



Additional Needs Policy

Reviewed November 2025

Convention on the rights of the child links:

Article 2: Non-discrimination-the rights of the child apply to all children

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

Article 23: A child with a disability has the right to live a full and decent life with dignity and to play an active part in the community.

Article 28: Every child has the right to education

Article 29: Education must develop every child's personality, talents and abilities. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Welcome to our Forest Federation schools: Soudley, Steam Mills and Woodside Primaries. We are small rural schools with mixed aged classes and a pre-school at Steam Mills and Woodside. Each school has their own ethos and culture which reflects the wider community.

Soudley

Curriculum Drivers: Communication, Knowledge of the World, Our Forest

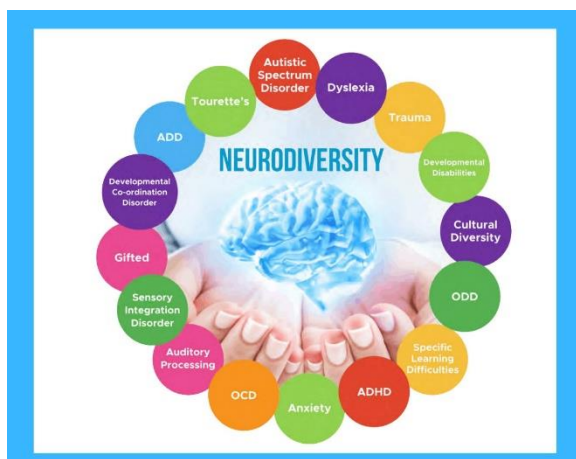
Steam Mills

Key Drivers: Aspiration, Knowledge of the World, Communication

Woodside

Golden Threads: Vocabulary, Knowledge of the World, Diversity

Introduction



All members of the Federation advocate an inclusive learning culture, which embraces the neurodiversity and the individual needs of all.

We believe that awareness of the whole child and listening to their voice, is central to this.

We actively involve caregivers, and other partnerships, in developing a holistic picture of your child's strengths and areas for development. Using the Graduated Pathway guidelines, we plan an inspiring and engaging

curriculum to meet the universal needs of individuals, offering relevant targeted intervention or differentiated teaching and learning where appropriate.

We endeavour to ensure that all children that all children are safe, happy and learning across all three schools.

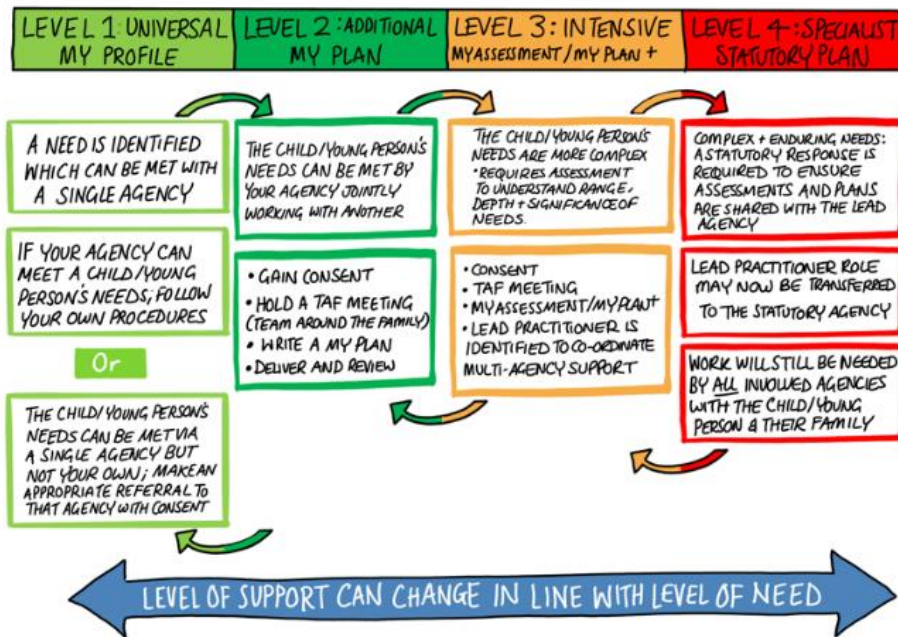
Our Aims:

- Ensure the rights of every child to access the fullness of school life.
- Empower learning through a wide range of opportunities, strategies and approaches.
- Enquire, to ensure the diverse needs of all children are identified early.
- Encompass a variety of early interventions to meet specific needs.
- Endeavour to promote positive well-being and mental health of children is central to their life at school.
- Encourage every child to develop the resilience and perseverance for their next phase of their developmental journey.
- Equip every child with the skills and understanding needed to become lifelong learners.
- Engage transparently with others in decision-making and resource allocation .
- Continually review and seek to improve our practice.

