Core offer of support for children with SEND

Validated by the Governing Body: January 2026
Next Review: January 2027 *(or sooner if legislation/guidance changes)*

1. Introduction

At Iveson Primary School, we are committed to providing a broad, balanced, and inclusive education for all children, including those with Special Educational Needs and Disabilities (SEND). This policy outlines how we identify, assess, and support children with SEND to ensure they reach their full potential.

2. What to Do If You Think Your Child May Have SEND

If your child is not yet attending Iveson Primary School:

1. Arrange a visit to the school.
2. Share your concerns with the Headteacher or the Assistant Headteacher for Inclusion/SENCo.
3. A meeting will be arranged to discuss your child's needs and potential support.

If your child is already at Iveson Primary School:

1. Arrange a meeting with your child's class teacher to discuss progress and concerns.
2. The class teacher will involve the Inclusion Team if needed.
3. A meeting will be arranged with the Inclusion Team to discuss next steps.
4. If your child is identified as having SEND, they will be added to the SEN Register and have an Individual Provision Maps (IPM).

3. Legal Definition of SEND

The Children & Families Act 2014 defines a child as having SEND if they have a learning difficulty or disability that requires special educational provision:
Special educational provision: Support that is different from or additional to what is normally available for children of the same age.
This support helps children access the National Curriculum and make progress alongside their peers.
The SEN Register is reviewed regularly, and updates are shared with the Inclusion Team.

The SEND Code of Practice states:

6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

6.5 The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

4. How We Support Children

4.1 Quality first teaching

- All pupils have access to **high-quality teaching**, carefully planned to remove barriers to learning.
- Teachers set high expectations, identify potential difficulties early, and use assessments to plan ambitious targets.
- Teaching assistants and specialist staff support the teacher, but **the class teacher is accountable for all pupils' progress**.

4.2 Differentiated Curriculum and Interventions

Children with additional needs receive a differentiated curriculum and, where needed, targeted interventions.

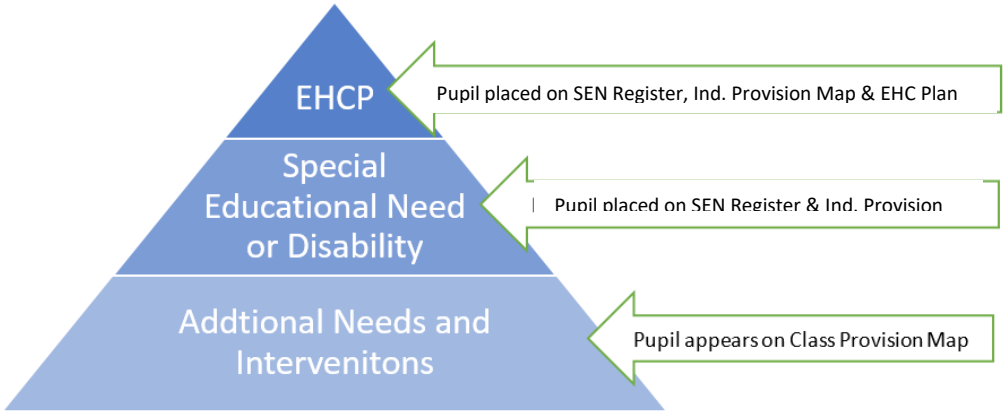
Interventions are:

- Planned by teachers
- Time-limited
- Monitored for progress
- Outcomes recorded and shared with parents
- Good teaching is the first step; interventions cannot replace quality teaching.

The SEND Code of Practice states:

6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.



Every pupil has access to a differentiated curriculum. Pupils with **additional needs** are planned for through the delivery of a differentiated curriculum and through quality first teaching. Some pupils may require additional interventions, sometimes delivered by additional staff. Teachers are responsible for planning interventions and monitoring outcomes. Interventions will be time-limited and will always have a specific purpose. Following an intervention, outcomes will be recorded by the class teacher and shared with parents.

Education, Health, and Care Plans (EHCPs): Objectives from an EHCP are incorporated into the child's SEN Support Plan and reviewed at least annually.

The SEND Code of Practice states:

