



Denver VC Primary School

SEND Policy

Introduction

As a church school, our values are based on Christian principles, and we have an ethos of hard work and mutual respect.

Our shared Christian vision seeks to recognise whatever is good in each individual through the way we Discover, Value, Celebrate and Praise each other.



Let your light shine (Matthew 5:16)

Our vision is lived out through our exploration of our Christian values: thankfulness, peace, wisdom, hope, tolerance, perseverance, friendship, generosity, justice, compassion, forgiveness and love.

We aim to develop the whole school community, promoting the academic, social, emotional, physical, spiritual, and aesthetic aspects of the individual.

This is the starting point of all our policy writing so that we can encourage all members of our community to 'Let their light shine' surrounded by a safe, enabling and encouraging environment.

Formally adopted by the Governing Board of:	Denver VC Primary School
On:	29 th September 2025
Chair of Governors:	Carole Reich
Last updated:	18 th September 2024

Introduction

At Denver VC Primary we aim to create an inclusive culture where all of our children can participate fully in their learning and achieve success. We offer a broad and balanced curriculum and are committed to creating a learning environment which is flexible enough to meet the needs of each child in our school community. We value high quality teaching for all of our learners, including those identified with SEND (special educational needs and disabilities) and have clear systems in place for the early identification of talents, abilities and barriers to learning.

It is a statutory requirement that schools have a member of staff with designated responsibility for the coordination of SEND provision (SENDCo). At Denver VC Primary School, the SENDCo is Mrs Louise Jones, who is also the Headteacher.

We also have an SENDCo Assistant, Mrs Lorriane Wright.

Our SEND policy 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 SEND

Legislation and guidance

At Denver VC Primary we follow the 2014 SEND Code of Practice to ensure the best outcomes for all children with special educational needs.

This policy and information report is based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following documents:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- Equality Act 2010 [Equality Act 2010](#)
- [Supporting pupils with medical conditions at school - GOV.UK](#)
- School's Safeguarding and Child Protection Policy 2025 (see school website)
- Accessibility Plan [Microsoft Word - Accessibility Policy Spring Term 2025](#)
- [Keeping children safe in education 2025](#)
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- [Teachers' Standards guidance \(publishing.service.gov.uk\)](#)

Definitions

The 2014 Code of Practice defines SEND as follows:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from** or **additional to** that normally available to pupils of the same age.

A pupil 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
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special education provision is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our aims for children with SEND

Our aim is to provide every child with access to a broad and balanced education, with entitlement to the National Curriculum, as specified in the SEND Code of Practice. We are fully committed to equality and take every possible step to ensure that no discrimination occurs. We strive to ensure that any barriers are quickly identified and addressed, making reasonable adjustments so that all children can make progress and achieve.

At Denver VC Primary School we aim to:

- Seek and discover and celebrate what is good in each individual child
- Ensure that every child experiences success in learning and achieves to the highest possible standard
- Value and encourage the contribution of all children to the life of the school
- Develop the self-esteem of every child
- Work in partnership with parents, carers and children
- Work closely with external agencies, where appropriate
- Ensure all staff have access to training and advice to support high quality teaching and learning for all pupils
- Work with the governing body to enable them to fulfil their statutory monitoring role

Identifying Children with SEND and Assessing their Needs

At Denver VC Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND. A child may arrive in school with a particular need already identified or it may be identified in school.

The identification of children with special needs is a whole school responsibility. It is the class teacher's job to plan, teach and assess the day-to-day lessons taking into account the wide range of abilities, aptitudes and interests of the class. The majority of children will make progress within these arrangements.

When a child does not make sufficient progress, within the regular differentiation of the class, or appears to be experiencing difficulty, a discussion will take place between the class teacher and the SENDCo.

