



Special Educational Needs and/or Disability (SEND) Policy

Shirland Primary School

Last Reviewed	Spring 2026
Written By	Jessica Dolman and Joanne Kerry
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Introducing the SENDCo (Special Educational Needs and/or Disabilities Coordinator)

The SENDCo for Shirland Primary School is Mrs Joanne Kerry.

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Mrs Kerry is the SENDCo at Shirland Primary School. She has completed the National Award for SEND Coordination at Wolverhampton University and has had experience with working with many outside agencies to support children in school with additional needs. She is also part of the school's Senior Leadership Team.

Mrs Kerry is supported by Mrs Dolman (Deputy Headteacher) who is also a qualified SENDCo and has completed the National Award for SEND coordination at Nottingham Trent University. Mrs Dolman is also one of our Designated Safeguarding Leads.

The named governor for SEND is Mrs Adele Price (qualified SENDCo).

Mission Statement

Shirland Primary School is committed to providing an appropriate and high-quality education for all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them and to be fully included in all aspects of school life. We also believe that meeting every pupil's needs is a shared responsibility and that parents should work in partnership with the school in order to support their child to 'be the best you can be'.

What are special educational needs?

A child or young person has special educational needs if he/she has a learning difficulty or disability which calls for special educational provision to be made for him/her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2014.)

This SEND policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs. Children at Shirland can be on varying stages within our provision for SEND.

The Children's and Families Act (2014) defines Special Educational Needs (SEN) as follows:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.'

According to the Children and Families Act 2014 there are four broad areas of need. These are:

Aims and Objectives

The aims of this policy are:

- to identify and provide for pupils who have special educational needs and additional needs.
- to work within the guidance provided in the SEND Code of Practice, 2014;
- to operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs and disabilities;
- to provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND and Inclusion Policy;
- to provide support and advice for all staff working with special educational needs and disabilities pupils, through well-targeted continuing professional development;
- to create an environment that meets the special educational needs and disabilities of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- to request, monitor and respond to parent/carers and pupils' views in order to evidence high levels of confidence and partnership;
- to make clear the expectations of all partners in the process;

- to ensure support for all pupils with medical conditions, full inclusion in all school activities by ensuring consultation with health and social care professionals;
- to identify roles and responsibilities of all staff in providing for children's special educational needs and disabilities;
- through reasonable adjustments, enable all children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnership with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SENDCo and individual teachers to ensure all children have equal access to succeeding in all subjects.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Types of Special Education Need (SEND)

SEND is divided into 4 types:

1. Communication and Interaction

Children and young people (CYP) with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every CYP with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Condition are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

2. Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Mental and Emotional Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment difficulties.

4. Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI at Shirland Primary School have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people

with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disabled children and young people

Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition. If a child has a disability or medical condition which does not affect their learning or day-to-day activities then they are not defined as SEND and will have their own care plan through the legal document 'Supporting Children with Medical Conditions' (DFE 2014) and the schools' medical policy.

SEND Stage Procedures

We maintain a school register of all pupils placed within the SEND Stage Procedure. The register is updated every half term to show changes in pupil placement.

Specialist SEND Register

Reasons for a child being added to the SEND register may include the fact that he/she:

- makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing English or Maths skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress

The SENDCo consults with relevant outside agencies and seeks advice, assessment and/or support.

Outside agencies include:

- Education Psychology Service (EPS)
- ISAS (Inclusion Support and Advisory Service)
- Social Care
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Visual Impairment Team
- Physiotherapist
- School Health Service
- Children and Adolescence Mental Health Service (CAMHS)

The SENDCo and class teacher will be provided with advice and resources to support the child from these outside specialists. These resources could be: additional teaching time, classroom assistance, new strategies or teaching aides. An IEP (Individual Education Plan) is drawn up and implemented by school, agency staff, parents and the pupil.

Children will also work with their class teacher to create a 'One Page Profile' which is a guide to all staff working with the child. School and agency staff (with parent and pupil where possible) then review and record progress at least every three months at an IEP Review Meeting.

If progress is being made, the pupil may remain in Specialist SEND Support with a new IEP or they may return to the concern list if the criteria has been met. If progress is unsatisfactory, the strategies used in the IEP should be reviewed and further advice may be sought from an outside agency.

