



**Salehurst Church of England Primary School
&
Staplecross Methodist Controlled Primary School**

Special Educational Needs & Disabilities (SEND) Policy

Date policy adopted by The Bridge Federation: February 2026

Review date: February 2027

.....

Shared Vision & Ethos

Guided by our Christian and Methodist values, we believe that every child is precious and unique, created in the image of God. Our guiding principles are:

“Let all that you do be done in love” (1 Corinthians 16:14)

“Do all the good you can.” - John Wesley

These beliefs underpin everything we do, shaping our SEND provision so that all children experience dignity, compassion and belonging. We believe that *what is good for children with SEND is good for all children* - inclusive practice benefits everyone.

This policy sets out how The Bridge Federation (Salehurst CE and Staplecross MCP) identifies, assesses and provides for pupils with SEND, ensuring:

- Early identification and timely support.
- A strong focus on emotional wellbeing and relational practice as the foundation for learning.
- Parent and pupil voice at the heart of planning and reviewing provision.
- Clear, consistent practice across both schools, rooted in our shared ethos.

We work in line with:

- The Children and Families Act 2014
- SEND Code of Practice 2015
- Equality Act 2010
- Supporting Pupils with Medical Conditions (2014)
- Our Federation policies for Behaviour and Relationships, Safeguarding, Accessibility and Equality

What is SEND?

A child has SEND if they have a learning difficulty or disability that requires provision that is additional to, or different from, what is normally available. We respond to needs in the four broad areas:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health (SEMH)
- Sensory & Physical

Early Identification & Graduated Response

We adopt an Assess-Plan-Do-Review cycle. Teachers observe and assess all pupils, discuss concerns with parents early and take action when needed.

1. **Quality First Teaching (QFT):** Inclusive classroom practice with adaptations where needed.
2. **Student Support Profile - Monitoring - Inclusion Register:** Short-term interventions, identified universally available provision, co-produced with parent voice.
3. **Targeted Support - Additional Needs Plans - Inclusion Register:** Ongoing support reviewed x3 per year as part of the Assess, Plan, Do, Review cycle.
4. **Specialist & Statutory Support:** Involvement of external agencies or EHC Plan where necessary.

Wave 1 Provision: Quality First Teaching

At The Bridge Federation, we are committed to inclusive, high-quality teaching that benefits all learners. Wave 1 Provision (Quality First Teaching) is the first level of support and is carefully planned to ensure that lessons are accessible to every child.

Our approach includes:

Inclusive Learning Approaches

- Teaching incorporates a variety of learning styles: visual, auditory, written, spoken and kinaesthetic.
- Activities and listening tasks are broken up with opportunities for movement and kinaesthetic engagement.
- Children have regular breaks from auditory learning to engage with a different type of task, supporting attention and retention.
- Understanding is demonstrated in a variety of ways, reflecting the diverse strengths of our learners.

Lesson Structure & Planning

- Instructions are given in small chunks, supported by visual cues.
- Lessons follow a clear structure with learning objectives presented both orally and visually.
- Learning is broken down into small, manageable steps with regular check-ins to monitor understanding.
- Pupils are taught in a range of groupings, and where possible, in smaller-than-average groups to maximise learning opportunities.
- Additional adults support the class teacher strategically to ensure all pupils can access the lesson.
- Lessons are carefully planned to be accessible for all students, with scaffolding in place as needed.

Expectations & Understanding

- Pupils are made clear about what is expected of them, with direct, explicit instructions and modelling of activities by teachers.
- Understanding is checked regularly by asking pupils to explain what they are learning or what they need to do.

The curriculum and classroom are designed to be vocabulary-rich, fostering language development and confident communication. Wave 1 Provision ensures that all children, including those with SEND, receive high-quality teaching that is engaging, accessible, and responsive to their individual needs.

Classroom Environment & Organisation

Our classrooms and learning spaces are carefully organised to support all learners, including those with SEND:

- Classrooms are tidy, with a clear place for all resources and equipment.
- Labels, including Widgit picture symbols, are used throughout to support understanding and independence.
- Visual prompts, posters and other cues are displayed to reinforce important information, classroom rules and routines.
 - Visual timetables are available in all classrooms. These are:
 - Spoken through with the class at the start of the day.
 - Referred to throughout the day, using arrows, pegs, or pictures to show progress.
 - Updated and discussed at the end of the day to prepare children for the following day.

