

SEND Policy



March 2026

To be reviewed annually or as required

At Viridis Schools all staff and Governors are committed to providing all pupils with equal access to the curriculum, where possible, regardless of any Special Educational need they may have.

A child has a special educational need or disability if he or she has a need that calls for interventions that are *additional to* or *different from those* provided as part of the usual classroom provision.

Needs include the children's academic (learning and cognition), physical and sensory, social and/or emotional/behavioural, which are identified as giving cause for concern.

Legislation and Guidance

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 SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHCPs) plans, SENDCos and the SEND information report.
- Keeping Children Safe in Education (2022).

Guiding Principles

Our schools aim to build an ethos through which all pupils are valued, where we celebrate diversity of experience and achievement.

Provision for Special Educational Needs or Disability (SEND) is a whole staff responsibility and all pupils are entitled to have access to the same curriculum and to all the experiences and activities provided by the school.

It is the intention to meet children's special educational needs through a carefully planned, well balanced and broad curriculum which reflects differentiation and need.

Our objectives are to:

- Promote equal opportunities and access for all the children whatever their gender, background, race, sexual orientation or abilities.
- Remove barriers to learning and deploy reasonable adjustments, where appropriate.
- Ensure that current resources are employed and deployed, to provide a range of support that is able to match children's individual needs as far as possible.
- Establish clear structures and school procedures based upon the Code of Practice along with a system of record keeping mechanisms to monitor and evaluate.
- Develop whole school early identification and assessment procedures that will lead to appropriate planned intervention. This may include learning programs for individual children, small groups and /or whole class.
- Find effective ways of informing and consulting with all parents about SEND in the school, and for supporting and working in close partnership with those parents who have children with Special Educational Needs.
- Liaise with relevant outside agencies to provide first hand direct support for children who are entitled to further guidance.
- Establish a clear structure of on-going support and training for the school's SEND staff, teaching and non-teaching.

The purpose of a whole school policy on SEND is to ensure that:

There is a whole school agreement and clarity on procedures and practices. All staff are clear on the aims and objectives of the schools approach to SEND.

The responsibilities of the SEND staff are made clear, along with those of the Headteacher and Governors, in light of the 2014 Code of Practice.

Mechanisms for identification, implementation and evaluation of SEND provision and practice to be established and with reference to the requirements of the Code of Practice.
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Ways in which children with SEND are identified and needs reviewed:

Our schools recognise the importance of early identification and intervention for children with SEND. Through on entry assessments and parental interviews in the Early Years we are able to record children's needs as they come into school. We have established whole class screening procedures for every child. This takes the form of Pupil Progress reviews and takes place termly for each year group.

These regular assessments of progress for all pupils identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the child's previous rate of progress.
- Does not close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social, emotional and/or behavioural needs. Slow progress or low attainment will not automatically mean a pupil is recorded as having SEND.

Where priority need is identified, the schools have a well established system for writing IEPs (individual education plans) and associated target setting however this is updated if and when the need arises outside of the set annual timeframe.

Advice from outside agencies is taken into account when writing IEP's. Where a child is has an Education Health and Care Plan the requirements of the EHCP are put in place by an individual learning program.

IEP targets are reviewed termly (every 10 weeks). We follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and knowledge of the pupil.
- Previous progress, attainment and behaviour.
- Other professionals' assessments, where relevant.
- The individual's development in comparison to their peers and national outcomes.
- The views and experience of parents.
- The pupil's own views, taking into account the child's age and understanding.

As part of an on-going development plan the school aims to continue to improve its overall record keeping and assessment procedures to enable the SEND team to work efficiently with class teachers.

