CLAYTON ST JOHN C of E PRIMARY

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Ratified by Governors:	Spring Term 2026	Signed Head Teacher: Mrs G Emsley Full Governing Body
Review Date:	Spring Term 2027	

'Growing together in God's Love'

A member of the bdat family

Safeguarding Statement of Intent

At Clayton St John C of E Primary we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Clayton St John C of E. We recognise our responsibility to safeguard all who access the school and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also work to ensure that our pupils are aware of Online Safety and who to talk to if they feel vulnerable or scared.

Vision Statement

'Growing together in God's Love'

"Give thanks to the Lord, for he is good; his love endures forever."
1 Chronicles 16:-34

Statement of Intent

At Clayton St John C of E Primary we strive to ensure that our pupils are safeguarded against any form of harm. We ensure that our staff are trained appropriately, can identify signs of abuse and follow policy and procedures for reporting concerns, disclosures and allegations.

Our Vision

At Clayton St John C of E Primary we pride ourselves on developing a positive ethos built on the foundations of the Christian faith. This ethos is based on the following values and principles that, as stakeholders, we all aim to uphold:



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Rationale

Clayton St John C of E Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, assess policy, equality policy, medical and curriculum policies.

This policy has been written in line with section 69 (2) of the Children and Families Act 2014, Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014, **Children and Families Bill and the SEND Code of Practice (hereafter referred to as the 'Code'.**

The Code provides practical advice for schools on how to carry out statutory duties in order to identify, assess and make provision for children and young people with special educational needs and disabilities (SEND). This policy is written in accordance with the Code.

The SEND at Clayton St John C of E Primary School

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to the school SENDCo. Please make an appointment with the school office if you wish to speak to the SENDCo.

Definition of SEND

The 'Special Educational Needs (SEND) Code of Practice: for 0 to 25 years' defines SEND as:

'…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.

…This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.'

The Equality Act (2010)

Everyone covered by the new Code also:

> 'has duties in relation to disabled children and young people under the Equality Act 2010. They **must** not discriminate and they **must** make reasonable adjustments for disabled children and young people... [this] includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer.'

Therefore, in accordance with the 'Aims and Objectives' set out below, Clayton St John C of E Primary School

will work to be a fully inclusive and caring school which welcomes all children into its community. We will work with each child and his/her family in order to ensure they have the best start in life.

Aims and Objectives

In accordance with the principles of the SEND Code of Practice (2014), this policy aims to ensure that the school:

* Involves children and parents in the decision-making process
* Identifies and rapidly responds to children's SEND needs
* Collaborates fully with health and social care services to provide support for children and families with SEND
* Has high quality provision available to meet the needs of children with SEND
* Works collaboratively with SEND children and their families to write Education Health and Care Plans (EHC Plan) that help prepare the child for adulthood
* Gives children with SEND access to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs
* Has a graduated approach to SEND, whereby appropriate supportive actions are matched to a SEND child's specific needs.
* Provides a 'Local Offer' of services available in the school which will make readily available information about the school's facilities and support for children with SEND
* Ensures good governance and leadership of SEND provision
* Ensures SEND children are not treated less favourably than other children.

Identifying and Assessing children with SEND – The Graduated Approach

At Clayton St John C of E Primary School, we believe every child should have the opportunity to be the best they can be and that every child has a right to be fully included in our school.

In order to ensure this happens, we have adopted the Bradford City Council 'Matrix of Need' model to identify additional needs and put in place targeted provision for children with SEND in order to help them make good or better progress.

These meet the child's additional needs in the following way, depending on the nature and degree of need:

Within Age Related Expectations – High Quality Teaching within an Inclusive Setting-Differentiation needed in some subject areas
Below Age related Expectations– Considerable differentiation- Additional to and Different from Interventions and Strategies
SEN Support– Bespoke Intervention-Additional, specialised group or individualised interventions, external agency advice
EHCP– Additional adult support comprising of some 1:1 and small group work, with finely graded and practical tasks to support outcomes of an Educational Health Care Plan (EHCP)

The SEN information report

In accordance with the Children and Families Bill (2014), Clayton St John C of E Primary School will make

available on its website this policy and the school's SEN information report. The SEN information report details the kinds of Special Educational Needs for which provision is made at the school. In addition, it details a range of other services the school has available to help our children and families.

