MEDWAY COMMUNITY PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy (SEND)

September 2026 - 2027

Review Date: September 2027	Headteacher	Steven Williams	Signed:
Ratified by Governing Body: **29th October 2026**	Chair of Governors	Michael Berriman	Signed:

Values and Vision

- **Together, we achieve**
- **Everyone is of equal worth**
- **Achieve your full potential**
- **More diversity, more acceptance, a greater good**

Together, we are a T.E.A.M!

At Medway, we aim to create an inclusive curriculum that develops social, moral, cultural, and academic understanding so that pupils can access high levels of opportunity within school and enable them to play a valuable role within society. Our Curriculum develops the values needed to do this, such as justice, acceptance and respect. We firmly believe these are the foundation for all our pupils' success.

At Medway, we create an inclusive environment, allowing every child to succeed alongside their peers. We strongly believe all pupils can be successful if provided with the right support, and we adapt our classrooms to meet the needs of every child. All of our pupils should be supported through a high-level, collaborative curriculum in line with the Special Educational Needs and Disability Code of Practice (2014) and The Pupils and Families Act 2014

Aims

We are committed to using best endeavours and reasonable adjustments to provide an appropriate and high-quality education for all pupils at our school, which enables them to:
• achieve their best;
• become confident individuals, living fulfilling lives;
• make a successful transition to the next phase of education.

We consider every teacher a teacher of special educational needs and disabilities (SEND) and have the highest aspirations and expectations for all pupils, including those with particular educational needs/disabilities.

We aim to achieve a community of mutual trust and confidence, created through clear, consistent communication and collaborative working approaches, to enable good outcomes for pupils with SEND.

To achieve these aims, we will

• strive to establish a fully inclusive school and create an environment where all pupils can be happy, flourish and feel safe;
• respond to learners in ways which take account of their varied needs and life experiences and do everything we can to support any barriers to learning;
• identify a pupil's SEND at the earliest point and then make adequate provision to improve long-term outcomes;
• work in close partnership with parents/carers to achieve these aims

• support pupils themselves to participate in discussions, express their views and be involved in decisions which affect them, encouraging them to become increasingly effective self-advocates;
• work in close partnership with a range of specialist agencies to enable us to provide practical, targeted support;
• provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils;

Identifying SEND
Medway uses a graduated response to identify and support pupils with additional needs. Pupils are closely monitored by their class teachers and referred to the SENDCo if they fit one or more of the following criteria;

• A pupil is significantly behind expected academic levels or is making less than expected progress over time. However, attainment data alone will not be used to identify SEND. Decisions regarding SEND support will be based on a broader assessment that considers the pupil's individual needs, including observations, progress over time, views of parents/carers and the pupil, and any relevant information from external professionals.
• A pupil has physical, sensory or medical difficulties which limit their ability to access the full curriculum or classroom resources, which puts them at risk of falling significantly behind.
• A pupil's social, emotional or mental health limits their opportunities to access the entire curriculum, classroom resources, or other opportunities in school.

Broad areas of need as outlined in the SEND Code of Practice 2014
These four broad areas give an overview of the range of needs that the school plans to support. In reality, individual pupils usually have needs that cut across some or all these areas (co-occurring), and their needs may change over time:

• communication and interaction
• cognition and learning
• social, emotional and mental health
• sensory and physical

The purpose of identification is to determine what *action* the school needs to take, not to fit a pupil into a category. In our school, the needs of the whole child will always be considered in this process, as well as the issues raised.

Other factors that may impact on progress and attainment that are not considered SEND:
• attendance and punctuality
• health and welfare
• speaking English as an additional language
• receiving a pupil premium grant
• being a looked-after child

Safeguarding Pupils with SEND

Medway is an inclusive school that welcomes all pupils, including those with special educational needs and disabilities (SEND), and deaf and disabled children and young people. We are committed to ensuring that all pupils can access a broad and balanced curriculum and participate fully in school life through appropriate support, reasonable adjustments and high-quality inclusive practice.

Some pupils have barriers to learning that mean they have special needs and require particular action by the school. Our dedicated SENDCO and teachers take account of these requirements and make provision, where necessary, to support individuals or groups of pupils and thus enable them to participate effectively in curriculum and assessment activities.

