



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:	12 th October 2026
Chair of Governors:	Carole Reich
Last updated:	29 th September 2025

Introduction

At Denver VC Primary School, we aim to create an inclusive culture where all 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 that is flexible enough to meet the needs of each child in our school community. We value high-quality teaching for all learners, including those identified with Special Educational Needs and Disabilities (SEND), and have clear systems in place for the early identification of talents, abilities and barriers to learning.

We believe that every child is unique and valued. We are committed to ensuring that pupils with SEND are fully included in all aspects of school life and have the same opportunities as their peers to achieve, participate and flourish. We recognise that high aspirations, strong relationships and quality first teaching are central to successful outcomes for children with SEND.

At Denver VC Primary School, we believe that pupils with SEND are first and foremost children with strengths, interests and aspirations. Our approach focuses on identifying and removing barriers to learning whilst enabling every child to achieve, belong and flourish within our inclusive school community.

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 a SENDCo Assistant, Mrs Lorraine Wright.

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Legislation and Guidance

At Denver VC Primary School, we follow the SEND Code of Practice (2015) [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and relevant statutory guidance to ensure the best outcomes for all children with special educational needs and disabilities.

This policy should be read alongside:

- Children and Families Act 2014 [Part 3 of the Children and Families Act 2014](#),
- Equality Act 2010 [Equality Act 2010](#)
- Supporting Pupils with Medical Conditions at School [Supporting pupils with medical conditions at school - GOV.UK](#)
- Keeping Children Safe in Education 2026 [Keeping children safe in education 2026: September 2026](#)
- The Special Educational Needs and Disability Regulations 2014 [The Special Educational Needs and Disability Regulations 2014](#),
- Teachers' Standards [Teachers' Standards guidance \(publishing.service.gov.uk\)](#)

Definitions

A pupil has SEND where their learning difficulty or disability calls for special educational provision that is **additional to**, or **different from**, 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
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age.

Special educational provision is educational provision that is additional to, or different from, that made generally for children of the same age in 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 are taught.

Our Aims for Children with SEND

Our aim is to provide every child with access to a broad and balanced education, including the National Curriculum, whilst ensuring barriers to learning are identified and addressed promptly.

At Denver VC Primary School we aim to:

- Seek, discover and celebrate what is good in each individual child.
- Ensure every child experiences success and achieves their highest possible standard.
- Value and encourage the contribution of all children to school life.
- Develop the self-esteem and confidence of every child.
- Work in partnership with parents, carers and pupils.
- Work closely with external agencies where appropriate.
- Ensure all staff receive appropriate training and support.
- Promote independence, resilience and wellbeing.
- Work with governors to fulfil statutory responsibilities.
- Ensure all children are included and able to participate fully in school life.

Identifying Children with SEND and Assessing their Needs

At Denver VC Primary School, we are committed to ensuring all learners have access to all learning opportunities. Only children whose learning difficulties require special educational provision will be identified as having SEND.

The identification of SEND is a whole-school responsibility. Class teachers are responsible for planning, teaching and assessing learning to meet the needs of all pupils. Most children make progress through high-quality adaptive teaching.

Where concerns arise, discussions take place between the class teacher, SENDCo and parents.

It is important to remember that slow progress and low attainment do not automatically mean a child has SEND.

Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These broad areas provide an overview of needs and do not determine the support provided. Individual needs are assessed on a case-by-case basis.

The school recognises that attendance difficulties, English as an Additional Language (EAL), disadvantage, Pupil Premium eligibility, or looked-after status do not in themselves constitute SEND, although they may impact upon attainment and progress.

When deciding whether special educational provision is required, we will consider:

- The child's progress and attainment
- The views of parents and carers
- The views of the child
- Professional assessments and observations
- Relevant information from outside agencies

Where SEND is identified, a Support Plan will be developed using the graduated approach:

Assess - Gathering information about progress, strengths, needs and barriers to learning.

Plan - Agreeing outcomes, support and provision with staff, parents and the pupil.

Do - Implementing the agreed provision.

Review - Evaluating the impact of support and identifying next steps.

This cycle is ongoing and ensures provision remains responsive to changing needs.

Pupil Voice

We are committed to ensuring children with SEND are involved in decisions about their education. Their views will be sought through:

- Support plan reviews
- Annual reviews
- Individual discussions
- Classroom practice
- Transition planning

This will be undertaken in ways that are appropriate to the child's age and communication needs.

Norfolk INDES Framework

The school uses Norfolk's Identification of Needs Descriptors in Educational Settings (INDES) framework to describe and assess need consistently. This enables professionals and educational settings to use a shared language when identifying needs and planning provision.

Where a child's needs are significantly greater than those ordinarily available within the school's resources, the school may request an Education, Health and Care Needs Assessment.

Monitoring and Reviewing Progress

Once implemented, support plans are reviewed termly in partnership with parents and carers. Children are central to this process and will contribute wherever appropriate. The effectiveness of provision is reviewed regularly and amended where necessary.

Annual reviews are held for all pupils with an Education, Health and Care Plan (EHCP).

The INDES assessment is updated annually.

