DARRICK WOOD
INFANT & NURSERY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

MARCH 2026

Next Review Date: March 2027

Executive Summary for the **Darrick Wood Infant & Nursery School SEND Policy March 2026**

1. Purpose and Principles

- The policy outlines how the school identifies, supports and monitors pupils with Special Educational Needs and Disabilities (SEND).
- The school aims to ensure all pupils:
    - achieve their full potential
    - feel included and valued
    - develop independence and confidence.
- The school works in partnership with parents and pupils, ensuring their views and aspirations are included when planning support.

2. Legal Framework

The policy complies with key legislation and guidance including:

- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010
- SEND Regulations 2014
- Keeping Children Safe in Education
- National Curriculum Framework

It also links to several other school policies including:

- Behaviour policy
- Safeguarding policy
- Accessibility Plan
- SEND Information Report
- Supporting Pupils with Medical Conditions policy.

3. Identifying SEND

A pupil has SEND if they:

- have a significantly greater difficulty in learning than others of the same age, or
- have a disability that limits their access to mainstream school facilities.

Identification includes:

- assessment on entry
- regular monitoring of progress
- discussions with teachers, SENCO and parents

- review meetings and data analysis.

Other factors that may affect progress but are not necessarily SEND include:

- attendance issues
- English as an Additional Language
- health or welfare concerns
- pupil premium status
- being a looked-after child.

4. Categories of SEND

Provision is organised around the four areas of need in the SEND Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs.

5. High Quality Teaching

- High Quality Teaching is the first step in supporting pupils with SEND.
- Class teachers are responsible for the progress and development of all pupils.
- Support may include:
    - differentiated teaching
    - targeted interventions
    - guidance from the SENCO
    - advice from external specialists.

6. SEND Support and Graduated Response

When additional support is required, the school follows the Assess–Plan–Do–Review cycle.

Assess

- Identify needs through assessment and consultation with pupils, parents and professionals.

Plan

- Develop a Learning Plan or provision map outlining:
    - outcomes and targets
    - support strategies
    - interventions
    - involvement of parents and external agencies.

Do

- Class teachers and support staff implement interventions and monitor progress.

Review

- Progress is reviewed termly, with adjustments made as necessary.

7. SEND Register

Pupils receiving additional support are placed on the SEND Register, which:

- tracks progress and attainment
- monitors the effectiveness of interventions
- helps identify training needs for staff
- ensures provision matches the school's SEND profile.

8. Additional Support and Funding

If needs cannot be met through the school's normal SEND funding:

Funded Inclusion Plans (FIP)

- Provide additional support for Bromley pupils with SEND whose needs exceed the school's usual resources.
- Developed collaboratively with parents, school staff and professionals.
- Usually implemented for one academic year.

FIPs may be used to:

- implement professional advice quickly
- gather evidence for potential EHC assessment
- provide targeted interventions such as therapy or pastoral support.

9. Education, Health and Care (EHC) Plans

For pupils with complex or significant needs, the school may request an EHC needs assessment.

An EHC plan:

- provides coordinated education, health and social care support
- outlines specific provision and outcomes
- includes additional funding from the local authority
- is reviewed annually.

10. Social, Emotional and Mental Health Support

The school supports pupils' wellbeing through activities such as:

- social skills groups
- ELSA (Emotional Literacy Support)
- buddy systems
- play therapy
- lunchtime games room
- Lego therapy
- music therapy programmes.

11. Transition Support

Support is provided when pupils:

- move between classes
- transfer to another school.

Transition support may include:

- meetings with receiving schools
- sharing support strategies and information
- additional visits for pupils needing extra support.

12. Roles and Responsibilities

Key roles include:

SENCO

- Oversees SEND provision and coordinates support.

Teachers

- Deliver inclusive teaching and monitor progress.

Teaching Assistants

- Deliver targeted interventions and support individual pupils.

Governors

- Monitor SEND provision and ensure policy compliance.

13. Staff Training

The school ensures staff receive:

- regular SEND training
- specialist training where needed
- SEND induction for new staff
- opportunities to learn from external professionals.

14. Working with Parents

Parents are:

- involved in planning and reviewing support
- informed when their child is placed on or removed from the SEND register
- encouraged to contact the class teacher or SENCO with concerns.

