

Cleobury Mortimer Primary School

Special Educational Needs (SEND) Policy May 2025

"Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school." EEF, 2020

Overall Vision

'At Cleobury Mortimer Primary School we celebrate the unique strengths of all members of our community and want our pupils to have a chance to shine. We are fully committed to 'growing people' – both pupils and staff. At the heart of this is our strive for academic excellence, but it is wider than this alone. We see it as our duty to prepare children for life in all its fullness and this requires a parallel focus on the development of character and core values.'

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

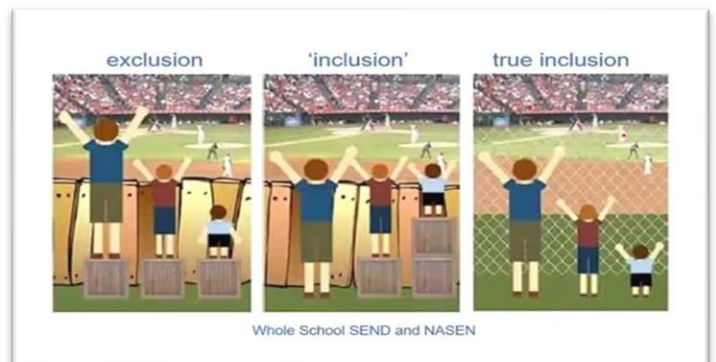
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

Aims:

To meet need through an inclusive culture of high aspiration that enables success for all.

Cleobury Mortimer Primary School believes that all pupils have the right to be included in the life of the school. The teaching staff and Governing Body are committed to the inclusion of all pupils. We therefore:

- Value every individual and celebrate their achievements to raise pupil self-esteem and confidence;
- Identify and respond to individual needs;
- Strive to ensure that the necessary provision is in place;
- Provide curriculum access for all;
- Aim to reach high levels of achievement for all;
- aim to continue to be an inclusive school;
- Identify early and overcome potential barriers to learning;
- Provide transparent resourcing to SEND
- Set multiple learning challenges for every pupil to develop pupil independence.



This policy forms part of Shropshire Councils Local Offer which can be found via the **Shropshire Local Offer** website: <https://www.shropshire.gov.uk/the-send-local-offer/>

Inclusion is about identifying the difficulties of pupils at the outset and considering how we will enable learners to overcome them to give equity of experience and opportunity. At Cleobury Mortimer Primary, we believe that all pupils should be included in lessons and aim for a mastery approach for all. Our aim is to adapt teaching to respond to the strengths and needs of all pupils using approaches which enable pupils to be taught effectively, through having a clear understanding of the needs of all pupils. If we want all children to 'achieve well' it is important to include them in our curriculum offer.

What are Special Educational Needs (SEN)?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made. The legislation defines this as meaning that they have a:

- significantly greater difficulty in learning than most others of the same age; or
- disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

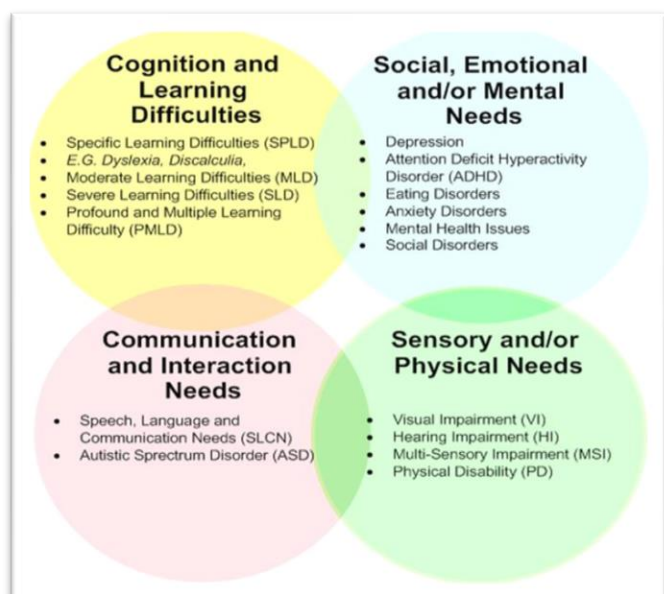
Children will have diverse needs of differing levels of severity and may have more than one type of need, with needs potentially changing over time. The definition of SEN is a broad, relative concept based on an assessment.

