

This should be considered alongside Excalibur Academies Trust SEND policy which is found at www.excalibur.org.uk

Our Vision

“Let Your Light Shine”

We take our vision from the candle that we light at the start of each collective worship as it represents the school being a beacon within the community. Through great education and guidance, we are lighting the pathway in life and the light of Gods’ love.

Our Bible Verse - Matthew 5:14 - 16

¹⁴ “You are the light of the world. A town built on a hill cannot be hidden. ¹⁵ Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. ¹⁶ In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

1. Roles and responsibilities 1.1

The SENDCo : Naomi Stapley

The SENDCo will:

- Work with the Principal 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 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.

1.2 The SEND governor: Ruth Honey

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

1.3 The Principal: Maria Cupit

The Principal 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.

1.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class including those with SEND.
- Working closely with 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.

2. SEND information

2.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

In admitting pupils with special educational needs, we would expect to have informative discussions with the pupil's family and the local authority to ascertain the suitability of our provision. We recognise that, initially, it is the responsibility of the school to make provision for a pupil with special educational needs through the school's devolved SEND budget.

Thereafter, we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs are significant, severe or profound – to the extent that it could be argued that they would be most appropriately taught elsewhere. However, we do not rule

this out and make a careful assessment of the needs of each pupil in constructive conversation with parents, carers and other agencies.

2.2 Identifying pupils with SEND and assessing their needs

At Lambourn C of E Primary School, pupils with special educational needs are identified in a holistic way. Firstly, all documentation and information from receiving schools and Early Years Providers is scrutinised for evidence of any pre-existing special educational needs, for example, SLCN (Speech, Language and Communication Needs). This information is shared with the SENDCo and the class teacher to ensure that appropriate provision is put in place when the child is admitted.

Once pupils are attending the school, the identification of their needs and provision can be considered as falling under four broad areas, outlined below. However, we are constantly mindful that children's needs can be complex and cover more than one of the four areas of need identified in the Code of Practice:

1. Cognition and Learning

- Characterised by difficulties in learning, meaning that some children learn at a slower rate than their peers, even with appropriate differentiation.
- Finding learning significantly more difficult than other children of their age □
Specific learning difficulties.

2. Communication and Interaction

- Characterised by difficulties in understanding the language that other people have used when speaking to them (receptive language).
Difficulties in using appropriate language to communicate with others (expressive language).
- Autistic Spectrum Disorders.

3. Social, Emotional and Mental Health Difficulties

- Characterised by children whose special educational needs may have had an impact on their behaviour and/or well-being in school.
- Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or Physical Needs

- Includes pupils who are visually impaired (VI), hearing impaired (HI) or with multi-sensory impairment (MSI).
- Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

We place great importance on identifying SEND early so that we can help children as soon as possible. The identification of children who are having difficulty with their learning is done in the first instance by class teachers. Teachers are responsible for providing Quality First Teaching which is adapted to meet the needs of all learners. The SENDCo may strategically support colleagues, but the fundamental responsibility (including the effective deployment of support staff) rests with class teachers. As the revised Qualified Teacher Standards implies: 'Every teacher is a teacher of SEND'.

2.3 Consulting and involving pupils and parents

At Lambourn CofE Primary School we work hard to develop a strong partnership with parents and carers. The school recognises that parents and carers have a unique insight to and overview of their child's abilities, strengths and needs and how best to support them. The sharing of this information is critical to success in supporting the child's learning and development at school.

It is also essential that the pupil has a voice in the process and is given the opportunity to express how they feel about their learning experience and how we might help them to meet their needs. This is done in a variety of ways depending on the ability and age of the pupil.

If parents or carers are concerned that their child may have special educational needs, they should first discuss their concerns with the class teacher. If the concern persists, the class teacher will arrange a meeting with the school's SENDCo. In the event that your child has confirmed special educational needs, the SENDCo will work with the class teacher to devise a plan of action, including the involvement of outside agencies where this is required.

2.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil,
 - Their previous progress, attainment or behaviour,
 - The individual's development in comparison to their peers and national data,
 - The views and experience of parents,
 - The pupil's own views,
- Advice from external support services, when relevant.

The assessment will be reviewed regularly.

