

SEND Policy
Ide Hill CE Primary School



PREPARED BY: Miss Olivia Rose
UPDATED: March 2026
TO BE REVIEWED: March 2027

This policy is subject to review and evaluation by the Headteacher and Governing Body.

Elizabeth Alexander Headteacher	<i>EAlexander</i>
Anne Fletcher Chair of Governors	<i>Anne Fletcher</i>

1. Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Ide Hill CE Primary School, our ethos and vision "**Do everything in love**" shapes all that we do. We aim for children to form a positive attitude towards school and positive attendance. Our values of Love, Respect and Responsibility support us in our aim for all children to develop a love of God, a love learning, a love of everyone and a love of life.

We strive to support all our pupils, through seeking the 'abundant life' that Jesus promised (John 10:10) – pupils and staff flourish from the tiny Sapling in reception to the mighty Oaks of year 6, children are nurtured through the learning and experiencing of respect, responsibility and love – and the greatest of these is love. Our Vision is based upon 1 Corinthians 16:14.

Ide Hill CE School is a Rights Respecting School. We recognise the following Rights on the Convention of the child:

- **Article 28:** Every child has the right to an education.
- **Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- **Article 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities
- **Article 19:** Every child has the right to be safe and cared for.

How our vision **for all our pupils with SEND** supports pupils in flourishing.

We aim:

- To work with families and professionals to achieve the very best for each child.
- To have a curriculum in place that ensures children with SEND have the same opportunities as everyone else, ensuring each and every child flourishes.
- To build a culture where we celebrate difference.
- To build relationships with our families which instil trust in our profession, so that we can continue to work together to ensure children's needs and strengths are supported.
- To continually develop strategies and resources to enable children to overcome barriers to learning and build independence
- To foster resilience and a 'growth mind-set' in all our children, including those with SEND.

2. 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 (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report
- Equality Act 2010

3. Definitions

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions *SEN Code of Practice (2015, p 15)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

4. Our Guiding Principles

At Ide Hill School, our decisions and actions are driven by our vision "Do everything in Love". We provide a nurturing environment for pupils and support their emerging needs so that they are able to thrive in our care. We are ambitious for all children. We celebrate children's achievements both within our community and with the wider community to ensure that they feel valued as a unique and important part of our school.

Our guiding principle behind our approach to teaching and learning is the belief that children's self-esteem, confidence, and emotional stability can be greatly improved through achievement, both academic and holistic. Children are encouraged to achieve and recognise their own success, whether this be within their academic learning, their wellbeing or developing their unique gifts within the wider curriculum. We believe that experiencing achievement will increase our children's ability to live a happy life as independent, responsible, members of society and with the right set of tools to equip them for life- long learning.

Children's success at Ide Hill School is characterised by nurture. As a practice "nurture" means relating to and coaching children to help them form positive relationships, build resilience and improve their social,

emotional and mental health and wellbeing. When used in school, nurture improves attendance, behaviour and attainment, and ensures every child is able to learn. Ide Hill School is a very caring school. Together, our Christian ethos and nurturing environment supports children to flourish. We follow the 6 principles of nurture to achieve this, focusing on the social and emotional needs and development of children and young people, ensuring all pupils are ready to learn.

Children's learning is understood developmentally

We understand that each child is unique and that therefore, children are at different stages of development – socially, emotionally, physically and intellectually – and need to be responded to at their developmental level in each of these areas. Responding to children 'just as they are', with a non-judgmental and accepting attitude, will help them to feel safe and secure

The classroom offers a safe base

Our classroom environment will always be inviting and nurturing for all. The classroom offers a balance of educational and social, emotional and mental health experiences aimed at supporting the development of children's relationships with each other and with staff. Adults are reliable and consistent in their approach to children and make the important link between emotional containment and cognitive learning. Where possible, predictable routines are explained and practised, and there are clear expectations and positive models of how all adults in school relate to children and young people, both in and out of the classroom.

The importance of nurture for the development of wellbeing

Nurture involves listening and responding; everything is verbalised with an emphasis on the adults engaging with pupils in reciprocal shared activities. Children respond to being valued and thought about as individuals. In practice this involves noticing and praising small achievements – nothing should be hurried. Provision and strategies are put in place that promote the welfare and wellbeing of children and young people, as well as staff welfare and wellbeing. We celebrate achievements, sharing these with our school and wider community and we use school council and pupil responsibilities to promote pupil voice.

Language is a vital means of communication

It is important for children and young people to be able to understand and express their thoughts and feelings. It is also crucial for adults to understand the importance of their own language towards children and young people, and how this can impact them. Children often 'act out' their feelings as they lack the vocabulary to name how they feel. Informal opportunities for talking and sharing are just as important as more formal lessons teaching language skills. This enables words to be used instead of actions to express feelings, and imaginative play can be used to help children understand the feelings of others.

All behaviour is communication

People communicate through behaviour. It is the adult's role to help children and young people to understand their feelings, express their needs appropriately, and use non-threatening and supportive language to resolve situations. Our first responsibility in dealing with difficult or challenging behaviour, after safety, is to try to understand what the child is trying to tell us. The outward behaviour is often the 'tip of the iceberg', and so it is important to consider the immediate environment and what occurred just before the incident happened. School events, the time of year, and home circumstances can also give us clues. Adults are calm, consistent, and understand that children may communicate their feelings in different ways. Children are encouraged to reflect on their behaviour, and understand how to express their emotions appropriately.

The importance of transitions in children's lives

Children and young people experience many transitions throughout their lives, and on a daily basis; transitions from home to school, between classes and teachers, from break time to lessons, or moving from primary to secondary school. Changes in routine are invariably difficult for vulnerable children. We plan transitions carefully to support children to manage these changes effectively.

5. Roles and responsibilities

5.1 The SENDCO

The SENDCO is Olivia Rose email: senco@ide-hill.kent.sch.uk

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

5.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND 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

5.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

5.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy
- Meeting with parents of children on the SEND Register at least 3 times per year (end of Term 1, 3 and 5) to review and set SMART targets through our ILP system

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO, Staff and Governing Body annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility Plan
- Behaviour and Exclusions Policy
- Anti-Bullying Policy
- Complaints Policy
- Equality Scheme
- Child Protection Policy
- Online Safety Policy
- Supporting Children with Medical Conditions
- PSHCE Policy
- Teaching and Learning Policy
- Nurture Policy
- Wellbeing Policy
- Home School Partnership
- Attendance Policy