These strategies help pupils feel secure, understand routines and access learning independently.

Assessment & Feedback

Assessment is integral to learning and informs planning for all pupils, including those with SEND:

- Praise is specific and targeted, highlighting exactly what a child has done well.
- Teachers provide immediate, constructive feedback, addressing misconceptions promptly.
- Any corrective feedback is given in a supportive and constructive manner.
- Assessment is used to evaluate learning, track progress, and identify areas for additional support.
- Targeted interventions are planned based on assessment, regularly monitored, and adjusted to ensure impact.

This approach ensures that pupils' strengths are recognised, areas for development are addressed and learning remains accessible and engaging for all.

Therapeutic Approach & Emotional Wellbeing

We know that children learn best when they feel safe, understood and regulated. Our approach includes:

- Recognising behaviour as communication.
- Zones of Regulation and nurture/ELSA groups.
- Calm and safe spaces for regulation.
- Staff training on emotional literacy and mental health.
- Working with families to support consistency at home and school.

We gather pupil and parent voice to check how supported children feel and to adapt provision accordingly. Success is measured in both academic progress and children's confidence, resilience and readiness to learn.

Partnership with Parents & Pupils

Parent and pupil voice is central to all planning. We:

- Actively seek pupil views about what helps them learn and feel safe.
- Hold parents consultations for all parents and where needed share Student Support Profiles and Additional Needs Plans, targets and strategies to support children.
- Use Student Support Profiles and Additional Needs Plans to capture strengths, challenges, and strategies.
- Provide regular opportunities for parents to give feedback on provision.
- Encourage parental engagement through forums including Coffee Mornings, support groups and opportunities to share parent voice.

This collaborative planning strengthens the impact of support, recognising that parents know their children best.

Roles & Responsibilities

Role	Key Responsibilities
Headteachers	Ensure strategic leadership, resource allocation and training.
SENCOs	Coordinate provision, maintain SEND register, oversee reviews, gather and use parent/pupil voice, liaise with external professionals, write and oversee Additional Needs Plans Targeted (ANPT), deliver training to Staff.
Class Teachers	Deliver Quality First Teaching, adapt curriculum, set personalised targets through Student Support Profiles (SSP) and Additional Need Plans (ANP), share with parents and pupils, track progress, plan, deliver and oversee interventions.
Teaching Assistants	Deliver targeted interventions, support pupils in class, feedback to Teachers and SENDCO, listen and act upon pupil voice.
Parents/Carers	Share insights about their child, work in partnership with the school, support learning at home.
Pupils	Share their views, participate in setting their own goals, reflect on what helps them learn.
Governors	Monitor SEND provision, ensure statutory duties are met, challenge and support leadership.

Transitions

At the end of the academic year, we plan transitions carefully by planning class-to-class handover meetings, familiarisation visits (move up sessions) for pupils and share Additional Needs Plans and Student Support Profiles with new staff.

Collaboration with local Nurseries, Secondary Schools, Alternative Provisions, Special Schools and external services for smooth transition into a new setting.

Monitoring & Evaluation

We review the impact of SEND provision through pupil progress data and samples of learning. The SENDCO and other members of the Senior Leadership Team are involved in the monitoring of SEND to ensure quality and consistency. Wellbeing indicators (attendance, behaviour logs, pupil surveys) alongside parent and pupil feedback which is gathered across the academic year. Governor monitoring visits and reports are part of the monitoring cycle overseen by The Bridge Federation.

Resources & Staff Development

Any SEND funding the School receives is used to provide evidence-based interventions and specialist resources as advised on an individual basis by external agencies such as CLASS, TASS, Speech and Language, Occupational Therapy and the Educational Psychology Service. We train staff in inclusive practice and therapeutic approaches. As part of our Staff training, we plan for collaboration time for

teachers and TAs in both schools and across the Bridge Federation. Depending on need, we are able to offer a wide range of intervention including (not not limited to) Sensory Circuits, ELSA, Jump Ahead, Stareway to Spelling, Nessy and Numberstacks.

Review

This policy is reviewed annually with contributions from staff, governors, parents, and pupils to ensure it reflects best practice and the needs of our school community.

Salehurst Church of England Primary School	Staplecross Methodist Church of England Primary
Headteacher: _____	Headteacher: _____
SENDCO: _____	SENDCO: _____
Date: _____	Date: _____