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

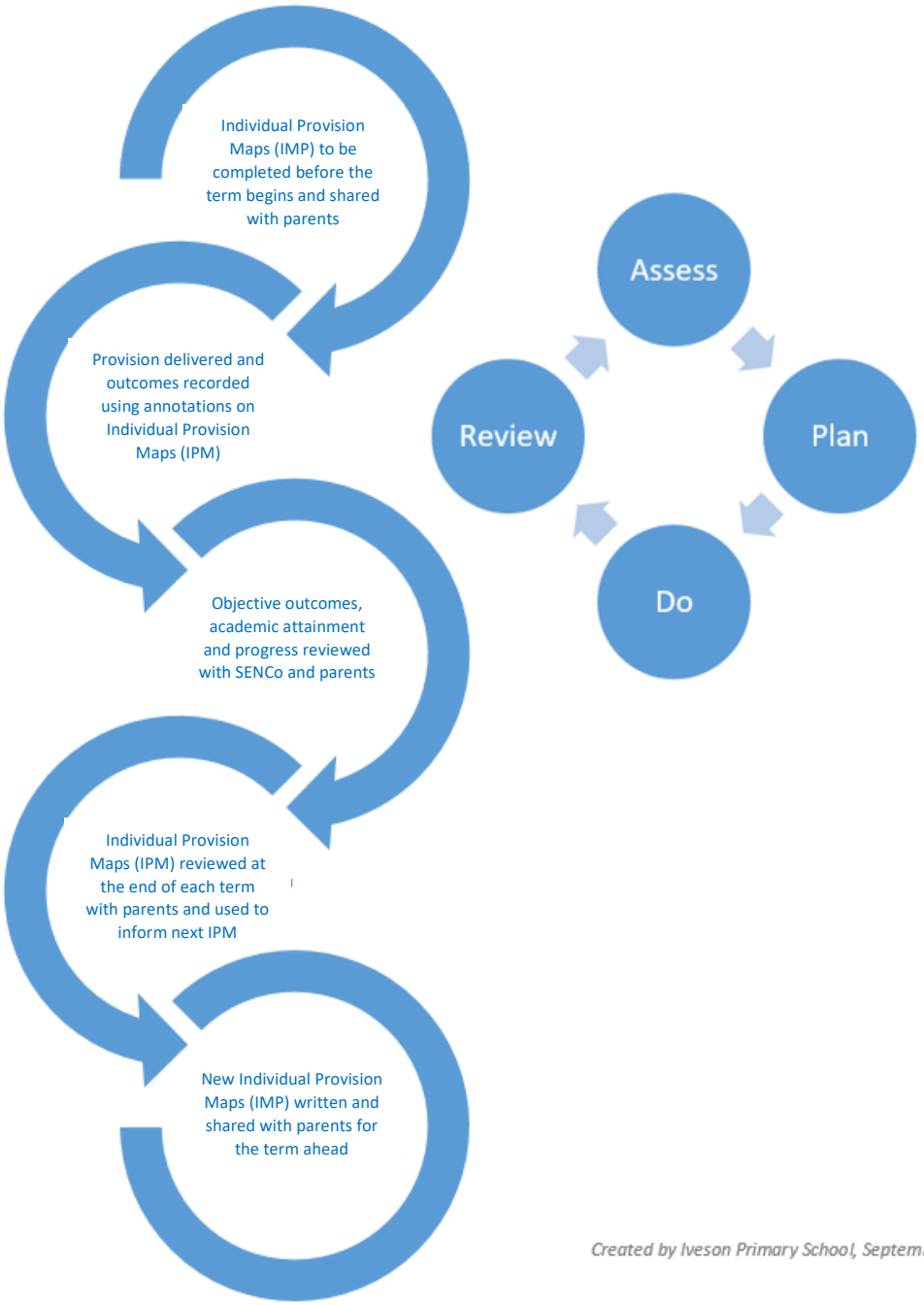
5.1 Provision Maps

Pupils with **additional needs** will appear on the Class Provision Map and will be identified through pupil progress meetings with the Head teacher. All additional needs and interventions will be recorded through this document and used to ensure that planning meets the needs of all pupils. Pupils on the SEN Register will be highlighted on the Provision Map, however, the specific details will not appear as these will be on the Individual Provision Maps (IPM). The class Provision Map is a mechanism for highlighting that a pupil has **additional needs** and receives enhanced support without necessarily having Special Educational Needs.