Teaching, Learning and Inclusion

Clayton St John C of E Primary School will aim to ensure that every child in school has access to quality first teaching, and regular feedback on their learning in order to help them make good or better progress. Should a child be at risk of falling behind their peers, teachers will adapt their planning, teaching, resources and learning environment so as to help them catch up through differentiated learning.

If a child continues to be at risk of falling behind, the school's SENDCo will work with the class teacher to plan targeted provision for the child, including additional help with their emotional and social development if needed. The school will also seek additional help form external agencies in order to ensure the child catches up with his/her peers.

For more information regarding the types of support available in school for children with SEND and the provision available to them, please see the school's SEN information report or SEND page on the school website.

Adaptations to the curriculum Teaching and Learning Environment

Clayton St John C of E Primary School is disability friendly. The school is at two levels with a lift, corridors are wide and we have an easy access toilet and wet room. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities. Our school Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the 'Key Information- Policies' tab.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class adaptations, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.
As referred to in our Accessibility Plan, we strive to improve and maintain access to the physical environment. The environment is adapted to the needs of pupils as required. This includes:

- Ramps at entrances.
- Stair lift.
- Corridor width. Disabled parking bays.
- Disabled toilets and changing facilities.
- Emergency and evacuation procedures (PEEPs).
    - A Personal Emergency Evacuation Plan (PEEP) is for those pupils with additional needs that need support – above and beyond those explained in our fire action plan, during a fire evacuation. These are seen and approved by all stakeholders, including the Head Teacher, SENDCo, Class Teacher, Additional Support Staff, and, Parents/Carers. These are based on a pupil's Individual Risk Assessment where appropriate.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Development, Training and Expertise

Staff at Clayton St John C of E Primary School are fully supported with their continuing professional development with regards the teaching and learning of children with SEND. The school ensures this by:

* Monitoring and providing feedback to teachers and TAs regarding the teaching of children with SEND.
* Using external agency support to assess children and advise class teachers and TAs on how best to meet the needs of children with SEND
* Providing additional staff meeting and training daytime, to up-date staff and develop an understanding of Special Educational Needs and Disabilities.

In addition, the school employs a pastoral assistant and safeguarding and welfare officer to work closely with children and their families in order to ensure they have access to the support they need, both within school and with external support services and voluntary agencies.

For more information regarding the skills, qualifications and expertise available in school, please see the school's SEN information report.

Tracking a child's progress

A child's progress at Clayton St John C of E Primary School is tracked in a number of ways:

* Ongoing, day-to-day, formative assessment
* Analysis of summative data
*Data analysis using EDUKEY – provision map.
* Discussions at regular pupil progress meetings
* Learning walks, lesson observations and book looks.

Should a child be a judged to be at risk of falling behind their peers, the Bradford Graduated Approach will be followed in order to rapidly respond to that child's Special Educational Needs.

Parental involvement

Clayton St John C of E Primary School encourages parents to be actively engaged in their child's education. We believe this has a significant impact on a child's success at school. In accordance with the SEND Code of Practice, we believe that parents should be involved in the SEND process right from the start. Therefore, our Graduated Approach model ensures that:

* Parents are informed of their child's additional needs at every stage of the SEND process
* Parents are encouraged to be participants in target setting throughout the Graduated Approach.
* Discussions are held with and permission is sought from parents regarding the involvement of external

agencies, who work with the school in order to help identify the specific additional needs and provision their child may need.
* Parents are involved in the process of the application for EHC assessment in order to help families with SEND children prepare for adulthood.

Pupil Voice
Clayton St John C of E Primary School believe that children should be active, independent learners who leave primary school ready for the challenges of secondary school and beyond.

In accordance with the SEND Code of Practice, our Graduated Approach model ensures that children with SEND:

* Are involved in every stage of the SEND process
* Help teachers and parents set targets that ensure they are in the best position to catch up with their peers and prepare for the future, including the targets written in EHC Plans
* Actively participate in assessing their progress and planning next steps of work

Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti- discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including; personal intimate care, hence being mindful that such situations can increase the opportunity for an abusive adult to be alone with a child.

Individual Risk Assessments
Where necessary, we complete an Individual Risk Assessment as early as possible to get support for any child that may exhibit challenging behaviour in a crisis to keep the individual pupil as well as other pupils and staff safe, along with making it easier to access the help the individual pupil needs.

