



FOREST OF DEAN COMMUNITY SCHOOLS FEDERATION

PARKEND PRIMARY & YORKLEY PRIMARY

Special Educational Needs and Disabilities (SEND) Inclusion Policy 2025-2027

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Ratified: November 2025

Signed by:

Executive Headteacher

Chair of Governors

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Statement of Intent

The Forest of Dean Community Schools Federation believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

Our Federation values the individuality of all learners. We will not allow discrimination, harassment or victimisation against any pupil, prospective learners, visiting learners from other establishments or other members within our schools.

All our learners have access to a broad, balanced and ambitious curriculum that will challenge and inspire. All class teachers are teachers of SEND and all learners' needs are placed at the centre of their experiences so that they have every opportunity to achieve the highest standard of education. Teachers at both schools are committed to inclusive practice and removing barriers to learning. We intend to provide an inclusive learning environment and make reasonable adjustments that enable all learners, and groups of learners, to thrive and reach their full potential across the whole curriculum. In addition to the curriculum, the school provides a range of additional activities. These include lunchtime and after school clubs, residential activities and trips. Children with SEND are encouraged to join these activities.

Our aim is to increase the level and quality of inclusion within school, while protecting and enhancing specialist provision for those who need it. The Forest of Dean Community Schools Federation will make every effort to meet the learning needs of all learners without excluding them from the national curriculum.

Taking into account learners' experiences and needs, we form strong partnerships with parents, the Local Authority and external agencies, such as Health and Social Care Services.

The governing board recognises its duties and responsibilities under the Equality Act 2010 and its statutory duties towards learners with SEND in light of the SEND code of practice.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- 'DfE (2015) 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'
- Health and Care Act 2022
- Children and Families Act 2014
- Education Act 2011
- Equality Act 2010
- DfE (2025) 'Keeping Children Safe in Education'

- DfE (2015) 'Supporting Learners at School with Medical Conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
 - with SEND.

2. Roles and Responsibilities

The governing body is responsible for:

- Ensuring that the Forest of Dean Community Schools Federation meets its duties in relation to supporting learners with SEND.
- Evaluating the effectiveness of inclusion provision across both schools.
- Reviewing the policy annually.
- Working with the Local Authority, Executive Headteacher, SENDCO, Teachers, Parents and learners, where appropriate, to develop and review the Local Offer so that it is accessible, comprehensive and up-to-date.

The Executive Headteacher is responsible for:

- Ensuring the management of inclusion remains consistent and effective, providing regular reports to the governing board.
- Ensuring both schools holds ambitious expectations for all learners with SEND across a broad and balanced curriculum.
- Sustaining culture and practices that enable learners with SEND to access the curriculum and learn effectively.
- Ensuring both schools work effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of learners, providing support and adaptation where appropriate.
- Ensuring the Forest of Dean Community Schools Federation fulfils its statutory duties with regard to the SEND code of practice.
- Reviewing the policy annually.
- Working with the governing board to ensure that there is a qualified teacher designated as SENDCO for Forest of Dean Community Schools Federation.
- Ensuring the SENDCO has sufficient time and resources to carry out their functions.
- Providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

- Regularly and carefully reviewing the quality of teaching for learners at risk of underachievement, as a core part of Forest of Dean Community Schools Federation's performance management arrangements.
- Ensuring that procedures and policies for the day-to-day running of Forest of Dean Community Schools Federation do not directly or indirectly discriminate against learners with SEND.

The SENDCO is responsible for:

- Preparing policy documents and specific provision to meet the needs of the learners.
- The day-to-day operation of SEND policy.
- Working with classroom teachers and teaching assistants to ensure continuity and progression from year group to year group and advising on a graduated approach to providing SEND support.
- Monitoring the impact of additional targeted interventions.
- Collaborating with the Governing Body and SLT, to determine the strategic development of the SEND policy and provision in Forest of Dean Community Schools Federation.
- Liaising with SENDCos / Inclusion Managers from local Primary and Secondary Schools.
- Working in partnership with the parents to maintain positive communication in order to support the progress of learners with SEND.
- Assessing staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing learners with SEND.
- Attending training courses and undertaking CPD opportunities for themselves.
- Reviewing changes and advising staff on new developments and assisting in their implementation.
- Liaising with the relevant designated teacher for CiC with SEND.
- Liaising with early years providers, other schools, Educational Psychologists, Health and Social Care Professionals, the LA and LA Support Services.
- Ensuring that Forest of Dean Community Schools Federation keeps the records of all learners with SEND up-to-date.

