



Swiss Gardens Primary School

Swiss Gardens
Shoreham-by-Sea
West Sussex BN43 5WH

POLICY · SEND & ACCESSIBILITY

SEND Policy

Reviewed September 2026 · next review September 2027

ABOUT THIS POLICY

How we identify, assess and support children with Special Educational Needs and Disabilities. Coordinated by our SENCO, Mrs Older. Pairs with the SEND Information Report.

The full policy follows from the next page.

We want every child to be curious, have big dreams and be prepared for an exciting future.

01273 453176 · office@sgprimary.co.uk

Headteacher: Mrs Naomi Doble · Swiss Gardens Primary School, a maintained school in West Sussex

Swiss Gardens Primary School Special Educational Needs and Disability (SEND) Policy



Reviewed: September 2026

Next Review Date: September 2027

Special Educational Needs and Disabilities

It is estimated that about 20% of children will have SEND at some time during their school career. For many these will be temporary and often overcome with a minimum of help. Often parents are the first to be aware that a child has difficulties, although teachers and other professionals also may raise concerns. Staff, parents and others where appropriate will work together to help the child.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.
- [The 2014 SEND Code of Practice](#) which contains guidance on the special educational needs and disability system for children and young people aged 0 to 25.

The Education Act 1996 states that: A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability, which either prevents or hinders that child from making use of the educational facilities available
- A child must not be considered as having a learning difficulty solely because the language of the home is different from the language in which he or she will be taught.
- Special Educational provision means: educational provision, which is additional to, or otherwise different from, that made for other children of the child's age.

Principles

We value the contribution that every child can make in our school and welcome the diversity of culture, religion and learning style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. We seek to raise the achievement, remove barriers to learning and provide physical and curricular access to all. A minority of children have particular learning and assessment requirements. These are likely to arise as a consequence of a child having special educational needs. A child has special educational needs and / or disability (SEND):

- if he/she has significantly greater difficulty in learning than the majority of children of the same age or
- if he/she has a disability which prevents or hinders the use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

A child's special educational needs may relate to:

- learning difficulties in acquiring early skills
- emotional and/or behavioural difficulties
- specific learning difficulty with reading, writing and/or number work
- speech and language problems
- communication problems which affect a child's ability to understand social communication, social situations and language
- physical disability
- medical or health conditions which may impact on a child's progress and/or involve treatment that affects their education
- hearing impairment
- visual impairment

Teachers take account of these difficulties and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. As a whole staff team, we aim to provide a learning environment in which:

- All children feel included, secure and valued
- All children grow in self-confidence, develop independence and are able to achieve their best
- The effort and achievement of all children are recognised and celebrated
- We recognise that children learn in different ways and at differing rates
- The diversity of children's needs are recognised and met through a range of flexible, responsive and varied provision
- We endeavour to supply additional support at an early stage to children who are struggling in an area of their work
- We seek to work in partnership with parents; recognising the important role that parents have in their child's learning
- We expect high standards of behaviour and encourage children to develop respectful, caring relationships with one another, with staff and within the wider community

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he/she is being taught. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

The aims of this policy are:

- to ensure that the school meets the special educational needs of each child and seeks to maintain and improve provision wherever it is delivered
- to ensure that the special educational needs of children are quickly identified, assessed and provided for
- to ensure that external advice is sought as appropriate
- to make clear the expectations of all partners in the process, including parents and children, and to ensure that partnership works effectively
- to ensure that the children have a voice and their views and wishes are taken into account
- to identify the roles and responsibilities of staff in providing for children's special educational needs
- to ensure that regular monitoring and evaluation of children allows staff to know they are making appropriate progress
- to enable all children to have full access to all elements of the school curriculum

Education Inclusion

Inclusion is a process by which schools, local authorities (LAs) and others develop their cultures, policies and practices to include all children. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches, resources and experiences

From September 2002 the SEND and Disability Act 2001 required all education providers to ensure that disabled children are not treated less favourably or put at a substantial disadvantage compared to other children who are not disabled. Schools and local authorities have duties to prevent discrimination and facilitate inclusion.

