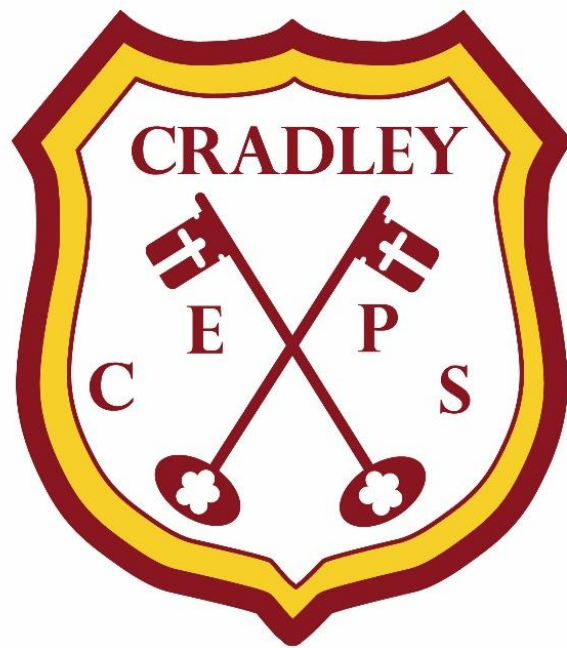


Cradley CE Primary School



SEND Policy

School vision:

Believe, belong, be happy; every child, every chance, every day.

Values:

Trust • Respect • Belonging • Kindness • Courage • Forgiveness • Perseverance • Resilience • Caring

Our commitment:

At Cradley CE Primary School, we believe that every child should have the opportunity to:

Believe

in themselves, their abilities and their future.

Belong

as a valued and respected member of our school community.

Be happy

as they learn, grow, develop relationships and discover their strengths.
We are committed to ensuring that:

Every child. Every chance. Every day.

including every child with SEND.

1. Rationale

At Cradley Church of England Primary School, we believe that **every child is unique, valued and worthy of belonging**. Our vision, "Believe, belong, be happy; every child, every chance, every day", is at the heart of our approach to Special Educational Needs and Disability (SEND).

We believe that children with SEND should be able to learn, participate, develop friendships, experience success and contribute fully to the life of our school. We have high expectations for every pupil and seek to remove barriers to learning and participation while recognising and celebrating individual strengths, interests, talents and aspirations.

Our approach is rooted in our Christian values of **belonging, respect, kindness, courage, trust, perseverance, resilience, forgiveness and caring**. We work in partnership with children, parents and carers, staff, governors and external professionals to ensure that children with SEND receive the support they need to flourish.

We recognise that:

- every child has different strengths, needs, interests and aspirations;
- children may require additional support at different points in their education;
- SEND is not a barrier to high expectations, achievement or participation;
- children with SEND should be supported to develop independence and confidence;
- parents and carers are important partners in understanding and meeting children's needs;

- children should have an active voice in decisions about their education and support;
- effective SEND provision is the responsibility of the whole school community.

This policy sets out how Cradley CE Primary School identifies and supports children with SEND and how we work to fulfil our statutory duties.

2. Legislative and statutory framework

This policy has regard to the following legislation, regulations and statutory guidance:

- **Children and Families Act 2014, Part 3**
- **Special Educational Needs and Disability Regulations 2014**
- **SEND Code of Practice: 0 to 25 years**
- **Equality Act 2010**
- **Equality Act 2010: Technical Guidance for Schools in England**
- **Keeping Children Safe in Education 2026**
- **Working Together to Safeguard Children 2026**
- **Supporting pupils at school with medical conditions**
- **The statutory framework for the Early Years Foundation Stage**, where applicable
- relevant statutory assessment and examination arrangements
- Dudley Local Authority's SEND Local Offer.

The SEND Code of Practice provides statutory guidance for schools in identifying and meeting the needs of children and young people with SEND. The school will have regard to the Code when making decisions relating to SEND provision.

This policy should be read alongside the school's:

- Accessibility Plan;
- Equality Policy and Equality Objectives;
- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Supporting Pupils with Medical Conditions Policy;
- Attendance Policy;
- Curriculum Policy;
- Assessment Policy;
- Complaints Policy;
- Pupil Premium Strategy;
- SEN Information Report.