Teachers and support staff who work with the pupil 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 pupil's progress.

2.5 Supporting pupils moving between phases

For those students joining us from other Primary settings we will have a thorough transition process to ensure they settle into Lambourn Primary easily and happily. This will include:

- All new pupils then have the opportunity to visit the school, have a tour and gain an insight into what life at Lambourn will be like,
- Parents will be given the opportunity to discuss their child's needs with the principal and/or the SENDCo
- Support materials such as maps, photographs and social stories can be provided where needed,

For those students who leave us to move to another school midway through the primary phase we pass on the school records to the new school. If a child is a SEND student we also:

- Pass on additional SEND records to the new school including passports and/or Education Health and Care Plans,
- Liaise with the SENDCo of the new school to share information,
- If needed, we can carry out transition work in preparation for the move such as maps or photographs of the new school and/or social stories,
- Both settings are invited to transition reviews of a child with an EHC plan and a transition plan is established as part of this meeting.

For those students leaving at the end of year 6 to join their secondary schools of choice, a thorough transition programme is in place in conjunction with the secondary settings. Children get the opportunity to visit their new schools and most schools offer additional transition visits for SEND pupils.

2.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This is then adapted for individual pupils.

Teaching assistants work in class alongside the teachers to support students as needed and also deliver intervention programmes that address specific gaps in children's learning.

Below are a list of the interventions that we offer as a school:

Precision Teaching, Pre Teaching, ELSA, Pastoral support, PiXL Maths and Writing support, Herts4Learning (Reading support), Read Write Inc Phonics, Fine Motor Skills support, SNIP Spelling, WellComm, Catch Up Reading, Toe by Toe and Plus 2 Maths.

2.7 Adaptations to the curriculum and learning environment

Our aim is to ensure all students are able to access the learning in class alongside their peers. In order to do so, some adaptations have to be made to ensure all students can access the learning. For example:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style and content of the lesson, etc.
- Providing resources and staffing to scaffold and support the learning.
- Individualised timetables.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. Allowing sensory breaks when needed.

2.8 Additional support for learning

At Lambourn C of E Primary School we believe that your child's learning needs will first be met through the quality first teaching delivered by their teacher. We carefully plan our curriculum to match the age, ability and needs of all pupils. The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability by adopting a range of strategies and resources and adapting the learning outcomes to meet your child's needs.

Under-achieving pupils will not be placed on the register of pupils being offered additional SEND support (but their progress will be closely monitored). Interventions for pupils on the SEND register will be identified and tracked by the SENDCo, in conjunction with the class teacher. It may be decided that a very small number of the pupils on the SEND register will require additional High Needs funding, for which an application will be made to the Local Authority, to ensure their underlying special educational need is being addressed.

Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning. The school receives external support to plan for individual pupils' needs to enable them to access the curriculum. External providers are listed below

Cognition and Learning	Communication and interaction	Social, mental and Emotional Health	Sensory and/or physical health
<ul style="list-style-type: none"> • LA SEND support team • Cognition and Learning Team 	<ul style="list-style-type: none"> • Speech and Language Therapy Team 	<ul style="list-style-type: none"> • Educational Psychologist 	<ul style="list-style-type: none"> • Visual Impairment services
<ul style="list-style-type: none"> • Dyslexia Association Paediatrician 	<ul style="list-style-type: none"> • ASD advisory teacher • Educational Psychologist • Paediatrician 	<ul style="list-style-type: none"> • Time to Talk counsellors • CAMHS • Mental Health Support Team • Emotional Health Triage • School nurse • Hungerford Family Hub 	<ul style="list-style-type: none"> • Hearing Impairment Services • Mobility Support • Occupational Therapist • Physiotherapist • Riding for Disabled • Paediatrician

Lambourn C of E Primary School regularly reviews its Accessibility Plan to ensure that all pupils have the fullest access to the curriculum and the school site as possible.

2.9 Expertise and training of staff

At Lambourn C of E Primary School we believe that your child's learning needs will first be met through Quality First Teaching delivered by the class teacher. This is supported in school by the SENDCo.

Our SENDCO has 12 years' experience as a teacher including 4 years' experience as a SENDCo. She has worked at Lambourn since September 2022.

