

The Weald Federation

Of Five Ashes, Frant, Mark Cross and Mayfield Church of England Primary Schools



With God's love we grow and learn together

With God's love we grow and learn together to inspire every child and adult to flourish within our community. Through our Christian ethos, excellent teaching and shared learning, we aim to encourage everyone to discover who they are in relation to God, the world and others. This is in order to prepare for, and positively contribute to, our ever changing and diverse world.

Special Educational Needs and Disability Policy

Led by:	Jill Thomson Inclusion Lead with Joanna Challis EHT
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ESCC /School policy	School

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1. Vision and Values

The Weald Federation's vision for SEND provision is underpinned by our overall vision for ALL children in our schools. The Weald Federation is committed to removing barriers to achievement for children who may require additional provision and resources to support their learning and/ or emotional development.

We are inclusive schools and believe that all children, including those identified as having special educational needs and/or a disability, have a common entitlement to a broad, balanced academic and social curriculum. We will take a holistic view of each individual and, working in collaboration with pupils, parents/carers and other agencies, we will provide effective class-based provision for all pupils with SEND, alongside a structured, targeted intervention programme

The Special Educational Needs Code of Practice lies at the heart of our federation's SEND strategy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND

2. Aims and objectives

At the Weald Federation, we are committed to providing an inclusive learning environment where all pupils—regardless of their abilities or needs—can thrive and achieve. We recognise that some pupils require additional support to access a broad and balanced curriculum and reach their full potential. Our policy outlines how we identify, support, and monitor pupils with Special Educational Needs (SEND) in line with statutory guidance.

Our aims are to:

- Ensure early identification of pupils with SEND.
- Provide high quality, adapted teaching tailored to pupils' needs.
- Enable pupils with SEND to participate fully in school life.
- Work collaboratively with parents, pupils, and external agencies.

Objectives

- To promote an early identification of children with Special Educational Needs
- To ensure children with Special Educational Needs are encouraged to fulfil their true potential
- To develop self-esteem and to have full access to all elements of the school curriculum alongside pupils who do not have SEND
- To foster good relations and co-operation between parents, school and support services and to share expertise where appropriate
- To ensure that pupils and parents are fully involved and well informed at each stage including the planning and reviewing of outcomes
- To involve, where possible, the child fully at every stage
- To ensure the school implements national legislation and guidance regarding pupils with SEND
- To adhere to the graduated provision and EHCP arrangements as defined in the Code of Practice.
- To maintain a register of Special Educational Needs pupils and to review our SEND provision termly.
- To maintain a whole school approach to planning, showing adaptation, assessment and record keeping.
- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs.
- To ensure that staff have the relevant, up to date training in Special Educational Needs
- To liaise with the special needs governor to discuss the provision for Special Educational Needs.
- To keep the governors informed of SEND provision in the school

3. Legislation and Guidance

This policy is based on:

- **Children and Families Act 2014**, Part 3 which sets out schools' responsibilities for pupils with SEND and disabilities
- **SEND Code of Practice 2015** (statutory)
- **Special Educational Needs and Disability Regulations 2014** which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- **Equality Act 2010** which sets out the school's duties to make reasonable adjustments for pupils with disabilities

These documents outline the duties of schools in identifying and supporting pupils with SEND and providing equitable access to education.

4. Roles and responsibilities

The Governing body works with the SENDCO, Head of School and Executive Headteacher in determining the strategic development of SEND policy and provision, ensuring:

- a SEND information report is published annually

- SEND pupils receive high quality education and support.
- compliance with the Children and Families Act 2014 and Equality Act 2010
- arrangements are in place in school to support pupils with medical conditions
- there is a qualified teacher designated as a SENDCO for the school – known as the Inclusion Lead

The Executive Headteacher:

- Ensures day-to-day implementation of SEND provision.
- Supports the Inclusion Lead and ensures staff understand their responsibilities.

The SENDCO (Special Educational Needs Co-ordinator) (known from here on in as the Inclusion Lead):

- Oversees the identification of pupils with SEND.
- Manages and coordinates provision and support for SEND pupils.
- Provides professional guidance to school staff
- Liaises with parents
- Liaises with external services/agencies.

