Skirlaugh CE Primary School

"Whatever you do, work at it with all your heart"

Be Brave ~ Be Kind ~ Be Your Best

Special Educational Needs and Disabilities (SEND) Policy

Approved by Governors	**Autumn 2026**
Last Renewal Date	**Autumn 2026**
Next Renewal Date	**Autumn 2028**

1. Christian Vision and Ethos

At Skirlaugh CE Primary School, our approach to Special Educational Needs and Disabilities is rooted in our Christian vision:

"Whatever you do, work at it with all your heart." (Colossians 3:23)

We believe that every child is uniquely created and deeply valued by God. Every child deserves to be welcomed, included and supported to flourish, regardless of their individual needs or starting points. Guided by our vision to Be Brave, Be Kind and Be Your Best, we strive to remove barriers to learning, celebrate every achievement and ensure that all pupils are able to participate fully in the life of our school.

Through high expectations, strong partnerships with families and a commitment to inclusive practice, we nurture children's confidence, independence and wellbeing so that they can realise their potential.

2. Policy Statement

This policy sets out how Skirlaugh CE Primary School identifies, assesses and provides for pupils with Special Educational Needs and Disabilities (SEND). It reflects the school's commitment to ensuring that every child has access to a broad, balanced and ambitious curriculum and is supported to achieve their full potential.

Legal Framework

This policy has been developed in accordance with the following legislation and guidance:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0–25 years (2015)
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014 (as amended)
- The United Nations Convention on the Rights of the Child (UNCRC)
- Supporting Pupils at School with Medical Conditions (DfE)
- Keeping Children Safe in Education (latest edition)

This policy should be read alongside the school's SEND Information Report; Accessibility Plan; Equality and Diversity Policy; Nurture Group Policy; First Aid, Accident and Medical Needs Policy; Behaviour and Relationships Policy; Attendance Policy and Safeguarding and Child Protection Policy.

3. Aims

At Skirlaugh CE Primary School, we are committed to ensuring that every pupil with Special Educational Needs and Disabilities (SEND) receives the support they need to thrive

academically, socially and emotionally. We aim to provide an inclusive environment where every child is valued, encouraged and supported to achieve their full potential.

Through this policy, we aim to:

- Identify pupils' special educational needs and disabilities as early as possible and ensure appropriate provision is put in place.
- Provide high-quality, inclusive teaching that is adapted to meet the needs of all learners and removes barriers to learning.
- Ensure every pupil has access to a broad, balanced and ambitious curriculum, enabling them to participate fully in all aspects of school life.
- Work collaboratively with pupils, parents/carers, staff and external agencies to secure the best possible outcomes for each child.
- Promote pupils' confidence, independence, wellbeing and resilience, preparing them for the next stage of their education and future life.
- Ensure that pupils with SEND are fully included in the wider life of the school and have equal opportunities to learn, achieve and flourish.
- Use the graduated approach of Assess, Plan, Do, Review to monitor progress, evaluate provision and ensure support remains responsive to pupils' changing needs.
- Meet our statutory responsibilities under the Children and Families Act 2014, the SEND Code of Practice (2015) and the Equality Act 2010.

4. Roles and Responsibilities

4.1 Governing Board

The Governing Board has a statutory responsibility to ensure that the school meets its duties under the Children and Families Act 2014, the SEND Code of Practice (2015) and the Equality Act 2010. Governors monitor the effectiveness of the school's SEND provision, ensure appropriate resources are available and hold school leaders to account for the progress and outcomes of pupils with SEND.

4.2 Headteacher

The Headteacher has overall responsibility for the strategic leadership of SEND within the school. This includes ensuring that this policy is implemented effectively, that staff receive appropriate training and support, and that the school's provision reflects its commitment to inclusive practice and high expectations for all pupils.