Circumstances where an Individual Risk Assessment may be required are:

- A pupil's behaviour poses a risk of injury or harm to themselves or members of the school community
- A pupil displays challenging behaviour on a continuous basis

- Use of our existing behaviour policy has had little effect

Target Setting

Clayton St John C of E Primary School's Graduated Approach will ensure that targets are set in the short term to meet each child's individual needs. All targets set are SMART (specific, measurable, achievable, relevant, time-specific). These are reviewed regularly (at least once a term).

If a child has an education health care plan, in addition to having their short-term targets reviewed termly, they also have an annual review alongside parents and other agencies involved.

Leadership and Governance of SEND provision

The Governing Body, in co-operation with the Head of School and SENDCo, determines the school's general policy and approach to the provision for children with SEND, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the work of the school. They are responsible for reviewing the policy. There is an identified Governor for SEND who monitors the implementation of the policy.

The Head of School along with the school's SENDCo, has strategic responsibility for overseeing the provision for children with SEND and keeping the Governing Body fully informed. In conjunction with the Leadership team, the Head of School will be responsible for monitoring and evaluating the success of the policy and ensuring that necessary revisions are undertaken.

Clayton St John C of E Primary School's SENDCo

The school employs a fully qualified SENDCo, to ensure that the aims, systems and procedures set out in this policy and the SEN Code of Practice are adhered to and monitored by the school to give each child the best possible start in life. The SENDCo will report to the Head of School and Governing Body.

Contact details of the SENDCo are detailed can be found on the school's website.

Monitoring the impact of SEND provision

Quality first teaching, ongoing assessment for learning and regular pupil progress meetings aim to quickly identify children with SEND. Once these are identified, the class teacher will work with the school's SEND team, the child, the child's parents and any other relevant external agencies to plan and deliver the additional support that the child may need.

The school will monitor the effectiveness of this provision using the following systems:

* Pupil progress meetings
* Achievement data
* Provision mapping and intervention monitoring
* Learning walks
* Book looks
* Analysis data on EDUKEY – provision map
* Ongoing training and support to all staff

External Agencies, Health and Social Care

Clayton St John C of E Primary School has full access to Bradford City Council's SEND Support Services and can enlist the help of these services as required. In addition to this, the school buys in extra time from the High Incidence team to further support the needs of our children.

By sharing information readily, the SENDCo works to ensure a joined-up approach with external agencies, and, with help from the school's Learning Mentor, ensure Health and other appointments are kept and reports from these are sent to school.

More information regarding the support services available in and via school are available on the school website.

Bradford City Council's Local Offer

A link to Bradford City Council's Local Offer can be found in our Local Offer, via the school's website.

Budget/Allocation of resources

The school is allocated money for children with SEND in accordance with Bradford City Council's SEND funding model. The SENDCo, in consultation with the Head of School and Governing Body, is responsible for the use of these resources and the deployment of designated SEND staff.

Arrangements for the Admission of Disabled Pupils

Clayton St John Primary School is committed to welcoming and supporting all pupils, including those with disabilities. We aim to ensure that disabled pupils have equal access to education and school life.
We will:

- **Anticipate and plan for individual needs**: We work closely with parents/carers, healthcare professionals, and the local authority to understand each pupil's specific needs before admission. Where possible, we arrange transition visits and meetings in advance of the pupil joining the school.
- **Make reasonable adjustments**: We make reasonable adjustments to ensure that disabled pupils can access the curriculum, school environment, and wider school activities. This may include modifying the physical environment, providing auxiliary aids, or adjusting teaching methods.
- **Ensure accessibility**: Our Accessibility Plan outlines steps taken to improve access to the physical environment, the curriculum, and written information. This plan is regularly reviewed.
- **Promote inclusion**: All staff are trained to be aware of their responsibilities under the Equality Act 2010. We foster a culture of inclusion, where all pupils feel valued and supported.

Admission decisions are based on a clear understanding of each pupil's needs and how the school can best meet them. We work to ensure a smooth and supportive transition into our school community for all disabled pupils.

Special Facilities and Building Adaptations

There is wheelchair access throughout the school site and there are toilet facilities for disabled pupils and adults. Should the school be required to adapt its facilities further or buy additional equipment for children with SEND, the school will liaise with the relevant external agency(ies) in order to ensure such facilities and equipment are available.

