



# Special Educational Needs Policy – Statement of Intent

Review Body	Governing Body
Author	J Muhammad
Type of Policy	Statutory
Review Period	Annual
Reviewed	July 2025
Approved by	Draft
Next review	July 2026

## Contents

Rationale	3
Objectives	3
Context	4
Implementation of the Policy	4
Staff and Professional Development	4

## Rationale

At Paxton, we believe that every child is unique. We value individuality and we are committed to providing opportunities for all children to achieve their best. We promote children's strengths and challenge every child accordingly. We also aim to identify needs early in their educational career and provide appropriate support. We do this by ensuring that all teachers are engaged in the Assess, Plan, Do, Review cycle for all learners including those with SEND (See Appendix 1). Throughout each child's time at the federation, we value the involvement of the child, the family and the team working around the child. At all times, we aim to remove barriers to learning and thus ensure equality of opportunity for all. The Graduated Approach is embedded in all elements of our practice to ensure that all children reach their full potential.

The Children & Families Act (2014) sets out requirements to be implemented for supporting children and young people/adults with Special Educational Needs & Disabilities. We work in partnership with external agencies and the appropriate local authority services to ensure that all children, including those with SEND, make the best possible progress. The schools can provide for children with the following SEND:

- Communication and interaction
- Cognition and learning
- Physical and Sensory
- Social, emotional and mental health needs

The Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

At Paxton, we believe that all children with a Special Educational Need or Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put in place to remove barriers to learning and meeting their full potential.

## Objectives

There is a whole-school approach to provision for pupils with special educational needs. In line with the SEND Code of Practice and our Stages of SEND (see Appendix 2), at the Gipsy Hill Federation we will:

- Identify and address the SEND of the pupils we support.
- Work to ensure that a child with SEND gets the support they need.
- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, to maximize their achievement.
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education
- Designate a teacher responsible for the coordinating of SEND provision i.e. SENDCo

## Context

A child is defined as having SEND if they have a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

## Implementation of the Policy

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

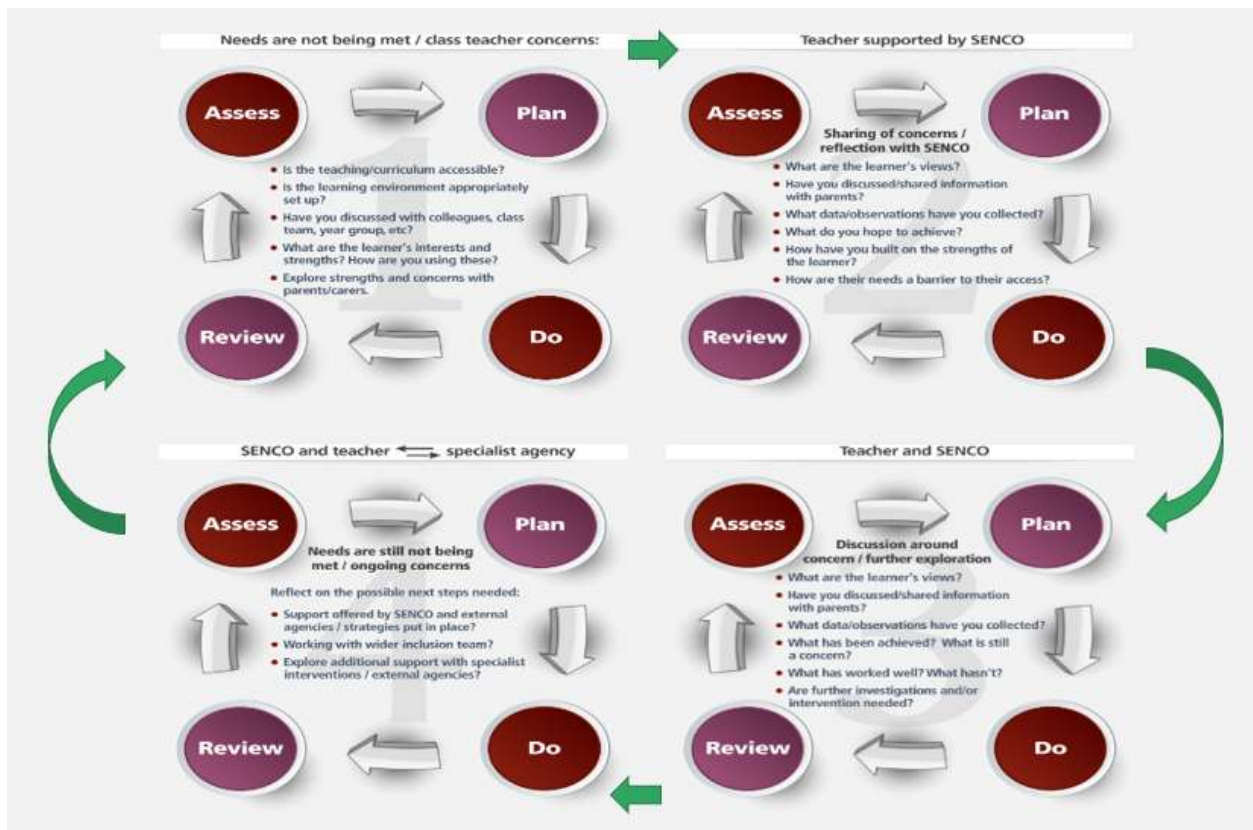
- Making SEND provision an integral part of the School Improvement Plan.
- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils from year to year within our schools, when joining our schools and when transitioning to new provision (for example, moving on to secondary school).
- Removing barriers to achievement and offering alternative / personalized curriculum at all key stages to meet the needs of the individual.
- Arranging specialised provision, where necessary and appropriate, to meet the needs of individuals and groups of children.
- Enabling all SEND students to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- The quality of teaching all groups of learners, including those with SEND and progress made by students is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in SEND is key to the quality of teaching and learning of students with SEND.
- Regular monitoring of the progress and development of all pupils at the Gipsy Hill Federation.
- Providing high quality teaching that is differentiated and personalized to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Ensuring that all governors, particularly those with responsibility for SEND, are up-to-date and knowledgeable about the Schools' SEND provision and inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