Our approach to supporting pupils with SEND:

Teachers are responsible and accountable for the progress and development of all the pupils in their class. All pupils, including those with SEND, have access to a broad, balanced and relevant curriculum. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Where needed, we may make adaptations to ensure all pupils' needs are met, for example by:

- Adapting our curriculum to ensure all pupils are able to access it, through grouping, 1:1 work, teaching style, content of the lesson.
- Adapting resources, classroom environments and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, workstations, scaffold prompts.
- Adapting teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

We work with the following agencies (though not restricted to the below list) to provide support for pupils with SEND and the staff that work with them:

- Educational Psychologists
- Speech and Language Therapists
- Specialist Teachers
- Occupational Therapists
- Physiotherapists
- GPs
- Unlocking Potential / CAMHS
- Multi Agency Teams
- Children's Social Care
- Disabled Children's services
- Hackney Special Educational Needs and Disabilities Information, Advice and Guidance Service (SENDIAGs)
- Other schools and settings e.g. nurseries, secondary schools, children's centres and special schools

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions.
- Using pupil/parent questionnaires.
- Monitoring by the SENCo.
- Observation of pupils by professionals.
- Using summative assessment to measure progress, where relevant.
- Holding annual reviews for pupils with EHC plans.
- Termly Teacher/Parent/Carer meetings.

SEND Provision which the school is currently able to offer under the Local Offer:

- Booster classes for struggling pupils in target year groups.
- Additional literacy support through targeted TA support in class.
- Additional numeracy support through targeted TA support in class.
- Art Therapy support for children with emotional and behavioural needs.
- Educational play therapy.

- Speech and language support.
- Emotional needs support, through specific group work.
- Creative movement groups for building self esteem and confidence.
- Learning mentor support.
- A team of enthusiastic and well trained teaching assistants for 1:1 support, group support and whole class support.
- 'Streamed' support for more able pupils in Upper Key Stage 2 in Literacy/Mathematics.
- Additional able pupils opportunities and programmes.

Medical Needs

Our schools work with both parents and external agencies to ensure that pupils with specific medical needs are catered for to ensure equal access to the curriculum and their well-being. Support may include training for staff, regular reviews and reasonable adjustments to both the school day and resources provided for the pupil.

Staff Training and Development

The Federation recognises the importance of staff professional development in enabling quality first teaching and excellent SEND provision. It supports staff by providing them with high quality training to ensure educational, emotional and social success for our SEND pupils. Professional development training is provided based upon the assessed needs within the Federation in any given year. Training may include INSET days, staff meetings and bespoke or specialist training.

Parental involvement

Our schools recognise the importance of working in partnership with parents in order to offer quality provision in the area of SEND.

The school aims to respond effectively to parental concerns regarding their child's individual needs and act appropriately.

The SEND team will aim to develop effective mechanisms for parental involvement and the sharing of information: We aim to:

- Inform parents when difficulties are first identified by the class teacher.
- Respond to any concerns raised by parents and arrange meetings with the Deputy Headteacher where concerns remain.
- To inform parents about the implementation of an Individual Education Plan.
- Develop home/school programs for children if the need arises.
- To inform parents and get their views when the school is considering contacting outside agencies for further advice and support.
- Direct parents to the appropriate agencies if they want to seek further advice and support themselves.
- Facilitate meeting between outside agencies and parents when needed.

Accessibility

Each school has an accessibility plan which is updated annually. Orchard and Southwold schools are both accessible for wheelchair users as each school has a lift. Hoxton Garden does not have this facility. All three schools have disabled toilet facilities. We have a sloping entrance to the office. Where possible the school has taken into consideration parents with pushchairs and wheelchairs.

Transport

Although we are unable to offer support with transport, our Inclusion Team is able to direct you to the Local Authority Inclusion Team and/or children's social care, who may be able to assist you.

The schools aim to develop the level of SEND provision for all children and will continue to explore further resources and possibilities to help remove all barriers to learning.

Special Educational Needs Information Reports

For specific information on the provision of school within the Federation, please see the relevant SEND Information report:

Website links:

[Orchard School](#)

[Southwold School](#)

[Hoxton Garden School](#)

Concerns or Complaints

Should a parent or carer have a complaint about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- Discuss the concern with the SENCo
- Discuss the concern with the Deputy Headteacher
- Discuss the concern with the Headteacher

Should the complaint still not be resolved the matter may be raised in line with the Federation's Complaints Policy.

Links to Other Policies & Other Documents

- Our Local Offer
- Teaching and Learning Policy
- Assessment Policy
- Equal Opportunities Policy
- Behaviour and Bullying Policy
- Accessibility Plan
- Health & Safety Policy
- Parent Partnership Policy
- 2014 SEN Code of Practice