Sawtry Infant School, we are committed to creating an inclusive and supportive teaching environment where every pupil, regardless of their individual needs or abilities, has the opportunity to succeed. We provide a broad, balanced and appropriately challenging curriculum that is accessible to all pupils and enables them to develop their knowledge, skills, confidence and independence.

We recognise that pupils with SEND may require different approaches, resources or levels of support to access learning and participate fully in school life. Therefore, we will make reasonable adjustments to teaching, the curriculum and the school environment to remove barriers to learning and participation. This may include adapting teaching methods and resources, providing additional support, making changes to the learning environment and using appropriate assistive equipment or technology.

We will work closely with pupils, parents/carers and relevant professionals to understand individual needs and identify the most effective support. Through appropriate adaptations and a personalised approach, we aim to ensure that pupils with SEND are fully included in lessons, activities and wider school life, while being supported to achieve their potential, develop their strengths and work towards their aspirations.

5. Definitions

5.1 Special educational needs

A pupil is considered to have SEND when they have a learning difficulty or disability that requires additional or specialised educational support.

A pupil has a learning difficulty or disability if they have:

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools

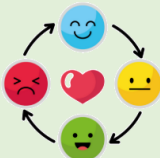
Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not placed at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas of need. A pupil may have needs across more than one area, and their needs may change over time depending on their individual circumstances and development. Interventions will be selected and implemented according to the pupil's individual area(s) of need and reviewed as their needs develop over time.

 Communication and Interaction		Pupils with needs in this area may experience difficulties with communicating and interacting with others. This may include difficulty understanding language, expressing themselves or understanding and using the social rules of communication. Pupils on the autism spectrum may have needs that fall within this area.
 Cognition and Learning		Pupils with needs in this area may learn at a slower pace than their peers and require additional support to access learning. This area includes a range of needs, such as: • Specific Learning Difficulties (SpLD), which affect one or more specific areas of learning, including dyslexia, dyscalculia and dyspraxia. • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound and Multiple Learning Difficulties (PMLD), where pupils have severe and complex learning difficulties alongside a physical disability or sensory impairment.
 Social, Emotional and Mental Health		Pupils with needs in this area may experience a range of underlying difficulties or disorders, including: • Mental health difficulties, such as anxiety, depression or eating disorders • Attention and attachment difficulties, including ADD, ADHD or attachment disorders • The effects of Adverse Childhood Experiences (ACEs) These needs can present in different ways, including challenging or disruptive behaviour, emotional distress, withdrawal or social isolation.
 Sensory and Physical		Pupils with needs in this area have a disability that may hinder their access to the educational facilities and opportunities generally available to their peers. This may include: • Sensory impairments, such as visual, hearing or multi-sensory impairment • Physical impairment that affects access to learning or the school environment. Pupils may require ongoing additional support, adaptations or specialist equipment to ensure they can access the curriculum and participate fully in all aspects of school life.

6. Roles and responsibilities

6.1 The SENDCO

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) at Sawtry Infant School is Luke Alletson.

The role of the SENDCO at our school is to:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution promptly
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND

- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Ruth Fox.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be encouraged to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be encouraged to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on our [website](#), which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings, where appropriate. We will also consider any evidence that the pupil may have a disability and, if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary, they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. Class teachers are to complete a SEND Teacher Referral Form to document their concerns. These are shared with the SENDCo as soon as possible.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

Sawtry Infant School will always put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special educational provision, we will have an early discussion with parents/carers and the pupil where appropriate. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision through an Assess-Plan-Do-Review (APDR) document.

8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEND needs, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.



1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's needs. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in a pupil passport and/or APDR.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that the school can meet through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census, these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the pupil's needs, the provision to be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census, these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Talking to children to gain pupil voice and insight
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from parents/carers

9. Inclusion Base support

At Sawtry Infant School, we provide further targeted support through our Inclusion Base, 'The Nest'. Pupils are identified for this provision based on the needs outlined in their EHC plans, alongside their individual learning and developmental needs within the mainstream classroom.

Pupils attending The Nest spend their mornings in their main class, ensuring they have access to key curriculum areas such as Phonics, Maths and English. They also participate in PE, Forest School and PSHE.

In the afternoons, The Nest provides a highly individualised and supportive learning environment. Pupils continue to access the curriculum through carefully adapted activities that are matched to their individual needs and levels of development. They also receive small group or one-to-one interventions in a calm and quiet environment, supporting the needs identified in their EHC plans.

The Nest is staffed at a minimum ratio of one adult to two pupils, ensuring pupils receive appropriate levels of support and supervision.

The SENDCO is responsible for overseeing the provision in The Nest, including ensuring staff receive appropriate training, support and well-being reviews. The SENDCO also monitors the provision regularly to ensure that the quality of education, support and outcomes for pupils remains consistently high.

Further information about the guidance and principles that underpin our practice in The Nest can be found:

- [Inclusion Bases in schools](#): DfE guidance on how we deliver high-quality provision in our inclusion base;
- [The Nest](#): information on our school website, sharing our vision and intent alongside how curriculum and interventions are being delivered.

10. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

11. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

12. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

13. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Team
- Early Help Hub
- Early Intervention Family Workers
- Social services

14. Admission and accessibility arrangements

Our admission arrangements for pupils with SEND are controlled by the county council and we follow their policies and procedures.

For our Accessibility Plan, please check our website.

14.1 Admission arrangements

Please see information below from Cambridgeshire County Council:

For SEND admissions to mainstream schools in Cambridgeshire, parents must follow the standard application process but should seek advice from the SEND Information, Advice and Support Service (SENDIASS).

While children have a right to a mainstream education, mainstream schools can refuse admission if it would disrupt the education of other children, so it's crucial to understand the school's ability to meet the child's needs.

You can also contact the Admissions Team at admissions@cambridgeshire.gov.uk or 0345 045 1370 for any specific questions about the application process.

15. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally by following our Complaints Procedure (please see our website for more information).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please contact [SENDIASS](#) at Cambridgeshire.gov.uk; for general complaints, use the feedback form or contact the [Customer Services Team](#) at [0345 045 5200](tel:03450455200).

16. Monitoring and evaluation arrangements

16.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regard to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

16.2 Monitoring the policy

This policy will be reviewed by our SENDCO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing body.

17. Links with other policies and documents

This policy links to the following documents:

- SEND information report
- The Local Offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding and child protection policies
- Complaints policy