



Tadpole Farm

CE Primary Academy

Tadpole Farm CEPA SEND Policy

SENDCo: Sarah Baker

SEND Governor: Lora Dawson

Updated: 14/09/2025

This policy has been developed by the SENDCo in line with the SEND Code of Practice (0–25 years, 2014) and complies with relevant legislation, including:

- Equality Act 2010 (section 20) – requiring reasonable adjustments for pupils with disabilities.
- Children and Families Act 2014 (Part 3) – outlining schools’ responsibilities for pupils with SEND.
- Special Educational Needs and Disability Regulations 2014 – covering EHCPs, SENDCos, and the SEN Information Report.
- Public Sector Equality Duty (section 149, Equality Act 2010) – promoting equality of opportunity and eliminating discrimination for those with protected characteristics.
- The Governance Handbook – detailing Academy Councillor responsibilities for SEND.
- School Admissions Code – ensuring fair access and admission for pupils with SEN and/or disability.
- Teachers’ Standards 2012.

It was co-produced by the SENDCo, the Academy Councillor responsible for SEND and the Headteacher.

SENDCo Contact Details: Sarah Baker (01793 729740)

The SENDCo is a member of the Senior Leadership Team and holds the NASENDCo qualification.

Aims

The SEND Policy at Tadpole Farm CEPA aims to:

- Ensure compliance with statutory requirements and maintain high, consistent standards for SEND provision.
- Promote a child-centred approach in meeting each pupil’s individual needs.
- Support our vision for inclusive education so that all pupils with SEND can:
 - Access a broad, balanced curriculum in a supportive learning environment.
 - Achieve at least good academic and personal outcomes.
 - Participate fully in all aspects of school life.
 - Be the best they can be.
- Provide clear guidance on the graduated response and SEND procedures for staff, parents/carers, pupils, Academy Council, and other stakeholders.

- Promote partnership working and transparent communication between school staff, families, pupils, and external professionals.

Definitions

Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability requiring special educational provision- support that is additional to or different from that generally available to pupils of the same age.

Disability

A pupil is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal daily activities. The school will make reasonable adjustments to ensure these pupils are not disadvantaged compared with their peers.

Inclusion

Inclusion is a universal human right. At Tadpole Farm CEPA, it means providing equity of access and opportunity for all pupils, removing barriers, and promoting respect and understanding for differences in race, gender, disability, medical needs, or other characteristics.

Four Broad Areas of Need

Pupils' needs are generally categorised into four areas:

1. Communication and Interaction (C+I)
 - a. Difficulty communicating, understanding, or expressing themselves.
 - b. Challenges with social communication rules.
2. Cognition and Learning (C+L)
 - a. Learning at a slower pace than peers.
 - b. Includes: Specific learning difficulties (dyslexia, dyscalculia, dyspraxia), Moderate/Severe learning difficulties, Profound and Multiple Learning Difficulties (PMLD).
3. Social, Emotional and Mental Health (SEMH)
 - a. Mental health challenges (anxiety, depression, eating disorders).
 - b. Conditions such as FASD, ADHD, attachment difficulties.
 - c. Behavioural manifestations including withdrawal, isolation, or distress.

4. Sensory and/or Physical Needs
 - a. Sensory impairments (vision, hearing, multi-sensory).
 - b. Physical impairments or sensory processing difficulties requiring additional support or equipment.

Vision for Inclusion

At Tadpole Farm CEPA, our vision for inclusion is to ensure every child can fulfil their potential. We aim to understand each child's unique needs, remove barriers to learning, celebrate successes, and create a safe, happy, and motivating learning environment—irrespective of ability.

Roles and Responsibilities

Academy Council

- Ensure the academy meets statutory obligations under the SEND Code of Practice, Equality Act, and other legislation.
- Appoint a named governor responsible for SEND oversight.
- Allocate staffing and funding for effective SEND provision.
- Report on SEND provision and resources in the annual report to parents.
- Ensure SEND information is published and up-to-date on the school website.

Academy Council SEND Governor

- Provide oversight of SEND arrangements and funding.
- Ensure SEND is embedded in the School Development Plan.
- Champion high-quality SEND provision across the academy.
- Liaise with the SENDCo at least three times per year and report annually.

Headteacher

- Lead strategic SEND development alongside Academy Council, SENDCo, and SLT.
- Ensure roles and responsibilities are allocated to deliver high-quality SEND provision.
- Maintain strong communication between SENDCo, senior leaders, and the Academy Council.

- Allocate sufficient time and resources for the SENDCo.

SENDCo

- Qualified teacher, holding or working toward the National Award for SENDCos.
- Coordinates day-to-day SEND provision and maintains the SEND Register.
- Provides professional guidance to colleagues.
- Collaborates with families, pupils, local authorities, and external professionals.
- Manages EHCP applications and funding.
- Plans transitions and ensures smooth support across year groups.

Class Teachers

- Responsible for all pupils' progress in their class, including those with SEND.
- Implement high-quality SEND provision using the graduated response.
- Work with SENDCo, parents, and specialists to support individual pupils.
- Keep records of interventions, progress, and outcomes.

Teaching Assistants

- Support pupils under the direction of class teachers.
- Record interventions and attend training as required.

Curriculum

We are committed to equity of opportunity and an inclusive curriculum. All pupils have access to a broad, balanced, and challenging curriculum, with reasonable adjustments made for those with SEND. Full details are available in the Curriculum Policy on the school website.

Graduated Response to SEN Provision

Tadpole Farm CEPA follows a four-part cycle: Assess – Plan – Do – Review.