The latest government data is from the academic year 2023/24, [Special educational needs in England](#)

- *In January 2024, there were around 1.7 million school pupils in England with identified SEN (18% of all pupils).*
- *In primary, 3.0% of pupils have an EHC plan and 14.1% have SEN support*

A child or young person has SEN if they have a learning difficulty or disability which means they need special educational provision beyond that required by most others of the same age. All those with SEN should receive support reflecting their individual needs, which could be within mainstream school, specialist or alternative settings.

There are 4 recognised 'Broad Areas of Need' but these can be multiple and overlapping:



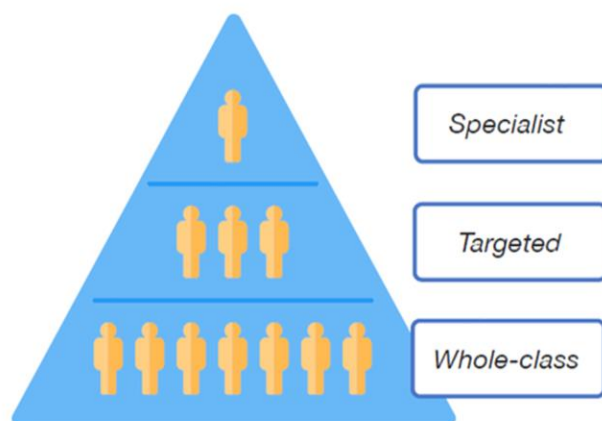
Principles and objectives of the policy:

- Pupils with SEND are a shared staff responsibility.
- Pupils are identified and assessed in line with the SEND Code of Practice.
- Pupils with SEND are fully included in the educational and social life of the school.
- All pupils with SEND are identified through co-operation and partnership with both parents and outside agencies.
- Pupils with SEND are recorded on the schools Special Educational Needs Register (SEN register).
- Pupils with other issues which may affect their learning, attainment and achievement are also recorded on the SEN register.
- Communication with pupils and parent/carers take place termly to document agreed learning and progress targets. This all forms part of the regular attainment tracking of pupils.
- When developmentally appropriate, pupils with SEND will be actively involved in the development of their own learning (**Pupil Centred Planning**) and be actively encouraged to create **One Page Pupil Profiles** with parents and staff.
- All staff will take responsibility for the identification, teaching and inclusion of pupils with SEND as an integral part of raising standards.

Identification and review of pupils needs:

- The whole school has a responsibility for the identification and review of pupils' needs in line with the guidance in the SEND Code of Practice 2014. Assessment for Learning will provide a mechanism for all teachers to identify and review the learning needs for pupils. When deciding whether special educational provision is required, we will use a four – part cycle of Assess, Plan, Do and Review to continually plan and monitor provision for pupils
- Teachers will refer any pupils they have identified as requiring support and/or intervention different from or additional to that for the majority of their pupil peers.
- Pupils who are identified as having SEND and are receiving support that is 'different from' and/or 'additional to' normal class differentiation are recorded on the SEND register and the schools Provision Map.
- Pupils are then monitored termly. We will use monitoring information to determine the support that is needed through our tiered approach which is set out in our SEND Information Report.

Figure 6: A tiered approach to educational support



Specialist support. In addition to 'good teaching for pupils with SEN is good teaching for all,' some pupils will need specialist intervention delivered by a trained professional.

Targeted interventions. If pupils require additional support beyond what can be offered in whole class teaching, a targeted, one-to-one or small-group intervention could provide the intensive focus required for the pupil to make progress. More guidance on effective implementation of targeted interventions is provided below.

Whole-class teaching. If it appears that a pupil needs additional support, the starting point should be the consideration of the classroom teaching they receive. Have you maximised their opportunity to access the best possible teaching you can offer?

Responsibility for coordination of SEND provision:

- The Headteacher Sarah Desborough will work closely with the SEND Co-ordinator Leigh Hector (***Post Graduate Certificate in SEN Co-ordination NASENCO***) who has responsibility for co-ordinating the day-to-day provision and the overall strategy for pupils with SEND.
- The SENCo will work with the SEND Governor Tracey Smith who will support school to evaluate and develop quality and impact of provision for pupils with SEND across the school.
- The SENCo & Assistant SENCo Hannah Kennerly will work closely with staff to implement the SEND policy and co-ordinate the interventions.
- See the [School SEN Information Report](#) for further information about roles and responsibilities.

Arrangements for co-ordinating SEND provision:


- Provision for pupils with SEND is a matter for the school as a whole.
- As stated in the **National Standards for Special Educational Needs Coordinators**: “The SEND Co-ordinator, with the support of the Headteacher and the Governing Body, takes responsibility for the day to day operation of provision made by the school for pupils with SEND and provides professional guidance in the area of SEND to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.”

