



Tadpole Farm

CE Primary Academy

Tadpole Farm CEPA SEND Policy

SENDCo: Sarah Baker

SEND Governor: Lora Dawson

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This policy sets out the principles, systems, and responsibilities for identifying, assessing, supporting, and reviewing pupils with special educational needs and disabilities within Tadpole Farm CEPA Primary School. It applies to all pupils, including those with Education, Health and Care Plans, those receiving SEN Support, and those whose needs may emerge over time.

The policy is written to ensure compliance with the Children and Families Act 2014, the SEND Code of Practice 0 to 25 years 2014, the Equality Act 2010, and the Special Educational Needs and Disability Regulations 2014. It also reflects the expectations of the current Ofsted Education Inspection Framework and school inspection handbook, with their emphasis on an inclusive culture, high expectations, ambitious curriculum access, adaptive teaching, and measurable impact.

The school's approach is based on the principle that high-quality teaching is the first response to SEND. Pupils with SEND should access the same broad and ambitious curriculum as their peers, with adaptations, scaffolds, and reasonable adjustments that remove barriers to learning without reducing expectation.

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

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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.
- Secure the best possible outcomes for pupils with SEND academically, socially, emotionally, and in their wider personal development.
- Ensure that all pupils with SEND can access a broad, balanced, ambitious curriculum.
- Promote a whole-school culture of inclusion, high expectations, belonging, and independence.
- Identify needs early and respond promptly through a graduated approach.
- Ensure that teaching is adaptive, inclusive, and informed by assessment.
- Use additional support and interventions to complement, not replace, strong classroom teaching.

- Involve pupils and parents meaningfully in decision-making and review.
- Ensure that staff understand pupils' needs and apply agreed strategies consistently.
- Prepare pupils with SEND for the next stage of education and for increasing independence.
- Ensure statutory responsibilities are met in full and that SEND provision is monitored for impact.

Statutory Requirements

Tadpole Farm CEPA will meet all relevant statutory duties relating to SEND, including the following:

- **Children and Families Act 2014, Part 3**
 - The school will use its best endeavours to secure the special educational provision called for by a pupil's needs.
 - Parents and pupils will be involved in decisions about support and review.
 - Where necessary, the school will contribute to the statutory assessment process for an Education, Health and Care Plan.
- **SEND Code of Practice 0 to 25 years 2014**
 - The school will follow the graduated approach of assess, plan, do, review.
 - SEND identification will be based on a clear understanding of need, not on labels alone.
 - The SEN Information Report will be maintained and kept up to date.
- **Special Educational Needs and Disability Regulations 2014**
 - The school will meet requirements relating to SENCo arrangements, local authority processes, and publication duties.
- **Equality Act 2010**
 - The school will make reasonable adjustments for disabled pupils.
 - The school will not discriminate, harass, or victimise pupils on the grounds of disability or other protected characteristics.
 - The Public Sector Equality Duty will be upheld.
- **Education Act 1996**
 - The school will recognise and respond appropriately to special educational provision.
- **School Admissions Code**
 - Admissions arrangements will be lawful, fair, and inclusive of pupils with SEND.
- **Keeping Children Safe in Education**

- Safeguarding procedures will apply fully to pupils with SEND, who may be especially vulnerable.
- **Working Together to Safeguard Children**
 - The school will cooperate with external agencies where welfare concerns require multi-agency action.
- **Teachers' Standards 2012**
 - Teachers will adapt teaching to respond to the strengths and needs of all pupils.

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.

Roles and Responsibilities

Academy Council

- Ensure the school meets its statutory duties relating to SEND.
- Appoint a named governor with responsibility for SEND.
- Hold leaders to account for the quality and impact of SEND provision.
- Ensure SEND funding is used effectively and evaluated for impact.
- Review published SEND information and accessibility planning.
- Report on SEND provision through governance processes and to parents where required.

SEND Governor

- Maintain strategic oversight of SEND provision.
- Liaise with the SENDCo regularly, at least three times per year.
- Support challenge and accountability for outcomes, inclusion, and funding.
- Help ensure SEND is reflected in the school improvement plan.

Headteacher

- Lead strategic inclusion and SEND development across the school.
- Ensure sufficient time, staffing, and resources are allocated to SEND.
- Work with the SENDCo and Academy Council to monitor provision and impact.
- Promote a whole-school culture of high expectations and inclusion.
- Ensure arrangements for safeguarding, behaviour, attendance, and curriculum access support pupils with SEND.

SENDCo

- Lead the strategic development and day-to-day coordination of SEND provision.
- Maintain the SEND register and oversee the graduated approach.

- Provide professional advice, training, and coaching to staff.
- Work with families, pupils, external professionals, and the local authority.
- Support the identification of needs and the completion of relevant referrals or statutory processes.
- Monitor provision, outcomes, and the impact of funding.
- Support transition between classes, year groups, and schools.
- Advise on accessibility, reasonable adjustments, and targeted interventions.