Key issues for safeguarding pupils with disabilities include:

- Social isolation
- Reliance on others for personal care
- Impaired capacity to resist or report abusive behaviour.
- Reduced access to someone to tell
- Especially vulnerable to bullying and intimidation.
- More frequently away from home, e.g., in hospital, respite care or residential living

Our SENDCo and teachers have attended appropriate training as part of their CPD; whole-school safeguarding training, understand the vulnerability of SEND pupils and understand that SEND pupils may be at higher risk of abuse, neglect and exploitation.

The NSPCC provides further support for Safeguarding Pupils with SEND.
https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-pupils-with-special-educational-needs-and-disabilities-send

Safeguarding deaf and disabled pupils and young people
https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-pupils

The Graduated approach to SEND support

1. Any child fitting the above criteria is closely monitored by their classroom teacher to gauge their learning level and possible difficulties.
2. Parents and, where appropriate, the child will be asked for their views.
3. The child's class teacher will take steps to provide reasonable adjustments to aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENDCo will be consulted for support and advice, and an initial concerns form may be completed.

   The child may
   - not be deemed to have SEND
   - May be highlighted as a cause for concern
   - May be added to the SEND register

5. Parents will be informed and involved in decisions regarding SEND identification and provision. The school will work in partnership with parents and seek their views before adding a pupil to the SEND register.
6. The effectiveness of the support and impact on the pupil's progress will be reviewed termly with class teachers. With input from the SENDCo, the class teacher, support staff, and the child will review the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes.

The school may involve specialists at any point for advice regarding identification and practical support. Parents will always be involved in decisions about specialist involvement. The child's class teacher and, where appropriate, the child will also contribute to these decisions. The school will discuss any proposed referral to specialist services with parents and will seek parental consent where this is required by the service or by data-protection requirements. It is the SENDCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed upon is recorded, shared, and fully understood by parents, teaching staff, and, where appropriate, the child. Copies of reports will always be sent home, and in cases where the Pupil Profile has been updated, a new copy of this will be sent.

Examples of specialist agencies used by and that are available to be used by the school:
• Educational psychologists
• Early Years Support Teachers
• Learning, Communication and Interaction teachers
• Social, Emotional and Mental Health teachers
• Specialist teachers for pupils with hearing and vision impairment, including multisensory impairment, and for those with a physical disability
• Speech and language therapists
• Occupational therapists and physiotherapists
• Dyslexia specialists
• Autism teachers

When pupils receive an Education, Health Care Plan (EHCP), the school will closely partner with any specialist agencies named on the plan to provide support and specialist advice.

The Education, Health and Care Plan (EHCP) process
Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources commonly available to the school, the school, in consultation with parents, will consider whether requesting an Education, Health and Care assessment from the Local Authority is appropriate. This intent will be shared with parents and external agencies to ensure they are confident and clear about the process and how they are involved with it.

Removing pupils from the SEND register
In consultation with parents, a child will be considered for removal from the SEND register:

• when they have made sustained, good progress that has sufficiently closed the attainment gap between themselves and their peers of the same age or
• where a child's more comprehensive development and social needs have improved and progress in the targeted area is considered to be sustained;
• If SEN support is no longer required

Support for pupils at school with medical conditions
The school recognises that pupils with medical conditions should be adequately supported to have full access to the curriculum and enrichment activities, including school trips and physical education.

Some pupils with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010.
Some pupils with medical conditions may also have SEND and an EHCP, which brings together health and social care needs and their special educational provision where the SEND Code of Practice 2014 is followed.

Arrangements in place to support pupils at school with medical conditions are detailed within the school's Policy for 'Supporting Pupils with Medical Conditions (Including administering of medicine).'

Staff Training
All staff are expected to undertake training and development to maintain and develop the quality of teaching and provision.

Staff training needs are identified through the school's self-evaluation process.

New staff undertake an induction process on taking up a post. This includes a meeting with the SENDCo to explain the systems and structures around the school's SEND provision and practice and to discuss the needs of individual pupils.
The SENDCo will regularly attend city-wide and local SENDCo network meetings to keep up to date with local and national developments in SEND.

