



Darnhall Primary School

Special Educational Needs & Disability (SEND) Policy

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1. Introduction

Darnhall Primary School is a highly inclusive school committed to ensuring that every pupil— including those with special educational needs and/or disabilities—can access a broad, ambitious, well-sequenced curriculum. We believe every child has the right to thrive, feel a sense of belonging, and achieve meaningful outcomes. Darnhall Primary School has high expectations for children with special educational needs and/or disabilities and we aim to include all children whatever their additional/individual needs.

We recognise that pupils with SEND may experience additional barriers to learning, well-being, communication, and participation. Our approach is therefore centred on early identification, high-quality adaptive teaching, targeted intervention, and strong partnership work with families and professionals.

This policy aligns with:

- SEND Code of Practice (2015)
- Equality Act (2010)
- Children and Families Act (2014)

2. Policy Statement

Darnhall Primary School aims to remove barriers to learning by:



- Ensuring all pupils access a high-quality, adaptive curriculum that meets their needs.
- Implementing a bespoke, progressive curriculum for children working significantly below their peers.
- Embedding strong inclusive practice within all classrooms.
- Implementing a graduated response cycle (Assess–Plan–Do–Review) to ensure provision remains responsive and effective.
- Working alongside parents, carers, and external services.
- Ensuring pupil views are central to planning, review processes, and curriculum design.
- Upholding high expectations for the progress and development of all learners, including those with SEND, looked-after children, previously looked-after children, and those facing disadvantage.

3. Roles and Responsibilities

SEND provision is the responsibility of the **whole school community**. All staff share responsibility for ensuring that every pupil can access and succeed within the curriculum.

3.1 The Governing Body

The Governing Body will:

- Hold leaders to account for the quality and impact of SEND provision.
- Ensure compliance with statutory SEND duties.
- Regularly review SEND outcomes, provision, and pupil progress data.
- Review the SEND Policy annually.
- Support challenge around inclusion, particularly where pupils may face multiple vulnerabilities including identified SEND, social care involvement and children in receipt of Pupil Premium.
- Ensure the school's published SEND Information Report is current, accurate, and reflective of practice.

The SEND Governor meets termly with the SENDCo.

3.2 The Headteacher

The Headteacher will:

- Ensure the school maintains ambitious expectations for all children with additional needs.
- Embed inclusive culture and practice across the whole school.
- Ensure curriculum leaders design and sequence learning that is accessible to all pupils.
- Ensure teaching is consistently adaptive, and that curriculum adjustments are meaningful and evidence-informed.
- Ensure the school fulfils statutory SEND responsibilities and works effectively with parents and external agencies.



- Ensure staff receive training and development to support high-quality SEND provision.

3.3 The Special Educational Needs & Disability Coordinator (SENDCo)

The SENDCo is a qualified teacher with allocated leadership time and strategic responsibilities.

The SENDCo(s) will:

- Lead whole-school SEND strategy and development.
- Oversee the day-to-day operation of the SEND Policy.
- Maintain accurate SEND records, the SEND Register, and statutory paperwork.
- Lead on early identification and coordinate the graduated response.
- Support teachers in adapting teaching and curriculum delivery.
- Coordinate multi-agency involvement and referrals.
- Work closely with pupils and families through a co-production model.
- Monitor the impact of interventions and SEND provision across the school.
- Provide professional development for staff.
- Support the development and implementation of the curriculum for children with SEND.
- Inclusion is central to leadership decision-making, curriculum intent, and quality of education.

3.4 Class Teachers and Support Staff

“All teachers are teachers of pupils with SEND.”

Teachers will:

- Deliver high-quality, adaptive teaching that meets the needs of all learners.
- Identify emerging concerns as early as possible.
- Implement SEND Profiles and targeted strategies.
- Work closely with support staff to ensure consistent delivery of provision.
- Contribute to the graduated response cycle and record evidence of progress.
- Communicate with parents and the SENDCo(s)
- Staff are expected to know the needs of pupils with SEND and how to meet them.

Support staff will:

- Implement targeted interventions under teacher direction.
- Provide feedback on pupil progress and barriers.

4. Identification, Assessment and Provision



We use a graduated response to meet SEND needs.

STEP 1: Universal (Quality First Teaching)

All pupils receive high-quality, inclusive teaching.

