



Wrestlingworth Infant and Dunton Junior
C of E Schools Federation

Special Educational Needs and
Disability (SEND) Policy

Reviewed by:

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Review Cycle:

Annual

Next Review:

October 2026

“From the smallest seeds grow the biggest trees”

OUR CHRISTIAN VISION

“The kingdom of heaven is like a mustard seed. A man plants the seed in his field. That seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants. It becomes a tree, big enough for the wild birds to come and make nests in its branches.”

Matthew 13:31-32, International Children’s Bible

We believe each child is like a mustard seed, growing and thriving in our Church school family. All children are nurtured here and flourish through our teaching and care. We empower children to seek out the opportunities, responsibilities and experiences of life; children are inspired to be the best that they can be. Everyone is valued and able to grow in the love of God.

Whoever you are, you are welcome here

1. Introduction and Statutory Framework

Our approach to SEND is rooted in the Parable of the Mustard Seed. We provide the rich soil and careful tending required for every child to become a strong tree where others can find shade.

This policy complies with the statutory requirements laid out in the **SEND Code of Practice 0–25 (2015)** and has been written with reference to the following guidance:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- Schools SEN Information Report Regulations (2014)
- Central Bedfordshire Council (CBC) Graduated Approach 5–16 guidance

2. Definitions of SEND

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. We review support across the four broad areas of need:

1. **Communication and Interaction** (e.g., SLCN, ASD)
2. **Cognition and Learning** (e.g., MLD, Dyslexia, Dyscalculia)
3. **Social, Emotional and Mental Health** (e.g., Anxiety, ADHD)
4. **Sensory and/or Physical Needs** (e.g., Visual/Hearing impairment)

3. The Graduated Response

In line with the [CBC Graduated Approach](#), we operate a tiered model of support to ensure early identification and effective intervention.

Level 1: Universal Support (Quality First Teaching)

All pupils are entitled to Quality First Teaching (QFT) and Ordinarily Available Provision (OAP).

- **Learning Support Record (LSR):** If a teacher feels a child is not quite making progress, an LSR is started. This identifies the specific OAP strategies being implemented.
- **Review:** The LSR is reviewed after a minimum of 6 weeks. If progress is still not met, the child may move to Targeted Support.

Level 2: Targeted Support (SEND Support)

When a child's needs require provision that is "additional to or different from" the differentiated curriculum, they are identified as requiring SEND Support.

- **APDR Cycle:** We follow the Assess, Plan, Do, Review cycle.
- **SEND Support Plan:** This single category merges previous SEND 1 and 2 designations. It includes specific targets and may involve outside agency advice.
- **Termly Reviews:** Plans are reviewed in October, February, and May, with a Transition Review in July. We work closely with parents, children, and supporting adults to ensure a 360-degree view of the child.

Level 3: Specialist Support

Children who present with a higher level of need or do not make progress despite intensive SEND Support may require further specialist support or / and an Education, Health and Care Plan (EHCP) needs assessment.

For our SEND Graduated Response Flow Chart see appendix 1

4. Transition

- **Internal:** For pupils moving within the Federation, a transition review is held in July to ensure continuity of care.
- **External:** We facilitate additional visits and early file transfers for pupils moving to Secondary school or joining from Early Years settings.

5. Staff Training and CPD

We ensure all staff are Teachers of SEND.

- The SENDCO identifies training needs based on the school profile.
- Staff receive regular updates on CBC guidance and specific interventions.
- All new teaching staff receive a SEND induction to familiarise them with the Federation's processes.

6. Resources and Funding

The Executive Headteacher and SENDCo manage the Notional SEND budget to fund TAs, specialist resources, and training.

For pupils with complex needs and in receipt of an EHCP, the school may receive for High Needs Funding (Top-Up) from the Local Authority.

7. Evaluating Effectiveness

The Governing Body monitors the impact of this policy through:

- Termly SEND Governor visits (Lauren Hill) to review the SEND register and compliance.
- Data tracking to ensure the gap is closing for SEND learners.
- Parent and Pupil Voice feedback collected during review meetings.

8. Roles and Responsibilities

- **The Class Teacher:** Responsible for the planning and assessment of all pupils. All teachers are teachers of SEND.
- **The SENDCO (Maria Poultney):** Coordinates provision and policy and liaises with external agencies.
- **The SEND Administrator (Karis Gabittas):** Manages the SENDCo emails and day to day communication, is the administrator for SEND referrals and applications to external services
- **The SEND Governor (Lauren Hill):** Maintains an overview of the Federation's provision.

9. Complaints

If parents are unhappy with the provision, they should first speak to the class teacher. If unresolved, they should contact the SENDCo or Headteacher. Formal complaints follow the school's **Complaints Policy**.



SEND Graduated Response Flowchart



Step 1: Initial Concerns

Teacher /parent /carer /pupil expresses concerns around pupil's progress.

Teacher /parent /carer /pupil meet to for initial discussion. Actions agreed which are made available through Quality First Teaching / Ordinarily Available Provision

Teacher put QFT / OAP strategies into place and records on the **Learning Support Record (LSR)** using CBC Graduated Approach. Continue for a minimum of 6 weeks

Review: Has the pupil made expected progress through QFT / OAP strategies?

YES

Carry on with QFT strategies

NO

Step 2: Intervention

Complete CBC One page Profile and begin Assess, Plan, Do, Review (APDR) process

As expected progress hasn't been made, a further meeting is held (SENDCo to be informed/ attend) to discuss more targeted support. A SEND Support Plan is created with specific intervention to target identified areas and increase

Review: Has the pupil made expected progress through intervention?

YES

Carry on with Intervention in place. On-going review to identify when intervention can cease

NO

Step 3: Targeted Support

Complete targeted assessment to identify any specific barriers to learning. Seek external advice if this is needed eg Educational Psychologist, Speech and Language Therapist. Incorporate advice into SEND Support Plan regarding needs identified and provision to be made available. ADPR cycle to be reviewed between 6 and 12 weeks (held at half terms)

Review: Has the pupil made expected progress through targeted support?

YES

Carry on with targeted support. On-going review to identify when targeted support can reduce

NO

Step 4: Complex Support

If expected progress still isn't be made, consideration will be given to **request a statutory EHC needs assessments**. This is a 20 week process from request being made. If an EHC Plan is issued, consideration will be given to the provision which will be most suited to the needs of the pupil.

All reviews to include parent/pupil/school and external professionals as appropriate.