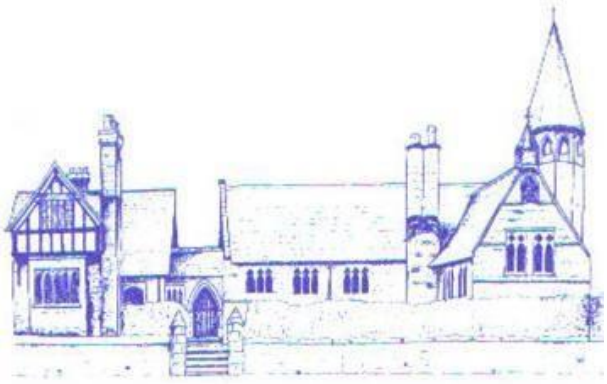


Eccleston C.E. Aided Primary School

"Let your light shine" - Matthew 5:16

Special Educational Needs and Disability (SEND) Policy

Curriculum Committee	
Date of Policy	September 2026
Reviewed	September 2029
Signed Headteacher:	Chair of governors:

1. Purpose, legal framework and linked documents

This policy sets out how Eccleston C of E Primary School identifies, supports and reviews provision for pupils with special educational needs and disabilities (SEND). It should be read with the current SEN Information Report (School Offer), Accessibility Plan, Behaviour Policy, Safeguarding Policy,

Supporting Pupils with Medical Conditions Policy, Equality information and objectives, and Admissions arrangements.

We have regard to the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014 and the statutory SEND Code of Practice: 0 to 25 years (January 2015, as amended). The governing board keeps this policy under regular review. The separately published SEN Information Report is updated at least annually and promptly when material information changes.

2. Vision, aims and principles

Our Christian vision, "Let your light shine", underpins an inclusive culture of high expectations, belonging and participation. We aim for every pupil, including those with SEND, to access a broad, ambitious curriculum, achieve meaningful progress from their starting points and participate fully in school life.

- Identify possible SEND early, including in Reception, while avoiding assumptions based solely on attainment or behaviour.
- Put high-quality classroom teaching and effective adaptations first.
- Listen to pupils and work in partnership with parents and carers.
- Make reasonable adjustments for disabled pupils, remove barriers and prevent discrimination.
- Use evidence-informed support and evaluate whether it improves pupils' learning, participation and independence.
- Work constructively with relevant local authority, health, social care and specialist services.

3. What we mean by SEND and areas of need

A pupil has special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. The Code of Practice describes four broad areas: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. A pupil may have needs in more than one area, and the provision required is determined by the individual rather than by a label.

Disability and SEN are not identical. Disabled pupils may require reasonable adjustments even if they do not need SEN Support. Difficulties relating solely to learning English as an additional language do not in themselves mean a pupil has SEN.

4. Early identification and assessment

Teachers routinely observe, assess and check pupils' understanding, participation, communication, development and progress. Concerns can arise through pupil or parent views, assessment, transition information, classroom observations or advice from external professionals. Emerging needs are considered in the context of the pupil's development, including language and communication in the early years.

Slow progress and low attainment do not automatically establish SEN; equally, attainment in line with age expectations does not rule it out. Behaviour may indicate an underlying difficulty and prompts curiosity and assessment rather than an automatic assumption of SEN.

Where concerns persist, the class teacher works with the SENDCo, the pupil and family to gather evidence, consider barriers and agree appropriate next steps. Where special educational provision is required, the pupil will be recorded at SEN Support; parents will be informed.

5. High-quality teaching and adaptive provision

The class teacher remains responsible and accountable for the progress and development of every pupil in their class, including where teaching assistants or specialist staff deliver additional support. Teaching is ambitious, inclusive and responsive: staff use clear explanations, modelling, scaffolding, purposeful practice, assessment and checks for understanding. Adjustments are made in response to what pupils know and can do.

Provision may involve adapted resources, visual or communication support, assistive technology, changes to the environment or routines, small-group teaching, or targeted intervention. Support is chosen for a clear purpose and should develop independence wherever possible. A pupil with SEND should not routinely lose access to the wider curriculum because of interventions.

Teaching assistants work under teacher direction; their role and the intended outcomes of support are clear. Specialist advice and reasonable adjustments are incorporated into everyday teaching.

6. Graduated approach: Assess, Plan, Do, Review

Assess - The teacher and SENDCo analyse strengths, barriers, progress, views of the pupil and family, and relevant assessment and specialist advice.

Plan - The class teacher, with the SENDCo and parents, agrees specific, achievable outcomes, provision, responsibilities and a review date. The pupil's views are included in an accessible way.

Do - The class teacher implements and oversees the plan, working with teaching assistants and specialists as appropriate; support and adaptations are delivered consistently.

Review - At least termly for pupils supported through the school's SEND Profile arrangements, staff evaluate progress towards agreed outcomes, pupil experience and the effectiveness of provision. Plans are continued, adapted or ended in consultation with the pupil and parents. Review frequency may be increased according to need.

Individual arrangements are documented in the school's SEND Profile. Records will capture strengths, identified needs, outcomes, provision, pupil and parent views, the impact of support and next steps. Parents will be consulted and supplied with appropriate information about agreed support and progress.

7. Education, Health and Care needs assessments and plans

Where a pupil may require provision beyond that ordinarily available, the school and/or parents may request that the local authority considers an Education, Health and Care (EHC) needs assessment. The local authority decides whether an assessment is necessary and, after assessment, whether to issue an EHC plan. Families are informed about the process and applicable rights to mediation and appeal.

