

SEND Policy

Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), breakfast club, after school care, and all other activities provided by the school, inclusive of those outside of the normal school hours;
- This policy applies to the whole school including all staff (teaching and non-teaching), students on placement, the Proprietor and volunteers working in the school.

Plumtree School Strategy:

Plumtree School strategy is to address and comply with the requirements of the Equality Act 2010, Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act, as updated Jan 2022.

Availability:

This policy is made available to parent(s)/guardian(s), staff and pupils in the following ways: via the school website www.plumtreeschool.co.uk and on request, a copy may be obtained from the Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head Teacher to judge its effectiveness and will be updated in accordance with changes in the law. A particular focus will be given during the monitoring of the ethnic and gender composition of the existing workforce and of applicants for jobs (including promotion) and the number of people with disabilities within these groups, and the policy will be reviewed in accordance with the results shown by the monitoring.
- The Proprietors undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require. If changes are required, the school will implement them. Information provided by job applicants and employees for monitoring purposes will be used only for these purposes and will be dealt with in accordance with The Data Protection Act 1998.

Signed: Phil Simpson Head Teacher

Date: September 2025

Review: September 2026

To be read in conjunction with the following policies:

- Admissions Policy
- Behaviour Policy
- Equality Policy
- Supporting Pupils with Medical Needs Policy

Introduction:

All pupils at Plumtree School are entitled to an education appropriate to their needs in line with our aim: to provide a 'broad programme of academic study which fosters a desire to learn, the ability to think and work independently and opportunities for each pupil to develop his or her potential to the full'. In compliance with the Code of Practice (2015) we identify and address the needs of our pupils from the four categories of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

As far as is reasonably practical we make adjustments to ensure that individuals are able to engage in the full range of activities offered by the school.

This policy has been written with reference to the following guidance and documents:

- The SEND Act (2001)
- The Disability Act (2010)
- The Equality Act (2013)
- The Children's and Families Act (2014, Part 33)
- The Special Educational Needs and Disability Regulations (2014)
- The SEND Code of Practice (2015)
- Adjustments for Candidates with Disabilities and Learning Difficulties (Joint Council for Qualifications 2025)

Aims:

The aims of this policy are:

- To promote good practice in the management of Special Educational Needs and Disability;
- To outline the reasonable adjustment support that is provided to pupils including an explanation of how the individual needs of all children will be met (including how children who are disabled or have special educational needs (SEN) will be included, valued and supported, and how reasonable adjustments will be made for them);
- To ensure that no pupil is discriminated against in any area of school life as a consequence of their SEND;
- To outline the scope of statutory duties and responsibilities;
- To inform parent(s)/guardian(s) of the name of the special educational needs and disabilities co-ordinator (SENDCO);
- To explain Plumtree School's arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference;
- To explain how inappropriate attitudes and practices are challenged; and
- To explain how the provision encourages children to value and respect others.

Responsibilities:

The Headteacher will ensure the policy is effectively implemented throughout the school and that appropriate training is given to all relevant staff. Plumtree School's SENDCO is Mrs Tess Slight, who can be contacted by emailing the school email address marked FAO: Mrs Slight, by calling school, or speaking to Mrs Slight in person at the gate. The SENDCO will oversee the day-to-day responsibilities; receiving sufficient time and resources to carry out these duties:

- Pupil support and mentoring;
- Parent(s)/Guardian(s)' meetings;
- Dissemination of update training to staff;
- Developing and monitoring Provision Maps;
- Liaising with external professional agencies and visiting therapists;

- Ensuring all records and meeting notes are up to date, and shared appropriately with the relevant staff;
- Ensuring transition arrangements are in place when a pupil enters or leaves the school;
- Manage the administration and support of those pupils with an EHCP.

All teaching staff will:

- Ensure their classrooms follow SEND friendly approaches;
- Know the pupils on the SEND register;
- Be aware of the needs of those on the SEND register;
- Teach high quality lessons, providing differentiation resources to meet the varied needs;
- Familiarise themselves with the Provision Maps relevant to their class lists and teaching commitments;
- Ensure their lessons, clubs or external visits are accessible to all pupils (with reasonable adjustments).

Definitions:

Special Education Needs

The DfE Code of Practice on the Identification of Special Educational Needs gives the following definition of a child with SEND.

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority
- Is under five and falls within the definition at (a) or (b) above or would do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language of in which he or she is taught.