15. Monitoring and Review

- SEND provision is regularly evaluated using feedback from pupils, parents and staff.
- The policy is reviewed annually to ensure compliance and effectiveness.

DARRICK WOOD INFANT & NURSERY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Key:

EHC Plan – Education, Health and Care Plan
SEND – Special Educational Needs/Disabilities
SENCO – Special Educational Needs Co-ordinator

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Academy Schools within the Trust provide a broad and balanced curriculum for all children. The Academy Schools recognise that pupils will attain different levels at different times and that some will require an increased level of support in order to maintain progress. This policy details the steps that will be taken to ensure that pupils' progress is being monitored and what action is to be taken to increase the opportunities for success.

The Academy Schools aim to enable all children to achieve their full potential and to develop the skills and processes required for them to become independent learners. We will support children to help them to develop a positive self-image and we will offer them purposeful learning experiences. We value our collaborative approach, ensuring that the voices of the children and their parents/carers are included. Aspirations of pupils and their families are recognised, valued and developed; no child will be discriminated against because of disability or learning difficulty. We aim to create an environment where there is a feeling that they belong.

Compliance

This policy has overarching links with several key Academy School policies in place. It also complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education in accordance with:

- Articles 7 and 24 of the United Nations Convention on the Rights of Persons with Disabilities
- Equality Act 2010: advice for Schools/Academies DfE May 2014
- SEND Code of Practice 0 to 25 years (January 2015)
- Academy School's Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Academy School's SEND Information Report regulations
- Children with medical needs (Bromley Policy)
- Statutory Framework for the Early Years Foundation Stage
- Keeping Children Safe in Education 2023

- Statutory Guidance on Supporting Pupils with Medical Conditions at School (December 2015)
- The National Curriculum in England framework document (December 2014)
- Child Protection and Safeguarding Policy
- Teachers' Standards (updated June 2013, latest terminology update December 2021)

This policy has been created by the Academy School's SENCO in liaison with the Senior Leadership Team and staff in accordance with the Department for Education's arrangements for supporting children and young people with special educational needs and disabilities.

This policy should be read in conjunction with the following:

Accessibility Plan
Admissions Policy
Anti-bullying Policy
Behaviour Policy
Child Protection and Safeguarding Policy
Equality Statement
Positive Handling Policy
SEND Information Report
Supporting Children with Medical Conditions Policy

Aims and Objectives

The Academy School aims to provide a stimulating and challenging educational environment which meets the individual needs of every child intellectually, physically, emotionally, socially and spiritually. We support children to develop a positive self-image and offer purposeful and meaningful learning experiences through a broad and balanced curriculum. As an Academy School we recognise that children progress at different levels and that some will require additional provision to meet their needs. We believe in the fundamental rights of every child to have access to education of the highest quality regardless of ability. To this end we aim to develop an inclusive culture where all children have access to an appropriate education that affords them the opportunity to achieve their potential. This policy indicates the steps that will be taken to monitor children's progress and the actions that will be taken to increase the opportunities for every child's success, ensuring the voice of the child and their parents/carers are included.

1. To identify pupils who have special educational needs and disabilities
2. To develop and monitor appropriate provision for pupils who have special educational needs and disabilities
3. To follow the guidance provided in the SEND Code of Practice January 2015 and the relevant legislation and advice as listed above
4. To operate an inclusive approach to the leadership management and provision of support for SEND through High Quality Teaching and appropriate interventions required
5. To ensure that the Special Educational Needs Co-ordinator (SENCO) works effectively alongside parents and relevant staff
6. To provide support, advice and training for all staff working with pupils who have special educational needs and or disabilities
7. To value contributions from parents, carers and the child and to ensure that they are fully involved in discussions and decisions about every aspect of their child's SEND provision and support
8. To ensure that learners with SEND make the best possible progress and develop independence and resilience as learners
9. To seek and act upon advice from outside professional agencies to meet pupils' needs
10. To ensure a high level of staff expertise in order to meet the children's needs through appropriate training and support
11. To ensure early interventions are in place to address SEND quickly and effectively
12. To acknowledge the aspirations of the pupils and their parents/carers

Admission Arrangements for Pupils with SEND

Education, Health and Care (EHC) plan - Admissions

The Academy School's admission arrangements are set out in the Admissions Policy on the Academy School's website and make it clear that they will not discriminate against or disadvantage pupils with special educational needs and/or disabilities.