Class Teachers

- Retain responsibility for the progress, engagement, and inclusion of all pupils in their class.
- Use adaptive teaching and assessment to meet individual needs.
- Implement agreed support consistently.
- Communicate with parents and the SENDCo about concerns, progress, and next steps.
- Keep accurate records of strategies, interventions, and outcomes.

Teaching Assistants

- Support learning under the direction of the class teacher.
- Promote independence and participation.
- Deliver agreed interventions where trained and directed to do so.
- Record relevant information about intervention delivery and pupil response.
- Attend relevant training and follow school systems consistently.

Parents and Carers

- Share information about their child's strengths, needs, and experiences.
- Contribute to assessment, planning, and review.
- Support agreed strategies where possible.
- Work in partnership with the school to promote attendance, well-being, and progress.

Pupils

- Contribute their views about learning, support, well-being, and goals where appropriate.
- Engage with agreed strategies and support.
- Develop increasing independence and self-advocacy as they mature.

Inclusion

The school is committed to equity of access and opportunity for all pupils. Inclusion means removing barriers to learning, belonging, and participation so that pupils with SEND can thrive in every aspect of school life.

Inclusion strategies

- A strong inclusive classroom culture based on respect, safety, and high expectations.
- Reasonable adjustments to lessons, routines, tasks, and environments.
- Access to the full curriculum, including practical, creative, social, and enrichment activities.
- Support for communication, language, literacy, and mathematics where these are barriers.
- Predictable routines and clear behaviour systems.
- Relational and restorative approaches that respond to unmet need.
- Access to trips, clubs, performances, pupil leadership, and wider enrichment.
- Targeted support for attendance, transitions, and emotional regulation where required.
- Accessible communication with families.
- Appropriate use of assistive technology and specialist equipment.

Supporting independence

- Adults will reduce prompts over time.
- Pupils will be taught how to use support tools and strategies independently.
- Success criteria will include independence as well as task completion where appropriate.

Behaviour and wellbeing

- Behaviour will be interpreted carefully in the context of need.
- The school will avoid punitive responses to behaviour that reflects unmet SEND.
- Regulation strategies, emotional support, and predictable routines will be used to help pupils stay engaged in learning.

Bullying and safety

- Pupils with SEND are recognised as being at increased risk of bullying.

- Safeguarding, anti-bullying, and supervision arrangements will reflect this vulnerability.
- Medical, sensory, communication, and physical needs will be considered in risk assessments and daily practice.

Curriculum Implementation

SEND provision will be implemented through high-quality classroom teaching, adaptive practice, targeted intervention, and careful partnership with parents, pupils, and external professionals.

Core implementation principles

- High-quality teaching is the first and most important response to SEND.
- Support will be built into everyday classroom practice wherever possible.
- Interventions will be precise, time-limited where appropriate, and reviewed for impact.
- Adults will support independence rather than create over-reliance.
- Provision will be matched to need and will evolve as pupils develop.

Teaching approaches

Staff will use the following approaches consistently:

- Clear explanations and modelling.
- Chunking of information into manageable steps.
- Visual supports, symbols, objects, and worked examples where helpful.
- Pre-teaching and re-teaching of key vocabulary and concepts.
- Frequent checking for understanding.
- Scaffolded tasks with planned reduction of support over time.
- Structured talk and oral rehearsal before written tasks.
- Alternative recording methods where writing is a barrier.
- Reduced cognitive load through clear routines and concise instructions.
- Deliberate practice and retrieval to support retention.
- Predictable behaviour routines and relational approaches.
- Communication support such as visual timetables, simplified language, prompts, and augmentative and alternative communication where required.

Planning and support

- Teachers will plan with a clear understanding of pupils' barriers and strengths.
- Provision plans or support plans will be specific, measurable, and linked to outcomes.
- Teaching assistants will work under the direction of class teachers and will support access, rehearsal, independence, and participation.
- The SENDCo will support staff with advice, modelling, training, and liaison with outside agencies.
- Support will be coordinated with the school's wider curriculum, behaviour, safeguarding, attendance, and inclusion systems.

Use of additional adults

- Adults will not be used to create unnecessary dependence.
- Teaching assistants will be deployed strategically to support learning, communication, self-regulation, and participation.
- Interactions will aim to increase independence, not replace teacher input.

Assessment

Assessment will be used to identify needs, inform teaching, and evaluate impact. It will be proportionate, meaningful, and focused on improving learning.

Assessment principles

- Assessment will begin with secure knowledge of the pupil's starting points.
- Needs will be analysed using teacher observation, work scrutiny, discussion with parents and pupils, class assessment, and external advice where appropriate.
- Progress will be judged from starting points, not solely against age-related expectations.
- For pupils with complex needs, progress may include communication, independence, participation, regulation, or engagement as well as academic achievement.
- Assessment will not create unnecessary workload.

Formative assessment

Staff will use:

- Questioning and live checking for understanding.

- Observation during lessons and practical tasks.
- Feedback during teaching and practice.
- Review of classwork, reading, writing, and recorded work.
- Pupil discussion and self-assessment where appropriate.
- Tracking of response to scaffolding and support.