'Concern List'

A teacher, parent, the SENDCo or other professionals, such as a health or social care worker, expresses concerns that a pupil is showing signs of having a special educational need. Parents are sensitively informed of the teachers/other professionals' concerns.

The class teacher gathers information about the pupil's difficulties, and strengths. The information will be used to inform future planning if concerns continue and/or IEPs need to be written. Information is gathered from the parents and the pupil and their views ascertained. Strategies are undertaken by school staff, within the normal curriculum framework, to give the pupil access to the curriculum. This may include differentiation of classroom work, implementation of the school's behavioural policy or additional support in class.

Staff will review the pupil's responses to these strategies and decide, after a maximum of six months, whether to:

- > remain on 'concerns' list
- > move to Specialist SEND Support list

Identification, Assessment and Provision

Provision for children with special educational needs and/or disability is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff (particularly class teachers and teaching assistants) have important day-to-day responsibilities.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Shirland Primary School, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person. There are many reasons why a child may be showing signs of concern in their progress and attainment, but these are not classed as SEND:

- Disability (the Code of Practice 2014 outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to a conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening
- Closes the attainment gap between the child and their peers
- Better than the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in the child's behaviour

In order to help children with special educational needs, Shirland Primary School will adopt a graduated response. This may see us using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of the individual children through the use of an IEP (Individual Education Plan) and review sheet/provision map.

The Role of the SENDCo

The SENDCo at Shirland Primary School is Mrs Kerry.

The Special Educational Needs Coordinator's (SENDCo) responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with and advising fellow teachers
- overseeing the records of all children with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with the local secondary schools so that the support is provided for Year 6 pupils as they prepare to transfer
- liaising with external agencies including the Local Educational Authority's support and Educational Psychology services, health and social services and voluntary bodies
- coordinating and developing school-based strategies for the identification and review of children with SEND
- making regular visits to classrooms to monitor the progress of children on the SEND register

School Request for Education Health and Care Plans

A request will be made by the school to the LA (local authority) if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs, including any other action taken to deal with those needs and any resources or special arrangements.

The evidence will include:

- previous individual education plans and targets for the pupil
- records of regular reviews and their outcomes
- records of the child's health and medical history where appropriate
- National Curriculum attainment levels in literacy and numeracy
- education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- views of the parents

The parents of any child who is referred for an Education Health and Care Plan will be kept fully informed of the progress of the referral. Children with an Education Health Care Plan will have their plan reviewed annually. Further meetings will be arranged throughout the year. When this coincides with transfer to secondary schools, the SENDCo from the secondary school will be invited to attend the meeting and be informed of the outcome of the review.

Individual Education Plan (IEPs) and One Page Profiles

Strategies employed to enable the child to progress will be recorded within an IEP (Individual Education Plan) which will include information about:

- the short-term targets set for the child;
- the teaching strategies to be used, including who will help them;
- the provision to be put in place and when this will take place;
- the progress towards the targets and the review date;
- what the child is good at and finds difficult.

All children will have a One Page Profile as well as an IEP. A One Page Profile is written in collaboration with the child and contains child-friendly language all about what helps them to learn and what we can do to help to remove their barriers to learning in school.

A One Page Profile will include the following information:

- child friendly language
- the child's likes and dislikes
- examples of things that help a child to learn
- examples of things that do not help to learn

- what a child needs from school
- an overview of the child

Parental Involvement

At Shirland Primary School, we believe that our partnership with the parents is of vital importance. Parental anxieties can be eased through good communication with the school. The parent can then appreciate what the school is trying to do and can support and extend work being done in school by a variety of methods. The school will always ensure that parents are kept aware of the progress of their child through all stages of the special educational need's procedure.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school's website contains details of our special educational needs and disability information report, including the arrangements made for children in our school, along with information on the Derbyshire County Council Local offer. Communication with the school will include short meetings before or after school with the parents; parents' evenings; notes sent home in the Reading Diary and Home/School Diaries, and involvement in IEP reviews, SEND Reviews and Annual EHCP Reviews.

Summary

All involved with Shirland Primary School realise the responsibility we have when working with a child with SEND. Each child with additional needs in this school is valued and catered for in all aspects of school life because we appreciate the right of the child to have access to a curriculum that is appropriate to them