The ‘Special Educational Needs in Mainstream Schools’ Guidance Report published by the EEF (March 2021) offers 5 evidence-based recommendations to support pupils with SEND in mainstream schools. At Cleobury Mortimer Primary School, we are using these 5 areas to ensure that pupils with Special Educational Needs and Disability (SEND), have a provision that supports achievement and enjoyment at school.



	<u>EEF Recommendations</u>	Considerations for Cleobury Mortimer Primary School
Create a positive and	An inclusive school removes barriers to learning and participation, provides an	<ul style="list-style-type: none">• Positive culture of learning.• Pupils engage well in lessons.

<p>supportive environment for all pupils without exception.</p>	<p>education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>Schools should:</p> <ul style="list-style-type: none"> • promote positive relationships, active engagement, and wellbeing for all pupils; • ensure all pupils can access the best possible teaching; and • adopt a positive and proactive approach to behaviour as described in the EEF's Improving Behaviour in Schools guidance report. 	<ul style="list-style-type: none"> • Behaviour is good and behaviour strategies are effective. • Attendance of pupils with SEND is monitored termly. <p><u>active Engagement:</u></p> <ul style="list-style-type: none"> • <i>'Asking children to "share what their partner said" allows quieter children to have their answers shared without needing to feel exposed by having to share it themselves. Similarly, allowing a child the chance to write their answer instead of voicing it, or giving them warning time before sharing an answer, supports maximum participation.'</i> <p>Other approaches schools could consider include:</p> <ul style="list-style-type: none"> • cards with questions stems as scaffolds; • non-verbal answers to questions—pupils can stand and sit, or give a thumbs up or thumbs down, to agree or disagree with an answer; and • using post-it notes to encourage pupils to add their views to topics. • Using ICT to gather pupils voice through class voting and communication apps.
<p>Build an ongoing holistic understanding of your pupils and their needs.</p>	<p>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.</p>	<ul style="list-style-type: none"> • Staff have a good awareness of their pupil's needs and barriers. • Assessment is purposeful and useful. • Assessment information feeds into support for pupils • Staff take responsibility for implementing advice from outside agencies alongside senior leaders. • All learners are regularly assessed against age related expectation for their key stage. This process may identify learners who are not making expected progress. This may be the starting point for a SEND assessment although teachers will consider all factors which may be impacting on learner progress. • For learners with an identified SEND, the age-related expectation may require further task analysis to ensure that children can achieve the individual building blocks that lead to knowledge acquisition. • These small steps enable staff to structure the child's work and provide a series of intermediate goals which should be recorded. • Learners will be involved in assessment and decision-making. As part of this process we need to: -explain clearly

		<p>what additional support or assessment arrangements are being made, and how the learner can contribute to them. Help the learner to understand the agreed outcomes of any intervention and how they can be a partner in working towards their goal; Recognise the potential stress of assessment and review arrangements and support the learner to understand the role of the other professionals.</p>
<p>Ensure all pupils have access to high quality teaching.</p>	<p>To a great extent, good teaching for pupils with SEND is good teaching for all. Searching for a ‘magic bullet’ can distract teachers from the powerful strategies they often already possess. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils:</p>  <p>The diagram illustrates the 'Five a Day' principle, centered around five interconnected circles, each representing a teaching strategy:</p> <ul style="list-style-type: none"> Explicit Instruction: Represented by a circle with a teacher pointing at a board. Cognitive & Metacognitive Strategies: Represented by a circle with a head icon containing a gear. Scaffolding: Represented by a circle with a ladder icon. Flexible Grouping: Represented by a circle with three people icons. Using Technology: Represented by a circle with a tablet icon. <p>All five circles are connected to a central circle labeled 'Five a Day'.</p>	<ul style="list-style-type: none"> • Lessons are inclusive – good teaching for all. • Effective learning strategies are applied to ALL pupils not just those with SEND. • Flexible learning opportunities • Pre-teaching and interventions are used to support pupils. • Scaffolding used effectively including modelling, working walls, support tools etc. • Interventions are specific and timely. • Information from assessments feeds into interventions with clear and specific goals.
<p>Complement high quality teaching with carefully selected small group and one to one interventions .</p>	<p>Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.</p> <ul style="list-style-type: none"> • High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. • The intensity of intervention (from universal to targeted to specialist) should increase with need. Interventions should be carefully targeted through identification and assessment of need. Interventions should be applied using the principles of effective 	<p>Applying the ‘Five A Day’ Principle (EEF) is well evidenced as having a positive impact for all pupils including those with SEND.</p>