She is allocated four days each week to manage SEND provision at Lambourn.

There is a team of seven Teaching Assistants, three of whom are Higher Level Teaching Assistants who support teachers in class and lead intervention programmes. We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with additional needs.

In the academic year 2025 – 2026 we are working on our strategies for inclusive teaching within the classroom, specifically developing resilience and promoting independence.

2.10 Securing equipment and facilities

All academy trust schools have a delegated budget for children with additional SEND and this is used for providing effective provision for individual children. The SENDCo and school Principal will work to allocate resources and deploy members of staff according to need. The resources will be evaluated

during review meetings and modified to ensure effective support is maintained to maximise the learning and progress for individuals. The SENDCo will apply for additional funding to support children with complex needs through statutory assessment or the annual review meeting. Tracking progress on a regular basis will ensure the provision matches the need.

2.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term,
- Reviewing the impact of interventions each term,
- Observing and monitoring by the SENDCO,
- Discussions with teaching staff,
- Using provision maps to measure progress,
- Holding annual reviews for pupils with EHC plans,

A child in receipt of an intervention programme will be given an Outcomes grid which will have SMART goals to work towards throughout the term. If however, we feel that their needs are greater and we need additional support with the intention of applying for an EHCP, the child will be given a Support and Achievement Plan (SAP). These plans will be agreed with the pupil and parents and reviewed termly. The Support and Achievement Plan details the package of SEND support that is available for any pupil on the SEND register. Outcome grids will be time limited. They are designed to record, track and monitor the effectiveness of SEND provisions for individual children. They are intended to work as a tool for staff to assess the impact of the interventions and give regular opportunities to assess, review and alter the provision to ensure that children have the right level of support to make the expected levels of progress.

2.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in extracurricular activities such as sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND. Potential adaptations may be made, such as:

- Accessible transport,
- Liaising with venues to ensure they have an accessibility plan that works for our pupils,
- Ensuring all after school clubs are accessible to all.

2.13 Support for improving emotional and social development

At Lambourn our priority is to support the wellbeing of our students.

To learn successfully, pupils need to be relaxed, alert and motivated. In addition to this they need to feel safe, secure and cared for. It is important then that pupils who struggle academically, access experiences and opportunities that enable them to succeed in other areas of school life, such as sport, art, drama and music.

We provide support for pupils to improve their emotional and social development and improve self-esteem in the following ways:

- We are a trauma informed trained school and were part of the West Berkshire Mental Health and Trauma Informed Training Pilot (2024 – 2025)
- All pupils have the opportunity to be part of the school council
- We have a zero tolerance approach to bullying
- Intervention programmes are in place for those students who have communication and interaction difficulties
- We have an Emotional Health Support Assistant (ELSA).
- We work closely with several outside agencies who provide counselling and emotional support. (see above)

2.14 Working with other agencies

We work closely with external agencies to ensure we are providing the best possible provision for our SEND students and support for their families.

- The SENDCo refers students for whom we seek support and guidance from external agencies,
- We refer to agencies who carry out assessments to form pupil profiles,
- We also refer students to CAMHs for ASD and ADHD diagnosis,
- We source provision provided by national and local charities when needed,
- We seek funding from the Therapeutic Thinking Team when possible.

2.15 Contact details for raising concerns

Please contact the school office on **01488 71479** if you have concerns about your child and they will put you in through to the SENDCo if needed.

2.16 Complaints about SEND provision

Where you wish to make a complaint, we ask that you initially speak with your child's teacher and/or the SENDCo, if this is appropriate. They may be able to address your concerns. If this is not a course of action open to you, then you should talk with the Head teacher or consult the school's Complaints Policy on our school's website

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

It is recommended that parents contact SENDIAS who can provide independent support and advice.

2.17 The local authority offer

For detailed information of what SEND students and their families can access locally please see West Berkshires local offer at: [Special Educational Needs and Disability \(SEND\) Local Offer - West Berkshire Council](#)

3. Monitoring arrangements

This information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

4. Links with other policies and documents

This policy links to our policies on:

- Excalibur SEND policy
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

September 2025

(Shared with Ruth Honey, Chair of Governors)