The teacher is responsible for:

- Informing the SENDCO of any concerns regarding an individual's learning.

- Understanding and implementing strategies to identify and support vulnerable learners with the support of the SENDCO.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Being aware of the needs, outcomes sought, and support provided to any learners with SEND they are working with.
- Using appropriate assessment to plan and adapt activities which are deliberately ambitious for all learners, including learners whose attainment is significantly above the expected standard as well as for learners who have low levels of prior attainment or come from disadvantaged backgrounds.
- Planning and reviewing support for learners with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the learners themselves to ensure that individual needs are met.
- Adapting teaching to address potential areas of difficulty so that specific needs are met and that there are no barriers to every pupil achieving.
- Being accountable for the progress and development of the learners in their class, including where learners access support from teaching assistants or specialist staff.
- Undertaking any training that is necessary in order to effectively support learners and meet their needs.
- Working in partnership with the parents to maintain positive communication in order to support the progress of learners.

The parent is responsible for:

- Working in partnership with the school to maintain positive communication in order to support the progress of learners.
- Undertaking activities at home to assist with their child's development.

3. Identifying SEND

Teachers are alert to emerging difficulties and respond early. They listen and understand when parents express concerns about their child's development. Staff monitor and review the progress and development of all children from the very start of their journey in EYFS through to Year 6, to ensure that they receive the support they need at the right time. With the support of the SLT, teachers conduct regular progress assessments for all learners, with the aim of

identifying learners who are making less than expected progress given their age and individual circumstances.

'Less than expected' progress will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the learner's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

Class teachers will discuss their concerns with the SENDCO and the Senior Leadership Team (SLT). Together they will consider analysis of the learner's progress – using internal formative and summative assessments, alongside national data and expectations of progress.

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge where the pupils are and the next steps needed to move their learning forward. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objective
- Monitoring progress against their SEND Targets
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Book scrutiny
- Classroom tests

Both schools make appropriate adjustments to meet the learner's needs and monitor closely over time using a holistic approach. We are committed to working in partnership with all parents, and teachers work closely with the family, supported by the Inclusion team, to look carefully at all aspects of the child's performance and wider context to establish whether the problems arise from SEND.

The Forest of Dean Community Schools Federation define a learner as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

The Federation aims for the early identification of learners with SEND through the monitoring of achievement and regular observations. Both schools recognise that early identification and effective provision improves long-term outcomes for learners. As part of the overall approach to monitoring the progress and development of all learners, it has a clear approach to identifying and responding to SEND as outlined in the Federation's SEND Information Report.

Once a pupil has been identified with SEND, we will employ a graduated approach to meeting the learner's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the learner's needs.
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- **Do:** implementing the agreed interventions and support.
- **Review:** analysing the effectiveness of the interventions and their impact on the learner's progress in line with the agreed review date.

Our Federation plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

4. SEND Support

The Forest of Dean Community Schools Federation is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual learners, is the first step in responding to learners who have or may have SEND.

Where a pupil is receiving SEND support, the class teacher, supported by the SENDCO where necessary, will meet with the parents at least three times each year to set outcomes and review progress.

Teachers will:

- Have high expectations for every pupil.
- Modify lessons through high quality teaching such as: explicit instruction, cognitive and meta-cognitive strategies, scaffolding, flexible grouping and using technology. Where appropriate, learners may be given additional time to complete certain activities, or work will be adapted and alternative activities in subjects will be provided where learners are unable to operate certain tools or equipment.
- Ensure ALL learners have opportunities to take part in extra-curricular clubs, educational visits and activities related to their studies. If a learner's disability prevents them from attending particular trips, the school will do their best to make reasonable adjustments to ensure the pupil can participate in as many of the activities as possible.