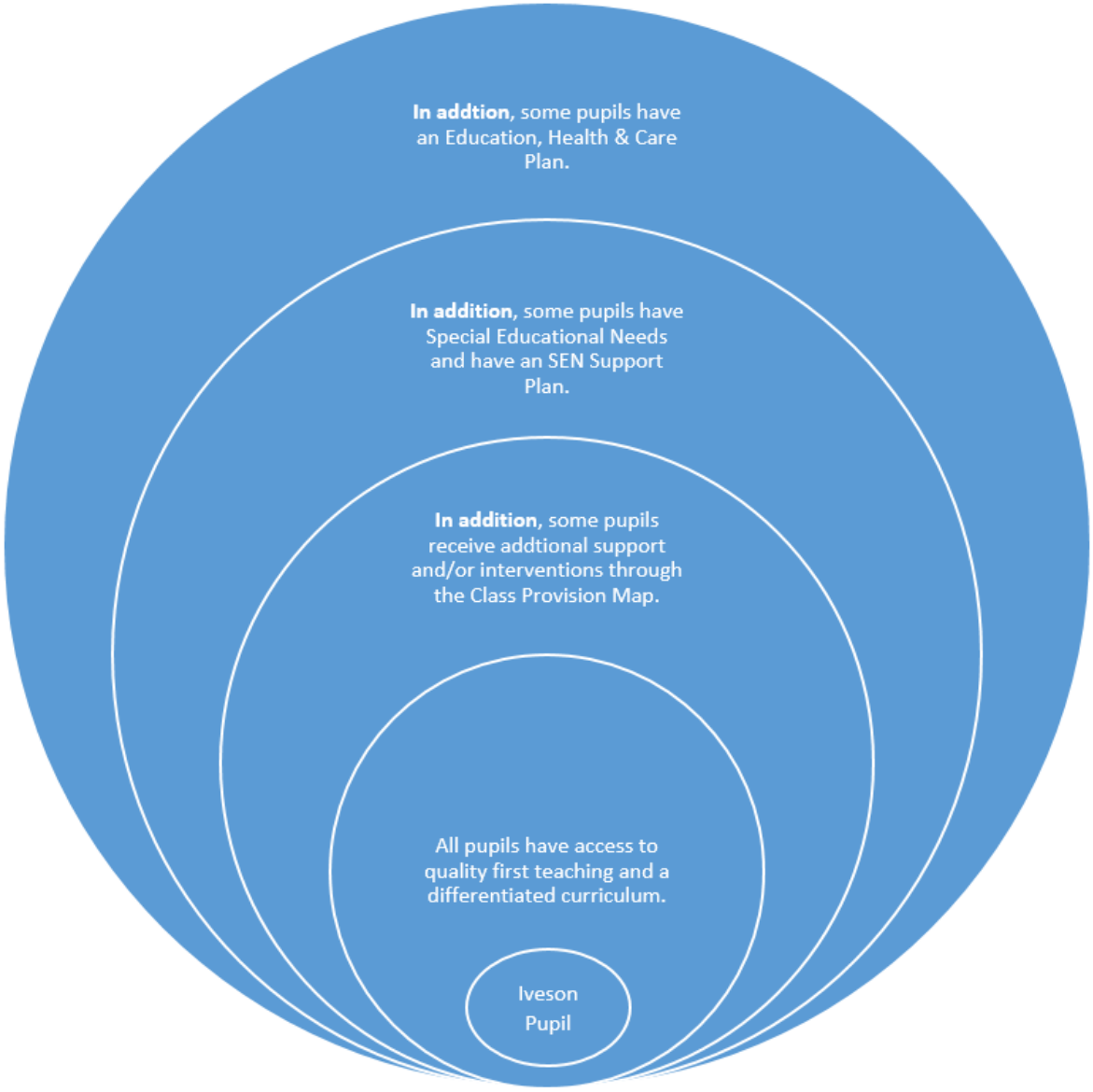
5.2 Individual Provision Maps (IPM)

All pupils on the **SEN Register** have an **Individual Provision Maps (IPM)** and this is reviewed at least termly with the teacher, SENCo and parents/carers. Individual Provision Maps (IPM)s are written by the teacher in collaboration with the SENCo, support staff, the pupil and parents/carers.

Where a pupil has an **Education, Health and Care Plan (EHCP)**, objectives are taken from this document and used to form the Individual Provision Maps (IPM). In addition to the termly reviews, an EHCP must also be reviewed at least annually.



Created by Iveson Primary School, September 2018.



Wrap-around support for pupils with additional needs at Iveson Primary School

5. Monitoring & Reporting Progress

Progress is assessed regularly throughout the year.
SENCo collates data and reports to governors.
The school evaluates provision by the progress children make in **all areas of school life**.

6. Parent Involvement

Parents of children on the SEN Register are invited to **termly review meetings**.
Reviews include:

- Target progress
- Planning next steps
- Advice for home support
- Parents are encouraged to maintain **open dialogue with teachers and support staff**.
- Parent workshops (e.g., reading, maths, parenting groups) are offered throughout the year.

7. Specialist Services & Expertise

Iveson Primary School can access a range of specialist services to support children with SEND, including:

- School Nurse
- Educational Psychology Team
- SEN Inclusion Team
- Inclusion & Behaviour Support Team
- Targeted Cluster Resource
- Speech & Language Therapy
- Child & Adolescent Mental Health Services (CAMHS / TAMHS)
- STARS Team (Autistic Spectrum Training)
- Physiotherapy, Occupational Therapy, and Visually Impaired Team
- Staff receive training in SEND, updated regularly. Specialist training is accessed when needed for individual children.

8. Inclusion in Activities & Transitions

All pupils can participate in activities and trips; adjustments are made if necessary.
For transitions (e.g., moving to high school):

- SENCo liaises with receiving school
- Visits and meetings arranged for pupils and parents
- Transition work in school helps children discuss feelings and prepare for change

9. Funding & Resources

SEND provision is funded from the school's **notional budget**.
Extra funding can be applied for through **Funding for Inclusion (FFI)** when a child has an EHCP.
Applications are reviewed by the Local Authority to determine eligibility.

10. Other Relevant Documents

- SEN Code of Practice
- Accessibility Plan
- Behaviour Policy
- Care and Control Policy
- Equality Policy
- Graduated Response to SEMH & Nurture
- Intimate Care Policy
- Keeping Children Safe in Education
- PSHE Policy
- Pupil Premium Policy
- Pupil Premium Spending Strategy
- Safeguarding & Child Protection Policy
- SEN Core Offer
- SEN Information Report and Policy
- SEN Policy
- SRE Policy
- Supporting Medical Conditions
- Teaching and Learning Policy