



Irlam Primary School

Special Educational Needs and Disabilities (SEND) Policy

"Supporting every child to achieve, belong and thrive."

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Policy Statement

This policy outlines Irlam Primary School's approach to identifying and supporting pupils with Special Educational Needs and Disabilities (SEND). It reflects our commitment to providing an inclusive education where every pupil is valued, supported and encouraged to achieve their full potential.

The policy should be read alongside the school's Inclusive Practice Framework, which provides detailed guidance on the day-to-day implementation of inclusive practice across the school.

1. Introduction

At Irlam Primary School, we are committed to providing an inclusive environment where every pupil is valued, respected and supported to achieve their full potential. We believe that all children are entitled to a broad, balanced and ambitious curriculum, with learning opportunities that enable them to succeed regardless of their individual needs or starting points.

We recognise that some pupils may require provision that is additional to or different from that ordinarily available in order to overcome barriers to learning. Through high-quality teaching, early identification, reasonable adjustments and personalised support, we aim to ensure that every pupil is able to participate fully in school life and make good progress.

Inclusion is a whole-school responsibility. All staff work collaboratively with pupils, parents, carers and external professionals to ensure that support is appropriate, effective and regularly reviewed. Our approach is underpinned by the principles of the SEND Code of

Practice (2015) and reflects our commitment to ensuring that every child feels safe, included and able to thrive.

This policy should be read alongside the school's SEND Information Report, Inclusive Practice Framework, Accessibility Plan and other relevant statutory policies.

2. Aims

The aims of this policy are to ensure that Irlam Primary School:

- provides an inclusive learning environment where all pupils feel safe, valued and able to achieve their full potential
- identifies Special Educational Needs and Disabilities (SEND) at the earliest opportunity through effective assessment and ongoing monitoring
- ensures pupils with SEND have access to a broad, balanced and ambitious curriculum through high-quality teaching and appropriate support
- removes barriers to learning through reasonable adjustments, adaptive teaching and personalised provision
- works in partnership with pupils, parents, carers and external agencies to secure the best possible outcomes
- promotes independence, confidence, wellbeing and successful participation in all aspects of school life
- fulfils its statutory responsibilities in accordance with current SEND legislation and guidance.

3. Legislation and Guidance

This policy has been developed in accordance with the principles and requirements of:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0–25 years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education (current edition)
- Supporting Pupils at School with Medical Conditions (DfE)

Definition of SEND

A pupil has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for them. Special educational provision is provision that is additional to, or different from, that made generally available for other pupils of the same age.

In accordance with the SEND Code of Practice (2015), pupils' needs are broadly grouped into four areas:

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

4. Roles and Responsibilities for SEND

Supporting pupils with SEND is a shared responsibility across the whole school community. Every member of staff has a role in promoting inclusive practice and ensuring that pupils receive the support they need to achieve their potential.

The Governing Body is responsible for ensuring that the school fulfils its statutory duties in relation to SEND and monitors the effectiveness of the school's provision.

The Headteacher has overall responsibility for the strategic leadership of SEND and works closely with the Inclusion Manager/SENDCO to ensure that appropriate provision, staffing and resources are in place.

The Inclusion Manager/SENDCO leads the strategic development of SEND across the school. This includes overseeing the Graduated Approach, coordinating provision, maintaining the SEND Register, working with parents and external agencies, supporting staff, leading statutory EHCP processes and monitoring the effectiveness of SEND provision across the school.

Class teachers are responsible and accountable for the progress and attainment of all pupils in their class, including those with SEND. They are responsible for delivering high-quality teaching, implementing agreed support strategies and working collaboratively with parents, support staff and the Inclusion Manager/SENDCO.

Teaching assistants work under the direction of the class teacher to deliver agreed provision, promote independence and contribute to the ongoing assessment and review of pupil progress.

Parents and carers are valued partners and are encouraged to contribute to decisions regarding their child's education. Pupils are also actively involved in discussions about their learning and support wherever appropriate.

5. Identifying SEND

At Irlam Primary School, we are committed to identifying pupils' needs as early as possible to ensure that appropriate support can be provided without delay. We recognise that early identification and timely intervention are key to improving outcomes for children and young people with SEND.

Pupils may be identified through ongoing teacher assessment, discussions with parents or carers, information from previous settings, pupil progress meetings, observations, assessments completed by school staff or advice from external professionals. The school recognises that identifying SEND is an ongoing process and that pupils' needs may change over time.

The school follows the **Graduated Approach**, as outlined in the SEND Code of Practice (2015), using the cycle of **Assess, Plan, Do, Review** to identify needs, plan appropriate provision and evaluate its impact. Decisions are made collaboratively with pupils, parents, teachers and, where appropriate, external professionals to ensure that support is personalised and evidence based.