When a final EHC plan names Eccleston, the school works with the local authority to secure the special educational provision specified in Section F. The school contributes to statutory reviews and ensures that arrangements are reviewed at least annually, with more frequent reviews as required by law for certain younger children. Any proposed changes to a plan are decided through the statutory process, not by the school alone.

8. Inclusion, disability and access

We take steps to ensure disabled pupils are not placed at a substantial disadvantage compared with their peers. Reasonable adjustments may include changes to classroom organisation, teaching approaches, communication, equipment, assessments and participation in visits, clubs and PE. School

activities are considered individually and proportionately; risk assessments support access rather than becoming automatic reasons for exclusion.

The school's separate Accessibility Plan addresses access to the curriculum, physical environment and information. The SEN Information Report explains facilities and arrangements currently available; these are checked with families where individual needs arise.

Our Admissions Policy explains arrangements for applications, including for children with disabilities. Children with an EHC plan naming the school are admitted through the relevant statutory process.

9. Mental health, behaviour and safeguarding

The school considers communication, sensory needs, anxiety, trauma, health and other possible barriers when responding to pupils' behaviour. We make reasonable adjustments where required while maintaining clear expectations and safeguarding responsibilities. Support may involve pastoral strategies and specialist referrals according to the pupil's needs and the provision currently available.

Pupils with SEND may face additional safeguarding barriers, including communication difficulties. Staff follow the current safeguarding policy and seek the pupil's voice using accessible methods.

10. Working with pupils and families

We seek pupils' views about 'What people like and admire about me', 'What makes me happy' and 'How I want to be supported' using communication methods appropriate to their needs and record this on their One Page Profiles. Parents and carers are involved in identification, planning, termly review and decisions about additional provision. Families may contact the class teacher or SENDCo at any time with concerns. We share information accessibly and work together to resolve disagreements early.

11. Partnership with specialists and transitions

The SENDCo may seek support from educational psychology, speech and language therapy, occupational therapy, autism advisory services, health professionals, social care and other relevant services, according to need and local referral arrangements. Consent and information-sharing requirements are followed.

Transition is planned for pupils moving into Reception, between classes/key stages and on to secondary school, as well as for pupils joining or leaving during the year. This may include visits, meetings, accessible visual information, shared transition plans and liaison with other settings. Looked-after pupils with SEND are supported through coordination with the designated teacher, relevant professionals and Personal Education Plan arrangements.

12. Roles and accountability

Governing board: holds leaders to account for inclusion, statutory duties, sufficient oversight of SEND provision and resources, review of this policy and publication of the annual SEN Information Report.

Headteacher - Kathryn Rees-Wright: leads whole-school provision, ensures staff understand responsibilities, allocates resources and works with the SENDCo and governors to evaluate impact.

SENDCo - Emma White: coordinates SEN provision and the graduated approach, advises and supports teachers, oversees relevant records and referrals, liaises with parents and external professionals, supports transitions, advises on resources and contributes to staff development.

SEND governor - Nayland Southorn: provides strategic support and challenge, monitors provision and reports to the governing board; this role does not replace operational responsibilities of the SENDCo or headteacher.

Class teachers: identify barriers early, teach and assess all pupils in their class, plan and evaluate interventions and adjustments, direct teaching assistants and maintain communication with parents and the SENDCo.

Teaching assistants and other support staff: implement agreed provision, share observations and assessment evidence with teachers, and promote pupil participation and independence.

13. Resources, funding and staff development

SEND provision is funded through the school's delegated budget and, where eligible, additional local authority high-needs/top-up arrangements. The commonly referenced £6,000 contribution is an element of school funding arrangements, not a cap on provision or an automatic individual entitlement. Provision is determined by assessed need and legal duties.

The headteacher and SENDCo advise on effective deployment of staffing, specialist support, equipment and interventions, and the governing board monitors impact. Staff development is based on identified needs, including adaptive teaching, communication, safe inclusion and SEND-specific approaches. We do not assume that every intervention or staff qualification is available at all times; the annual SEN Information Report describes current provision.

14. Monitoring effectiveness

Leaders evaluate SEND provision through pupil progress and outcomes, work scrutiny and teaching evidence, the impact of interventions, attendance and participation, pupil and parent views, transition information and review of SEND Profiles and EHC plan provision. The SENDCo reports to the headteacher and governing board. Where an approach does not help a pupil, it is reconsidered promptly rather than continued without evidence of benefit.

15. Records, confidentiality and complaints

SEND records are accurate, secure, shared on a need-to-know basis and transferred appropriately when pupils move school, in line with data protection and safeguarding requirements. Parents are told whom to contact about provision and how to raise concerns.

Parents should first discuss concerns with the class teacher or SENDCo. Unresolved concerns may be raised with the headteacher and then through the published school complaints procedure. The SEN Information Report provides information about independent SEND advice and relevant dispute resolution and tribunal routes. Statutory rights under the EHC process are separate from the school complaints procedure.

16. Monitoring and review of this policy

The SENDCo and headteacher will review this policy at least every three years and sooner following significant changes in law, guidance, school practice or need. The governing board will consider and approve revisions in accordance with its agreed procedures. The separately published SEN Information Report will be updated annually and when material changes occur during the school year.

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