



Special Educational Needs and Disabilities (SEND) Policy

Policy Name: Special Educational Needs and Disabilities (SEND) Policy

Version: FINAL

Review Cycle: Annually

Responsible Officer: Jenny Monaghan Handbridge SEND Lead

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1. Statement of Intent

The schools are committed to providing an inclusive education that enables all pupils to achieve their best, become confident individuals, and make a successful transition into adulthood.

We believe that every pupil is entitled to high-quality teaching and learning opportunities regardless of their needs, abilities or background. We are committed to removing barriers to learning and participation and ensuring that pupils with SEND can access the full life of the school alongside their peers.

The school places a strong emphasis on improving outcomes for pupils with SEND by setting high aspirations and expectations, rather than focusing solely on levels of support or provision. Our approach reflects the principles of the SEND Code of Practice, which prioritises progress, independence, participation and long-term outcomes.

Through the implementation of this policy, the schools aim to:

- Promote equality of opportunity.
- Eliminate discrimination.
- Foster positive relationships.
- Support pupils in achieving their full academic, social and emotional potential.
- Enable successful preparation for adulthood.
- Ensure pupils and parents are fully involved in decision-making.

2. Legal Framework

This policy has due regard to:

- Children and Families Act 2014
- Equality Act 2010
- Education Act 1996
- Education Act 2002
- Children Act 1989
- Mental Capacity Act 2005
- Health and Care Act 2022
- Data Protection Act 2018
- UK GDPR

This policy is written in accordance with:

- Special Educational Needs and Disability Code of Practice: 0-25 Years (2015)
- Keeping Children Safe in Education
- Supporting Pupils at School with Medical Conditions
- School Admissions Code
- Equality and Human Rights Commission guidance

This policy should be read alongside:

- Safeguarding and Child Protection Policy
 - Behaviour Policy
 - Accessibility Plan
 - Admissions Policy
 - Equality Policy
 - Medical Needs Policy
 - Complaints Policy
 - Data Protection Policy
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3. Definition of SEND

A pupil is considered to have SEND if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

A disability is defined under the Equality Act 2010 as:

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

Special educational provision means educational provision that is additional to or different from that made generally available for pupils of the same age.

4. Objectives

The school will:

- Identify SEND as early as possible.
- Ensure pupils with SEND achieve the best possible outcomes.
- Provide access to a broad and balanced curriculum.
- Promote inclusive practice across the curriculum.

- Ensure pupils with SEND engage fully in school activities.
 - Work collaboratively with parents and external agencies.
 - Support pupils in becoming confident, independent learners.
 - Meet statutory obligations under SEND legislation.
 - Prepare pupils effectively for adulthood and future learning.
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5. Roles and Responsibilities

Governing Board

The Governing Board is responsible for:

- Monitoring the effectiveness of SEND provision.
- Ensuring compliance with statutory duties.
- Appointing a qualified SENCO.
- Reviewing SEND outcomes and policy implementation.
- Ensuring funding is used effectively.

Headteacher

The Headteacher will:

- Ensure a culture of inclusion throughout the school.
- Promote high expectations for all pupils.
- Ensure SEND provision remains a whole-school responsibility.
- Allocate sufficient resources for SEND provision.
- Monitor the effectiveness of support and interventions.

SENCO

The SENCO is responsible for:

- Coordinating day-to-day SEND provision.
- Maintaining the SEND Register.
- Advising staff on SEND support strategies.
- Liaising with parents and external agencies.
- Monitoring pupil progress.
- Coordinating assessments and reviews.
- Supporting transition arrangements.
- Contributing to staff development and training.

Teachers

All teachers are teachers of SEND.

Teachers are responsible for:

- Identifying pupils who may have SEND.
- Delivering high-quality adaptive teaching.
- Implementing agreed support strategies.
- Monitoring progress.
- Working collaboratively with parents, pupils and the SENCO.
- Contributing to Assess-Plan-Do-Review cycles.

6. Identifying and Assessing SEND

The schools recognise the importance of early identification.

Identification may be informed through:

- Information from previous schools and settings during transition.
- Baseline assessments and screening.
- Teacher observations.
- Assessment data and progress tracking.
- Parent concerns.
- Pupil concerns.
- Attendance and behaviour information.
- Advice from external agencies.
- Inclusion Framework reviews.

The schools will regularly monitor progress to identify pupils whose progress:

- Is significantly slower than that of peers.
- Fails to match previous rates of progress.
- Does not close attainment gaps.
- Indicates emerging difficulties.