Before identifying a pupil as requiring SEND Support, the school will consider whether high-quality teaching, adaptive classroom practice and reasonable adjustments have been implemented and whether these have been sufficient to meet the pupil's needs.

Where it is agreed that a pupil requires provision that is additional to or different from that ordinarily available, they will be placed on the school's SEND Register following discussion with parents or carers. The level and type of support provided will be reviewed regularly through the Graduated Approach to ensure that provision continues to meet the pupil's individual needs.

6. Meeting the Needs of Pupils with SEND

At Irlam Primary School, we believe that high-quality teaching is the foundation of inclusive practice and is the first step in meeting the needs of all pupils. Teachers are expected to provide high-quality adaptive teaching to meet the diverse needs of learners through appropriate differentiation, reasonable adjustments and evidence-informed strategies, enabling all pupils to access a broad, balanced and ambitious curriculum.

Where high-quality adaptive teaching and reasonable adjustments alone are not sufficient to meet a pupil needs additional provision will be planned through the Graduated Approach and tailored to meet their identified needs. Provision may include targeted interventions, specialist resources, adapted learning approaches or support from external professionals. The effectiveness of all provision is monitored regularly to ensure that it has a positive impact on pupil outcomes.

The school uses a range of assessment information, including teacher assessment, observations, pupil voice and the **Insight** assessment system, to monitor progress and evaluate the impact of SEND provision. This enables staff to make informed decisions about the support provided and ensures that provision remains responsive to individual needs.

Where appropriate, pupils receiving SEND Support will have an **Individual Support Plan (ISP)** that identifies personalised outcomes, agreed strategies and the provision required to support progress. ISPs are reviewed in partnership with parents and pupils three times each academic year. In addition, every pupil on the SEND Register has a **One Page Pupil Profile**, providing staff with a clear overview of the child's strengths, interests, successful strategies and the reasonable adjustments that support them to learn effectively.

As part of our graduated provision, the school offers a range of targeted interventions and specialist support to meet individual needs. This includes **The Den**, which provides structured, personalised learning for pupils experiencing significant barriers to accessing learning within the mainstream classroom, and **Little Explorers**, which provides targeted nurture, communication and sensory-based support for younger pupils. These provisions form part of the school's inclusive approach and are reviewed regularly to ensure they continue to meet pupils' identified needs. Further information regarding the operation of these provisions is available within the school's **Inclusive Practice Framework**.

7. Partnership with Parents, Pupils and External Agencies

At Irlam Primary School, we believe that positive partnerships are fundamental to achieving the best outcomes for pupils with SEND. We work closely with parents and carers throughout every stage of the Graduated Approach, recognising the valuable knowledge they have about their child and ensuring they are fully involved in decisions regarding support and provision.

Pupils are encouraged to share their views and contribute to decisions about their learning in a way that is appropriate to their age and level of understanding. Their strengths, interests, aspirations and individual experiences are considered when planning and reviewing support to ensure that provision remains person-centred.

The school works collaboratively with a wide range of external professionals to ensure that pupils receive timely and appropriate support. This may include Educational Psychology, Speech and Language Therapy, Learning Support Services, Occupational Therapy, Health Services, Children's Services and other specialist agencies, depending on individual need.

Where a pupil's needs are considered to require provision beyond that ordinarily available through SEND Support, the school may request an Education, Health and Care Needs Assessment in partnership with parents and relevant professionals. For pupils with an Education, Health and Care Plan (EHCP), statutory Annual Reviews are held in accordance with national guidance to review progress, provision and future outcomes.

The school works closely with families, receiving settings and external professionals to ensure that key transition points are carefully planned and that pupils with SEND are supported to move successfully between classes, key stages and educational settings.

8. Monitoring, Evaluation and Review

The effectiveness of SEND provision is reviewed regularly to ensure that pupils receive high-quality support that enables them to make progress and achieve positive outcomes. The school monitors the impact of provision through ongoing assessment, pupil progress meetings, provision reviews, classroom practice, pupil voice and discussions with parents and external professionals.

The Inclusion Manager/SENDCO works alongside senior leaders and governors to evaluate the effectiveness of SEND provision and identify priorities for continued development. This contributes to the school's ongoing commitment to improving inclusive practice and ensuring that provision reflects the changing needs of pupils.

The school is committed to providing continuous professional development for staff to ensure that they have the knowledge, skills and confidence to meet a wide range of additional needs through high-quality inclusive practice.

This policy will be reviewed annually by the Governing Body to ensure that it remains compliant with current legislation and continues to reflect the inclusive values and practices of Irlam Primary School.

At Irlam Primary School, we believe that inclusive education is the responsibility of every member of our school community. By working together with pupils, families, staff and external partners, we are committed to ensuring that every child is supported to achieve, belong and thrive.