Disability

Disability under the Equality Act (2010) is defined as:

“A physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”

To create a shared understanding and reduce any ambiguity, the individual words are further clarified:

- Substantial – more than minor or trivial
- Long-term- the effect of the impairment has lasted or is likely to last for at least twelve months
- Normal day-to-day activities- include eating, washing, the ability to move around the school premises, participation in lessons, sitting examinations

Reasonable Adjustments:

To meet our statutory obligations, we have a duty to make reasonable adjustments to ensure that Pupils with SEND are not placed at a substantial disadvantage in comparison with those who are not. These will be identified by the SENDCo, in discussion with the pupil, parent(s)/guardian(s) and external health professionals. Examples of possible provisions are outlined in the Plumtree Provision Examples document (Appendix A), while personalised provisions are outlined in an individual’s Provision Map.

Entry Procedures:

(See, also, Admissions Policy)

Admissions of Pupils with Special Educational Needs

The school admits pupils if it is satisfied that the pupil's needs can be reasonably met within our school environment. Parent(s)/Guardian(s) are expected to discuss openly the needs of the child in their current setting and home environment. They should outline the provision that is in place to meet those needs and all adjustments made at home and at school to enable them to participate in activities that the majority of other children of the same age would do. They should share any professional reports that they have to help build the picture of provision and need. At this point, the Headteacher and/or SENDCo may contact their current setting and/or external professions to clarify any concerns.

The parent(s)/guardian(s) will be invited in for a tour and discussion to put the needs and provision in context of Plumtree school. The pupil will have the opportunity to tour the school and will be invited to attend up to three taster days so that they can familiarise themselves with us, and we likewise. The current school will be contacted for a reference, from the member of staff who knows the child the best. These transition procedures will help us to ascertain if we are the most appropriate provision for the child and if we can meet the needs of the child, it also gives us an opportunity to begin accessing support to be in place when needed.

If a place is offered and accepted, the SENDCo will plan and initiate an appropriate transition plan.

Pupils in the process of applying for an EHCP will follow the same procedures. Pupils with an EHCP already in place will follow these procedures alongside the Local Authority consultation process outlined in Section 9, below.

Plumtree School Ethos towards SEND

Plumtree School values that each and every pupil is unique and requires the right support to thrive. This applies to every child, but has significant impact for our pupils with SEND. At Plumtree School, we are striving to have a SEND friendly school meeting the needs of all our pupils through: knowing our pupils well due to our small class sizes and high adult to child ratio; working closely with parent(s)/guardian(s) to learn even more about our children's needs both at home and school; working with professionals to develop practise and deliver effective interventions; continually developing our knowledge of SEND through training and sourcing of innovative strategies for support. A SEND friendly school is best practise for all learners and embedded SEND practise does not detract from any other child's learning, but in fact, enhances it.

Our mission at Plumtree School is for every child to be known, to be nurtured and to be celebrated.

To be known

We recognise that each child is an individual and that no children will be the same, regardless of whether they may have the same diagnosis. Our skilled adults get to know children in their care well and will personalise provision based on needs, not just diagnosis alone. Knowing our pupils means we can recognise triggers or changes in behaviour that lead to us intervening and offering support in a proactive way rather than a responsive manner.

To be nurtured

We recognise that small classroom adjustments and awareness can have significant impact for our pupils with SEND and value our relationship-based style of engagement to truly nurture our learners in our care. We have worked hard on developing a neurodivergent friendly environment through continual professional development and implementing simple steps such as the consistent use of visual timetables across school, consistent routines and adults, explicit instructional teaching, access to 'What Do You Need?' baskets to help raise awareness that we all have different needs and all need to access different resources at different times and this is encouraged rather than seen as 'different'.

To be celebrated

We celebrate the amazing strengths that can arise with SEND brains, such as the amazing visualisation skills associated with Dyslexia; the vast amount of specialist knowledge associated with Autistic specialistic interests; the ability to multi-task and think under pressure associated with ADHD brains. All our provision maps include the strengths and interests of our pupils to ensure that we are recognising, rewarding and celebrating the pupil, whilst supporting the difficulties they may experience. We celebrate that every child should have access to what they need. We develop a culture where children know that everyone receiving the same treatment is not fair; everyone getting what they need is fair. Our pupils with SEND are included in every aspect of Plumtree School life, representing the school in sports fixtures, leading assemblies and accessing leadership roles.

