



Tadley Primary School
Learning for Life

SEND Policy

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Our Vision

At Tadley Community Primary School, we are passionate about equipping our children with the personal characteristics and educational outcomes for their successful futures. Our vision for each child is to develop an active curiosity of their world, discover their own interests and talents, and grow in their own confidence and love of learning. We do this by providing children with an irresistible invitation to learn through our knowledge-rich and diverse curriculum.

Our values

Our values of Pride, Kindness, Diversity and Community underpin everything we do at Tadley Community Primary School. Therefore, it is important to us that we celebrate our differences and we are a fully inclusive school – welcoming children and adults from all backgrounds, beliefs, cultures and circumstances. We want all our children to feel safe, loved and valued. That is why we passionately believe every child and adult in our school community is important and special to us and we always prioritise building strong relationships with everyone involved in our school.

Learning for Life the Tadley Way! Pride, Kindness, Diversity and Community

Principles:

All children, whatever their individual needs, are entitled to experience a broad and balanced curriculum and to have equal access to all the opportunities and activities provided at Tadley Community Primary school.

Special educational provision should be matched to the child's identified need. The needs of a child outlined in the SEN Code of Practice cover 4 broad areas:

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

Tadley Community Primary School identifies pupils as having Special Educational Needs or Disability if they meet the definition as set out in the 0-25 Code of Practice 2015. This defines SEN as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age

or

(b) Has a disability which prevents or hinders him or her making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them.

In addition:

- Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND
- Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND
- Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

At Tadley School our objectives are:

- to welcome children with SEND and meet their needs in a positive manner so that they achieve their best
- to monitor the progress of all pupils to facilitate the early identification of the needs of pupils with SEND
- to make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum
- to work with parents to support their children
- to work with and in support of outside agencies who are supporting children with SEND
- to provide support and advice for all staff working with special educational needs pupils
- to create a school environment where pupils can contribute to their own learning
- to provide an inclusive education for all pupils with SEND and provide a supportive environment to alleviate barriers to learning by providing high quality teaching; differentiated for individual pupils
- to provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy
- to identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school
- to make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they may experience because of their disability, as set out in the Equality Act 2010

- to encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEND can achieve their best
- to ensure that SEND is reflected in school policies, planning, monitoring and record keeping
- to develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate
- to ensure that transition is supported through our school and on to further education
- to ensure when children have an EHC plan, a person-centred review takes place annually

How we aim to meet these objectives:

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- Ensuring clubs, trips and activities offered to children at Tadley Primary School are available to children with Special Educational Needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with parents and carers.
- Early identification of pupils who need additional support. This will be identified through ongoing teacher observation and assessment, outcomes from baseline assessments, standardised diagnostic assessments and in class summative and formative assessments, as well as important discussions with parents and information gathered from outside agencies when required.
- We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. This is managed through teacher performance meetings, lesson observations and whole school monitoring.
- Ensuring that all staff receive training on the expectations of the most recent Code of Practice and are able to recognise emerging needs and implement a graduated approach to SEND. Also ensuring that all staff receive appropriate training on the interventions that are used throughout the school.
- We follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with SEND. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.
- Termly pupil progress meetings to ensure that the children are on track, set individual targets and to identify specialist interventions that are to be used involving both parents and pupils.
- Ensuring that advice from outside agencies is sought and incorporated into individual targets.
- Monitoring the provision and progress of pupils with existing Education Health Care Plans (EHCP).
- Ensuring that SEND is featured in the School Development Plan, reflecting the training needs of all staff.
- Ensuring that we have high expectations of pupils, set suitable and challenging targets with termly monitoring meetings with the SENCo.
- Listen to and value parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child.
- Supporting Social, Emotional and Mental Health (SEMH) through the provision of targeted group work and ELSA.

Arrangements for full access to a broad and balanced curriculum:

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement says that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to

remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.’ (SEND Code of Practice 2015)

- All children are entitled to full and equitable access to the National Curriculum and high quality teaching.
- All efforts are made to overcome individual pupils’ barriers to learning.
- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress.
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task.
- A range of teaching styles are used to support equity in the classroom.
- The successes and achievements of all pupils are celebrated through the school’s reward system which is also adapted for specific needs.
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued.
- A range of different organisational settings are planned to provide class, group, paired and individual work.
- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

An Education and Health Care Plan (EHCP):

An EHCP is only required for a small number of children who have been identified as needing SEND Support and this is done through a process of Statutory Assessment. This is after following what is referred to as the ‘graduated approach to support’. The majority of children with SEND can be supported with additional help in school or with the expertise of professionals from other agencies. Schools follow a cycle of plan, do and review and work with supporting agencies to determine how best to support the child and meet their additional needs. If a statutory assessment is required, then all the agencies involved contribute to the plan for the child. EHCPs emphasise the importance of services and families working together for the child.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to the following:

- Equality Act 2010: advice for schools Dfe (Feb 2013)
- SEND Code of Practice (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (June 2013)
- Keeping Children Safe in Education (September 2025)