Identification of SEND will not be based solely upon:

- Low attainment.
 - English as an Additional Language.
 - Attendance issues alone.
 - Behaviour difficulties in isolation.
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7. Areas of SEND Need

Provision is planned around the four broad areas identified within the SEND Code of Practice:

Communication and Interaction

Including:

- Speech and language difficulties
- Autism Spectrum Condition
- Social communication difficulties

Cognition and Learning

Including:

- Specific learning difficulties
- Dyslexia
- Dyspraxia
- Dyscalculia
- Moderate learning difficulties

Social, Emotional and Mental Health Needs

Including:

- Anxiety
- Emotional regulation difficulties
- Mental health concerns
- ADHD and related needs

Sensory and/or Physical Needs

Including:

- Hearing impairment
 - Visual impairment
 - Physical disabilities
 - Sensory processing difficulties
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8. Graduated Approach to SEND Support

The schools use a graduated approach.

Assess

The pupil's needs are identified through assessment, discussion with staff, parents and pupils, and analysis of available data.

Plan

Appropriate support strategies, interventions and outcomes are agreed.

Parents and pupils are involved in planning wherever possible.

Do

Support is implemented.

The class teacher retains responsibility for the pupil's progress, even where interventions involve additional adults.

Review

The effectiveness of support is evaluated and future actions agreed.

This cycle is repeated as necessary.

9. SEND Provision and Intervention

Provision may include:

- Adaptive teaching.
- Additional classroom support.
- Small-group interventions.
- Individual programmes.
- Literacy and numeracy support.
- Social skills programmes.
- Emotional wellbeing support.
- Access arrangements for examinations.

- Specialist equipment or resources.
- Targeted Teaching Assistant support.

Teaching Assistants support learning under the direction of teachers and work to promote independence rather than dependency.

Interventions are regularly monitored and evaluated for impact.

10. Curriculum and Inclusion

All pupils are entitled to access a broad and balanced curriculum.

Teachers will:

- Set ambitious expectations for all pupils.
- Adapt teaching to meet individual needs.
- Remove barriers to participation.
- Use appropriate resources and strategies.
- Support access to extra-curricular opportunities.

Pupils with SEND will be encouraged to participate fully in all aspects of school life.

11. Working in Partnership with Parents and Pupils

The schools value the contribution of parents and pupils.

Parents will be:

- Informed when SEND provision is being made.
- Supported to contribute to decision-making.
- Invited to review meetings.
- Kept informed regarding progress and outcomes.

Pupils will be encouraged to:

- Share their views.
 - Participate in planning and review meetings.
 - Contribute towards target-setting where appropriate.
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12. External Agencies

The school may seek support from:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- CAMHS
- Local Authority SEND Services
- Health professionals
- Social Care services

External involvement will be discussed with parents and used to support effective provision planning.

13. Education, Health and Care Plans (EHCPs)

Where a pupil's needs cannot be met through SEND Support, the school may request an Education, Health and Care Needs Assessment.

Where an EHCP is issued, the school will:

- Implement the provision specified.
 - Monitor progress carefully.
 - Hold annual reviews.
 - Work collaboratively with parents and professionals.
 - Support pupils in achieving agreed outcomes.
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14. Transition Arrangements

The school recognises that transition can be a significant period for pupils with SEND.

Support may include:

- Liaison with previous schools.
- Additional visits and transition activities.
- Sharing of SEND information.
- Meetings with parents and external agencies.
- Planning for post-16 education, employment or training.

The school will aim to ensure continuity of support at all transition points.

15. Medical Conditions

The school will support pupils with medical conditions and ensure appropriate arrangements are in place.

Where pupils have both SEND and medical needs:

- Support will be coordinated.
 - Relevant staff will be informed.
 - Individual healthcare plans will be implemented where required.
 - Educational and healthcare provision will be planned together.
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16. Monitoring, Record Keeping and Data

The schools maintain accurate records for pupils with SEND.

These may include:

- SEND Register records.
- Assessment data.
- Provision maps.
- Review documentation.
- Professional reports.
- EHCP documentation.

Progress is monitored through:

- Assessment data.
 - Teacher evaluations.
 - Intervention reviews.
 - Pupil and parent feedback.
 - SEND review meetings.
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17. Complaints

Parents who have concerns regarding SEND provision should initially discuss the matter with:

1. Class Teacher
2. SENCO
3. Headteacher

Where concerns remain unresolved, parents may follow the school's Complaints Procedure.

Information regarding mediation and SEND Tribunal processes is available through the Local Authority and SEND Information Advice and Support Services.

18. Local Offer

Information regarding SEND provision and support services available within the local area can be found via the Local Authority Local Offer.

The school's SEND Information Report is available on the website and is reviewed annually.

19. Monitoring and Review

This policy will be reviewed annually by the Governing Board and senior leaders.

Reviews will consider:

- Progress and outcomes for pupils with SEND.
- Effectiveness of interventions.
- Parent and pupil feedback.
- Legislative and statutory updates.
- School improvement priorities.