Identification of Need:

A pupil with SEND may be identified:

- At application;

- Through references from previous setting;
- Through screening conducted in school;
- By external professional reports received;
- Through monitoring from teaching staff;
- Discussions with parent(s)/guardian(s) experiencing concerns at home/outside of school;
- Discussions with a pupil themselves if they are raising concerns.

Once information has been received, a pupil will either be placed on the SEND register or may be placed on the monitoring list in one of the 4 areas of SEND needs and will be monitored for at least two terms. Teaching staff will provide a summary of needs at the end of each term to determine if the child will remain under monitoring, the child no longer needs monitoring or needs further support and will be moved onto the school's SEND register, where a provision map of individualised support will be created.

Provision:

Special Educational Needs provision means educational provision, which is additional to, or otherwise different from the educational provision made generally for children of the child's age.

This is usually identified through the identification process and can meet through the graduated response to supporting individual's pupils needs. The incremental process starts at stage one and progresses through the three waves of SEND Aware, SEND Support and EHCP. The provision provided at each graduated step is outlined below:

SEND Aware

Identification of needs and interventions and Quality First Teaching measures to close gaps and address needs. Child placed on monitoring list and needs reviewed termly by the teaching team and SENDCo.

SEND Support

Child moved to SEND register.

Provision Map developed and monitored termly by the teaching team, SENDCo, parent(s)/guardian(s) and the child.

Advice from any external professionals working with the child added to our provision maps to ensure best support possible weaved into school support.

EHCP

Meeting the needs of the pupil through the provision outlined in the plan, with Annual Reviews through the Local Authority, with school, home and pupil input

Multi-agency input and consultation and support with external professionals

Pupils with Educational, Health and Care Plans:

The school SENDCo will take responsibility for fulfilling the statutory requirements of the EHC Plan.

Coordinating with parent(s)/guardian(s), staff, external professionals and local authority appropriately through the Annual Review process. They will also illicit pupil voice in the process.

Plumtree School can be named as a school of choice on an EHCP if it can meet the needs stated in the document and facilitate the provision outlined in the plan. Each request will go through the statutory consultation process with the named Local Authority to ensure that the placement is indeed right to meet the needs and provision outlined in the plan, in addition to being compatible with the education of others already on roll. If Plumtree is named in Section I, the pupil will have the opportunity to tour the school and attend up to 3 taster days to assess the pupil's ability to thrive in the setting. The current school will be contacted for a reference (as per our Admissions Policy) and parent(s)/guardian(s) invited in for a meeting to discuss whether or not a place will be offered and how to proceed with transition.

See, also, Admissions Policy.

The Local Authority may take financial responsibility for this placement and additional costings needed to meet the provision in the plan. Parent(s)/Guardian(s) may make their own arrangements with the LA regarding their

role in the financial responsibility. Parent(s)/Guardian(s) may still choose Plumtree as an independent fee paying parent(s)/guardian(s), if all other terms and conditions are met.

Communication:

Teaching staff are notified at the start of each academic year of the monitoring list, SEND registers and Provision Maps. Staff are also notified of medical needs and associated medications and plans. Staff will be notified if there are updates to an individual's medical and/or SEND records and plans throughout the academic year.

Parent(s)/Guardian(s) may contact their child's teacher in the first instance should they have any concerns over the progress of their child; parent(s)/guardian(s) will also receive updates on their child's progress at school via reports and parent(s)/guardian(s)' evenings. If the teacher is unable to answer a specific enquiry related to the child's SEND needs, parent(s)/guardian(s) can contact the SENDCo.

Parent(s)/Guardian(s) of children on the school's SEND register will be invited to review the Provision Map in Autumn term with the class teacher and SENDCo. This review will also include the child's pupil voice taken shortly before the meeting to ensure that all relevant voices are reflected in the review process. A copy of the minutes of this meeting and the updated provision map will be sent to parent(s)/guardian(s).

In Spring term, teaching staff and the SENDCo will review the provision map to ensure the provisions are still meeting the needs of the pupil. A copy of the minutes of this meeting and the updated provision map will be sent to parent(s)/guardian(s).

In Summer term, parent(s)/guardian(s) will be invited to review the Provision Map for Summer Term with the child's class teacher, SENDCo and teacher for next academic year. We will then update the provision map ready for September to ensure the new class teacher gets a thorough overview of needs and can ensure there's no lost learning time in September and a smooth transition is planned for the child.