It is important to remember that slow progress and low attainment will not automatically mean a child has a special educational need.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If a need is identified, with parental permission, the child will be entered onto the Special Educational Needs and Disabilities Register and a Support Plan started. Support plans follow the graduated approach of assess, plan, do and review:

- **Assess** – this means using relevant information about the child's development and progress at home and at school, with involvement from external services as needed
- **Plan** – this involves parents, teachers and pupils in planning provision that will help them overcome their barriers to learning
- **Do** – this refers to the implementation of the agreed plan
- **Review** – the final stage of the process evaluates the impact of the provision.

An INDES (Identification of Needs Descriptor in Educational Settings) form will also be completed. INDES are a framework of standardised terms, co-produced and facilitated by the Inclusion and SEND team, breaking down the broad areas of SEND into seven specific sections which describe need:

- Physical disability (including physical and neurological impairment, medical, independence and sensory)
- Deafness

- Visual impairment
- Speech and language
- Social communication and interaction
- Social, emotional and mental health
- Learning and cognition difficulties (including behaviour for learning)

When identifying a child or young person's needs as part of the assess, plan, do, review process, we use statements within the above that best describe presentation of need from typically developing to complex.

The use of INDES means educational settings and all other SEND professionals in Norfolk use a common language and terms of reference which give an "at-a-glance" high context presentation of need.

Where a child's needs require additional support beyond what is usually available and funded within the school's existing budget, the school may apply for an Education and Healthcare Plan. Sometimes, this is already in place when a child reaches statutory school age. This Plan will articulate how best the additional funding will be utilised to support the child to attend mainstream school.

Monitoring and Reviewing Progress

Once implemented, the plan for a child with SEND will be monitored, reviewed and revised in consultation with parents/carers. The review process will take place each term. Often this is successful in ensuring that the child is making appropriate progress, however if this is unsuccessful, we will seek advice from relevant outside agencies and integrate more specialised interventions recommended to us. The child will be central to developing and understanding their plan, as appropriate for their age.

The INDES will also be updated each year.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

Working with outside agencies

For some children we may want to seek advice from specialist teams. We have access to services provided by Norfolk County Council which are described in the Local Offer. We engage with termly Team Around the School (TAS) meetings to discuss children's needs with a range of professionals. We regularly work with speech therapists, occupational therapists and social care bodies. We buy into other support as required from the Educational Psychology Service, Dyslexia Outreach or Specialist Resource Bases.

Funding and Resources

All pupils with SEND will have access to additional support from the school's budget and core funding (elements 1 and 2), which will be used to provide additional equipment, facilities and support. The allocation of these additional resources is prioritised according to need.

Additional funding (Element 3 Funding), sometimes referred to as 'top-up' funding, is the funding required over and above the core funding (elements 1 and 2) that a school receives to enable a pupil with high needs to participate in education and learning.

Through a Graduated Provision Map (GPM), schools are asked to identify provision across three categories: Universal provision (available to all as needed, i.e. ordinarily available provision), Targeted provision (small group interventions and the support that would be expected to be funded from Element 2 funding either for children and young people identified as having SEN support needs or with an EHCP) and Enhanced provision (bespoke provisions for a small number of children and young people with the highest levels of SEN).

The Local Authority uses a relationships-based approach with schools that links needs assessment (Identification of Needs Descriptors in Education Settings, INDES), the school's Graduated Provision Map (GPM), self-evaluation of a setting's preparedness to meet need (Inclusion and Provision Self-Evaluation Framework, IPSEF), and 'assess, plan, do, review' approach to child-level provision. Funding is considered for the whole school, considering particular cohorts and individuals within the school, to ensure that schools are adequately and appropriately funded to meet the needs of children with high-level SEND.

The school will work with parents at all times to make the most appropriate use of funding and seek further support if necessary.

Expertise and Training of Staff

Our SENDCo has experience in this role and holds the National Award for SEN Coordination. Teachers have experience of many different types of special educational needs, and we have a SENDCo Assistant and team of teaching assistants who are trained to deliver SEND provision. Training is linked to the needs of specific children.