The role of the governing body and SEND governor

The governing body has a duty to:

- Do its best to ensure that all pupils with special educational needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life.
- Ensure that parents are notified of a decision by the school that their child has special educational needs.
- Establish a SEND policy which is publicly available and can be easily understood by parents and review that policy on a regular basis.

- Report on how the school's SEND policy is being implemented to the governing body.
- Ensure that the SEND Code of Practice is followed.
- Meet the SENDCo on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy and report back to the governing body on a regular basis.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that pupils with SEND are actively involved in all aspects of school life.
- Take opportunities to meet and talk with parents of pupils with SEND.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school. The Governing Body, in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with SEND.

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The role of the Headteacher

The Head and the Senior Leadership team, has responsibility for the day-to-day management of all aspects of each school's work, including provision for children with SEND. The Head and the Senior Leadership Team (SLT) keep the Governing Body fully informed and work closely with the SENDCo who is also part of the SLT.

The role of the class teacher

The class teacher has responsibility for educating all children, including those with SEND, and for providing differentiated work, that ensures access to the curriculum. All teachers should be aware of the procedures for identifying, assessing and meeting provision for pupils with SEND and are actively involved in the review process.

The role of the SENDCo

The Special Educational Needs Co-ordinator:

- manages the day-to-day operation of the SEND policy and reviews it annually
- draws up and implements appropriate action plans for school improvement, development and maintenance
- co-ordinates the provision for, and manages the responses to children's special needs

- monitors individuals and groups and supports teachers in the classroom
- supports and advises colleagues
- draws up and maintains the school's SEND register and records all data detailing progress
- draws up and maintains the register of EAL children
- draws up and maintains the register of vulnerable children including those with FSM
- co-ordinates the support for children with emotional and behavioural difficulties and organises ELSA support
- contributes to and manages the records of all children with special educational needs
- manages the school-based assessment and completes the documentation required by outside agencies and the LA
- plans with class teachers and LSAs appropriate SEND programmes for individuals or groups and helps organise the implementation of Learning Plans
- acts as the link with external agencies and other support agencies
- acts as a link to support and advise parents
- monitors and evaluates the special educational needs provision and liaises with the SEND Governor
- manages, monitors and liaises with LSAs (Learning Support Assistants) and conducts Performance Management
- updates files containing information and advice for LSAs, class teachers and parents
- organises Annual Reviews and writes the AR report
- liaises with pre-schools and schools from which and to which children transfer
- identifies staff development and training needs
- attends INSET courses, courses related to Special Needs and disseminates information to staff
- provides INSET for LSAs and class teachers

Learning Support Assistants (LSA)

Learning Support Assistants work under the direction of the class teacher and the SENDCo. In addition to providing in-class support, they also withdraw children both individually and in small groups. They liaise with staff over the needs of individual children and have regular discussions with the SENDCo with regard to implementing programmes of work, developing independence, accessing resources etc. Some of the LSAs have had additional training to support children with specific interventions such as Speech and Language therapy support, literacy and numeracy interventions, Emotional Literacy Support, etc.

Identification, Assessment and Intervention

In line with the 2002 Code of Practice the following graduated response will be made to pupils who have SEND.

1. Action by Class Teacher - prior to the involvement of the SENDCo, class teachers will be expected to have undertaken the following:

- Use existing information about the child as a starting point
- Highlight areas of skills to support in class
- Use baseline assessments to identify what the child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so that assessment informs next steps
- Involve parents and the child
- Ensure work is appropriately planned and differentiated
- Ensure that records are kept up to date and passed to the next teacher
- Identify and monitor those who are still not making sufficient progress at which point the SENDCo should be informed

2. The class teacher and SENDCo gather information and co-ordinate the provision in school. At this stage, the child will be added to the class provision map which details support, which is additional to and different from that provided as part of the usual differentiated curriculum.