	implementation described in the EEF's guidance report Putting Evidence to Work: A School's Guide to Implementation.	
Work effectively with Teaching Assistants	Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. TAs should supplement, not replace, teaching from the classroom teacher. The EEF's guidance report Making Best Use of Teaching Assistants provides detailed recommendations.	<ul style="list-style-type: none"> • Regular CPD opportunities for TAs • Teachers have ownership of pupil's learning. • TAs are effectively deployed with clear purpose/ goals. • Use of the 'Five a Day Reflection tool – Teaching Assistants', to embed the five strategies into daily classroom practice and what this means for TA's.

Consulting with parents/ carers

- The class teachers are available to discuss children's progress or any concerns and share information about what is working well at home and school so similar strategies can be used.
- The SENCO & Assistant SENCo are available to discuss children's progress or any concerns you may have.
- Parent Partnership Service (PPS) is available to meet with parents to discuss children's progress or any concerns/worries. There is a PPS in every authority. Access to further details is through the National Parent Partnership Network website. <https://shropshire-disability.net/shropshire-telford-wrekin-parent-partnership-services/>
- Plan Do Review cycles will be completed each term and communicated to parents at parents' evenings/meetings/reports.
- All information about additional support in school will be discussed with parents and referrals for specialist support will be made with consent.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- A home/school communication book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We hold an open door policy so all parents and carers can talk to their class teachers at the end of the day or at a mutually convenient time.

How we support our pupils at times of transition

1. When children enter the school

- The class teacher and/or SENCo/Assistant SENCo will visit any pre-school settings that your child attends prior to them starting school.
- The SENCO/Assistant SENCo and class teacher will liaise closely with the pre -school setting and any additional agencies that have been involved with your child.
- Any adaptations to the school day or environment will be made in consultation with parents and staff.

- Staff will give you time to talk about your child and involve you in their learning so that they can get to know you and your child and give all the support that they can.

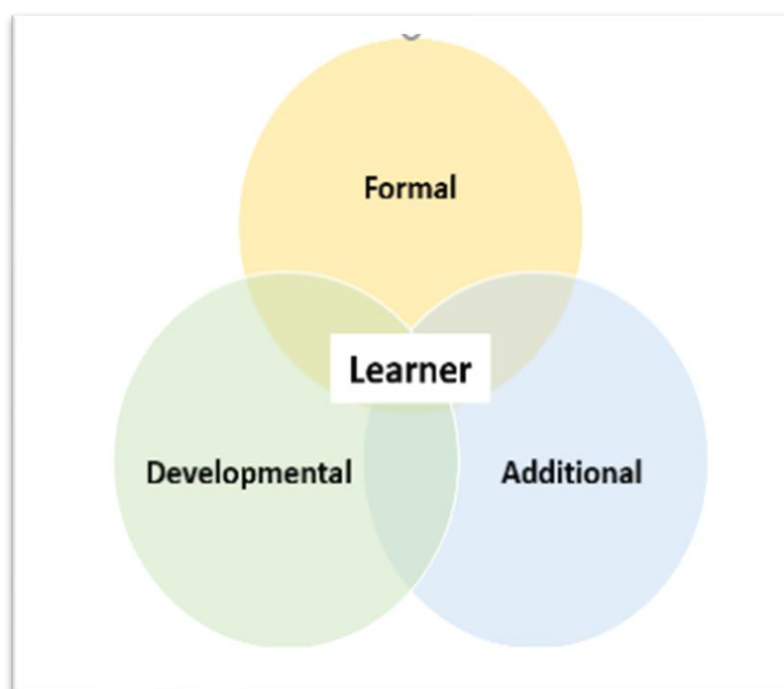
2. When moving classes within the schools

- The SENCO/Assistant SENCO and your child's class teacher will meet with their new teacher to discuss fully the needs of your child and to set future targets.
- Your child will be consulted about any issues or concerns they may have about moving class.
- The teaching assistant will already be fully informed about the needs and targets of your child.
- You will have an opportunity to meet with their new class teacher and the SENCO/Assistant SENCO to discuss any concerns or issues you may have regarding the transition.

3. In Year 6

- The SENCO/Assistant SENCO will discuss the specific needs of your child with the SENCO of their secondary school.
- Planned induction visits to secondary schools will be set for all children in Year 6, but additional visits will be arranged for children with SEN.
- A special induction programme is carried out where appropriate for children with specific/complex needs. This programme includes additional visits for your child with their teaching assistant, meeting key staff.
- The secondary SENCO will be invited to Year 5 and Year 6 annual review meetings where appropriate.