## Staff and Professional Development

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

This policy needs to be read in conjunction with the school's SEND information report.

## Appendix 1: The Graduated Approach



Teacher Handbook: SEND (Whole School SEND, 2022)

## Appendix 2: Stages of SEN

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision	<ul style="list-style-type: none"> <li>• High quality inclusive teaching</li> <li>• Personalised learning targets</li> <li>• Carefully planned differentiation</li> <li>• Assessment for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed at Pupil Progress with Leadership Teams</li> <li>• Progress data</li> <li>• Monitoring including observation and book scrutiny</li> </ul>	Class Teacher SLT
2	Early intervention support	In addition to Stage 1: <ul style="list-style-type: none"> <li>• Support within class through small groups and individual support e.g. focus groups in class, use of individual/ group in class resources</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed at Pupil Progress Leadership Teams</li> <li>• Progress data</li> <li>• Monitoring including observation and book scrutiny</li> <li>• Reviewed at Pupil Progress meetings with SENCo</li> </ul>	Class Teacher Phase Leaders SLT SENCo
3	Targeted, additional support	In addition to Stages 1 - 2: <ul style="list-style-type: none"> <li>• Additional group or individual programmes</li> <li>• Evidence based interventions e.g. Precision teaching, Target readers, IDL</li> <li>• Provision Planning staff meeting with SENCo and phase deputy</li> <li>• Teacher to keep parent informed</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo made aware</li> <li>• Reviewed at Pupil Progress meetings with SENCo</li> <li>• Interventions on Provision map monitored by SENCo</li> </ul>	Class Teacher Phase Leaders SLT SENCo
4	Targeted, intensive additional support	In addition to Stages 1 – 3: <ul style="list-style-type: none"> <li>• Multi-professional support</li> <li>• Individual Learning Plan</li> <li>• Identified on school provision map</li> <li>• SENCo input with parents</li> </ul> <hr/> Consider request for EHC Plan.	<ul style="list-style-type: none"> <li>• SEN Register</li> <li>• Pupil Passport/Profile for transition</li> <li>• Individual Learning Plan</li> <li>• SENCo monitoring provision</li> <li>• Termly review of individual learning plan</li> <li>• Input from outside agencies documented</li> </ul>	Class Teacher Phase Leaders SLT SENCo
5	Provision over and above Stage 4	In addition to Stages 1 – 4: <ul style="list-style-type: none"> <li>• Education, Health and Care Plan (EHCP) reviewed annually</li> <li>• Multi-professional support</li> <li>• Individual Education Plan</li> <li>• Identified on school provision map</li> </ul>	<ul style="list-style-type: none"> <li>• EHCP</li> <li>• Annual Review Meeting and Report</li> <li>• Pupil Passport</li> <li>• Individual Education Plan</li> <li>• SENCo monitoring provision</li> <li>• Termly review of IEP</li> <li>• SENCo in regular contact with parent</li> </ul>	Class Teacher Phase Leaders SLT SENCo