



Name of Policy	Special Educational Needs and Disabilities (SEND) Policy
Date last reviewed	September 2026
Date to be reviewed	September 2027
Governor Committee	FGB
Key Member of staff	Co-Headteachers
Statutory	Yes

Duxford Church of England Community Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.

Special Educational Needs and Disabilities (SEND) Policy

Introduction

At Duxford, we are committed to creating a welcoming, inclusive, and supportive learning environment where every child is valued and encouraged to succeed. We recognise that all pupils have unique strengths, interests, and needs, and we believe that every member of staff shares responsibility for ensuring all children, including those with Special Educational Needs and Disabilities (SEND), can access high-quality learning opportunities.

Inclusion is at the heart of our school community. We believe that enabling all children to participate fully in school life is a shared responsibility involving staff, pupils, parents, governors, and the wider community. Through positive relationships, high expectations, and effective support, we aim to ensure that every child feels respected, included, and able to achieve their potential.

For most pupils, their needs can be met through high-quality teaching, a broad and balanced curriculum, and carefully planned adaptations within the classroom. Some pupils may require additional support for a period of time, while others may need more specialised interventions or personalised programmes to help them overcome barriers to learning and participation.

Where a child requires provision that is additional to, or different from, that ordinarily available through quality-first teaching, we will use our best endeavours to provide appropriate support. Our approach is guided by the four broad areas of need identified in the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We are committed to ensuring that pupils with SEND are fully involved in all aspects of school life wherever possible. Opportunities are actively created for children with and without additional needs to learn, work, and participate alongside one another. We believe that this approach promotes understanding, respect, and a strong sense of belonging for all.

The school strives to provide an accessible environment for children with physical disabilities and additional needs. We make reasonable adjustments wherever necessary to ensure that pupils can access both the curriculum and the wider life of the school.

Duxford follows the assessment and provision guidance recommended by Cambridgeshire Local Authority. Our Special Educational Needs and Disabilities Coordinator (SENDCo) holds the National Award for SEN Coordination (NASENCo qualification) and works closely with the

school's SEND Governor to oversee SEND identification, provision, monitoring, and development across the school.

This policy has been developed in accordance with statutory guidance and should be read alongside the following documents:

- Equality Act 2010
 - SEND Code of Practice (2015)
 - School SEND Information Report
 - Behaviour Policy
 - Supporting Pupils at School with Medical Conditions
 - National Curriculum in England (Key Stages 1 and 2)
 - Safeguarding and Child Protection Policy
 - Accessibility Plan
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Our Vision for SEND

At Duxford, we believe that every child deserves the opportunity to thrive academically, socially, and emotionally. We are committed to removing barriers to learning and participation, celebrating diversity, and providing the support necessary for every pupil to develop confidence, independence, and a lifelong love of learning.

Our Aims

At Duxford, we are committed to fostering a culture where every child is valued, supported, and empowered to achieve their best. We recognise and celebrate diversity and understand that children learn in different ways and at different rates.

We aim to:

- Celebrate and embrace the diversity of our school community, recognising the strengths and contributions of every child.
- Ensure all pupils have access to a broad, balanced, and ambitious curriculum that supports them to achieve their full potential.
- Promote inclusion by removing barriers to learning, participation, and achievement.
- Involve children and their families in decisions about support, recognising their knowledge, experiences, and aspirations.
- Identify additional needs at the earliest opportunity and provide appropriate support through a graduated and responsive approach.
- Provide effective and personalised provision for children with SEND that enables them to thrive academically, socially, emotionally, and physically.
- Create a learning environment where all pupils feel safe, respected, and valued.

- Work collaboratively with staff, governors, families, and external professionals to secure the best possible outcomes for children with SEND.
- Promote independence, confidence, resilience, and positive wellbeing for all learners.

How We Achieve These Aims

To ensure our vision for inclusion becomes a reality, we will:

- Identify and support pupils who have special educational needs or disabilities as early as possible.
- Follow the guidance set out within the SEND Code of Practice (2015).
- Adopt a whole-school approach to inclusion, ensuring SEND is everyone's responsibility.
- Maintain high expectations for all pupils regardless of their starting points or individual needs.
- Ensure our SENDCo works closely with children, families, staff, governors, and external agencies.
- Provide ongoing training, support, and professional development for staff.
- Regularly monitor the effectiveness of SEND provision and adapt support where needed.
- Promote positive emotional wellbeing, safety, belonging, and achievement across the school community.

What Are Special Educational Needs?

A child or young person is considered to have Special Educational Needs (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them.

A learning difficulty or disability may mean that a child experiences greater challenges in learning than most other children of the same age.

Special educational provision refers to support that is additional to, or different from, the provision typically available within a mainstream educational setting.