The Code of Practice requires the Academy School to consider admitting pupils who have an Education, Health and Care (EHC) plan where it is has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the Academy School in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child or:
- The attendance of the inclusion of the child would be incompatible with the efficient education of others at the Academy School or the efficient use of resources.

Our Academy Schools will liaise closely with their Local Borough SEND team and external professions to ensure that any decisions on placement and provision for a pupil with an EHC plan are in the best interests of each child and the wider school community as outlined above.

'SEN Support, Admissions

The SENCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the Academy School.

Identifying and Monitoring Special Educational Needs (SEND)

Defining SEND: The 2015 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2015 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv

We recognise the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the Academy School needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child.

The Academy Schools within the Trust recognise that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. These might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make expected progress
- Attendance
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium grant
- Being a child looked after (CLA) or post CLA
- Being a child who experiences frequent locational moves e.g. children of service personnel/travellers
- Children on a CP (Child Protection) plan or CHIN (Children in Need) plan

A rigorous system of progress monitoring across the Academy School takes place frequently through discussions, data analysis and pupil progress review meetings. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social, emotional and mental health, speech and language and physical ability. In addition, the SENCO meets regularly with class teachers to review progress provision and identify any needs.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. Systems in place are detailed in our Behaviour Policy and Pupil Mental health and Well-being Policy.

Promoting Social, Emotional and Mental Well-being

Please refer to the Pupil Mental Health & Well-being policy for further details

Children need to feel valued, confident and secure in order to make maximum progress in their learning. The Academy School is committed to promoting the social, emotional and mental well-being of our pupils through a range of activities. Such as:

Playground buddies
Social skills groups
ELSA
Buddy system
Play therapy
Talking and drawing programme
Lunchtime games room
Learning Mentor support
Listening Ear
Lego Therapy
Music as therapy (programmes)

Meeting the needs of pupils with SEND

1. High Quality Teaching

High Quality Teaching is the first step in meeting the needs of any pupil who has or may have special educational needs and disabilities. Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

Before special educational provision is made, the SENCO and class teacher will consider all the information from within the Academy School about the pupil's progress, alongside national data and expectations of progress and in consultation with parents/carers. The Local Borough Banded Funding Guide is used to aid identification of need within the four categories identified by the SEND Code of Practice (cognition and learning, communication and interaction, social emotional and mental health and sensory/physical difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SENCO may offer advice about effective teaching, learning strategies, resources and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may also be sought.

2. SEND Support

When it is evident that a pupil will require higher level and more tailored support than is available from everyday teaching we will offer **Additional SEND Support**.

Parents will be formally notified that their child will receive this additional support and placed on the **SEND register** where his/her progress and provision can be monitored more closely and reviewed on a regular basis. (They will be recorded on the register as SEND support.)

The SEND Register

The register provides an updated record of all pupils receiving additional SEND support so that:

- Progress and achievements of individual pupils with SEND can be closely scrutinised and provision reviewed to ensure that provision is making an impact and helping to overcome difficulties.
- There is an overview of the range and level of need across the Academy School
- Academy School provision reflects and is responsive to current profile of need – specific training needs are identified and training developed
- Effectiveness of whole Academy School provision can be evaluated and emerging trends across different year groups or subject areas can be identified and addressed.

Graduated Response

Once identified as requiring additional SEN support, pupils will receive a tailored package of support to target key areas of difficulty.

This will be managed through a four-part: Assess, Plan, Do, Review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' strengths and barriers to learning. It will ensure that any additional provision is closely matched and will support progress towards short and long-term targets and outcomes.

Depending on the needs and progress of each pupil, successive cycles may draw on more detailed approaches, more frequent review and referral and input from external agencies.

The level of support offered to children on the SEND register (the graduated response) ranges from **short term targeted interventions** through **SEND support** to involvement of the **external agencies** depending on the needs identified.

Assess:

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include further discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as a Speech and Language Therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The Academy Schools within the Trust recognise that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and special educational needs.