All teachers are responsible for:

- High quality, adapted teaching
- Identifying concerns early
- Monitoring progress

5. Identification, Assessment and provision

Teachers provide quality lessons to meet the needs of all children in their class using differentiation to support all their teaching. Additional support for individual children or groups of children may be planned and reviewed by the class teacher and/or teaching assistant.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A learning difficulty or disability may be due to:

- significantly greater difficulty in learning than peers
- a disability preventing or hindering use of school facilities

We will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

- widens the attainment gap

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness. In identifying a child as needing SEND support, the class teacher, working with the Inclusion Lead, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND.

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. We recognise that parents know their children best and listen and understand when parents' express concerns about their child's development. We also listen and address any concerns raised by children themselves.

Where it is decided to provide a pupil with SEND support the decision will be recorded in school records and we will formally notify parents.

Identification & Assessment of Needs

Identification may involve:

- Analysis of assessment data
- Observations and class teacher concerns
- Discussions with parents
- Input from external specialists
- Assess their needs (including use of outside agencies)

The four broad areas of need are:

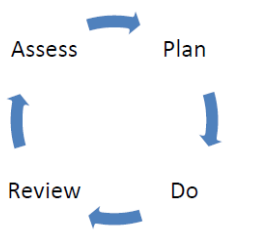
- **Communication and Interaction (C&I)**- this includes children with speech language and communication needs (SLCN) and those with an Autism including Asperger's Syndrome.
- **Cognition and Learning (C&L)**- this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health (SEMH)**- social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or Physical Needs (SPN)**- this includes children with visual impairment (VI), hearing impairment (HI), multi-Sensory impairment (MSI) and physical disability (PD).

SEND Provision & Support ('Assess–Plan–Do–Review')

Once identified the school follows a graduated approach:

Assess → Plan → Do → Review

An Additional Needs Plan (ANP) is used when, despite the appropriate targeted support, a child continues to make little or no progress or to work at levels considerably below those of their peers. This process of rigorous assessment, planning to support any identified difficulties, implementing this support, and reviewing this provision regularly is identified in the 2014 SEND code of practice as the 'assess, plan, do, review' cycle. Staff, parents, children and outside agencies, where relevant, are involved and consulted during this process.



SEND Provision

Provision includes:

- High quality, adapted classroom teaching
- Targeted small group or 1:1 intervention
- Personalised learning plans
- Specialist resources or equipment

Specialist support may involve:

- Speech and language therapy
- Educational psychology
- Occupational therapy
- Support services from the local authority e.g. CLASS

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents.

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND. An EHC needs assessment will not always lead to an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEND information report.

If the child is looked after by the local authority, they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEND support plan and will involve parents and carers as well as foster carers or social workers in discussions.

6. Inclusion and Curriculum access

We ensure pupils with SEND have:

- Full access to the national curriculum where appropriate
- Reasonable adjustments
- Inclusive opportunities in all school activities

Teachers adapt teaching and learning according to individual needs and respond to diverse learning styles.

Lessons are pitched appropriately so that all children can learn and progress. Teachers make sure that teaching is appropriate to the needs of all the children, taking account of the needs of the individual and differentiating tasks and materials appropriately.

Pupil Progress Meetings are held termly between the Head of School, the Inclusion Team and Class Teacher to discuss suitable teaching programmes as well as targeted interventions for each pupil.

Targets are set to support children's individual needs and are regularly updated.

Pupils work in a variety of groupings for example, small, supported groups, 1:1, mixed ability and similar ability groups.

The Senior Leadership team regularly carries out environmental and monitoring audits of the school, and part of this includes looking at resources, displays and how 'learning friendly' the classrooms are.