Children on the SEND register will have an Individual Learning Plan which sets out specific targets to be achieved and dates for reviewing progress. It details support, which is additional to and different from that provided as part of the usual differentiated curriculum. The children are involved in this process and parents are informed and receive a copy of each child's plan. Plans are reviewed termly. The SENDCo may use a variety of diagnostic and summative assessments to help identify strengths and weaknesses.

3. If progress is not satisfactory and/or more information is required, the child the teacher and the SENDCo may be supported by outside agencies. Parents are consulted before any referral takes place. These external agencies may include:

Educational Psychology

Speech and Language Therapy

Primary Behaviour Service

Ethnic Minority Achievement Service

Child and Adolescents Mental Health Service

Occupational Therapy and Physiotherapy

Teacher Advisory Service for Hearing and Vision

Teacher Advisory Service for Physical Difficulties

Children's Services

4. For a small minority of pupils, the support provided by school resources may not be enough to help them make progress. If there is evidence that the child's needs are long-term and complex the LA may consider the need for statutory assessment. The LA seeks a range of advice before considering the provision of an Education and Health Care Plan (EHCP). The needs of the child are paramount in this.

Progress – as part of the process 'progress' will be defined as one or more of the following:

- Closing the attainment gap between the child and his/her peers
- Preventing the attainment gap from growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of majority of peers
- Matches or betters the pupil's previous rate of progress
- Demonstrates improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's self-esteem or behaviour
- Improves access to the curriculum

If it is decided that all the special educational help a child needs cannot be provided from within the resources normally available to the school, an EHCP will be issued. This document details the child's needs and special help and resources required. An EHCP is reviewed annually.

The Graduated Approach to SEND

Assess: In identifying a pupil as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: Parents/carers, with their child, will meet with the class teacher and/or the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development.

A clear plan (ILP) will be produced. The date for review will depend on the level of need present but will be at least once per term. The plan will clearly identify the areas of needs, the desired outcomes,

the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place.

A copy of the plan will be given to parents/carers and the child if appropriate. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do: The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review: The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and adaptive teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register.

Allocation of resources

SEND provision is funded mainly from the schools' overall budgets and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. Additional funding is provided annually by the LA on the basis of data submitted to them for their audit of SEND arrangements. The LA describes levels of support in terms of 'Waves'.

Waves of Intervention

Wave 1 support

Quality First Teaching This is the effective inclusion of all children in daily 'quality first teaching'. It is appropriate for the majority of pupils who are making average (or above) progress.

Wave 2 support

Small group intervention. This entails small group intervention for children expected to catch up with their peers as a result of that intervention. This may take the form of additional help in the classroom - supporting differentiated activities, providing simplified instructions, going over things at a slower pace, using practical resources, pre-tutoring before a lesson, etc. or specific 'booster' programmes delivered in small groups.

The criteria for cognition and learning difficulties indicate that children who need this level of support are:

- those who are starting to struggle in their learning
- those who may not reach age related expectations at the end of their current key stage
- those with lower standardised scores in assessment(s)

Other considerations such as a lower spelling age and/or difficulty with writing skills will also be taken into account.

Wave 3 support

This entails additional, specific interventions delivered 1:1 or in very small groups. These programmes are timed and bespoke to the child's individual needs, for example Precision Teaching. Children who will benefit from this bespoke intervention include those who are not making satisfactory progress and those with low standardised scores in assessment(s).

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated, to enable children to: understand the relevance and purpose of learning activities; experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives. They differentiate work appropriately and use assessment to inform the next stage of learning.

Individual Learning Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. We aim to set 'SMARTER' targets, i.e., targets that are Specific, Measurable, Achievable, Relevant, Time limited, Evaluated, and Reviewed. This approach is helpful when setting the framework for monitoring progress.