Admission Arrangements

The admission arrangements for pupils with SEND are set out in legislation. In Norfolk, the admissions arrangements are set out on the county website [School admissions - Norfolk County Council](#). Parents are encouraged to discuss their child's needs with the Headteacher when visiting the school and applying for admission.

Support for Parents

At Denver VC Primary School we foster close working relationships with parents and carers in order to ensure children receive early and accurate identification and assessment of SEND, leading to appropriate intervention and provision and support to make social, personal and academic progress. Where specific advice, guidance and support are required, the SENDCo may signpost parents of pupils with SEND to other services locally.

By law, all Local Authorities must publish their SEND Local Offer. The Norfolk Local Offer brings together information that is helpful to children and young people with special educational needs and/or disabilities (SEND) and their families. Information on Norfolk's Local Offer can be found on the following website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

The Norfolk SEND Partnership Information, Advice and Support Service (SENDIASS) provides free and impartial information, advice and support about special educational needs and disabilities (SEND) for children, young people, parents and carers. Information on the Norfolk SEND Partnership Information, Advice and Support Service can be found at:

<https://www.norfolksendpartnershiassi.org.uk>

Roles and Responsibilities

The SENDCo

The SENDCo is Louise Jones, who is also the Headteacher. Our SENDCo Assistant, Lorraine Wright, supports the role of the SENDCo.

They will:

- Work with the 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 SEN 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the governing body 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
- Provide the governing body with timely and accurate evaluations of the effectiveness of SEND provision

The SEND Governor

All schools should have an appointed governor for SEND. The SEND governor for Denver VC Primary is Mrs Janet Wilde. The SEND governor is the link between the governing body and the school in relation to children with SEND. The SEND governor will:

- Know how the school identifies children with SEND
- Know how many children in the school have SEND
- Ensure that inclusive provision is made for pupils who have SEND
- Know how money is allocated for SEND and how it is spent
- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Develop and monitor the policy

- Work with the Headteacher/SENDCo/SENDCo Assistant to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher will:

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- Setting suitable learning challenges
- Ensuring that work matches the ability of all children and enables them to make good progress
- Managing pastoral care
- Ensuring their classroom is an inclusive environment for all learners
- Monitoring 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

Evaluating the Effectiveness of our provision.

Senior Leaders in school closely monitor outcomes for all children and for those with special educational needs. School data is scrutinised and areas for staff development are identified.

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

- Reviewing pupils' individual progress
- Reviewing the impact of interventions
- Monitoring by the SENDCo

- Using provision maps to measure progress
- Holding annual reviews for children with EHC plans

We ensure that children with SEND have the same opportunities as other children and take their needs into account when planning school visits, clubs and special events. No child is ever excluded from taking part in these activities because of their SEN or disability.

Concerns or complaints

Parents who have a concern about their child or the school's provision for their special education need should speak to the school's SENDCo. Usually this will be sufficient in solving any problems. The school's complaints procedure is also available on the school's website:

[Microsoft Word - Complaints Procedure Spring Term 2025](#)

Related policies

The following policies are also relevant to children with SEND;

- SEN Information Report
- Admissions
- Accessibility
- Safeguarding and Child Protection
- Equalities
- Policy for pupils with medical needs
- Teaching and learning

Contacts

The SENDCo is **Mrs Louise Jones**, who is also the Headteacher.

Assistant SENDCo: **Mrs Lorraine Wright**

SEND Governor: **Mrs Janet Wilde**

Chair of Governors: **Mrs Carole Reich**

SLT Mental Health Lead: **Mrs Louise Jones**

Mental Health Champions: **Mrs Louise Jones** and **Mr Ashley Cawley**

Contact for the above:

Denver School Office: 01366 383272 or office@denver.norfolk.sch.uk

This policy will be reviewed by the SENDCo, Louise Jones, and updated annually.