3. Definition of Special Educational Needs and Disability

The school uses the definition of special educational needs contained within the SEND Code of Practice.

A child or young person has **special educational needs (SEN)** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child or young person may have SEN because of one or more areas of need.

The four broad areas of need identified in the SEND Code of Practice are:

Communication and Interaction

This includes needs associated with:

- speech, language and communication;
- understanding and expressing language;
- social communication;
- interaction with others;
- autism spectrum conditions.

Cognition and Learning

This includes needs associated with:

- acquiring knowledge and skills;
- learning at a slower pace;
- specific learning difficulties such as dyslexia, dyscalculia or dyspraxia;
- memory, processing and executive functioning.

Social, Emotional and Mental Health

This includes needs associated with:

- emotional regulation;
- anxiety;
- difficulties with relationships;
- self-esteem;
- mental health;
- behaviour arising from underlying needs.

The school recognises that behaviour is not itself a category of SEN. Where behaviour presents a concern, staff will consider what the behaviour may be communicating and whether there are underlying learning, communication, emotional, social, environmental or other needs.

Physical and/or Sensory Needs

This includes needs associated with:

- hearing impairment;
- visual impairment;
- physical disability;
- sensory processing;
- other physical or sensory needs which affect access to learning.

Children may have needs in more than one area.

4. SEND and disability

SEN and disability are related but are not the same.

A child may be disabled under the Equality Act 2010 without having SEN. Equally, a child may have SEN without meeting the legal definition of disability.

The school will meet its duties under the Equality Act 2010 and will not discriminate against disabled pupils.

Where a disabled pupil would otherwise be placed at a substantial disadvantage, the school will consider and make **reasonable adjustments** to policies, practices, procedures, teaching, assessment arrangements, communication, the physical environment and other aspects of school life as appropriate.

The school will seek to ensure that disabled pupils can:

- access the curriculum;
- participate in school activities;
- access educational visits and residential experiences where applicable;

- participate in clubs and enrichment;
- access information and communication;
- develop independence;
- participate fully in the wider life of the school.

The school's Accessibility Plan sets out longer-term arrangements for improving accessibility.

5. Our principles

At Cradley CE Primary School, we will:

1. **Believe** in the potential of every child.
2. **Belong** by ensuring every child is welcomed, valued and included.
3. **Be happy** by supporting children's wellbeing, confidence and relationships.
4. Identify SEND as early as possible.
5. Focus on strengths as well as needs.
6. Maintain high expectations for pupils with SEND.
7. Provide high-quality, inclusive teaching for all pupils.
8. Remove or reduce barriers to learning and participation.
9. Use evidence-informed approaches and interventions.
10. Work collaboratively with parents and carers.
11. Listen to and involve children in decisions about their education.
12. Work collaboratively with external agencies where appropriate.
13. Promote independence rather than unnecessary dependence on adult support.
14. Monitor the impact of provision rather than simply recording the amount of provision provided.
15. Ensure SEND provision is appropriately resourced and strategically planned.
16. Ensure that safeguarding arrangements recognise the additional vulnerabilities some pupils with SEND may experience.
17. Celebrate progress, achievement, effort, resilience and personal development as well as academic outcomes.

6. Aims and objectives

We aim to:

- identify children's additional needs at the earliest appropriate opportunity;
- ensure that SEND is identified through a broad range of information rather than attainment data alone;
- provide appropriate support based on individual need;
- ensure that pupils with SEND have access to a broad, balanced and ambitious curriculum;
- enable pupils to participate fully in lessons and wider school life;
- develop independence, confidence and self-advocacy;
- provide appropriate adaptations and reasonable adjustments;
- ensure that children's views, wishes and feelings inform decisions;
- work in partnership with parents and carers;
- work effectively with health, social care, educational and other professionals;
- ensure staff receive appropriate training and guidance;
- use the Assess-Plan-Do-Review cycle effectively;
- evaluate whether SEND provision is improving outcomes and removing barriers;
- ensure that resources are deployed according to need;

- provide effective transition arrangements;
- fulfil all statutory duties relating to SEND and disability.

7. Identification of SEND

The school recognises the importance of early identification.

