

Shottery St Andrew's CE Primary School



Special Educational Needs and Disability (SEND) Policy

Date adopted by Governors:	March 2026
Date for policy review:	March 2027
Person responsible for review:	SENDCo
Signed by Chair of Governors	<i>L. Cranell</i>

Our Vision

Shottery St Andrew's CofE Primary School is committed to being a fully inclusive school where every child is recognised as a unique individual, created in the image of God. In line with our vision to '*be lights to the world*', we strive to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), achieve their full potential—personally, socially, emotionally and academically.

We are committed to removing barriers to learning and participation so that all pupils, regardless of gender, ethnicity, social background, religion, physical ability or educational need, can flourish and experience 'life in all its fullness'.

What are Special Educational Needs?

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.

A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age in a mainstream setting.

These definitions are taken from the SEND Code of Practice 0–25 and the Children and Families Act 2014.

Policy Aims

At Shottery St Andrew's CofE Primary School, we use our best endeavours, as required by law, to secure special educational provision for pupils for whom this is required.

We are committed to providing a high-quality, ambitious and inclusive education that enables all children to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition to the next phase of education

We recognise that:

Every teacher is a teacher of every pupil, including those with SEND.

High-quality, inclusive teaching (adaptive teaching) is the first step in responding to pupils who may have SEND.

We aim to build a strong, trusting partnership with parents and carers, ensuring clear communication and collaborative working to secure the best possible outcomes.

Policy Objectives

To achieve our aims, we will:

- create a fully inclusive environment that eliminates discrimination and promotes equality, in line with the Equality Act 2010
- ensure early identification of SEND through robust assessment and monitoring systems
- adopt a graduated approach (assess–plan–do–review), ensuring provision is responsive and evidence-based
- ensure all pupils have access to a broad and balanced curriculum, with appropriate adaptations to meet individual needs
- place the child at the centre of planning, ensuring their voice is heard and valued
- work in close partnership with parents/carers, ensuring they are fully involved in decision-making
- collaborate with external agencies where appropriate to support pupils' needs
- provide ongoing training and professional development for staff
- ensure the SENDCo is appropriately qualified and has sufficient time and resources to fulfil the role

Equal Opportunities and Inclusion

We are committed to inclusive practice and recognise that inclusion is not about treating all pupils the same, but about meeting individual needs effectively.

Through adaptive teaching, we ensure that:

- teaching is responsive to pupils' starting points and needs
- barriers to learning are identified and reduced
- all pupils can access the curriculum and participate fully in school life

We acknowledge that pupils:

- learn at different rates and in different ways
- may require different strategies and support
- benefit from a range of teaching approaches and experiences

Teachers will:

- adapt teaching to meet individual needs (rather than relying solely on differentiation)
- support communication, language and literacy development
- use a range of strategies to support cognition and learning
- support pupils' emotional regulation and wellbeing
- enable pupils to develop independence and resilience

Identifying SEND

Identification of SEND is part of the school's ongoing assessment cycle and is not a one-off event.

We recognise that:

- some children's needs are identified early
- others emerge over time

Class teachers:

- assess pupils' starting points on entry
- monitor progress regularly
- identify pupils who may not be making expected progress

Less than expected progress may be characterised by:

- progress significantly slower than peers
- failure to match or exceed previous rates of progress
- widening attainment gaps
- difficulties in social, emotional or behavioural development

We also recognise that not all underachievement is SEND.

Broad Areas of Need

As outlined in the SEND Code of Practice 0–25, needs fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

We recognise that children often have needs that overlap these categories.

Graduated Approach

We follow a graduated approach:

Assess → Plan → Do → Review

This ensures:

- provision is tailored and responsive
- interventions are evidence-based
- progress is regularly reviewed
- support is adjusted as needed

High-quality teaching remains the foundation of all support.

Where additional provision is required:

- pupils are placed on the SEND register (SEND Support)
- parents are informed and involved
- provision is recorded and reviewed termly

Safeguarding and SEND

We recognise that pupils with SEND may be more vulnerable to safeguarding risks.

In line with Keeping Children Safe in Education, we ensure:

- staff understand additional vulnerabilities
- concerns are not dismissed as part of a child's condition
- communication barriers are addressed
- appropriate support is in place

The SENDCo works closely with the Designated Safeguarding Lead.