7. Parents and involvement

Working with Parents

- As a Federation we are committed to working with parents and carers in partnership, this is especially important for pupils with SEND.
- There is regular communication between home and school, both through parent consultation meetings and less formal meetings which may be arranged by parents or teachers to share successes or concerns.
- Parents are involved in the decision to place their child on the SEND register, which will usually take place after a process of support, monitoring and assessment. On occasion, a specific event may cause significant social, emotional issues for a child which may mean their needs justify assignment to the register, although this may be short term.
- Open door policy with class teacher/ Inclusion Team /Head of School/Executive Headteacher

- Home/school contact books where appropriate.
- Sharing of support plans with parents and how you can support at home.
- Annual school report from class teacher.
- Reports from outside agencies shared/discussed as appropriate.
- SEND Review meetings with parents – at least 3 times per year with parents.
- Opportunities for parent training workshops/meetings to develop understanding of the curriculum.
- Share the information, advice and support including the Local Offer- [East Sussex Local Offer](#) and Parent information - [Organisations that help families | East Sussex County Council](#)

We are keen to involve parents in school life. Below are some of the opportunities available:

- We encourage parents to attend parent consultation meetings
- Workshops, helping with school visits and sharing any skills as part of themed events.
- Individual Learning Plans are discussed with parents, including the role they can play.
- Opportunities to be a parent governor.
- Chance to join the PTA in one of our schools to support the school by raising funds and organising events.

Working with pupils

Children are encouraged and supported to make suggestions about their learning, strengths, and challenges this begins in the classroom where next steps are discussed daily, and during the interventions where a dialogue takes place between the adult and the pupil. At the end of the interventions, pupils are encouraged to say what they have found helpful and what they think their next steps should be. We are committed to ensuring that all pupils are active participants in their learning. Opportunities for talking to pupils about their learning, strength sand challenges include:

	Who's involved?	How often?
Self-assessment	Pupil, class teacher	Daily
Class Circle times	Pupil, class teacher	As required
Worry Box/Suggestions box	Pupil, class teacher	As required
School Council	Class, class teacher	At least once termly
Pupil Voice	Pupil, Inclusion Team, class teacher	This can be in the form of a written pupil voice or through regular ad hoc conversations with pupils on a 1:1 or in a group situation.
SEND support review meetings	Pupil, parents, class teacher supported by Inclusion Team	At least three times a year
Annual reviews (statements and EHC plans only)	Pupil, parents, Inclusion Team, class teacher support services, local authority.	Once a year

8. External agencies

As part of the cycle of SEND support (assess, plan, do, review), we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

Currently, some pupils and their families have support in the following areas:

- Speech and language
- Dyslexia
- Autism
- Behaviour
- Emotional Needs
- ADHD
- Sensory Needs Service
- Motor skills
- Understanding our brains (neurodiversity)

We may access support from other services, including:

- Educational Psychology
- CLASS (Communication, Learning and Autism Support Service)
- Speech and language therapy
- Early years support
- Team around the school and setting (TASS)
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Service)
- Children's services

These partnerships help provide accurate assessments and specialist interventions.

All of these resources are limited and provided by other services e.g. the NHS. We therefore have limited control over their availability.

Resources are requested and ordered as necessary to support each pupil's learning and with regard to the budget.

9. Transition

We recognise that moving can be difficult for any pupil but can be especially difficult for pupils with SEND and we take steps to ensure that any transition is as smooth as possible.

Effective transition arrangements between early years settings and school:

- Home visits for pupils joining the reception class.
- Parents are invited to visit the school with their child to have a look around and speak to staff.
- All records and information about pupils are discussed and passed on between schools.

- If other professionals are involved, we will contact them or meet with them to discuss the child's needs and any previous successful teaching methods and ensure that support is put in place before the child starts.
- Induction events will take place during the summer terms for all children who are joining the Foundation Stage in September.

Effective transition between classes in school:

- Information, including learning targets, will be passed on to the new class teacher in advance.
- For pupils with more complex needs, there will be a planning meeting and/or specific preparation or training for the new teacher and/or support staff.
- Transition work in school, which may include creating a book of information about the new class and routines.
- Buddies are assigned from within the school to guide and support the new reception pupils when they join.

Effective transition arrangements with secondary schools:

- All records and information about the pupil are discussed and passed on between schools.
- Additional transition visits for vulnerable pupils as appropriate.
- Staff from the new school may visit pupils in our school.
- Transition group work in school. Pupils who might find moving on difficult will attend a small group in school to support their understanding of the changes ahead. This may include creating a book of information about their new school.