Teachers adapt teaching to meet needs, including:

- Visual supports
- Task breakdown
- Scaffolding
- Pre-teaching and over-learning
- Flexible grouping
- Use of assistive technology

Attainment and progress is monitored six times per year. If concerns remain, staff consult the SENDCo.

STEP 2: Identification of SEND

If pupils do not make expected progress despite universal provision, teachers complete a Cause for Concern form. The SENDCo(s) assesses whether needs fit one of the Code of Practice categories:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory and/or Physical

Parents are informed and the pupil may be placed on the SEND Register.

STEP 3: Planning (Assess–Plan–Do–Review)

SEND Profiles outline:

- Current attainment and needs
- Long Term outcomes (End of Key Stage/Two-Year targets)
- Short-Term outcomes (Within 12 months)
- Provision to support outcomes
- Pupil and parent voice
- Termly Evaluations of progress.

STEP 4: External Agency Support

If progress remains limited after two APDR cycles, the SENDCo(s) may refer to external agencies including:



- Educational Psychology
- Community Paediatrics
- Speech & Language Therapy
- Autism/Neurodiversity Team
- CAMHS and the Mental Health Support Team
- Sensory Service
- Specialist teachers

External advice informs new targets and provision.

STEP 5: Request for an Education, Health and Care Needs Assessment

If the school cannot meet the child's needs from its own resources, an EHCP Assessment may be requested with parental involvement.

Evidence includes:

- APDR records
- Pupil and parent views
- External reports
- Attainment and progress data
- Professional assessments

6. Statutory Assessment and EHC Plans

The Local Authority gathers advice from education, health, social care, parents, and any other relevant professionals. If the statutory threshold is met, an **EHC Plan** is issued.

School implements the provision and monitors progress carefully.

7. Annual Review of the EHC Plan

Annual Reviews:

- Are child-centred
- Include pupil and parent voice
- Review progress toward outcomes
- Consider changes to provision, placement or support
- Include updates from professionals

The SENDCo(s) submits review paperwork to the Local Authority following the meeting.

8. Supporting Pupils at School with Medical Conditions



Darnhall Primary School is committed to ensuring that all pupils with medical needs are fully supported so that they can access a broad, ambitious curriculum and participate fully in school life.

8.1 Our Principles

- Pupils with medical conditions must be able to access high-quality education and feel fully included in all aspects of school life. Where a medical condition constitutes a disability, we comply with the Equality Act (2010).
- Some pupils with medical needs may also have special educational needs, in which case support will follow the SEND Code of Practice (2015) and, where relevant, any provision set out in their Education, Health and Care (EHC) Plan.
- The school recognises that pupils with medical needs may face additional barriers to learning and well-being, which will be considered as part of our inclusive practice.

8.2 Training and Staffing

- School ensures that sufficient staff are appropriately trained to meet the needs of pupils with medical conditions.
- Training is delivered by qualified health professionals, and refreshed as needed.
- Arrangements are in place to ensure that trained staff are available at all times, including in the event of staff absence.
- Supply staff receive clear, written guidance for pupils with significant medical needs to ensure continuity of care and safety.

8.3 Daily Management and Procedures

- Health Care Plans (HCPs) are created in partnership with parents, pupils (where appropriate), health professionals, and key staff.
- HCPs detail the child's medical needs, medication requirements, emergency procedures and triggers.
- IHCPs are reviewed annually or updated promptly if needs change.
- Staff responsible for the pupil are briefed on the IHCP and understand their responsibilities.
- Risk assessments are carried out for school visits, residentials, PE, and all activities outside the normal timetable, ensuring inclusion and safety.

9. Transition

9.1 Early Years Transition

For children with identified SEND before statutory school age, school works closely with parents, early years providers and external professionals to ensure a smooth, well-planned start to school. Relevant information is shared through Action for Inclusion meetings so that support is in place from the start.



9.2 Transition to Secondary School

Pupils with SEND, including those without an EHCP, receive a carefully planned transition package based on need through liaison with the Secondary School, parents and external agencies where appropriate.

For pupils with an EHC Plan, transition planning begins at the Year 5 Annual Review, held in the Spring Term. At this meeting:

- parental preference for secondary placement is recorded for submission to the Local Authority
- progress and outcomes are updated to reflect current needs