Recognising the diverse needs of a child

Children's diverse needs can be empowered through the range of teaching and learning opportunities we offer to all children.

Within Gloucestershire County, all schools use the graduated pathway as a guide to support children with additional needs. Within this, there are tiered levels which outlines how needs are differentiated.



Level 1.

Universal provision is achieved through the federations engaging in a spiral curriculum and Quality First Teaching. Your child's progress is planned and assessed by the class teacher. They will have a My Profile to create a picture of what helps them and what doesn't help them when they are in school. This will be reviewed at parent's evenings.

Level 2.

For some children additional, targeted intervention in specific areas will help them to succeed. Your child's progress is planned and assessed by the class team. They will have a My Plan, which identifies short-term needs and outcomes to achieve these. This may include interventions managed by the team. This will be reviewed three times a year.

Level 3.

For a few children an intensive level of teaching and learning, which may include adaptation of the curriculum, will enable them to achieve their potential. The progress of your child is planned and assessed by the class teaching team, school SENCo and relevant outside agencies according to your child's need. They will have a My Assessment and a My Plan +. The My Plan + identifies needs and outcomes to achieve these. This will include interventions managed by the team and outside agencies. This is reviewed on a needs basis.

Level 4.

For the few children, who require specialised provision, progress is planned and assessed by the class teaching team, school SENDCo, outside agencies and the local authority, using an Education, Health and Care Plan (EHCP.) The Team around your child will identify the needs, within the following areas of SEND:

- Social, emotional and mental health

- Communication & Interaction
- Cognition & Learning
- Physical Development

Your child will have a My Plan, which identifies clear steps of progressing to achieve the outcomes on your child's EHCP.

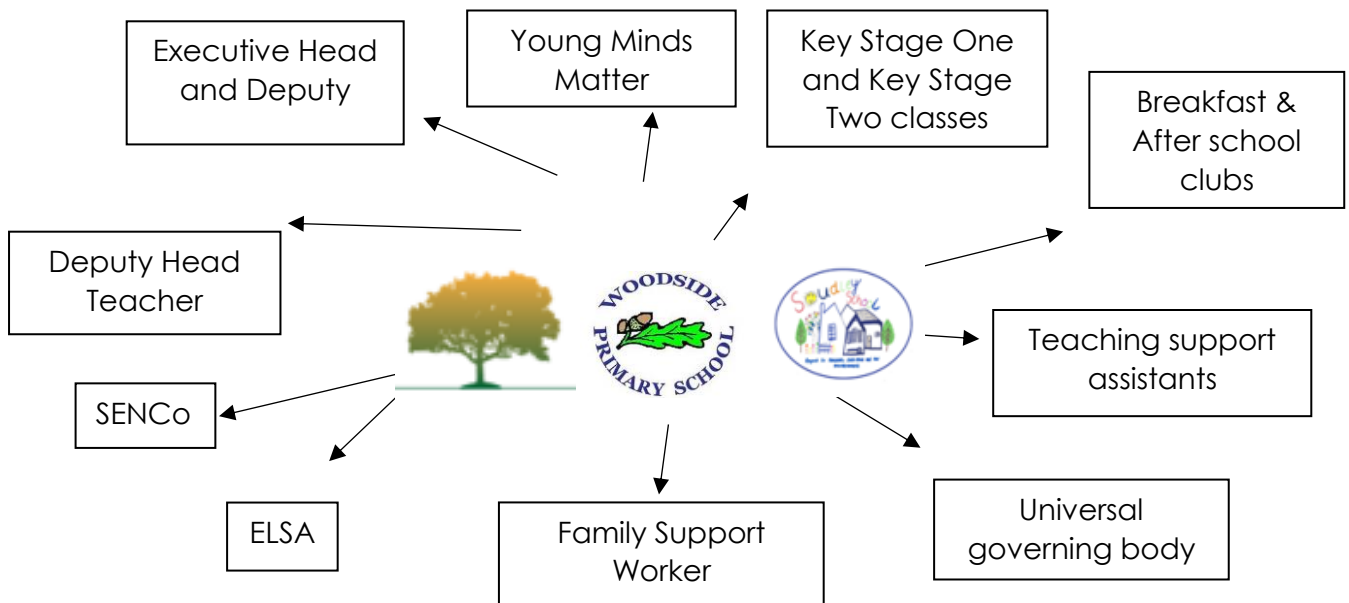
The EHCP is reviewed annually. The My Plan is reviewed three times a year.