4.3 Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo is responsible for the day-to-day operation of the school's SEND provision. This includes:

- Coordinating provision for pupils with SEND.
- Advising and supporting staff to meet pupils' individual needs.
- Monitoring the effectiveness of provision and pupil progress through the graduated approach.
- Liaising with parents/carers, external agencies and the Local Authority.
- Supporting statutory assessment processes and Annual Reviews for pupils with

Education, Health and Care Plans (EHCPs).
- Maintaining the SEND Register and ensuring accurate SEND records are kept.
- Working collaboratively with school leaders to develop inclusive practice across the school.

The school's SENDCo is **Mrs C Pitois**.
The school's Assistant SENDCo is **Miss L Farnsworth.**
The governor with responsibility for SEND is **Mrs B Rodgers.**

4.4 Class Teachers

Class teachers are responsible for the progress and development of every pupil in their class, including those with SEND. They are responsible for delivering high-quality, inclusive teaching, implementing agreed provision, monitoring progress and working closely with the SENDCo, parents/carers and other professionals to ensure pupils' needs are met.

4.5 Support Staff

Teaching assistants and other support staff work under the direction of the class teacher to deliver agreed provision, promote pupils' independence, provide feedback on progress and contribute to the Assess, Plan, Do, Review process.

4.6 Parents/Carers and Pupils

Parents/carers are valued as partners in their child's education and are encouraged to contribute to planning, reviewing and evaluating provision. Pupils are supported to share their views, participate in decisions about their learning and contribute to setting appropriate outcomes wherever possible.

5. Admission and Inclusion

Skirlaugh CE Primary School is committed to providing an inclusive education for all pupils, including those with Special Educational Needs and Disabilities (SEND). We believe that every child has the right to belong, participate and achieve within our school community.

All teachers are teachers of pupils with SEND and are responsible for ensuring that high-quality, inclusive teaching is provided. The school adopts a whole-school approach to SEND, with all staff working collaboratively to identify and remove barriers to learning and participation.

Admission arrangements for pupils with SEND are the same as for all other pupils and are managed in accordance with the school's admissions arrangements and statutory requirements. The school works closely with families, the Local Authority and other professionals to ensure that pupils with SEND receive appropriate support and are able to access school life successfully.

6. Curriculum Access

At Skirlaugh CE Primary School, we are committed to ensuring that all pupils, including those with SEND, have access to a broad, balanced and ambitious curriculum. High-quality, inclusive teaching is the first step in responding to pupils' individual needs and is the foundation of our provision for all learners.

Teaching is adapted through responsive and adaptive teaching approaches to meet the needs of individual pupils through appropriate scaffolding, reasonable adjustments, resources and teaching strategies. Staff use ongoing assessment to identify barriers to learning and provide support that enables pupils to achieve their best.

Where a pupil requires provision that is additional to or different from that ordinarily available through Quality First Teaching, the school follows the graduated approach of Assess, Plan, Do, Review. Individual outcomes and provision are recorded within a Termly Support Plan (TSP), which is developed collaboratively with pupils, parents/carers and relevant staff, and reviewed at least termly.

Provision may include individual, small group or whole-class support, specialist resources, assistive technology, targeted interventions and advice from external professionals, depending on each pupil's identified needs. The effectiveness of provision is monitored regularly and adapted in response to pupils' progress and changing needs.

The class teacher remains responsible for the progress and development of every pupil in their class, including those receiving additional support from teaching assistants or specialist staff. The SENDCo works alongside class teachers to provide guidance, monitor provision and ensure that support is appropriately planned, implemented and reviewed.

Pupils with SEND are supported to participate fully in all aspects of school life, including lessons, educational visits, clubs, enrichment opportunities and wider school activities. Reasonable adjustments will be made where necessary to promote inclusion and remove barriers to participation.

7. Identification of Need

Early identification of Special Educational Needs and Disabilities is essential to ensuring that pupils receive timely and effective support. Identification is an ongoing process and is the responsibility of all staff, supported by the SENDCo. The school recognises that a pupil's attainment alone does not determine whether they have SEND. Consideration is given to the whole child, including learning, communication, physical, emotional and social development.

