



1st May 2025

Special Educational Needs and disabilities (SEND) Policy

Present: Karen Dean (SENDCo) and 2 parents

A summary of the main points discussed:

◆ Inclusive Ethos

Commonswood School is committed to valuing every child as an individual and supporting them to achieve their best, regardless of need.

Q: When does the school begin to identify SEN needs?

◆ Early Identification

Staff aim to identify SEND as early as possible through regular assessments, close monitoring, and strong partnerships with parents.

◆ Graduated Response (APDR Cycle)

Support follows a four-stage cycle: Assess, Plan, Do, Review — with regular input from families and the child to ensure interventions are effective and personalised.

◆ Individual Provision Plans

Pupils receiving SEND support have tailored plans co-created with teachers, parents, and the child, reviewed at least termly.

Q: Does the school get advice from outside agencies to support children?

◆ External Support and EHCPs

Where needed, referrals can be made for external professional input. In some cases, a child may need an Education, Health and Care Plan (EHCP) to access more specialist provision.

◆ Parent Involvement

Parents are involved at every stage—from initial concerns to planning and reviewing support. The SENDCo is available to answer questions and work in partnership with families.

Q; How do you support children with SEN through transition times?

◆ Transitions and Inclusion

Support is in place to help children with SEND through key transitions (e.g., between year groups) and to fully participate in school life. They will meet their new teacher and visit their new classrooms to help them to be prepared for change.

◆ Areas of Need

The four broad areas of SEND were outlined:

Communication & Interaction

Cognition & Learning

Social, Emotional & Mental Health

Sensory and/or Physical Needs

We appreciate your contributions and will continue to work together to provide a nurturing, supportive environment for all children.