These meetings are in addition to the parent(s)/guardian(s)' evenings in Autumn and Spring terms. Whilst these meetings are planned to keep the home-school communication strong, we know that matters may change more rapidly and SEND needs may need discussions at other times. We welcome parent(s)/guardian(s) to contact school to arrange a meeting/telephone discussion with class teachers or SENDCo if they need any support, advice or need to provide an update or new information. School will also contact parent(s)/guardian(s) to arrange discussions in addition to these times if needed. Time sensitive information can be critical to ensuring the right support for the child and we pride ourselves on being responsive to needs.

School Register and Reporting:

It is at the discretion of the Headteacher, in consultation with parent(s)/guardian(s), SENDCo and staff who know the child the best, to agree the appropriateness of placement and provision. This will necessarily be on an individual case-by-case basis. If it is deemed harmful and inappropriate for the pupil to remain educated on our site, the school reserves the right to withdraw the pupil place. This may be due to:

- The pupil is in need of a formal assessment, specialist teaching, learning support or medication to which the parent/guardian does not consent, placing them and/or staff at risk
- There is a deterioration in the pupil's condition, and their difficulties require a level of support which the school is unable to provide, placing them and/or the staff at risk

In this instance, the school will support the parent(s)/guardian(s) in the process and procedures involved in keeping the pupil in education, working with the Local Authority and relevant professionals to share information in support of finding a suitable placement.

Behaviour:

The school is aware that pupils with SEND related needs and/or protected characteristics are more likely than their peers to become victims of bullying or harassment, or to be coerced into becoming perpetrators. Pupils are taught through formal PSHE lessons and assemblies about the importance of respecting each other and how to behave with courtesy in line with the school values. The school's Behaviour policy outlines the

responses to pupil behaviours which fall short of expected standards, these responses are issued through the lens of a child's SEND needs.



Plumtree School SEND Provision Examples

Communication and Interaction

- Lego Therapy
- Whole Class visual timetables
- Personalised timetables
- Small class sizes
- Familiar adults
- Clear expectations
- Speech and language therapist support
- Neurodivergent friendly classroom practises
- Social skills groups
- Preferential seating - near an adult or near a wall
- Transition preparation
- Quality language modelling from adults
- Personalised reward charts
- Now and Next boards
- Access to quiet spaces
- Lunchtime/break time support
- Social stories
- Home time packing checklists
- Morning meet-and-greet with familiar adult(s)

Cognition and Learning

- Chunked tasks
- Task boards
- Timers
- Colourful Semantics
- Fresh Start phonics
- Extra time to complete task/adjusted expectations
- Access to visuals
- Access to manipulative such as numicon, dienes etc
- Personalised support banks
- Pre-teaching groups
- Same-day maths intervention group
- Spelling support groups
- Access to iPads as assistive technology support
- Providing worked examples and memory aids
- Dyslexia friendly classroom strategies
- Talk to-text access
- Access to online dictionaries and thesaurus
- Dyslexia friendly dictionaries
- Frequent check ins and refocusing/ Prompting with familiar adults
- Talking tins and sound buttons
- Additional thinking/processing time
- Strategies to reduce cognitive load and support working memory difficulties

These are examples of the types of provision that is available at Plumtree School. We recognise that every child is individual, and even if a child has the same diagnosis as another child, the provision they need may be very different. Our individualised, personalised provision maps allow us to meet need in the best way possible using the appropriate provision.

Social, Emotional, Mental Health

- Mental Health lead
- Well-being session
- Self referrals
- Zones of regulation
- What do you need baskets
- Access to calming resources in every classroom
- Staffed trained in Emotion Coaching
- Positive Me books
- Breathing techniques taught and available

Sensory and/or physical needs

- Fidgets
- Wobble cushions
- Resistance bands
- Movement breaks
- What do you need baskets?
- Pencil grips
- Slanted writing boards
- Proprioceptive breaks
- Coloured overlays
- Weighted blankets/ weighted teddies
- Sensory circuits

We actively seek new ideas and strategies for our provision for our pupils with SEND through training, working with external specialists, working with parents and guardians and listening to our pupils. This is not an exhaustive list of our provision but gives an insight into our commitment to inclusive practices.