The planning that Forest of Dean Community Schools Federation implements will help parents and learners with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for learners and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the learner's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.

- Bring together relevant professionals to discuss and agree together the overall approach.

SEND support will be adapted and/or replaced, depending on its effectiveness in achieving the agreed outcomes.

Where higher levels of need are identified, both schools will access specialised assessments from external agencies and professionals.

Where, despite the schools having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting a Statutory Needs Assessment.

Where the Local Authority provides a pupil with an EHC Plan, the school will involve the parents and the pupil in discussions surrounding how to best implement the plan's provisions to help the learner thrive in their education. Teachers monitor and review the learner's progress during the year and conduct a formal review of the EHC Plan at least annually.

Where learners with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC Plan.

If a learner's needs significantly change, schools will request a re-assessment of an EHC Plan at least six months after an initial assessment. Thereafter, the Governing Body or Executive headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

In very exceptional circumstances, the school (despite every effort) may find themselves in the position of being unable to meet the needs of a pupil with complex special needs within our mainstream setting. In this situation the school will discuss a way forward with parents, professionals from the support services and the Local Authority supporting the EHC Plan. This may involve considering a more appropriate alternative school placement. These discussions will revolve around what is best for the child. However, the parents make the final decision on this matter.

English as an Additional Language

Our Federation is aware that there may be learners for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same

time, when learners with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

Across our Federation we will consider the pupil within the context of their home, culture and community and look carefully at all aspects of their performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

5. Admissions

We will ensure it meets its duties set under the DfE's 'School Admissions Code'.

Arrangements for the fair admissions of learners with SEND are outlined in the Admissions Policy and are published on both school websites.

6. Transition

Forest of Dean Community Schools Federation is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where learners have EHC Plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

7. Supporting Successful Preparation for Adulthood

Both schools are aware that being supported towards greater independence and employability can be life-transforming for learners with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that learners are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next.

Our Federation will:

- Seek to understand the interests, strengths and motivations of learners and use this as a basis for planning support around them.
- Support learners so that they are included in social groups and develop friendships.

- Ensure that learners with SEND engage in the activities together with those who do not have SEND, and are encouraged to participate fully in the life of either school as well as in wider community activities.
- Engage with secondary schools, as necessary, to help plan for any transitions.

8. Managing Complaints

The Complaints Policy is available on both school's websites and can be printed on request.

9. Monitoring and Review

This policy is reviewed every year by the Governing Body and Executive Headteacher. It will be updated in November 2027 or before (if changes are required before this date) by the SENDCo. All changes are communicated to relevant stakeholders.

10. Timescales

Please note that there is a high demand for our staff and this means that we cannot always get back to you immediately. Parent/carer communication is important to us; we will aim to get back to you within 5 working days.

While there is no single timescale for Gloucestershire's children's services, wait times can vary widely depending on the child's needs and current demand. Schools and parents/carers are required to provide extensive supporting evidence at the point of referral, which can also take time to gather if a referral to another agency is to be successful.

Once accepted, waiting for an initial visit and/or assessment can then take a significant amount of time ranging from approximately 3 months to 4 years, depending on which service is required.

We understand how frustrating this is for parents/carers and we endeavour to signpost you to other available resources and information as well as provide support in school for your child whilst they are waiting assessment or support from other services.

We therefore, request that parents are respectful and patient with our staff as we ultimately want the same best outcomes for your child.

11. Links to Other Policies

This Policy should be read in conjunction with 'The SEND Information Report' and other school policies – especially:

- Accessibility Plan
- Admissions
- Anti-bullying and Hate
- Behaviour, Sanctions and Rewards
- Complaints Procedures
- Confidentiality
- Data Protection
- Educational Visits
- EYFS
- Suspensions & Exclusions
- Health and Safety
- Intimate Care Policy
- CiC and PCiC Policy
- Pupil Premium Policy
- Safeguarding & Child Protection Policy
- Supporting Pupils with Medical Conditions

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