Children are supported in a variety of ways as appropriate to their needs, including in class support, working in small groups and individual support, and. This is monitored and reviewed as necessary. Interventions are used to support pupils carefully with specific academic, behavioural and/or emotional difficulties, and sometimes a child might be withdrawn from class to attend these

sessions. Intervention sessions are timetabled in consultation with the class teacher to minimise the impact of sessions on delivery of the curriculum and to actively ensure that curriculum needs are met. Swiss Gardens Primary also provides a wide range of additional activities including a range of musical, creative and sporting activities and clubs. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

Partnership with parents

In accordance with the school's 'Open Door' policy, parents are encouraged to contact the child's class teacher and/or the SENDCo, either by telephone or by appointment, to discuss any worries or concerns. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and provide guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education. Parents can also access SENDIAS (Special Educational Needs and Disability Information, Advice and Support Service) which is a free service that supports parents of children with SEND (see appendix). Additional information is available on request. Please click [here](#) for further information.

Pupil Participation

Children should be encouraged and enabled to participate in all decision-making processes in their education, including contributing to Learning Plans, discussions about choices of schools, contributions to the assessment of their needs and Annual Reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Monitoring and evaluation

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data including:

- regular observation of teaching by the Headteacher and other Senior teachers
- analysis of the attainment and achievement of different groups of children with SEND, including value added data
- scrutiny of teachers' planning and pupils' work
- the views of parents and pupils
- regular meetings between the SENDCo and class teachers
- performance management of the SENDCo and LSAs
- identification of training needs and their impact
- regular liaison with the SEND Governor

Arrangements for the admission of children with disabilities

The admission of children with disabilities is considered in the first instance in the same way as non-disabled children. Further considerations are made in the light of need and accessibility, and the school would work with parents/carers and other agencies involved to ensure that appropriate provision could be provided. It is the school policy to accommodate children with disabilities should parents wish and individual needs are planned for to prevent any children with disabilities being treated less favourably than other children.

In practice, we ensure that classroom and extra-curricular activities encourage the participation of all children, including those categorised as having Special Educational Needs and Disabilities. Staff organise human and physical resources within the school to increase access to learning and participation by all children.

Existing facilities provided to assist access to the school by children with disabilities:

- Step free access to the school site and into the school buildings, 1 disabled parking bay is available accessed through the staff car park via the slope.
- Carpeted areas in classrooms to aid hearing impaired children' learning.
- Routes to the main entrance are clearly signed and free from obstructions
- An accessible toilet is available in both the lower and upper buildings.
- Single storey building with typically wide corridors and access routes.

Other school links and transition

We recognise the importance of liaising closely with any school or pre-school setting from which a child transfers. We also work closely with local secondary schools to which most children transfer. The SENDCo from these local secondary schools will often visit the school during the summer term. Individual children in Year 6 are discussed, and arrangements are made for the smooth transition of children with special needs. All relevant information is sent to the appropriate school.

Links with External Agencies and Support Services

We liaise with External Agencies and Support Services if we are concerned about an individual child or if we require further advice and help. During the year, we may be in contact with the following services:

Educational Psychology

Speech and Language Therapy Team (SALT)

Worthing Hospital Child Development Centre (CDC)

Children and Adolescents Mental Health Service (CAMHS)

Ethnic Minority Achievement Service (EMTAS)

SENDIAS (Special Educational Needs & Disability Information, Advice & Support Service)

School Nurse Team

Sensory Support Team for the Hearing or Visually Impaired

Occupational Therapy

Physiotherapy

Parent and Family Support services

Children's Services

Play Therapist

Appendix Glossary:

SEND – Special Educational Needs and Disabilities

SENDCo – Special Educational Needs Co-ordinator

LSA – Learning Support Assistant

LA – Local Authority

EP – Educational Psychologist

SLT – Speech and Language Therapist

MLD – Moderate Learning Difficulty

SpLD – Specific Learning Difficulty

SEMH – Social, Emotional and Mental Health

ASD – Autistic Spectrum Disorders

SLD – Severe Learning Difficulties

VI – Visual Impairment

HI – Hearing Impairment

PD – Physical Disability

SLCN – Speech, Language and Communication Needs

EAL – English as an Additional Language

FSM – Free School Meals

ELSA – Emotional Literacy Support Assistant

The named governor for SEND is Mrs Verity Spears, who can be contacted via the school on 01273 453176