Transition to a Special or Other Mainstream school

Clayton St John C of E Primary School prides itself on its ability to keep detailed records regarding a child with SEND's history. Therefore, whenever any child with SEND transfers to another school, the school aims to pass on relevant information and work closely with that school in order to ensure a smooth transition for the child.

Complaints

If parents have a complaint about the SEND provision in school they may initially contact:

- The class teacher
- The SENDCo
- A member of the school's Senior Leadership Team

In response, the class teacher and the SENDCo will provide evidence of work undertaken, targets and assessment of progress. If a problem is still not resolved, parents may then contact the Governing Body to request a meeting. This may lead to a formal complaint to Bradford Children's Services or with an appeal to the SEND tribunal.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender, disability sexual orientation or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. See Equality Policy for detailed information. Our Equality Plan and Policy can be found on the school website under the 'Key Information - Policies' tab.

Linked policies/documents

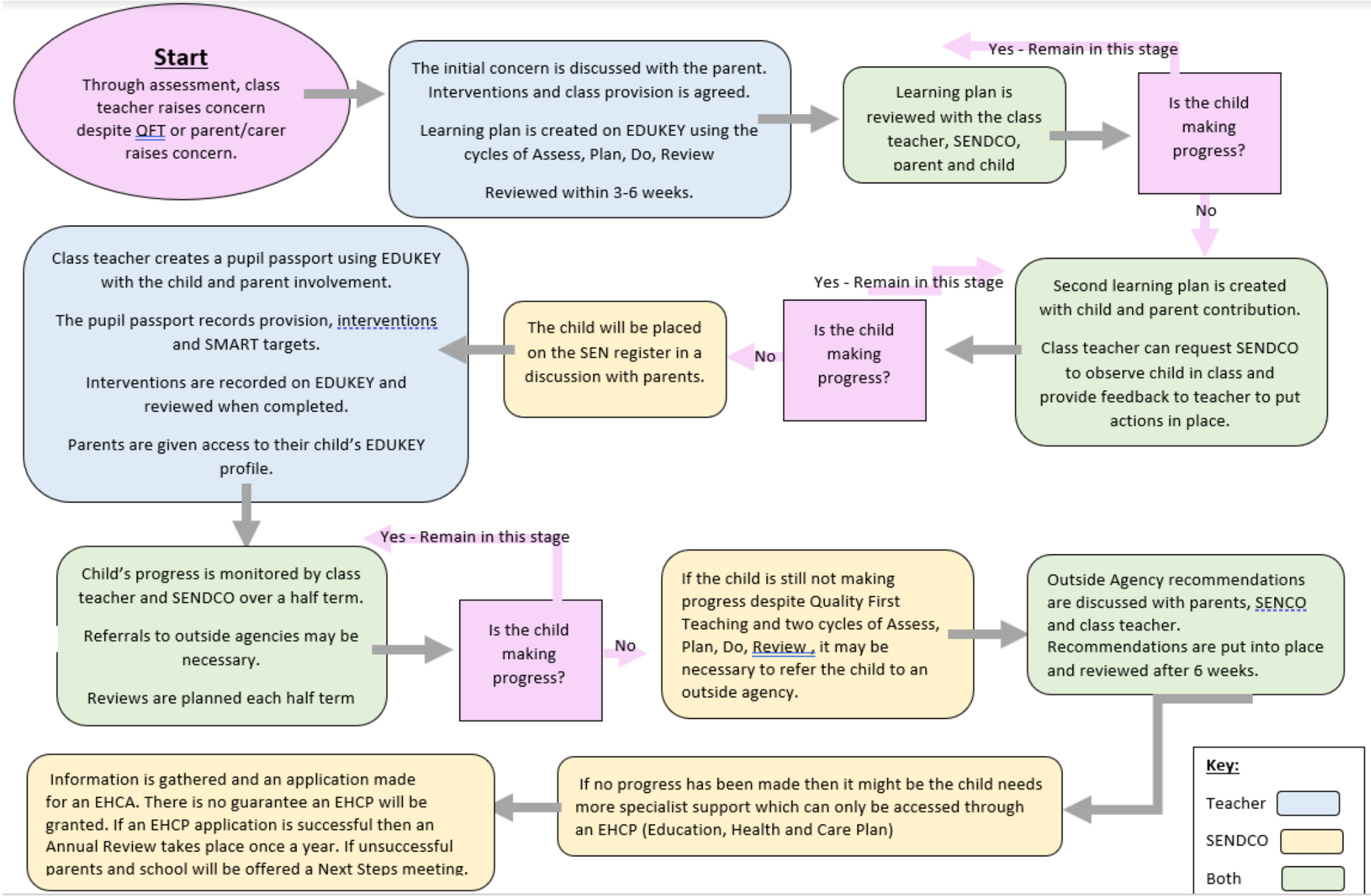
- Accessibility Plan
- Antibullying Policy
- Behaviour Policy
- Complaints Policy
- GDPR Policy
- Equality Diversity Policy
- Positive Handling Policy
- Medical and Additional Health Needs Policy
- Intimate Care Policy