SEND may become apparent through:

- observations by staff;
- assessment and progress information;
- concerns raised by parents or carers;
- concerns raised by the child;
- information from previous settings;
- information from health professionals;
- information from social care or other agencies;
- patterns in attendance or engagement;
- difficulties with communication or interaction;
- difficulties with learning, memory or processing;
- social, emotional or mental health needs;
- physical or sensory needs;
- difficulties accessing the curriculum or wider school life.

Identification will not be based solely on a pupil's attainment or rate of progress.

A pupil may have SEND even where they are making progress, and not every pupil who is attaining below age-related expectations will necessarily have SEND.

Teachers will consider the whole child, including:

- strengths and interests;
- attainment and progress;
- barriers to learning;
- communication and interaction;
- cognition and learning;
- social and emotional development;
- physical and sensory needs;
- independence;
- attendance and engagement;
- the effectiveness of previous support;
- the pupil's views;
- parents' and carers' views;
- advice from relevant professionals.

8. High-quality inclusive teaching

High-quality teaching is the first response to meeting the needs of all pupils, including pupils with SEND.

Teachers are responsible for adapting teaching and learning to meet individual needs.

This may include:

- clear modelling and explanations;
- explicit teaching of vocabulary and concepts;
- appropriate scaffolding;
- repetition and retrieval;
- practical and multisensory approaches where appropriate;
- visual supports;
- communication supports;

- chunking of tasks;
- additional processing time;
- pre-teaching and overlearning;
- adapted resources;
- alternative ways of recording learning;
- appropriate use of technology;
- structured routines;
- environmental adaptations;
- support with organisation and executive functioning;
- appropriate adaptations to assessment;
- opportunities for movement and regulation;
- carefully planned adult support.

Adaptations will be based on identified needs and will be reviewed for effectiveness.

The school recognises that **adaptation does not mean lowering expectations**. We aim to maintain ambitious learning goals while providing appropriate routes for pupils to achieve them.

9. The graduated approach: Assess, Plan, Do, Review

Where a pupil is identified as having SEND, the school will use the graduated approach set out in the SEND Code of Practice.

Assess

The school will gather information about:

- the pupil's strengths and needs;
- current attainment and progress;
- barriers to learning;
- participation and engagement;
- communication and interaction;
- social and emotional development;
- physical and sensory needs;
- the pupil's views;
- parents' and carers' views;
- previous interventions and their impact;
- relevant professional advice.

Assessment will be ongoing and proportionate to the pupil's needs.

Plan

Where additional provision is required, the class teacher, SENCo, pupil and parents/carers will work together to agree:

- the outcomes we want to achieve;
- the provision and adaptations required;
- the strategies to be used;
- who will provide support;
- how often and for how long support will be provided where relevant;
- how progress will be measured;
- when provision will be reviewed.

Plans will focus on **outcomes and impact**, rather than simply listing activities.

Do

The class teacher remains responsible for the pupil's learning and for ensuring that agreed provision is implemented.

Additional provision may include:

- adapted classroom teaching;
- targeted intervention;
- small-group teaching;
- individual programmes;
- specialist equipment;
- communication support;
- environmental adaptations;
- support from trained teaching assistants;
- advice from specialist professionals.

Where additional adults are used, their role will be carefully planned so that support promotes participation, learning and independence.

Review

Provision will be reviewed regularly to consider:

- progress towards agreed outcomes;
- what is working well;
- what is not working;
- the pupil's views;
- parents' and carers' views;
- whether provision remains appropriate;
- whether provision should be continued, adapted, increased or reduced;
- whether specialist advice is required.

The cycle will then begin again.

10. SEN Support

Where a pupil has SEN and requires provision that is additional to or different from that normally available to pupils of the same age, they may be identified as receiving **SEN Support**.

SEN Support is not a fixed package and will vary according to individual need.

There is no fixed number of hours of support required for a pupil to receive SEN Support or to be considered for an Education, Health and Care needs assessment.

Provision may include:

- targeted classroom adaptations;
- individual or small-group intervention;
- additional practice or overlearning;
- communication support;
- specialist teaching approaches;
- adapted resources;
- support with emotional regulation;
- support for social communication;
- assistive technology;
- specialist equipment;
- advice from external professionals.

The school will monitor the effectiveness of provision and will adjust it where necessary.