Assess:

- Concerns raised by staff, parents, or professionals are logged.
- SENDCo and class teacher analyse needs using assessments and external advice if required.

Plan:

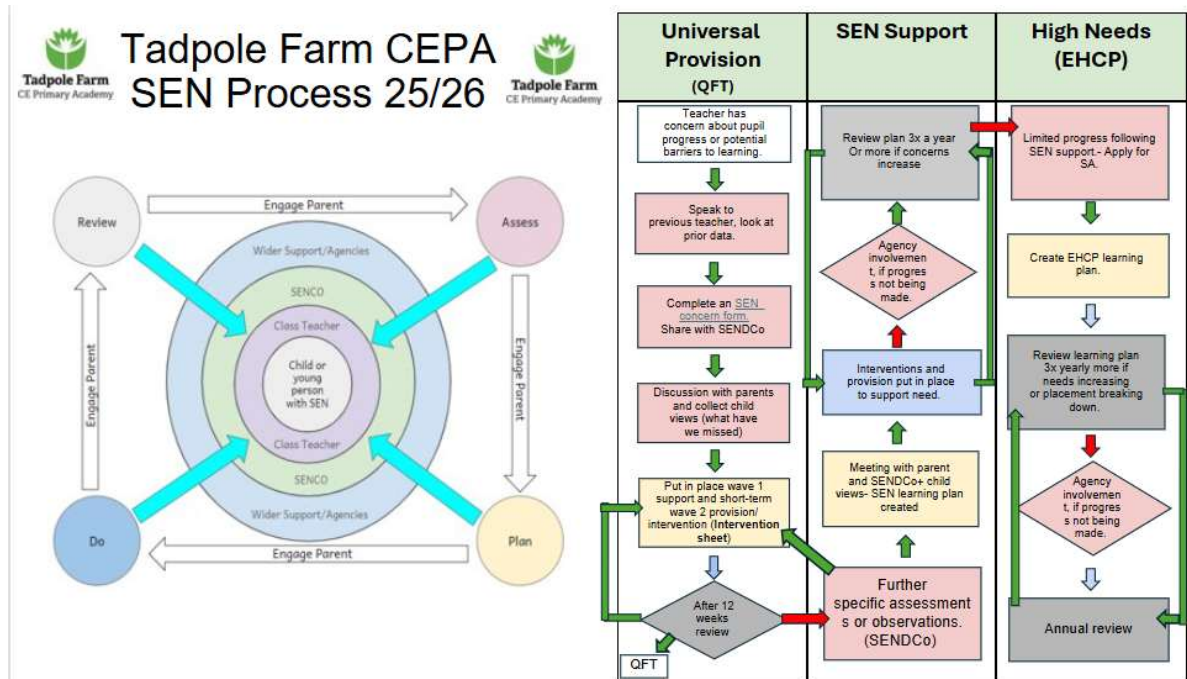
- A support plan or early help record is created in consultation with parents and pupils.
- Outlines strengths, needs, interventions, outcomes, and review date.

Do:

- Class teacher implements support plan with SENDCo guidance.
- Collaboration with teaching assistants or specialists is maintained.

Review:

- Progress and effectiveness of interventions are reviewed three times per year.
- Adjustments are made, and EHCP applications considered if complex provision is required.



Levels of Support

Universal Support:

- The majority of pupils access **high-quality, inclusive teaching** and benefit from **reasonable adjustments** within the classroom to meet their needs.
- This level of support ensures all pupils can participate fully in school life.

SEN Support:

- Pupils identified with SEND who require **additional or targeted support** are placed on the school's SEND Register and supported through **in-school interventions**, funded via the school's **notional SEND budget** (census code K).
- Support is coordinated through the **graduated response cycle** (Assess – Plan – Do – Review) and monitored for effectiveness.

Education, Health and Care Plan (EHCP):

- Pupils with **high-level or complex needs** that cannot be met through SEN Support may require an **EHCP** (census code E).
- EHCPs are legally issued and managed by the **Local Authority**, including a statutory assessment process and annual review.
- Provision and funding are tailored to meet the individual outcomes specified in the EHCP.

Pupils and Families

- Pupils and parents are central to decisions regarding SEND provision.
- Views are recorded and considered at each SEN Review.

Monitoring Progress

- Class teachers are accountable for all pupils' progress.
- Interventions are recorded and monitored, with evidence stored on insight

Bullying

- Vulnerable learners, including those with SEND, are at higher risk of bullying.
- Anti-Bullying Policy ensures a safe, supportive environment and is reinforced via PSHE and assemblies.

School Admissions

- All applications are considered fairly.
- Support plans or early help records are agreed during induction for new pupils.

Access Arrangements

- SLT is responsible for arranging access arrangements for examinations.

Transition

- Tadpole Farm CEPA supports smooth transitions for pupils with SEN when joining the school, moving between classes, or transferring to another school.
- Extended transitions, handovers, and resource provision are implemented as needed.

Accessibility

- Accessibility Plan outlines improvements to curriculum access, information, and the physical environment.
- Reviewed every three years and available on the school website.

Complaints

- Concerns should be resolved informally where possible.
- If unresolved, the formal complaints procedure on the school website can be followed.

Links to Other Policies

- SEN Information Report
- Swindon Local Offer: <https://localoffer.swindon.gov.uk/home>
- Admissions Policy
- Accessibility Plan
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Complaints Policy

Ethos and Values

Our Christian ethos underpins all aspects of this policy. Decisions and practices are continually evaluated against the question: “Does this reflect our vision and values, and what impact does it have on those affected?”

Policy Review

- Date Adopted: September 2025
- Latest Review Date: September 2025
- Next Review Date: September 2026
- Level: ???