Specialist Resourced SEND/Hub provision: Communication and Social Interaction Needs.



A three-part curriculum: Formal/ Developmental and Additional:

Formal: Addressing the breadth and balance of the National Curriculum and/or frameworks for the appropriate age group.

Developmental: Tailored to the individual's level of development, learners with SEND may be working on milestones from earlier age groups and able and talented pupils may be working on milestones from later age groups.

Additional: Enabling access to supportive and therapeutic intervention to ensure that all learners are available for learning.

Effective practice by enabling:

- Learner engagement
- Effective record keeping
- Challenging. Realistic target setting
- Small steps approaches
- Adopting the Graduated Approach and Assess, **Plan, Do, Review**
- Good communication
- Shared staff expertise
- Improved access
- CPD for all staff



Access to placement in the SEND Hub within Cleobury Mortimer Primary is secured through the Local Authority in partnership with the school and parents. Further information on Specialist Resourced Provision in Shropshire can be found on the [Shropshire Local offer](#) website:

Facilities for vulnerable pupils, those with SEN or who are disabled.

- Please view the schools **Accessibility Plan** which can be located on the School website: <http://cmpschool.co.uk/about-us/policies>
- The school works with a range of professional providers who offer comprehensive advice on additional resources and facilities. These are discussed with parents on an individual basis. Please view the schools Special Educational Needs **Information Report (Schools Offer)** for further information on facilities and resources which can be located on the school website: <http://cmpschool.co.uk/learning/send>

Evaluating the success of provision for pupils with SEND:

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Talking to pupils (when developmentally appropriate)
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Meeting at least termly with parents
- Inviting external consultancy and evaluation (e.g. LA reviews)

In-service training for staff:

- The school has a commitment to staff development in the area of SEND to ensure that both teachers and support staff effectively meet the needs of pupils.
- Active participation of all staff is necessary for a successful school policy.
- The schools Educational Psychologist and other outside agencies are invited in to lead or advise on staff training and consultation.
- Parents of SEND children on the SEND register are invited into school to advise or lead on staff training where particularly relevant to the needs of and outcomes for their child. This is a key element of the school's practice of co-production with parents.

Links to support services:

- We will seek support and advice to maintain high standards of provision.
- Links and partnerships are developed with **Shropshire Council** and other agencies to provide support and advice to enable the school to meet pupil needs effectively.
- We are engaged in the development of inclusion and are committed to the principles of the Partnerships for Inclusion of Neurodiversity in Schools (PINS Project).

A full list of partnership agencies can be found in the Information Report on the school website.

Working in Partnership with parents:

- Our relationship and partnership with the parents of all pupils is based on the principle of co-production as outlined in the [2014 Code of Practice section 4.9](#).
- We will foster positive attitudes to parents and carers and provide them with user-friendly information.
- We will draw attention to available support outside school (eg PACC, The Local Offer, Local Support Groups).
- We welcome and encourage all parents to participate in their child's educational progress from the outset.

Complaints Procedure:

1. Contact the SEND Coordinator, Leigh Hector, Cleobury Mortimer Primary School, Love Lane, Cleobury Mortimer, Kidderminster, Worcestershire Tel: 01299 270313. A personal appointment will be made to discuss and resolve any complaint. Parents/Carers may wish to contact Shropshire Parent and Carer Council (Tel: 0845 601 2205) for advice and are welcome to bring an advocate or other person for support.
2. Should the complaint not be resolved satisfactorily at the meeting please put the complaint in writing to Mrs S Desborough, Headteacher, Cleobury Mortimer Primary School, Love Lane, Cleobury Mortimer, Kidderminster, Worcestershire, DY14 8PE.
3. The School will investigate the complaint and a further meeting will be arranged to resolve the complaint.
4. Should the complaint not be resolved satisfactorily please contact S.E.N.D.I.A.S.S. (formerly Parent Partnership. Now: Independent Advice Support Services, Tel: 01952 457176) and/or SEND Team, Shropshire Council.
<http://www.telfordsendiass.org.uk/>

Monitoring Arrangements

This policy and information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

This policy was written May 2025

Links to other policies:

This policy links to our policies as follows:

- Disability Equality policy & Accessibility plan
- Equality information and Objectives
- Mental Health & Wellbeing
- Safeguarding & Child Protection
- Positive Behaviour Policy
- Supporting pupils with medical needs
- Curriculum Intent