Pupils may be identified as requiring additional support through a range of evidence, including:

- Ongoing teacher assessment and classroom observations.
- Attainment and progress data.
- Standardised assessments.
- Information from parents/carers.
- Pupil voice.
- Previous educational settings.
- Advice from external agencies and health professionals.

When concerns are identified, the class teacher and SENDCo will work together to gather further information, assess the pupil's strengths and needs, and determine the most appropriate provision. Where appropriate, additional diagnostic assessments may be undertaken to inform planning.

Pupils receiving SEND Support will have their progress reviewed through the graduated approach of Assess, Plan, Do, Review. Termly Support Plans (TSPs) will be reviewed at least termly, with ongoing monitoring taking place throughout the year to ensure provision remains responsive to pupils' changing needs.

Where a pupil has an Education, Health and Care Plan (EHCP), the school will work in partnership with parents/carers, the Local Authority and other professionals to deliver the provision specified within the plan. Annual Review meetings will be held in accordance with statutory requirements to review progress, outcomes and future provision.

Accurate and confidential records are maintained for all pupils with SEND. These records support continuity of provision, inform future planning and are shared appropriately with receiving schools and relevant professionals to ensure smooth transitions between settings.

8. Graduated Response

The first response to any pupil experiencing difficulty in learning is high-quality, inclusive teaching that is adapted to meet individual needs. Class teachers continually assess pupils' progress and use a range of strategies to remove barriers to learning within the classroom.

Where a pupil continues to experience difficulties despite appropriate classroom adaptations, the class teacher will work with the SENDCo to determine whether the pupil requires SEND Support. Parents/carers and the pupil will be involved in discussions throughout this process.

Provision for pupils receiving SEND Support follows the graduated approach of Assess, Plan, Do, Review:

- Assess – The pupil's strengths, needs and barriers to learning are identified through assessment, observations, discussions with parents/carers and the pupil, and, where appropriate, advice from external professionals.
- Plan – Clear outcomes are agreed, appropriate support is identified and recorded within a Termly Support Plan (TSP), and responsibilities for delivering the provision are established.
- Do – The agreed provision is implemented. The class teacher remains responsible for the pupil's progress and works closely with teaching assistants and the SENDCo to ensure support is delivered effectively.
- Review – Progress towards agreed outcomes is reviewed regularly with the pupil, parents/carers and relevant staff. Provision is adapted where necessary to ensure it continues to meet the pupil's needs.

Support may include adapted teaching, targeted interventions, specialist resources, assistive technology, small group or individual support, reasonable adjustments and advice from

external agencies. The type and level of support will always be determined by the individual needs of the pupil rather than by a specific category of need.

Where, despite purposeful action and appropriate support, a pupil continues to make limited progress or presents with more complex needs, the school may seek advice from external professionals to further inform assessment, planning and provision. Parents/carers will always be involved in these decisions.

Where it is considered that a pupil's needs cannot be met through the resources ordinarily available within school, and they require provision that is additional to or different from that which the school can reasonably provide, the school may, in partnership with parents/carers and relevant professionals, request an Education, Health and Care (EHC) Needs Assessment from the Local Authority.

9. Specialist Provision

Skirlaugh CE Primary School provides a range of specialist provision to meet the needs of pupils with SEND. This includes The Bridge, our nurture provision supporting pupils with social, emotional and communication needs, and The Nest, our enhanced provision for pupils with complex SEND. Access to these provisions is based on individual need and forms part of the graduated approach to supporting pupils to achieve the best possible outcomes.

These provisions are designed to complement, rather than replace, inclusion within the wider school community. Pupils are supported to access mainstream learning, experiences and relationships wherever this is appropriate, alongside targeted support matched to their individual needs.

10. Resources

The Governing Board and Headteacher are committed to ensuring that appropriate staffing, funding and resources are allocated to meet the needs of pupils with SEND.

Resources are deployed according to pupils' identified needs and may include:

- Specialist teaching and support staff.
- Teaching assistants.
- Specialist equipment and assistive technology.
- Adapted learning resources.
- Targeted intervention programmes.
- Advice and support from external professionals.