Plan:

The Academy School will use the information from the assessment to draw up a plan to outline the support that will be offered. The plan will:

- Be outcome focused where the desired benefit or difference from any intervention is clearly identified and matched to need
- Detail the range of additional interventions, resources, provision and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents and pupils can work in partnership with the Academy School to support progress towards targets and outcomes.
- Give details of the role and input of external agencies when they are involved with a pupil
- This plan will be recorded as a Learning Plan or provision map

This plan will be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies, approaches and resources that have been agreed.

Do:

The class teacher, with the support of the SENCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when any intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

Review:

The impact of any additional support offered will be formally reviewed in accordance with the date on the plan (once a term). Informal review will take place internally on a regular basis, at least once every half term. Parents will be invited to attend any of these meetings whenever there is a significant change to the plan, or a new concern.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute and share views on progress and subsequent provision.

During these reviews the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to a specialist agency.

A wide range of different agencies and teams support the Academy Schools within the Trust. The Academy School's SEN Information report details which agencies the individual Academy School works with and this report can be found on the Academy School's website and is up-dated annually.

The Academy School aims to ensure that all interventions and provision is appropriate to meet the individual needs of our children. All interventions are planned and monitored by the SENCO, class teacher and delivered by skilled staff who have received appropriate training. Records of interventions are kept; progress and data is analysed and reviewed at pupil progress review meetings and next steps identified. The effectiveness of interventions is regularly monitored by the SENCO and Senior Leadership Team.

Additional Support

If the needs of the child cannot be met through the notional budget for SEND then we can request additional funding from the Local Authority.

3. Funded Inclusion Plans - FIP (previously Pupil Resource Agreement)

Support for pupils who have additional needs, but do not qualify for an EHC plan.

Funded Inclusion Plans (FIPs) are available to provide additional support for Bromley resident pupils with special educational needs (SEN) who require support over and above that which is ordinarily available in schools via the notional budget. FIPs are for situations where schools are engaging with outside agencies and collating evidence from professionals, but evidence is inconclusive as to whether a pupil's longer-terms needs are sustained and enduring and require longer support via an Education, Health and Care (EHC) plan.

A FIP is an agreement between the Local Authority, school and parents for situations where the level of support a pupil requires is above school's notional SEND budget.

The FIP is drawn up by the school in collaboration with the parent / carer, with professional support as required. The FIP is then agreed/signed off by the London Borough of Bromley.

It provides a clear and accessible SEND support plan that details:

- A young person's current situation including additional / special needs
- The support or provision required to meet those needs (including the support that can be provided by the school and what the additional funding is used for)
- Outcomes that a child /young person (CYP) is working towards
- Views of parents / carers and young person FIPs are not available to Bromley pupils in out of borough schools, for pupils who do not live in Bromley or for pupils who attend independent schools.

How is a Funded Inclusion Plan (FIP) different from an EHC plan?

It is important to note that FIPs do not replace EHC plans. FIPs can provide support in different ways, for example:

- To allow the implementation of professional advice quickly and easily if longer term needs are not clear.
- To help gather evidence to understand the nature of a pupil's longer-term needs and understand if support through an EHC plan may be indicated.
- To work with parents to help them understand the nature of the child's needs and implement the advice given by professionals via a graduated response.
- To enable recommended speech and language therapy sessions to be delivered in school that are at a high or intense level and are supported by current involvement/reports.
- To provide additional pastoral care as recommended by an appropriate professional (e.g. Bromley Y, CAMHS, SEMH Outreach, etc.) for a limited time period.
- Transition – where professionals are involved and a recommendation for short term support to adapt to the new setting is recommended.

A FIP will be implemented for a period of 1 academic year in the first instance from the time activated, unless agreed otherwise. The school will review the pupil's progress with parents/carers in the term before the FIP expires. If the pupil has not made expected progress or there are still additional support needs indicated, then this will provide evidence that longer-term support through an EHC plan may be required; but also that a FIP is viable for an additional yearly cycle. The FIP and information collected through this process can then contribute to an EHC Needs Assessment request.

4. Education, Health and Care (EHC) Plan

The additional needs of most of the pupils with SEND can be met by interventions and resources available from the Academy School budget.

In a few cases for pupils with the most significant and complex needs it may become apparent that he/she will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning which cannot be funded long term from the Trust's own resources and budget. Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an EHC plan assessment.

Education, Health and Care (EHC) plan:

An EHC plan is for children and young people aged up to 25 who need more support to overcome difficulties which is available from funding and resources paid directly to the Academy School.

