



# SEN Policy and Information Report

2026 - 2027

<b>Approved by:</b>	Governing Body	<b>Date:</b> Jan 2026
<b>Policy created or amended:</b>	January 2026	
<b>Next review due by:</b>	January 2027	

## Introduction

East Bergholt CEVC Primary School is committed to providing an inclusive, nurturing and ambitious education for all pupils. Guided by our Christian vision and values, we seek to ensure that every child is known, valued and supported to flourish academically, socially, emotionally and spiritually.

This policy and SEND Information Report sets out how the school identifies, supports and makes provision for pupils with special educational needs and disabilities (SEND), in line with statutory requirements and best practice.

## Statutory Context

This policy is informed by and complies with the following legislation and guidance:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Keeping Children Safe in Education
- Behaviour in Schools: Advice for Headteachers and School Staff
- Working Together to Improve School Attendance
- Ofsted Education Inspection Framework

This policy should be read alongside the Inclusion Policy, Equality Duty Statement, Behaviour and Relationships for Learning Policy, Safeguarding Policy and Accessibility Plan.

## Definition of SEND

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 them. This includes pupils who:

- have significantly greater difficulty in learning than the majority of others of the same age
- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age

## Aims and Objectives

Our aims are to:

- identify SEND early and accurately
- ensure high-quality teaching as the first response
- remove barriers to learning and participation
- support pupils to make good progress from their starting points
- work in partnership with parents and carers
- prepare pupils for the next stage of education

## Equality and Inclusion

The school meets its duties under the Equality Act 2010 to avoid discrimination, make reasonable adjustments and promote equality of opportunity for pupils with disabilities. SEND provision is planned in line with the school's Equality Duty Statement and Accessibility Plan.

## Identifying SEND

SEND is identified through:

- teacher observation and assessment
- progress and attainment data
- discussions with parents and carers

- liaison with external professionals
- pupil voice

Concerns are discussed promptly and monitored using a graduated response.

## The Graduated Approach

The school follows the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice.

- **Assess**  
Teachers assess pupils' needs using observations, assessment data and specialist advice.
- **Plan**  
Support and outcomes are planned collaboratively with parents and, where appropriate, pupils.
- **Do**  
Support is delivered through high-quality teaching, targeted interventions and appropriate adaptations.
- **Review**  
Progress is reviewed regularly and next steps agreed.

## Categories of Need

SEND is grouped into four broad areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

## SEND Support and Provision

Provision includes:

- adaptive teaching strategies
- targeted small-group or individual interventions
- reasonable adjustments
- specialist equipment or resources
- support from external agencies

The effectiveness of interventions is reviewed regularly.

## Education, Health and Care Plans

Where pupils require support beyond SEND Support, the school may request an Education, Health and Care (EHC) needs assessment from the local authority. The school works closely with families and professionals throughout this process.

## Roles and Responsibilities

The governing body is responsible for ensuring compliance with SEND legislation.

The headteacher has overall responsibility for SEND provision.

The SENCo is responsible for:

- coordinating SEND provision
- advising staff
- liaising with parents and external agencies
- overseeing the graduated approach

Class teachers are responsible for the progress of all pupils in their class, including those with SEND.

## **Working with Parents and Carers**

Parents and carers are partners in SEND provision. The school values open communication and regular dialogue and seeks to involve families in decision-making.

## **Safeguarding and Wellbeing**

The school recognises that pupils with SEND may be more vulnerable to safeguarding concerns. All safeguarding procedures follow Keeping Children Safe in Education, and information is shared appropriately to protect pupils.

## **Behaviour and Attendance**

Behaviour expectations are inclusive and reasonable adjustments are made where appropriate. SEND considerations inform behaviour support plans.

Attendance is monitored closely, and early support is provided where SEND impacts attendance, in line with statutory attendance guidance.

## **Transition**

The school supports pupils with SEND at key transition points, including entry to school, movement between classes and transition to secondary education.

## **The Local Offer**

The school contributes to and signposts families to the Suffolk Local Offer, which provides information about SEND services and support.

## **Complaints**

Complaints relating to SEND should be made in line with the school's Complaints Policy.

## **Monitoring and Review**

SEND provision is monitored through:

- pupil progress data
- review meetings
- staff training and development
- governor oversight

The school's SEND provision was reviewed during the Ofsted inspection in July 2024.

This policy is reviewed every two years, or sooner if required.