The Assistant SENDCo works closely with the Headteacher to review the effectiveness of SEND provision and ensure that available resources are used efficiently to maximise outcomes for pupils. Decisions regarding the deployment of staffing and resources are informed by pupils' individual needs, the graduated approach and statutory requirements, including Education, Health and Care Plans (EHCPs), where applicable.

The school regularly reviews its SEND provision to ensure that resources continue to meet the changing needs of pupils and support high-quality, inclusive practice across the school.

11. External Agencies

Parents will always be informed when an external agency becomes involved with their child.

Regular liaison is maintained with the following external agencies:

- SEND Assessment and Review Team
- Speech and Language Therapy
- Educational Psychology Service
- Behaviour Support Team
- The School Nursing Team
- Education Welfare Service
- Sensory and Physical Teaching Service
- Social Care
- Sensory Processing Hub
- Neurodiversity Hub
- Mental Health in Schools Team
- Child Adolescent Mental Health Service

12. Transition

Skirlaugh CE Primary School recognises that transitions can be particularly significant for pupils with SEND. The school plans carefully for transitions into school, between year groups and onto secondary education to ensure continuity of support and minimise anxiety.

Transition arrangements are personalised according to individual need and may include additional visits, enhanced transition programmes, visual supports, information sharing with receiving settings and involvement of parents/carers and external professionals where appropriate.

13. Working with Parents and Carers

At Skirlaugh CE Primary School, we recognise that parents and carers know their children best and are valuable partners in supporting their child's learning, development and wellbeing. We are committed to working collaboratively with families to ensure that children with special educational needs and/or disabilities (SEND) achieve their full potential and are supported to be happy, confident and successful members of our school community.

The school will actively seek the views, wishes and aspirations of parents and carers when identifying, assessing and reviewing SEND provision. Parents will be involved in discussions about their child's needs, the support provided, outcomes and next steps. We aim to maintain regular, open and respectful communication with families and encourage parents to share information that may help us better understand and support their child.

Parents and carers will be kept informed about their child's SEND needs and provision in accordance with the SEND Code of Practice (2015). They will be invited to contribute to the review of their child's individual targets and support plans, including Termly Support Plans (TSPs), Education, Health and Care Plans (EHCPs) and any other relevant reviews.

Before involving external professionals or support agencies, the school will seek appropriate consent from parents and carers and will work collaboratively with families and professionals to ensure that advice and recommendations are effectively implemented. Parents and carers will be invited to attend relevant meetings and reviews relating to their child's education and support.

Information about the school's approach to supporting pupils with SEND can be found in our SEND Information Report and Local Offer, which are available on the school website. These documents explain the provision available, how support is accessed and how parents can contact the school for further information or advice.

We recognise that effective partnership with parents and carers is essential in achieving positive outcomes for children with SEND. Where concerns arise, we encourage families to discuss these with the class teacher, SENDCo or Headteacher at the earliest opportunity so that we can work together to resolve difficulties and ensure that the child's needs are met.

14. Arrangement and Treatment of Complaints

We aim to work in close partnership with parents and carers to ensure that children with special educational needs and/or disabilities (SEND) receive appropriate support and provision. We recognise that, occasionally, parents or carers may have concerns or wish to raise a complaint about the SEND provision their child receives.

In the first instance, parents and carers are encouraged to discuss any concerns with the class teacher, SENDCo or Headteacher so that issues can be addressed promptly and collaboratively. We will work with families to understand their concerns and seek a resolution that ensures the best possible outcomes for the child.

Where concerns cannot be resolved informally, parents and carers may follow the school's Complaints Policy, which sets out the formal procedures for raising and managing complaints. The policy is available from the school office or on the school website.

Complaints relating specifically to the provision for pupils with SEND, including disagreements regarding the support provided, will be managed in line with the school's complaints procedure and the statutory guidance within the SEND Code of Practice (2015). Parents and carers can seek independent advice and support from organisations such as SENDIASS where appropriate.