11. Individual Support Plans

Where appropriate, the school may use an **Individual Support Plan (ISP)** or another appropriate pupil-centred planning document to record a child's strengths, needs, outcomes, provision and strategies. The format will be proportionate to need.

Plans may include:

- what the pupil enjoys and does well;
- what is important to the pupil;
- areas where they require support;
- barriers to learning and participation;
- agreed outcomes;
- strategies that help;
- adaptations;
- interventions;
- responsibilities;
- review arrangements;
- pupil and parent/carer views.

The school will avoid unnecessary paperwork and will ensure that plans are used as **working documents that inform practice**, rather than simply as records.

12. Specialist support

Where appropriate, the school will seek advice from specialist services.

This may include:

- Dudley Educational Psychology Service;
- Speech and Language Therapy;
- Dudley SEND services;
- Autism and specialist outreach services;
- Sensory Support Services;
- Physical and Medical Inclusion;
- Occupational Therapy;
- Physiotherapy;
- School Nursing;
- CAMHS and other mental health services;
- social care;
- other appropriate health, education or community professionals.

The school will work with professionals to implement recommendations and evaluate their impact.

Where a referral requires parental consent or involvement, the school will discuss this with parents/carers.

13. Education, Health and Care Plans

An **Education, Health and Care Plan (EHCP)** is a legal plan for children and young people who require special educational provision beyond that which can reasonably be provided through SEN Support.

The need for an EHC needs assessment is determined according to the statutory framework. There is **no fixed number of hours of support** that automatically results in an EHCP.

A request for an EHC needs assessment may be made by:

- the school;
- the child's parent/carer;
- the young person, where applicable.

Where appropriate, the school will discuss the possibility of an EHC needs assessment with parents/carers and the pupil.

The school will provide evidence of:

- the pupil's needs;
- their strengths;
- their progress;
- provision already put in place;
- the impact of that provision;
- the pupil's views;
- parents' and carers' views;
- relevant professional advice.

Where an EHCP is issued, the school will work with the local authority, parents/carers, the pupil and relevant professionals to implement the provision specified in the plan.

The school will contribute to statutory annual reviews and provide information about:

- progress towards outcomes;
- current needs;
- effectiveness of provision;
- changes required;
- the pupil's views;
- parents' and carers' views;
- future aspirations and transition.

14. Roles and responsibilities

The Governing Body

The governing body has strategic responsibility for ensuring that the school meets its statutory duties towards pupils with SEND and disabled pupils.

The governing body will:

- ensure that SEND is reflected in the school's strategic priorities;
- monitor the effectiveness of SEND provision;
- challenge and support leaders appropriately;
- ensure that resources are deployed effectively;
- ensure that the school has regard to the SEND Code of Practice;
- ensure compliance with the Equality Act 2010;
- ensure that reasonable adjustments are considered and implemented where required;
- ensure that appropriate safeguarding arrangements are in place;
- receive appropriate information about SEND provision and outcomes;
- ensure that statutory SEND information is published and reviewed;
- ensure that governors receive appropriate SEND information and training.

The governor with responsibility for SEND will provide appropriate support and challenge to school leaders but does not assume the operational responsibilities of the SENCo or Headteacher.

The Headteacher

The Headteacher has overall responsibility for the day-to-day leadership and management of SEND provision.

The Headteacher will:

- ensure that the SEND policy is implemented;
- work with the SENCo to ensure effective provision;
- ensure appropriate deployment of resources;
- ensure that staff receive appropriate training;
- ensure that SEND is reflected in school improvement planning;
- report appropriately to governors;
- ensure that statutory duties are fulfilled;
- promote an inclusive school culture;
- ensure that safeguarding arrangements take account of the additional vulnerabilities some pupils with SEND may experience.

The SENCo – Mrs Warford

The SENCo has overall responsibility for coordinating SEND provision within the school.

The SENCo will:

- oversee the implementation of the SEND policy;
- coordinate the school's graduated approach;
- support staff in identifying and meeting SEND;
- advise teachers on appropriate provision;
- maintain oversight of the SEND register;
- coordinate appropriate specialist advice and referrals;
- work with pupils and parents/carers;
- monitor the impact of SEND provision;
- contribute to the development of staff expertise;
- support effective transition;
- advise on the deployment of SEND resources;
- contribute to the development of the school's SEND Information Report;
- work with the Headteacher and governors on SEND strategy and improvement;
- coordinate the school's contribution to EHC needs assessments and annual reviews.