Each plan gives specific details of any educations needs or health and social care needs, which impact on learning achievement and identifies the range and nature of support that must be in place to support progress. The LA provide top up funding to cover the cost of provision that is higher than funds available to the Academy School.

More information about EHC plans, including criteria for requesting an assessment for an EHC plan can be found on the Local Authority website.

If a pupil has an EHC plan it will be formally reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, the Local Authority will consider an EHC plan.

Transition for pupils with SEND

SEND support includes planning and preparing for transition. Before a child moves into another school or setting, information regarding the pupil's needs will be shared with the receiving school/setting. Arrangements may be made, for example individual visits or visits from a member of staff from the receiving school/setting, depending of the needs of the pupil. Similarly, transition from one class to another may need to be carefully planned for, in individual cases, and parents will be encouraged to be involved in this process.

Transition is recognised as extremely important and any pupils requiring additional support at this time are identified and planned for. We also support pupils in their

transition from schools and other educational settings to new schools. The Inclusion Leader is responsible for this with input from the relevant class teacher.

Contact will be made with the new school's/setting's SENCO as early as possible, to arrange for them to visit us to discuss the individual needs of your child and to meet your child, as appropriate. We will work with the new school to ensure that they have the necessary paperwork, including examples of your child's current timetable, extra provision/interventions and strategies to support them.

Transition arrangements (between key stages and schools)

We seek to support successful transition.

All teachers meet in the summer term to discuss their cohort of children to ensure a smooth transition from year to year. All children have the opportunity to visit their new class and meet their new teacher.

When children transfer from Infant School to Junior School a carefully structured transition plan is put in place in consultation with the Junior School. This includes the following:

- Joint SLT Transition Meetings to discuss children with special educational needs
- Transition meetings between the SENCO's at both schools together with parents/carers
- Junior School teachers visit the Infant School to meet their new class and observe their learning
- Children have the opportunity to visit the Junior School environment, meet key members of staff, visit their new classrooms, meet their new teachers and experience playtimes and assemblies
- Additional visits to the new School will be available to those children who need them the most
- Children are allocated a Year 5 buddy
- Year 2 children meet with Year 3 children to talk through their experience of the Junior School

Access Arrangements for KS2

Pupils with specific needs may require additional arrangements so they can take part in the KS2 tests. Access arrangements are adjustments that can be put in place to support those pupils. Schools must make an application to the Standards and Testing Agency (STA) to request permission in advance for some arrangements, and they must provide evidence that the requested arrangements are appropriate. Any support should be based primarily on normal classroom practice. Support must not change the test questions and the pupil's answers must be their own.

Access arrangements may be appropriate for pupils:

- with an education, health and care (EHC) plan
- for whom provision is being made in school using the SEN Support system
- whose learning difficulty or disability significantly affects their ability to access the tests
- who have behavioural, emotional or social difficulties that may impact their ability to access the tests

Removal from the SEND Register:

Where evidence shows that a pupil has made good progress and achieved the outcomes set they will no longer require additional SEND support and his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Further Support for Pupils and Families

- Local Authority Local Offer
- Academy School SEND Information Report
- Academy School Supporting Pupils with Medical Conditions Policy
- Local Authority Supporting Pupils with Medical Conditions Policy

Accessibility

Access Arrangements are as listed on the Accessibility Plan. See Accessibility Plan for further information.

Supporting Pupils with Medical Conditions

The Academy Schools within the Trust recognise that pupils at the Academy School with medical conditions should be properly supported so that they can have full access to education, including Academy School trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the Academy School will comply with its duties under the Equality Act 2010. Refer to the Support Children in School with Medical Conditions Policy located on the Academy School's website.

These arrangements are set out in an Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. These plans will be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to educational special provision so that there is a coordinated approach.

Termly meetings are held with the school nurse to review children with medical needs and care plans.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, on-going training and support so that they are competent and confident about their duties.

Training

Chancery Education Trust is committed to an on-going programme of training and support to enable teachers and support staff to have the understanding and skills required to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

The training needs of staff, including support staff, are regularly reviewed, so that all staff are well equipped to meet the needs of all our pupils to overcome their barriers to learning. Where pupils present with rarer difficulties, staff can access training and support from specialist professionals or therapists. All staff are directed and actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO to explain the systems and structures in place around to the Academy School's SEND provision and practice, and to discuss the needs of individual pupils they work with.