Some health or social care provision may also be regarded as special educational provision when it supports a child's educational development and learning.

In line with the SEND Code of Practice (2015), SEND is broadly categorised into four areas of need.

Areas of Special Educational Need

Communication and Interaction

Some children may experience difficulties with speech, language, and communication. These difficulties can affect how they understand information, express themselves, and engage in social situations.

Needs within this area may include:

- Delays in speech and language development
- Difficulties understanding or using language
- Challenges with social communication and interaction
- Difficulties interpreting social cues and body language
- Autism Spectrum Condition (ASC)

Children may require targeted approaches, specialist interventions, or adapted communication strategies to support successful participation in learning and social activities.

Cognition and Learning

Children with cognition and learning needs may experience barriers to learning that impact their progress across the curriculum.

These needs may include:

- Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, or Dyspraxia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

Support may include adapted teaching approaches, specialist interventions, additional resources, or personalised learning programmes.

Social, Emotional and Mental Health (SEMH)

Some children may experience difficulties that affect their emotional wellbeing, behaviour, relationships, or mental health.

This may include children who:

- Appear withdrawn or anxious
- Experience low self-esteem
- Present with emotional regulation difficulties
- Display challenging behaviours linked to unmet needs
- Experience mental health difficulties such as anxiety or depression

- Have attention, concentration, or impulse-control difficulties

Our approach focuses on understanding and responding to underlying needs while promoting positive wellbeing and resilience.

Sensory and Physical Needs

Some children may require additional support due to physical disabilities or sensory impairments.

These may include:

- Visual impairments
- Hearing impairments
- Multi-sensory impairments
- Physical disabilities
- Medical conditions impacting access to learning

Reasonable adjustments, specialised equipment, environmental adaptations, and professional support may be provided to ensure full participation in school life.

A Graduated Approach to SEND Support

Where a child is identified as having SEND, we follow a graduated approach to support. This enables us to build a detailed understanding of a child's strengths and needs and to provide increasingly responsive and personalised provision where required. Our approach follows the Assess – Plan – Do – Review cycle outlined within the SEND Code of Practice. At Duxford, support is determined by a child's individual strengths and needs rather than by a specific diagnosis. We recognise that a diagnosis can provide valuable information; however, it does not automatically mean that a pupil should be placed on the SEND Register.

Decisions regarding SEND support are based on a thorough assessment of a child's needs, their access to learning, and the provision required that is additional to or different from that ordinarily available through high-quality teaching. In line with the SEND Code of Practice (2015), pupils are identified as having SEND when their needs require special educational provision to support their progress, participation, and achievement.

We adopt a child-centred approach, ensuring that support is responsive, proportionate, and tailored to the individual needs of each pupil.

Support is provided at three levels:

Universal Support

High-quality teaching remains the foundation of provision for all pupils.

Targeted Support

Additional interventions and structured programmes are provided for pupils who require support beyond quality-first teaching.

Specialist Support

Some pupils may require involvement from specialist professionals who offer assessment, advice, intervention, and ongoing guidance.

Universal Support (Quality First Teaching)

At Duxford, high-quality teaching is the first and most important step in supporting all learners.

This includes:

- High expectations for every child
- Carefully adapted teaching and learning activities
- Responsive teaching informed by ongoing assessment
- A wide range of teaching strategies and resources
- Visual supports and structured classroom routines
- Opportunities for practical and collaborative learning
- Timely identification and addressing of misconceptions
- Flexible grouping and targeted classroom support

Teachers continually monitor progress and adapt provision to meet the needs of individual learners.

Targeted SEND Support

Some pupils may benefit from additional interventions designed to address specific areas of need.

Examples of targeted support may include:

- Emotional Literacy Support Assistant (ELSA) sessions
- Sensory circuits
- Social communication groups
- Speech and language programmes
- Fluency reading intervention
- Expanded Rehearsal Technique (ERT) word reading
- Phonics programmes
- Emotional wellbeing support
- Small-group learning opportunities
- Nurture Support
- Young Carers support
- Cambridge United Mentor

For pupils receiving SEND Support or who have an Education, Health and Care Plan (EHCP), support may also include:

- Individualised targets
- Small group teaching
- Structured 1:1 support
- Personalised learning programmes
- Regular monitoring and review of outcomes

Specialist Support

For a small number of children, specialist involvement may be required to ensure needs are fully understood and supported.

This support may involve:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- Specialist Teaching Services
- Mental Health Services including YOUnited and Emotional Health and Well-being Service
- Neurodevelopmental Services

Specialists may provide assessment, recommendations, direct intervention, staff training, and ongoing consultation.

Education, Health and Care Plans (EHCPs)

A small number of pupils with significant and complex needs may require support through an Education, Health and Care Plan (EHCP).

