



# Shanklea Primary School

## Special Educational Needs and Disabilities (SEND) Policy

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Date: January 2026

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Date: January 2026

# Shanklea Primary School

## Special Educational Needs and Disabilities (SEND) Policy

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## **1. Statement of intent**

Shanklea Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals, live fulfilling lives, and make a successful transition to the next stage of education and adulthood.

The school recognises and values neurodiversity and adopts a strengths-based, inclusive approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND).

This policy outlines the framework through which the school meets its statutory duties and equality responsibilities, ensuring high-quality provision for pupils with SEND. Through effective implementation, the school aims to eliminate discrimination, promote equality of opportunity, and remove barriers to learning.

The school works in partnership with the Local Authority (LA), parents, pupils, and external professionals to ensure the following principles underpin SEND provision:

- The involvement of pupils and parents in decision-making
- Early identification of needs and timely intervention
- Inclusive practice and reasonable adjustments
- Collaboration across education, health, and social care
- High-quality provision matched to individual need
- Greater choice and control for pupils and families
- Preparation for adulthood, independence, and employability

Under the Equality Act 2010, a disability is defined as a physical or mental impairment with a long-term and substantial adverse effect on day-to-day activities.

A pupil is considered to have SEND if they:

- Have significantly greater difficulty in learning than peers of the same age
- Have a disability or health condition that hinders access to mainstream educational facilities
- Require special educational provision that is additional to or different from that made generally for others of the same age

A medical diagnosis is not required for a pupil to receive SEND support.

## **2. Legal framework**

This policy has due regard to the following legislation (including amendments):

- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- Children and Families Act 2014
- Health and Care Act 2022

- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy also reflects statutory and non-statutory guidance including:

- DfE (2015) *Special Educational Needs and Disability Code of Practice: 0–25 years*
- DfE (2021) *School Admissions Code*
- DfE (2023) *Working Together to Safeguard Children*
- DfE (2024) *Keeping Children Safe in Education (as amended)*
- DfE (2015) *Supporting Pupils at School with Medical Conditions*
- EHRC (2015) *Reasonable Adjustments for Disabled Pupils*

This policy operates alongside the school's:

- Admissions Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Accessibility Policy
- Complaints Procedure
- Supporting Pupils with Medical Conditions Policy
- Equality, Equity, Diversity and Inclusion Policy

### **3. Objectives**

Through this policy, Shanklea Primary School will:

- Use best endeavours to ensure pupils with SEND access a broad and balanced curriculum
- Promote full participation alongside peers without SEND
- Provide high-quality, inclusive provision that removes barriers to learning
- Fulfil statutory duties under the SEND Code of Practice
- Promote equality of opportunity under the Equality Act 2010
- Make reasonable adjustments and provide auxiliary aids where required
- Appoint a qualified SENDCo to coordinate provision
- Inform parents when SEND provision is made
- Publish and review the SEND Information Report and Accessibility Plan annually

### **4. Roles and responsibilities**

#### **Governing Board**

The governing board will:

- Ensure the policy is implemented consistently
- Monitor SEND outcomes, provision effectiveness, attendance, behaviour and exclusions
- Ensure a qualified SENDCo is in post

## **Headteacher**

The headteacher will:

- Promote high expectations for pupils with SEND
- Ensure inclusive teaching and a broad curriculum
- Allocate time and resources for the SENDCo role
- Review teaching quality for pupils at risk of underachievement
- Ensure school systems do not disadvantage pupils with SEND

## **SENDCo**

The SENDCo will:

- Lead strategic development of SEND provision
- Coordinate day-to-day SEND support
- Advise on graduated response and resource deployment
- Liaise with parents and external professionals
- Maintain accurate SEND records
- Support staff training and inclusive practice
- Ensure familiarity with the Local Offer

## **Teachers**

Teachers are responsible for:

- High-quality teaching and progress of all pupils
- Planning and reviewing SEND support
- Working collaboratively with parents and SENDCo
- Implementing agreed strategies and adjustments

## **5. Identifying SEND**

The school identifies SEND through ongoing assessment and monitoring. Pupils may be identified as having SEND if progress is:

- Significantly slower than peers
- Not closing attainment gaps
- Regressing or widening gaps

SEND is planned across four broad areas of need:

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

## **6. Safeguarding**

The school recognises that pupils with SEND may be more vulnerable to:

- Bullying and peer-on-peer abuse
- Online harm and exploitation
- Poor attendance
- Abuse and neglect

Staff are trained to recognise additional barriers to disclosure and reporting. Any concerns are shared immediately with the Designated Safeguarding Lead (DSL), working closely with the SENDCo.

## **7. SEND support**

High-quality, differentiated teaching is the first response to SEND. Where additional needs are identified, the school follows the assess–plan–do–review cycle.

Bespoke or adapted timetables may be used as short-term measures, reviewed regularly, with the aim of securing positive outcomes and reintegration where appropriate. SEND is never a reason for exclusion.

## **8. Early years pupils with SEND**

The school follows EYFS statutory requirements to identify and support emerging needs, working closely with parents and professionals.

## **9. Admissions**

The school complies fully with the School Admissions Code and does not discriminate against pupils with SEND. Pupils named in an EHC plan will be admitted.

## **10. Transition**

Transition planning begins early, particularly for pupils with EHC plans. Reviews and visits are coordinated with receiving settings to ensure continuity of support.

## **11. Involving pupils and parents**

Parents and pupils are actively involved in planning and reviewing provision. Outcomes are shared using clear, accessible language and a strengths-based approach.

## **12. Funding for SEND support**

The school uses delegated funding for early intervention and may apply for top-up funding where required.

### **13. EHC needs assessments and plans**

Where progress remains limited, the school may request an EHC needs assessment in consultation with parents.

### **14. Reviewing EHC plans**

Annual reviews are conducted in line with statutory timescales and in partnership with families and professionals.

### **15. Supporting preparation for adulthood**

In a primary context, preparation focuses on:

- Independence and self-care
- Emotional regulation
- Communication and social skills
- Participation in school life

### **16. Managing complaints**

Complaints follow the school's Complaints Procedure, with support from the LA where appropriate.

### **17. Staff training**

The school provides ongoing CPD to develop inclusive practice and SEND expertise.

### **18. Use of data and record keeping**

SEND records are maintained securely and in line with data protection legislation.

### **19. Publishing information**

The SEND Information Report is published and updated annually on the school website.

### **20. Joint commissioning**

The school works collaboratively with education, health and social care partners to improve outcomes.

### **21. Local Offer**

The school supports the development and review of the Local Offer and provides accurate information about SEND provision.

## **22. Monitoring and review**

This policy is reviewed annually by the headteacher and governing board. All staff are required to understand and implement it.

**Next review date:** January 2027