Assistant SENCo – Mrs Darby

The Assistant SENCo supports the SENCo in coordinating SEND provision and may undertake responsibilities delegated by the SENCo.

The Assistant SENCo will:

- support the monitoring of SEND provision;
- support teachers with identification and assessment;

- support the implementation of individual support plans;
- liaise with parents and professionals where appropriate;
- contribute to staff support and training;
- support transition arrangements;
- work closely with the SENCo to ensure consistency.

The SENCo retains overall responsibility for SEND coordination.

Class teachers

Class teachers are responsible for the learning and progress of all pupils in their class, including pupils with SEND.

Teachers will:

- know the strengths and needs of pupils with SEND;
- provide high-quality inclusive teaching;
- adapt teaching where necessary;
- implement agreed SEND provision;
- monitor progress;
- contribute to Assess–Plan–Do–Review;
- communicate appropriately with parents/carers;
- seek advice from the SENCo when required;
- work with teaching assistants and external professionals;
- ensure that pupils with SEND participate as fully as possible in learning and school life;
- promote independence and avoid unnecessary dependence on adult support.

Teaching assistants and support staff

Teaching assistants and other support staff will:

- work under the direction of the class teacher;
- implement agreed programmes and strategies;
- support pupils to participate and learn;
- promote independence;
- communicate observations and concerns to the class teacher;
- contribute to reviewing the impact of provision;
- undertake relevant training;
- work collaboratively with teachers and specialist professionals.

15. Pupil voice

We believe that children with SEND should be active participants in decisions about their education.

Children will be supported to express their views in ways appropriate to their age, development and communication needs.

Their views may be gathered through:

- conversations;
- observations;
- pupil questionnaires;
- individual meetings;
- review meetings;
- One Page Profiles;
- communication systems;
- visual or alternative communication methods.

Children will be encouraged to understand:

- their strengths;
- what they find difficult;
- what helps them;
- their targets or outcomes;
- the progress they are making;
- how they can increasingly advocate for themselves.

16. Partnership with parents and carers

We recognise parents and carers as important partners.

Parents and carers have valuable knowledge about their child and will be encouraged to share:

- strengths;
- interests;
- aspirations;
- concerns;
- strategies that work at home;
- information from other professionals.

We will communicate with parents/carers through appropriate methods, which may include:

- meetings;
- telephone conversations;
- email;
- ClassDojo;
- school reports;
- parent consultation meetings;
- individual support plan reviews;
- EHCP annual reviews;
- informal conversations where appropriate.

Parents/carers are welcome to contact the class teacher or SENCo to discuss concerns. Where a child is receiving SEN Support, the school will provide appropriate opportunities for parents/carers to review provision and progress.

17. Working with external agencies

The school recognises that effective SEND support may require partnership with professionals beyond school. We will work collaboratively with relevant services and seek advice where this will improve understanding of a pupil's needs or the effectiveness of provision.

External professionals may:

- assess a pupil;
- provide specialist advice;
- model strategies;
- provide direct intervention;
- recommend resources;
- support staff training;
- contribute to planning and review.

The school will seek to ensure that recommendations are translated into practical classroom approaches and that their impact is evaluated.

18. Curriculum and access

Pupils with SEND are entitled to a broad, balanced, ambitious and inclusive curriculum. We will seek to remove barriers to participation while maintaining high expectations.

Adaptations may include:

- differentiated or scaffolded resources;
- pre-teaching;
- overlearning;
- visual supports;
- alternative recording methods;
- assistive technology;
- adapted equipment;
- changes to the learning environment;
- additional processing time;
- adapted assessment arrangements;
- appropriate adult support.

Pupils with SEND will be included in:

- lessons;
- assemblies;
- collective worship;
- educational visits;
- residential experiences where applicable;
- clubs;
- enrichment;
- sporting activities;
- performances;
- school events.

Where a pupil requires a reasonable adjustment, this will be considered on an individual basis.

19. Assessment

Assessment of pupils with SEND is part of the school's whole-school assessment system.