Before requesting an Education, Health and Care Needs Assessment, the school will gather evidence of:

- The child's needs and strengths
- Progress over time
- Support and interventions provided
- Involvement of external professionals
- Partnership working with parents and carers

The Local Authority will consider the request and determine whether a statutory assessment is required.

Where an EHCP is issued, the school will work closely with families and professionals to implement the provision detailed within the plan and review progress annually.

The Local Offer

The Children and Families Act 2014 requires Local Authorities to publish information about services available for children and young people with SEND aged 0–25 years.

The school's SEND Information Report (which will be replaced with the School Inclusion Strategy by 31st of December 2026) can be found on our website.

Working in Partnership

Pupil Voice

At Duxford, we believe children should be active participants in decisions that affect them.

We will ensure that pupils:

- Feel listened to and respected
- Have opportunities to share their views
- Contribute to reviews and target-setting where appropriate
- Celebrate their achievements and successes
- Develop confidence and self-advocacy skills
- Feel safe, included, and valued within our school community

Partnership with Parents and Carers

We recognise parents and carers as partners in their child's education.

We are committed to:

- Building positive and respectful relationships with families
- Sharing information openly and honestly
- Involving parents in decision-making and reviews
- Valuing parental knowledge and expertise
- Working collaboratively to support children's development and wellbeing

Families may also access advice through Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) and other local support services.

The Role of Governors

The Governing Body plays an important role in ensuring that children with SEND receive appropriate support and opportunities to succeed.

Governors are responsible for:

- Monitoring the effectiveness of SEND provision
- Ensuring statutory duties are fulfilled
- Promoting inclusion throughout the school
- Supporting the allocation of resources to meet identified needs
- Working with staff and families to continually improve provision

The Role of Staff

Every member of staff has a responsibility to support children with SEND.

Class teachers are responsible for:

- Delivering high-quality inclusive teaching
- Identifying barriers to learning
- Monitoring progress and outcomes
- Working with families and professionals
- Implementing agreed support strategies
- Reviewing provision and assessing impact
- Supporting teaching assistants working with their pupils

The Role of the SENDCo

The SENDCo leads and coordinates SEND provision across the school, working closely with staff, families, governors and external agencies to ensure pupils with SEND receive appropriate support and achieve positive outcomes.

Mrs Victoria Hirst is the SENDCo at Duxford.

The SENDCo is responsible for:

- Coordinating the day-to-day operation of the SEND policy.
- Supporting the identification and assessment of pupils with SEND.
- Advising and supporting staff to deliver inclusive practice and high-quality teaching.
- Monitoring the effectiveness of SEND provision and interventions.
- Working in partnership with parents, carers and external professionals.
- Maintaining the SEND Register and SEND records.
- Coordinating EHCP processes and annual reviews.
- Supporting effective transitions between classes, key stages and schools.

The Role of the Co-Headteachers

The Co-Headteachers have overall responsibility and accountability for SEND and inclusion throughout the school. They work closely with the SENDCo and Governing Body to ensure that all pupils are supported to achieve their full potential.

The Co-Headteachers are responsible for:

- Providing strategic leadership for SEND and inclusion.
- Ensuring the effective implementation of the SEND Policy and statutory duties.
- Promoting a whole-school culture of inclusion and high expectations.
- Ensuring appropriate staffing, resources and provision are in place to meet pupils' needs.
- Monitoring the quality and impact of SEND provision and pupil outcomes.
- Supporting staff development in inclusive practice.

- Working with governors, families and external agencies to secure the best outcomes for pupils.
- Keeping the Governing Body informed about SEND provision and development across the school.

Admissions and Transition

We understand that periods of transition can be challenging, particularly for children with additional needs.

We are committed to ensuring that transitions are carefully planned, supportive, and successful.

This may include:

- Additional visits to new classrooms or settings
- Visual resources and transition booklets
- Meetings with families and professionals
- Enhanced transition arrangements between year groups
- Information sharing with previous or receiving schools
- Individual transition plans where appropriate

Our aim is for every child to feel confident, prepared, and supported as they move through their educational journey.

Complaints

At Duxford, we value positive partnerships with families and are committed to working collaboratively to address any concerns relating to SEND provision in a timely, respectful, and constructive manner.

Parents and carers are encouraged to discuss any concerns initially with their child's class teacher and/or the SENDCo. In most cases, concerns can be resolved through open communication and partnership working.

If a concern remains unresolved, it should be referred to the Co-Headteachers. Where appropriate, the school's SEND Governor may also be involved in supporting the resolution process.

Should a complaint remain unresolved, it will be managed in accordance with the school's Complaints Policy and the formal complaints procedure overseen by the Governing Body.

Further information can be found in the school's Complaints Policy.