

SEND and Inclusion Policy

Policy for the Identification, Assessment and Provision for Children with Special Educational Needs and Disability.

Revised version	1.2	
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To be reviewed	September 2025	

Cameron Vale School and The Chelsea Nursery has named Belinda Adams the SENDco, alongside Jo Storey the Director of Education of Forfar Education.

At Cameron Vale School and The Chelsea Nursery we are committed to providing an inclusive environment in which all children are valued as individuals. We have high aspirations for our children to achieve their best and become confident individuals living fulfilling lives. Our aspirations apply to all children, including those who may have additional needs.

The purposes of this policy are to:

Enable early identification of children with SEND in order to ensure that their needs are met.

Establish an entitlement of access to all aspects of learning for all pupils.

Establish expectations for all teaching staff to provide adequately for children with SEND.

Promote continuity and coherence of SEND provision across the school.

Establish an understanding of what we mean by 'special educational needs' and 'Special Educational Needs and Disabilities'.

Role of the Special Educational Needs Co-ordinator (SENDCO)

Provision for children with special needs will be co-ordinated by the SENDco. The SENDco is responsible for: -

The day-to-day operation of the SEND policy

Liaising with and advising colleagues on SEND matters and responding to relevant changes in SEND policy locally and nationally

Meet with teachers half-termly to discuss SEND children within each class

Meet with the staff at The Chelsea Nursery monthly to discuss SEND children or children who are displaying particular developmental needs.

Maintaining the SEND register

Ensuring clear assessment of the strengths and weaknesses of children with special educational needs

Ensuring that evidence and assessment is being used to inform planning and set targets

Monitoring and reviewing actions taken to support children in reaching their individual targets

Using a range of assessments to keep clear records of the progress of SEND children across the school.

Liaising with and supporting with parents to ensure they are kept up to date on their child's progress.

Liaising with outside agencies as appropriate

Reporting to FORFAR on SEND issues

Monitoring SEND provision through observation and feedback within year groups and subjects

Identifying the training needs of Cameron Vale School and The Chelsea Nursery in terms of SEND development

Contribute to and arrange in-service training on SEND issues in order to meet the needs of the school and the professional development of staff

Updating of resources to aid the child's learning in class

'Special Educational Needs'

Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs (SEND) if he or she *"has a learning difficulty or disability which calls for special education provision to be made for him or her"*.

A child is considered to have a learning difficulty if she or he:

has a significantly greater difficulty in learning than the majority of others of the same age; or

has 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 or mainstream post 16 institutions.

Areas of need

SEND is identified under four main areas of need:

Communication and interaction

Cognition and learning

Social, Emotional and Mental Health Difficulties

Sensory and/or physical needs

SEND is usually recorded as SEND Support or EHCP.

SEND support- If assessments indicate that a pupil needs provision beyond universal high-quality teaching, the next level is SEND Support. All pupils on SEND support will receive an

Individualised Education Plan which identifies the specific outcomes to support the pupil to make progress in their identified area of need.

Education Health and Care Plan (EHCP)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood (9.2).

Consideration will be given to requesting an assessment for an Education, Health and Care Plan (EHCP), where as a school we have first endeavoured to meet the pupils needs through universal high-quality teaching and through the adjustments and/or additionality offered by SEND Support. When applying for an EHC needs assessment, we would need to demonstrate that appropriate universal and SEND Support provision has been in place, and there is evidence that the pupil would benefit from further additional resource to meet need.

All EHC Plans are reviewed annually from the date of issue.

The exception to this is in Early Years, where the plan is reviewed within 6 months of issue. Parents/carers and all agencies involved with the child are invited to the annual review meeting. Provision for children with special educational needs will follow the assess, plan, do, review model as recommended by the Code of Practice 2014.

Graduated Response

At Cameron Vale and The Chelsea Nursery we strive to deliver an inclusive curriculum that removes barriers to learning and participation by providing an education that is appropriate to all pupils' needs through Quality First Teaching. This is called Wave 1 intervention.

In some cases, children may require additional support beyond what can be offered in whole class teaching. This can include a targeted, one-to-one or small-group intervention to provide the intensive focus required for the child to make progress. This is called Wave 2 intervention. This is generally on a short-term basis, with the aim of the reintegration of support back into the class.