15. Pupil Participation

We believe that children and young people should be actively involved in decisions about their own education and support wherever possible. We recognise that every child has

unique strengths, interests, views and aspirations, and these should be reflected in the support they receive.

Pupils with SEND are encouraged to share their views about their learning, targets and support through age-appropriate approaches, including discussions, observations, pupil questionnaires, visual communication systems and supported conversations where appropriate.

Pupils are involved in reviewing their individual targets and support plans, including Termly Support Plans (TSPs), where appropriate. Staff work closely with pupils to help them understand their strengths, areas for development and the strategies that support them to learn and participate successfully.

For pupils with more complex needs who may communicate in different ways, the school will use appropriate methods to ensure that their views, preferences and experiences are understood and valued.

16. Equality and Accessibility

Skirlaugh CE Primary School is committed to ensuring equality of opportunity for all pupils and recognises its duties under the Equality Act 2010. The school will not discriminate against pupils with disabilities and will make reasonable adjustments to ensure that pupils with SEND can access the curriculum, school environment and wider opportunities alongside their peers.

The school's approach to accessibility is outlined within the Accessibility Plan and Equality and Diversity Policy, which set out how we aim to improve access to the physical environment, curriculum and information for pupils with disabilities.

17. Supporting Pupils with Medical Conditions

The school recognises that some pupils with SEND may also have medical conditions that require additional support or adjustments. The needs of pupils with medical conditions will be managed in accordance with the school's First Aid, Accident and Supporting Medical Conditions Policy and the Allergy Policy, ensuring that pupils are able to access education safely and fully participate in school life.

18. Promoting Wellbeing and Mental Health

At Skirlaugh CE Primary School, we recognise that many pupils with SEND may experience additional barriers relating to emotional wellbeing, communication, anxiety or mental health. We are committed to supporting the whole child and ensuring that pupils feel safe, valued and included. Staff work closely with pupils, families and relevant professionals to identify needs early and provide appropriate support. Further information can be found in the school's Mental Health and Wellbeing Policy.

19. Evaluating Success

This SEND policy will be reviewed at least bi-annually to ensure that it remains effective and reflects current legislation, guidance and the needs of pupils at Skirlaugh CE Primary School. The effectiveness of SEND provision will be monitored and evaluated by the SENDCo, Headteacher and governors through a range of evidence sources, including assessment information, pupil progress data, monitoring activities, staff feedback, parent views and pupil voice.

Evaluation will take account of the diverse range of needs within the school, including pupils requiring enhanced provision, and will focus on progress from individual starting points rather than solely age-related expectations. The success of SEND provision will be evaluated through consideration of:

- The progress made by pupils with SEND towards their identified outcomes and individual targets, including those outlined in Termly Support Plans (TSPs) and Education, Health and Care Plans (EHCPs).
- The effectiveness of interventions and additional support in improving outcomes for pupils, including regular review of their impact.
- The extent to which pupils with SEND are fully included in all aspects of school life, including learning, enrichment activities, collective worship, trips, clubs and wider opportunities.
- The wellbeing, confidence and emotional development of pupils with SEND.
- Attendance, punctuality and engagement of pupils with SEND.
- The views and experiences of pupils with SEND, ensuring that their voices influence decisions about their education and support.
- The views of parents and carers regarding the support provided and the effectiveness of communication and partnership working.
- Staff understanding, confidence and expertise in meeting the needs of pupils with SEND through appropriate training and professional development.
- The effectiveness of identification processes, ensuring that needs are recognised early and appropriate support is provided.
- The impact of SEND provision on academic progress, achievement and personal development.
- The effectiveness of transition arrangements for pupils with SEND, including transition into school, between year groups and onto secondary education.

Governors will monitor the effectiveness of SEND provision through regular engagement with SEND leaders, review of relevant information and visits to school. They will ensure that statutory duties are met and that pupils with SEND receive appropriate support to achieve the best possible outcomes.