Continuation of involvement of outside services as appropriate.

10. Wellbeing and Mental Health Support

At the Weald federation we recognise that emotional wellbeing and mental health are integral to a child's overall development and play a key role in removing barriers to learning. Support for wellbeing is therefore a core part of our SEND provision. We have a caring and understanding team that looks after all our pupils who are committed to creating a nurturing, safe and inclusive environment where pupils can thrive academically, socially, and emotionally. All staff believe that having high self-esteem is crucial to a child's emotional wellbeing and academic progress.

Our Approach to Wellbeing

We take a proactive, whole school approach to supporting wellbeing that includes:

- Promoting positive relationships and a sense of belonging
- Teaching emotional literacy and resilience
- Recognising that behaviour is a communication of need
- Creating safe spaces for regulation and reflection

Universal Wellbeing Support

All pupils have access to:

- A strong pastoral system
- Emotionally supportive classroom environments
- PSHE and wellbeing lessons
- Opportunities to develop social and emotional skills through play, teamwork and school culture

If concerns arise about a pupil's emotional wellbeing, teachers will monitor, record, and discuss these with the Inclusion Lead as part of early identification procedures.

Targeted SEMH Interventions

- Where additional needs are identified, we may provide:
- Nurture groups
- ELSA style emotional literacy support
- Small group self-regulation or social skills sessions
- Check ins with staff
- Behaviour support plans based on an understanding of emotional need
- Sessions with the school counsellor

Supporting Mental Health

For pupils with more complex mental health needs, we may involve:

- Local authority behaviour/inclusion teams -TASS (Team Around the School and Setting)
- CAMHS
- Mental Health and Emotional Wellbeing in Education team
- Family support or Early Help services

We will monitor and review progress with the pupil and parent, so that we can see good outcomes for them.

11. Complaints

School Complaints Procedure –available on the school website

<https://theweald federation.org/federation-policies/>

Most issues and concerns about school life can be resolved on an informal basis. The complaint procedure is in place to be used when parents are not happy that an informal resolution has been reached.

Arrangements for handling complaints from parents with children with SEND about the school's support are within the scope of our Complaints policy and procedure. However, specific complaints in relation to Education Health and Care Plan (EHCP) procedures or content should be referred to the Local Authority and contact details are set out in our policy.

12. Admissions

Pupils with SEND are welcomed on the same basis as all other pupils in accordance with the Equality Act and school admissions policy. We are an inclusive school. This means we provide for pupils with all types of special educational needs, including disabilities.

13. Resources

SEND resources (funding, staffing, time, and equipment) are allocated according to level of need, evidence of impact, and statutory requirements. The Inclusion Lead and the Executive Headteacher manage the SEND budget and report to governors on use and effectiveness

14. Training

The school has a School Improvement Plan which includes identified training needs for all staff to improve the teaching and learning of children, including those with special needs.

There is ongoing training for staff to increase or refresh knowledge and strategies to ensure consistency of the school's approach to supporting pupils with SEND. This is done both internally and through external services. The types of training include: approaches to teaching reading, understanding and working with pupils on the autistic spectrum, dyslexia and approaches to using appropriate questioning with pupils.

In addition, teachers and teaching assistants attend individual training for a child's specific needs, such as:

- Occupational therapy to manage exercise and specific speech and language programmes.
- Skills audits are carried out and a rolling programme delivered by the Inclusion Team or outside agencies
- Mental health and wellbeing training
- Therapeutic approaches.
- Shadowing/peer observation.
- Medical training to support pupils with medical care plans e.g. epilepsy, diabetes, epi-pen training.

15. Links with other policies and documents

The Federation publishes an [Accessibility Plan](#) that outlines how we will:

- Increase access to the curriculum
- Improve the physical environment
- Improve access to information for disabled pupils

This plan is reviewed every three years.

Each year, each school publishes a **SEND Information Report** on the website, setting out how the SEND Policy is implemented and reviewing provision. This is a statutory requirement under the SEND Regulations 2014.

[SEND Information Report Frant](#)

[SEND Information Report Five Ashes](#)

[SEND Information Report Mayfield](#)

[SEND Information Report Mark Cross](#)