Processes

If a teacher or member of staff at The Chelsea Nursery expresses concern for the progress or development of a child beyond the in-class support they can offer, assessments will be made as to the child's needs. The outcomes of these will indicate the interventions needed (if any) and whether it is appropriate to place the child on the SEND register. This is called a Wave Three intervention.

Referral made by class teacher in discussion with SENDCo

Information gathering through assessments, observations, pupil voice, dialogue with parents/carers and staff.

Time limited, target interventions are implemented focusing on key areas of concern.

Despite adjustments, there is limited or no progress and concern still remain, pupil is placed on the SEND Register/SEND support.

The child's needs and plans for provision and intervention are shared and discussed with parents. Progress is also discussed regularly with parents.

External specialist support may be requested and advice will inform the planning of support strategies

Review dates are set to monitor support and progress

Children will receive interventions alongside Quality First Teaching

The majority of children's needs should be met effectively within SEND Support

All children with SEND have a SEND Pupil Passport which records their interests and needs alongside strategies that work well in supporting them.

Monitoring and evaluation:

At Cameron Vale School evaluation of practice can be made through tracking results of teachers' continual assessment, internal tests, CATs, PASS, PTM/PTE and at regular review meetings for individual children.

When reviewing progress in The Chelsea Nursery tracking results through development matters will be used, reviewing progress through the Early Year Foundation Stage.

Monitoring arrangements:

Ensure the SEND policy is reviewed annually.

Weekly meetings with SLT to review SEND against performance indicators and monitoring arrangements.

Evaluation:

At Cameron Vale, School and The Chelsea Nursery, we believe that successful implementation of this SEND Policy will ensure:

Early identification of children with a special educational need

Appropriate support for any child with a special educational need

That children with SEND will be included in all area of school life.

That some children with SEND will progress sufficiently to be removed from the SEND Register

Support and information for the parents of children with SEND.

That our tracking and assessment procedures will be used efficiently to monitor and measure the progress of SEND children.

The SEND Policy will be reviewed and evaluated annually in order to monitor and assess its effective implementation.

Continuing professional development:

Staff are offered regular training and support through CPD as part of our Teaching and Learning programme.

Use of external support:

In liaison with parents/carers we can advise on the use of specialists and therapists to provide a more in-depth analysis of the pupils' barriers to learning. This is at an additional cost to the parent/carers. This can include Speech and Language Therapy Service, Occupational Therapy, Educational Psychologist and Dyslexia assessments. and Members of staff are trained to follow programmes for children on the advice of these agencies.

Admissions:

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at Cameron Vale School and The Chelsea Nursery and to satisfy the current admissions criteria, Cameron Vale School and The Chelsea Nursery is committed to providing those reasonable adjustments.

Where Cameron Vale School and The Chelsea Nursery agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the school of providing that service. Details of costs can be provided in writing on request.

In order to meet the needs of pupils with additional needs, Cameron Vale School and The Chelsea Nursery requires full information. Cameron Vale School and The Chelsea Nursery will ask all applicants for admission to Cameron Vale School and The Chelsea Nursery to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which Cameron Vale School and The Chelsea Nursery should be aware.

In assessing the pupil or prospective pupil, Cameron Vale School and The Chelsea Nursery may need to take advice and require assessments as appropriate. Cameron Vale School and The Chelsea Nursery will be sensitive to any issues of confidentiality.

Parents/carers:

It is important to work with parents/carers as partners. Contact will be encouraged through regular updates from the class tutor, both formal and informal.

Children's achievements will be continually assessed and parents/carers invited to share in their strengths, areas for development and progress.

At Cameron Vale School, if a parent/carer has a concern at any time, they are welcome to contact Cameron Vale School. The first point of contact should be the child's class teacher.

At The Chelsea Nursery, if a parent/carer has a concern at any time, they are welcome to contact The Chelsea Nursery. The first point of contact is their child's key person, followed by the Deputy Manager who will be acting at the deputy SENDco who will be reporting directly to the SENDco.



Cameron Vale School and The Chelsea Nursery promotes partnership with parents/carers for all children but acknowledges that this is particularly important for children with special educational needs.

Staff recognise that the best results are achieved through an open and confident relationship where parents/carers' views are valued.

The SEND Policy will be reviewed and evaluated annually in order to monitor and assess its effective implementation.