Early identification of a child's specific needs is vital to ensuring relevant teaching and learning opportunities are offered. A comprehensive picture of the whole child is developed, using pupil voice and information from adults in your child's world.

This follows a cycle of assess, plan, do and review:



A closer look at the unique provision across the federation



All staff engage in Continuing Professional Development (CPD). This can be in the courses run by external agencies or through training led by internal staff.

SEND expertise across our federation:

Within our Federation, we have a wealth of additional needs knowledge, including interventions and resources, which enables us to work collaboratively in the best interests of every child.

Social Emotional and Mental Health • ELSA and Nurture spaces • Young Minds Matter • Liaison with TIC+ • Trauma Informed practice: PACE & POD • Behaviour and attachment need informed practice • Transitions – to & from school	Cognition and Learning • ASD awareness and informed practice • Phonic knowledge and expertise • Dyslexia informed practice • Specific expertise within the foundation subjects; Reading, Writing and Maths • Cognitive Global Developmental delay awareness
Communication and Interaction • Speech and Language informed practice • Social Interaction and Communication skills • Listening and Attention skills • Communication In Print visuals	Physical Development • Developmental Co-ordination Disorder • Fine and Gross Motor skills • Handwriting Skills • Epilepsy informed • Diabetes informed

Roles and Responsibilities

When describing the roles and responsibilities of all partners in this policy, it is with specific reference to children receiving targeted intervention and specialised teaching to access the curriculum and achieve their potential.

The Governing Body should...

- Ensure the Head Teacher and SENDCOs are accountable for educational performance by asking informed and relevant questions regarding the achievement and attainment of children.
- Ensure the Head Teacher and SENDCOs are accountable by asking informed and relevant questions regarding the finances allocated to children.
- Ensure all staff are committed to working within the learning culture described in the Additional Needs Policy.
- Ensure carers and outside agencies are key contributors in the assess/plan/do/review cycle.
- Ensure the positive well-being of children is of paramount importance to all partners.

- Ensure procedures are established to listen, understand and respond to the voices of children and relevant partners.
- Ensure the SENDCos are appropriately qualified and/or experienced for the role.
- Ensure the workload and resources available to the SENDCo enable effective management.
- Ensure the rights of every child to access the fullness of life across the federation, taking into account their safety, well-being and the available resources.
- Ensure a named person is identified as the SENDCo Governor, who has knowledge of the current SEND legislation and is able to access ongoing training and development. The SENDCo Governor is Mrs Alison Davis.

The Executive Head Teacher should...

- Ensure all staff hold 'ambitious expectations' (DfE 2020) for children.
- 'Use best endeavours' (DfE 2015) to ensure a culture and practises which enable children to access the fullness of life and achieve their potential, taking into account their safety and available resources.
- Ensure the positive well-being of children is of paramount importance to all partners.
- Ensure carers and outside agencies are key contributors in the assess/plan/do/review cycle.
- Ensure that all teachers are aware of the importance of identifying children who require additional provision.
- Ensure school complies to its statutory duties in terms of the SEND Code of Practice (2015)
- Ensure the role of the SENDCo is carried out by a suitably qualified teacher.
- The Executive Head Teacher is Mrs Mel Davis; the Executive Deputy Head Teacher is Mrs Jess Fawkes and Mrs Jenny Thomas is Deputy Head at Steam Mills.

The SENDCos should...