The SENCO attends the termly Local Authority SENCO Forums in order to keep up to date with local and national developments in SEND. The SENCO also attends local cluster group meetings to share good practice.

Roles and Responsibilities

It is the expectation within our Academy Schools that teachers provide inclusive High Quality teaching for all children. Consultation with the SENCO and parents ensures that further intervention and support is developed and monitored for SEND pupils. The key responsibilities of the SENCO are in line with the Code of Practice 2015. These can be found listed on the Academy School's SEND Information Report. It is an expectation that the SENCO works closely with the Headteacher/Principal, key teaching staff, local governing board and outside agencies to ensure that the Academy School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

SENCO

The Designated Lead for all SEND for Darrick Wood Infant & Nursery School is Mrs P Stephenson.

The Local Governing Board

The Local Governing Board, in co-operation with the Headteacher/Principal monitors and ensures that the Academy School's SEND Policy (incorporating Special Educational Needs and Disability) is adhered to. The SENCO reports termly to the Local Governing Board Meeting. Governors visit the Academy School to meet with the SENCO, to discuss the SEND policy and practice, and to observe intervention.

SEND Governor

The named SEND Governor is responsible for supporting the Academy School to evaluate and develop quality and impact of provision for pupils with SEN across the school. The named SEND Governor for Darrick Wood Infant & Nursery School is Ms L Sutherland.

Other key staff who are actively involved in supporting and coordinating SEND Provision and part of our wider Inclusion Team include:

Teaching Assistants

Teaching Assistants lead a range of interventions across all year groups to support a range of needs. They may be employed on an individual basis to support children with significant high cost complex needs. All Teaching Assistants are line managed by a member of the Senior Leadership Team.

Designated Persons of Safeguarding:

Mrs L Crawford is the Primary Designated Safeguarding Lead. Mrs G Gordon, Ms I Samuels and Mrs P Stephenson are the Deputy Designated Safeguarding Leads.

All Designated Safeguarding Leads in the Academy School have undertaken the relevant safeguarding training which is updated regularly.

Monitoring and Evaluation OF SEND Provision

Regular audits and sampling of parents', pupils' and staff views ensure regular and careful monitoring and evaluation of the quality of provision offered to all pupils.

The Academy Schools within the Trust will undergo an active process of continual review and improvement of provision for all pupils.

Statutory Responsibilities

The DDA as amended by the SEN and Disability Act 2001 placed a duty on all Schools and Academies and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools and Academies are required to produce an Accessibility Plan. This can be found on the Academy School's website.

Removing Barriers to Learning

Details are laid out in our Academy School's SEN Information Report which is published on the Academy School's website.

Strategies and resources are reviewed and implemented as appropriate.

How can Parents and Carers contact key staff at the Academy School?

The Academy School operates an open door policy where parents/carers can contact the school offices or email the Academy Schools. Contact details are found on the Academy School's websites.

Complaints and Feedback

If you have any concerns about your child's progress or well-being, please contact your child's class teacher in the first instance. If it is a specific SEND concern, please contact the SENCO. If concerns or complaints are unresolved, please approach the Headteacher/Principal.

Storing and Managing Information

All information gathered on children with SEND is confidential. Paper copies of a child's SEND records are kept in a secure location and electronic records are held on the Academy School's computer network, in accordance with the Academy School's GDPR policies. Reports submitted specifically to the Academy School by external agencies, detailing targets and or strategies are shared with relevant teachers and support staff. Before sharing information with other agencies, permission will be sought from parents/carers. Any documents that become obsolete will be securely disposed of in accordance with the GDPR policies.

Monitoring and Implementation Policy

The policy is reviewed annually, although the Trust may vary or amend it periodically to ensure that we fulfil our obligation around the SEND policy. All proposed changes to this policy would be made following the approval from the Committee.

	Name	Date
Policy written by	CET Board/Headteacher/Principal	March 2026
Review by Committee	CET Board	March 2026
Approved by Committee	CET Board	July 2026
Adopted by Governing Board	Local Governing Board	October 2026
To be reviewed annually		
Review by	March 2027	