All staff working with SEND pupils are made aware of:

- Individual needs
- Desired outcomes
- Support provided
- Teaching strategies
- Reasonable adjustments

Supporting Transitions

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

We work closely with families, previous settings and receiving schools to ensure transitions are carefully planned.

Support may include:

- Additional visits and transition sessions
- Visual supports and social stories
- Meetings with families
- Sharing SEND records and support plans
- Enhanced transition arrangements between classes
- Preparation for secondary education

Our aim is to ensure every child feels safe, confident and ready for their next stage of learning.

Working with outside agencies

Where appropriate, we seek advice and support from external professionals.

We access support through:

- Team Around the School (TAS) meetings
- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Health services
- Social Care
- Dyslexia Outreach
- Specialist Resource Bases
- SEND and Inclusion Services

Emotional Wellbeing and Mental Health

We recognise the close relationship between SEND, wellbeing and mental health.

We provide graduated support for children experiencing social, emotional and mental health difficulties.

Support may include:

- Emotional Literacy Support Assistant (ELSA) provision
- Zones of Regulation approaches
- Pastoral support
- Reasonable classroom adjustments
- Small group interventions
- Liaison with health professionals and specialist services

Our aim is to develop resilience, emotional wellbeing and positive engagement with learning.

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 works closely with parents to ensure funding is used effectively to meet pupils' needs and seeks further support if necessary.

Accessibility

Denver VC Primary School is committed to improving access to:

- The curriculum
- The physical environment
- Written information

Further details are available within the school's Accessibility Plan.

We are committed to making reasonable adjustments so that pupils with disabilities are not disadvantaged.

Expertise and Training of Staff

Our SENDCo has experience in this role holds the National Award for SEN Coordination. Our SENDCo Assistant, Mrs Wright, also holds the National Award for SEN Coordination. Mrs Blount is a trained ELSA (Emotional Literacy Support Assistant).

Teachers and support staff are trained to deliver SEND provision. Training is linked to the needs of specific children.

Staff regularly access training and professional development linked to:

- Identified pupil needs
- Evidence-based interventions
- Inclusion and adaptive teaching
- Neurodiversity
- Speech and language development
- Social, emotional and mental health

Training needs are reviewed regularly.

Admission Arrangements

Pupils with SEND are admitted in line with Norfolk County Council admissions arrangements [School admissions - Norfolk County Council](#)

The school welcomes opportunities to meet with families before admission to discuss individual needs and support arrangements.

Support for Parents

We value strong partnerships with parents and carers and recognise their crucial role in supporting children's learning and development.

We encourage regular communication between home and school.

Parents may access additional support through:

Norfolk Local Offer

The Norfolk Local 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 here:

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

Norfolk SENDIASS

The Norfolk SEND Partnership Information, Advice and Support Service (SENDIASS) provides free, impartial information, advice and support 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 Mrs Louise Jones.

The SENDCo Assistant is Mrs Lorraine Wright.

Responsibilities include:

- Strategic leadership of SEND provision.
- Working with the SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Day-to-day management of SEND.
- Supporting staff.
- 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.
- Liaising with families and external agencies.
- Monitoring provision and outcomes.
- Ensuring records are maintained.
- Supporting transition arrangements.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Being the point of contact for external agencies, especially the local authority and its support services.
- Working 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
- Providing 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.

Responsibilities include:

- Monitoring the effectiveness of SEND provision.
- Supporting strategic development.
- Providing challenge and accountability.
- Reporting to the governing body.
- Develop and monitor the policy

The Headteacher

The Headteacher, Louise Jones, has overall responsibility for SEND provision and progress across the school.

Class teachers

Class teachers are responsible for:

- High-quality teaching for all pupils.
- Planning appropriate provision.
- 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 of every pupil in their class.
- Implementing support plans.
- Working closely with support staff or external agencies 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.
- Maintaining communication with parents.
- Ensuring they follow this SEND policy.

Evaluating the Effectiveness of our provision.

Senior leaders monitor outcomes for all pupils, including those with SEND.

We evaluate provision through:

- Individual pupil progress and attainment
- Intervention reviews
- Teacher assessments
- Provision maps
- Learning walks and monitoring activities
- Book scrutiny
- Attendance and behaviour information
- Parent voice
- Pupil voice
- SENDCo monitoring
- Annual reviews
- Governor monitoring

We ensure that children with SEND have equal access to:

- Educational visits
- Clubs
- Sporting events
- Residential experiences
- Enrichment activities

No pupil will be unfairly excluded from participation because of SEND or disability.

Concerns or complaints

Parents who have concerns regarding their child's special educational needs should initially contact the SENDCo.

Most concerns can be resolved through discussion and partnership working.

Where concerns remain, parents may follow the school's Complaints Procedure.

[Microsoft Word - Complaints Procedure Spring Term 2026](#)

Parents may also seek independent advice and support from Norfolk SEND Partnership Information, Advice and Support Service (SENDIASS), which provides confidential, impartial guidance on SEND matters.

Related policies

The following policies, all of which can be found on the school website [Denver VC Primary School - 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**

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This policy will be reviewed annually by the SENDCo and governing body or sooner if changes in legislation or guidance require it.