- Ensure school complies with its statutory duties in terms of the SEND Code of Practice (2015) and Equality Act 2010: Advice for schools.
- Ensure the rights of every child to access the fullness of life across the Federation, taking into account their safety, well-being and the available resources.
- Be involved in the school's decision-making at strategic and individual levels.
- Be accountable to the Head Teacher and Governors.
- Coordinate the additional provision for children, which brings all partners together to maximise outcomes for children.
- Monitor the effectiveness of provision in terms of attainment and progress.
- Attend regularly relevant meetings and training to ensure national and local SEND knowledge and understanding is up to date and relevant.
- Attend relevant courses to ensure specific SEND knowledge and understanding is up to date and fresh,

- Inspire high aspirations from all partners to improve outcomes for children.
- Ensure quality provision to enable all children to achieve their potential.
- Develop effective working relationships with carers, which fosters respect to achieve positive outcomes for provision.
- Develop positive relationships with children.
- Ensure the positive well-being of children is of paramount importance.
- Ensure all decisions for individual children have the voice of the children themselves together with the insights of carers
- Develop professional and effective relationships with all outside agencies.
- Ensure collection of information from all partners – education, health and social care – to optimise outcomes.
- Develop professional relationships with the teaching team, which fosters collaboration to achieve positive outcomes for provision.
- Ensure the teaching team understand and feel empowered to offer well-founded provision for children.
- Contribute to the professional development of the teaching team to offer effective provision for children.
- Ensure smooth transitions for children between key stages (transition leaflets)
- Ensure all planning for provision is considered in relation to its contribution to prepare a child for adulthood.
- Ensure the records of children are maintained by all partners.
- The SENDCos across the Federation are Mrs Claire Jeavons & Miss Fran Barber.

The teaching team should:

- Be committed to working within the learning culture described in the Additional Needs Policy.
- Ensure the rights of every child to access the fullness of life across the Federation, taking into account their safety and the available resources.
- Ensure the positive well-being of children is of paramount importance in the classroom.
- Develop effective working relationships with carers, which fosters respect to achieve positive outcomes for provision.
- Develop positive relationships with children.
- Develop professional relationships with all staff to ensure proactive dialogue regarding children.
- Be proactive in using information and advice from all partners to inform practice and provision.
- Ensure early identification of children who may require additional provision.
- Ensure children experience Quality First Teaching with ‘ambitious expectations’ (DoE 2020) for children.
- Ensure children are offered a wide range of learning activities, strategies and approaches to enable them to flourish.



- Ensure quality provision using the assess/plan/do/review cycle. My Plans/+ reviewed termly or more if appropriate such as with younger children or children whose needs require an immediate change of provision.
- Be accountable to the Governors/Head Teacher/SENDCo for the attainment and progress made by children.
- Maintain relevant records from children.

Useful information:

Complaints Procedure

We continually reflect on the fullness of life at our schools. We strive to ensure communication between all partners is of a high standard. If, however, a concern should occur then please contact the following people, starting with your child's Class Teacher.

1. Discuss the matter with your child's Class Teacher
2. Speak to the school's SENDCo. For Woodside and Soudley it is Mrs Claire Jeavons and for Steam Mills it is Miss Fran Barber.
3. Contact the schools' Executive Head Teacher/Deputy Executive Head – Mrs Mel Davis/Mrs Jess Fawkes or our Deputy Headteacher at Steam Mills, Mrs Jenny Thomas.
4. Write to the SEN Governor – Mrs Alison Davis
5. The Chair of Governors will be involved where appropriate.

For further details please refer to our Complaints Procedure, which can be found on the school website.

SEN funding information

Element 1: Core Funding: This is the core budget for each school and is used to make provision for ALL pupils.

Element 2: Additional Support Funding: This is an additional funding given to support children with additional needs. This is based on the level of development achieved at the end of Early Years Foundation Stage.

If funding is granted to support an EHCP, the Governors, Head Teacher and SENCo are involved in the consultation process, which determines how the funding is allocated. An EHCP is written to help a child meet targets by the end of the Key Stage. The lead professional (e.g. SENDCo), together with the appropriate specialists consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress and achieve these outcomes.

Date of policy

November 2025: This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0-25 years (2014). This policy was formulated after consultation with staff, parents and governors. The policy will be reviewed annually.

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.