Roles and responsibilities
<u>Class teachers and teaching assistants will:</u>

- refer to individual pupil profiles to inform short- and medium-term planning, implement specific targets, and promote appropriate learning strategies aimed at enhancing learning
- ensure consistent delivery of differentiated learning opportunities to enable pupils to improve and consolidate their skills. This will include adapting/modifying learning activities and resources to enable pupils to reach their learning goals/targets.
- liaise with parents to ensure a complete understanding of the SEND, provision and team ethos in support.

SENDCo and EYFS SEND Advocate

The key responsibilities of the SEND team are taken from the SEND Code of Practice 0-25 (2014) and include:

- overseeing the day-to-day operation of the school's SEND Policy
- co-ordinating provision for pupils with SEND
- liaising with the relevant Designated Teacher where a looked-after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with external agencies, especially the local authority and its support services
- liaising with potential providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) concerning reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Governing Body and Headteacher

- The Governing Body will ensure information regarding implementing school policy for pupils with SEND is clearly published on the website. The information published will be updated annually, and any changes to the information occurring during the year will be updated as soon as possible.
- A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and to ensure that the Governing Body is kept informed of how the school meets the statutory requirements.
- The Headteacher, SENDCo and Governing Body will establish a clear picture of the resources available to the school and consider the strategic approach to meeting needs.
- The Headteacher will ensure that the SENDCo has sufficient time and resources to perform their functions.

Storing and managing information

All sensitive records relating to the SEND of pupils in school will be treated as highly confidential and securely placed in a locked cabinet or protected IT system when not in use. Medway prefers to use electronic systems to keep data secure.

Supporting parents/carers of pupils with SEND

The school is fully committed to a meaningful partnership with parents of pupils with SEND, where they can be as fully involved as possible in decisions and provided with the information and support to enable participation in those decisions.

The school will do this by:

- always making parents feel welcome; listening to their concerns, wishes and aspirations for their child; instilling confidence and building effective partnerships;

- providing all information in an accessible way;
- making the SENDCo available for meetings by appointment through the school office or by email;
- publishing information about how the school implements the SEND Policy on the school website, following the SEND Information Regulations (2014);
- class teachers meet with parents, in addition to parents' evening appointments, to discuss concerns regarding their child's progress at the earliest opportunity, raised either by the class teacher or the parents themselves, and encourage them to share their views;
- ensuring that teaching staff are supported to manage these conversations as part of their professional development;
- keeping records of the outcomes, actions, and support agreed upon through the discussions at meetings and sharing these records with appropriate school staff and the pupil's parents;
- signposting parents to broader support, information and services pertinent to their child's SEND
- make a paper copy of the SEND policy and any additional guidance available to parents on request.

Pupil Voice and SEND

The school recognises that pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to confidently transfer to their next phase of education and communicate or negotiate their interests, desires, needs and rights. We expect pupils to become increasingly able to make informed decisions about their learning and their futures and take responsibility for those decisions.

How the school will do this:

- We will support pupils in understanding their strengths, needs, and approaches to learning that are particularly successful for them and in having the confidence to voice their concerns, hopes, and aspirations.
- Wherever possible and in an age-appropriate manner, pupils with SEND will be involved in monitoring and reviewing their progress, including decisions about future support and provision. Their views will be recorded and shared.
- All staff will actively listen to and address any concerns raised by pupils themselves.
- We will plan additional support for pupils at critical times.
- Pupils are invited to contribute to their Annual Review as much as possible. This can be done in person, or by providing their voice on a pupil questionnaire.
- School staff will seek pupils' views and consider appropriate adjustments in light of their responses

Accessibility

We value our pupils and are committed to providing a fully accessible environment to all. The Governing Body is aware that pupils have the right to be educated in the school of their choice, and this will not be inhibited by disability. Please see the separate accessibility plan for further information.

Dealing with complaints

Pupils, parents, carers and other adults who have concerns or complaints should feel that they can be voiced and will be considered seriously. All complainants have the right to be accompanied when making the complaint, and a parent or another adult may accompany pupils.

We are committed to equal opportunities for all and will monitor the impact of this policy to ensure that no group is adversely affected.