Assessment will be used to:

- identify strengths;
- identify gaps in knowledge and skills;
- identify barriers;
- monitor progress;
- inform teaching;
- evaluate interventions;
- review SEND provision;
- support transition;
- contribute to statutory assessment where required.

The school will use appropriate assessment approaches to ensure that pupils with SEND can demonstrate what they know, understand and can do.

Where statutory assessment arrangements permit, appropriate access arrangements and reasonable adjustments will be made.

Assessment will recognise that progress may be demonstrated in different ways, including:

- academic achievement;
- increased independence;
- improved communication;
- improved participation;
- improved emotional regulation;
- increased confidence;
- improved social interaction;
- development of self-help skills;
- increased engagement.

20. Social, emotional and mental health needs

We recognise that emotional wellbeing and mental health can have a significant impact on learning and participation.

Where a pupil experiences difficulties with emotional wellbeing or mental health, staff will seek to understand the underlying need rather than focusing solely on behaviour.

Support may include:

- predictable routines;
- trusted adults;
- nurture approaches;
- emotional literacy;
- social stories;
- visual supports;
- regulation strategies;
- targeted intervention;
- pastoral support;
- work with parents/carers;
- support from specialist services where appropriate.

SEND support will work alongside, rather than replace, the school's wider pastoral, safeguarding and mental health provision.

21. Behaviour and SEND

The school recognises that some pupils with SEND may communicate unmet needs through behaviour.

Where behaviour presents a concern, staff will consider:

- communication needs;
- sensory needs;
- learning difficulties;

- emotional needs;
- social difficulties;
- environmental factors;
- unmet needs;
- changes in circumstances;
- safeguarding concerns.

The school will make reasonable adjustments where appropriate and will use positive, relational and proportionate approaches.

The school's Behaviour Policy and, where relevant, Positive Intervention Plans and Restrictive Physical Intervention Policy should be read alongside this policy.

22. Safeguarding

The safety and wellbeing of every pupil is a priority.

The school recognises that children with SEND may be more vulnerable to some safeguarding risks and that communication or cognitive needs may affect their ability to recognise, communicate or report concerns.

Staff will:

- follow the school's Safeguarding and Child Protection Policy;
- follow Keeping Children Safe in Education 2026;
- listen carefully to children;
- adapt communication where necessary;
- ensure children have appropriate opportunities to share concerns;
- consider the individual needs of pupils when teaching safeguarding and relationships education;
- ensure safeguarding concerns are acted upon promptly.

SEND will never be used as an explanation for behaviour or communication where a safeguarding concern may be present.

23. Attendance

Good attendance is important for all pupils, including pupils with SEND.

The school recognises that some pupils with SEND may experience barriers to attendance.

Where attendance is a concern, the school will seek to understand the underlying reasons and work with pupils, parents/carers and relevant professionals to identify appropriate support. Attendance support will be consistent with the school's Attendance Policy and current statutory guidance.

24. Medical needs

Some pupils have medical needs which do not constitute SEND.

Where a pupil has a medical condition, the school will work with parents/carers and relevant health professionals in accordance with its **Supporting Pupils with Medical Conditions Policy**.

Where medical needs also affect a pupil's learning, participation or access to education, the school will consider whether SEND provision or reasonable adjustments are also required.

25. Early Years Foundation Stage

The school recognises the importance of early identification and effective transition into Reception.

We work with:

- parents and carers;
- nurseries and pre-school settings;
- health professionals;
- early years specialists;
- other relevant agencies.

Information gathered before entry will be used to support planning.

Where concerns arise following entry to Reception, the class teacher and SENCo will work with parents/carers to assess needs and agree appropriate support.

The principles of Assess–Plan–Do–Review will be applied in an age-appropriate way.

26. Transition

We recognise that transitions can be particularly significant for some pupils with SEND.

Transition planning will be individualised and may include:

- enhanced visits;
- photographs and visual information;
- social stories;
- meetings between staff;
- One Page Profiles;
- sharing of relevant records;
- meetings with parents/carers;
- liaison between SENCos;
- visits from receiving staff;
- additional opportunities to become familiar with new environments;
- carefully planned changes to routines.

Transition between classes

Information will be shared with the receiving teacher in advance.