Summative assessment

Where appropriate, the school will use:

- End-of-unit or periodic assessment tasks.
- Reading and phonics checks.
- Mathematics assessments.
- Writing assessments.
- Behaviour, attendance, and engagement data.
- Review of support plan outcomes.

Graduated approach

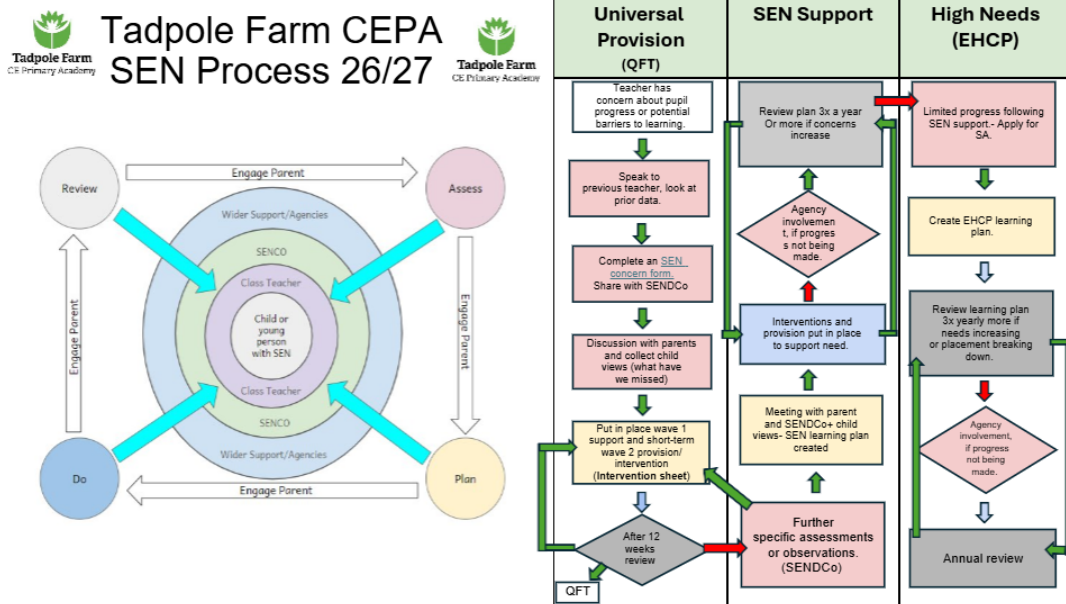
The school will use the assess, plan, do, review cycle:

- **Assess**
 - Identify concerns and gather evidence.
 - Consult pupils, parents, teachers, and specialists where needed.
- **Plan**
 - Agree outcomes, support, strategies, and review dates.
 - Record provision clearly.
- **Do**
 - Deliver agreed support consistently in class and through targeted intervention.
 - Monitor fidelity of implementation.
- **Review**
 - Evaluate impact against outcomes.
 - Adjust provision promptly.
 - Consider whether further specialist involvement or an Education, Health and Care Plan is required.

Review frequency

- SEN reviews will take place regularly, at least three times per year, or more often where needs are complex.

- Education, Health and Care Plans will be reviewed in line with statutory requirements.



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.

Professional Development

Staff development is essential to effective SEND provision. Training will be planned according to school need, pupil profile, and identified priorities.

Professional development priorities

- Adaptive teaching and inclusive lesson design.
- The graduated approach and accurate recording.
- Communication and language needs.
- Early reading and phonics support.
- Mathematics support and reduction of cognitive load.
- Social, emotional, and mental health needs.
- Autism-aware practice.
- Attention and executive function needs.
- Sensory and physical access needs.
- Use of visual supports, assistive technology, and alternative recording methods.
- Behaviour as communication and relational approaches.
- Effective deployment of teaching assistants.
- Safeguarding and pupil vulnerability.

Delivery of training

- Induction for new staff on SEND systems, provision, and responsibilities.
- Whole-school training linked to identified priorities.
- Targeted training for staff supporting specific pupils or needs.
- Coaching, modelling, and collaborative planning.
- Sharing of external advice and specialist guidance.
- Regular review of training impact on classroom practice and pupil outcomes.

Expectations for staff

- All staff are expected to understand the needs of pupils they teach.
- Staff will use agreed strategies consistently.
- Staff will reflect on impact and adapt practice when needed.
- Staff will engage in ongoing professional learning and follow school procedures.

Monitoring

- The implementation and impact of this policy will be monitored through:
- Lesson visits and learning walks.
- Work scrutiny and book looks.
- Review of support plans and intervention records.
- Pupil progress discussions.
- Analysis of attendance, behaviour, exclusion, and participation data.
- Pupil voice and parent feedback.
- Review of referrals, assessments, and specialist reports.
- Monitoring of provision for pupils with Education, Health and Care Plans.
- Governance oversight and challenge.
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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 2026
- Latest Review Date: September 2026
- Next Review Date: September 2027