Review of Policy

A review of the policy will be undertaken annually by the Governing Body. Any amendments be or updates will be reported to the full Governing Body. Any new legislation or directives will be incorporated into the policy as necessary.

BDAT adapted graduated response	
No Stage	A child who is working at ARE or above academically and is on the SEN register for physical or SEMH need
Within Age related expectations	• **High Quality Teaching within an Inclusive Setting** • Differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement • Differentiated questioning and targeted simplified level/pace/amount of teacher talk
Below Age related expectations	• **Additional to and Different from Interventions and Strategies** • Best Endeavours and reasonable adjustments made in line with Bradford Matrix of Need and Quality First Teaching Spreadsheet • Up to 10 hrs per week additional adult support (pro rata) comprising of small group and 1:1 to facilitate access to the curriculum and deliver individually planned programmes of work. • One-page profile records short term interventions & targets • Assess, plan, do, review • YP/Parent involvement • Advice from agencies • Link to other plans – CAF, CIN, CP, EHH, PEP • Local offer – universal, targeted, specific

SEN Support	• **Bespoke Intervention – time bound and quantifiable** • Pupil Passport including YP/Parent view, Aspirations and Outcomes, Health and Care information, developing independence and PfA planning, Summary of outside agencies • Additional adult support amounting up to 19 hours per week (pro rata) comprising of no less than 1 hour per day 1:1 for core learning activities and 4 hours per day small group support to facilitate access to the curriculum and deliver individually planned programmes of work.
EHCP	• Additional support in line with EHCP • Additional adult support amounting to between 19 and 24 hrs per week (pro rata) comprising of 1:1 and small group support to facilitate access to the curriculum and deliver individually planned programmes of work and interventions / strategies outlined in EHCP.


Start
Through assessment, class teacher raises concern despite QFT or parent/carer raises concern.
The initial concern is discussed with the parent. Interventions and class provision is agreed.
Learning plan is created on EDUKEY using the cycles of Assess, Plan, Do, Review
Reviewed within 3-6 weeks.
Learning plan is reviewed with the class teacher, SENDCO, parent and child
Yes - Remain in this stage
Is the child making progress?
No
Second learning plan is created with child and parent contribution.
Class teacher can request SENDCO to observe child in class and provide feedback to teacher to put actions in place.
Yes - Remain in this stage
Is the child making progress?
No
The child will be placed on the SEN register in a discussion with parents.
Class teacher creates a pupil passport using EDUKEY with the child and parent involvement.
The pupil passport records provision, interventions and SMART targets.
Interventions are recorded on EDUKEY and reviewed when completed.
Parents are given access to their child's EDUKEY profile.
Child's progress is monitored by class teacher and SENDCO over a half term.
Referrals to outside agencies may be necessary.
Reviews are planned each half term
Yes - Remain in this stage
Is the child making progress?
No
If the child is still not making progress despite Quality First Teaching and two cycles of Assess, Plan, Do, Review , it may be necessary to refer the child to an outside agency.
Outside Agency recommendations are discussed with parents, SENCO and class teacher. Recommendations are put into place and reviewed after 6 weeks.
If no progress has been made then it might be the child needs more specialist support which can only be accessed through an EHCP (Education, Health and Care Plan)
Information is gathered and an application made for an EHCA. There is no guarantee an EHCP will be granted. If an EHCP application is successful then an Annual Review takes place once a year. If unsuccessful parents and school will be offered a Next Steps meeting.
Key:
Teacher
SENDCO
Both