Where appropriate, this will include:

- strengths and interests;
- areas of need;
- successful strategies;
- communication approaches;
- current provision;
- relevant professional advice;
- pupil voice;
- parent/carer views.

Transition to secondary school

The SENCo will liaise with the receiving school to ensure that relevant information is shared and that appropriate support is planned.

Where appropriate, additional transition visits or meetings will be arranged.

The pupil and their parents/carers will be involved in transition planning.

27. Staff training and development

We recognise that high-quality SEND provision depends upon staff knowledge and expertise.

The school will identify training needs through:

- pupil needs;
- staff development discussions;
- monitoring;
- professional advice;
- school improvement priorities;
- changes in legislation and guidance.

Training may include areas such as:

- autism;
- speech, language and communication;
- dyslexia and specific learning difficulties;
- sensory needs;
- emotional regulation;
- SEMH;
- inclusive teaching;
- adaptive teaching;
- communication approaches;
- assistive technology;
- safeguarding pupils with SEND.

The SENCo will support staff by providing advice, modelling approaches and signposting appropriate resources and training.

28. Resources and funding

The school receives funding through its delegated budget to support pupils with SEND.

Resources will be allocated according to identified need and school priorities.

This may include funding for:

- additional staffing;
- specialist resources;
- equipment;
- training;
- interventions;
- specialist advice;
- environmental adaptations.

The school will seek to use resources efficiently and evaluate their impact on pupil outcomes.

The governing body will have strategic oversight of SEND expenditure.

29. Complaints and resolving concerns

We aim to work positively and openly with pupils and families.

If parents/carers have concerns about SEND provision, they should initially speak with:

1. the class teacher;
2. the SENCo;
3. the Headteacher, where concerns remain unresolved.

Parents/carers may also raise concerns through the school's formal **Complaints Policy**.

Parents/carers may seek independent information, advice and support from **SENDIASS**.

Where relevant, parents/carers will also be signposted to the Dudley Local Offer and appropriate statutory disagreement resolution or mediation arrangements.

30. Dudley Local Offer

Information about services and support available for children and young people with SEND in Dudley can be found through the Dudley Local Offer:

Dudley SEND Local Offer:

<https://www.dudley.gov.uk/localoffer>

The school will work with Dudley Local Authority and relevant services to support children and families.

31. SEN Information Report

The school publishes a separate **SEN Information Report** on its website.

The SEN Information Report provides current, practical information about how SEND provision is implemented at Cradley CE Primary School.

It will be reviewed and updated annually and should be read alongside this policy.

The report includes information such as:

- the types of SEND supported;
- how SEND is identified;
- how the school assesses and reviews progress;
- how the curriculum is adapted;
- how additional support is provided;
- specialist equipment and facilities;
- staff expertise;
- external agencies;
- transition arrangements;
- how children and parents/carers are involved;
- arrangements for handling concerns;
- the school's Accessibility Plan;
- relevant contact details;
- the link to Dudley's Local Offer.

32. Monitoring, evaluation and review

The effectiveness of this policy will be monitored through:

- pupil progress information;

- SEND provision reviews;
- Assess–Plan–Do–Review cycles;
- scrutiny of individual support plans;
- pupil voice;
- parent/carer feedback;
- staff feedback;
- governor monitoring;
- external professional advice;
- analysis of participation and outcomes;
- evaluation of interventions;
- review of SEND expenditure;
- safeguarding monitoring;
- attendance information.

The SENCo will provide appropriate information to the Headteacher and governing body.

The governing body will monitor the effectiveness of SEND provision as part of its strategic responsibilities.

This policy will be formally reviewed annually or sooner where there are significant changes to legislation, statutory guidance or school practice.

33. Contact

For further information about SEND provision at Cradley CE Primary School, please contact:

Headteacher and SENCo: Mrs Warford

Assistant SENCo: Mrs Darby

Parents and carers are welcome to contact the school to discuss their child's needs or any concerns about SEND provision.

34. Policy review

Policy: Special Educational Needs and Disability (SEND) Policy

School: Cradley Church of England Primary School

Effective from: September 2026

Review date: September 2027

Policy owner: SENCo / Headteacher

Approved by: Governing Body

Date approved: September 2026