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## September 2026 – 2027

*This policy should be read alongside the SEND Information Report, Accessibility Plan, Equality Policy, Safeguarding and Child Protection Policy, Behaviour Policy, Supporting Pupils with Medical Conditions Policy and Complaints Policy.*

## **1. Our philosophy**

At High Ercall Primary School, every child is a valued individual. We aim to provide a secure, caring, inclusive and stimulating environment in which children can develop emotionally, intellectually, physically and socially.

Meeting the needs of pupils with SEND is a whole-school responsibility. We seek to identify needs and barriers early, provide high-quality inclusive teaching, make reasonable adjustments, and put effective special educational provision in place so that pupils with SEND can participate meaningfully in the full life of the school and achieve well.

We work in partnership with children and their parents/carers. Their views, knowledge and aspirations are central to assessment, planning, provision and review. Where appropriate, we work with education, health, social care and other specialist services.

## **2. Purpose and statutory context**

This policy sets out High Ercall Primary School's approach to identifying, assessing and meeting special educational needs and disabilities for the 2026-27 academic year.

The policy has regard to the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0 to 25 years (January 2015, as currently published by the Department for Education). The SEND Code of Practice remains the current statutory guidance in September 2026.

For children in the Early Years Foundation Stage, the school also follows the EYFS statutory framework for group and school-based providers in force from 1 September 2026. For safeguarding, this policy is read alongside Keeping Children Safe in Education 2026 (KCSIE), in force from 1 September 2026.

The policy also reflects the renewed Ofsted state-funded school inspection toolkit and inspection information used from 7 September 2026, particularly its emphasis on inclusion, early and accurate identification of barriers, high-quality inclusive teaching, reasonable adjustments, partnership with families, effective use of specialist advice and the impact of provision on pupils.

## **3. Definition of SEND**

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

A child of compulsory school age 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 other children or young people of the same age.

A child is not 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 are taught. Equally, difficulties caused solely by limitations in teaching or learning opportunities should not automatically lead to identification of SEND.

#### 4. Aims

- To identify pupils' needs and barriers to learning and/or wellbeing as early and accurately as possible.
- To ensure all teachers understand that they are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- To secure high-quality inclusive teaching as the starting point for meeting need, with timely adaptations and reasonable adjustments where required.
- To use the graduated approach of Assess, Plan, Do, Review to put effective SEND support in place and evaluate its impact.
- To ensure pupils with SEND have access to a broad, balanced and ambitious curriculum and can participate meaningfully in curricular and extra-curricular life.
- To promote strong outcomes in learning, development, wellbeing, independence, attendance, participation and preparation for the next stage.
- To listen to pupils and involve them, in an age-appropriate way, in decisions about their support.
- To work closely with parents/carers and make best use of their knowledge of their child.
- To work effectively with external specialists and implement professional advice as appropriate.
- To ensure that pupils with SEND who are also disadvantaged, looked after, previously looked after, known to children's social care or otherwise vulnerable receive joined-up support.
- To ensure SEND and safeguarding practice are connected so that additional needs do not mask safeguarding concerns, and safeguarding concerns do not lead staff to overlook possible SEND.

#### 5. Four broad areas of need

The school uses the four broad areas of need described in the SEND Code of Practice as a starting point for planning provision. A pupil may have needs across more than one area, and the purpose of identification is to understand the pupil and decide what action is required rather than to fit a child into a category.

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

Neurodevelopmental differences, including autism and ADHD, may affect pupils in different ways and across more than one area of need. Provision will be based on the individual child's strengths, needs and barriers rather than diagnosis alone.

## **6. Early Years Foundation Stage**

In the EYFS, practitioners must consider the individual needs, interests and development of each child and use this information to plan a challenging and enjoyable experience across all areas of learning and development. The school has arrangements in place to support children with SEND and works in partnership with parents/carers and relevant professionals.

Early identification is especially important. Reception staff, the SENCO and families share information on entry and throughout the year. Observation, assessment, professional judgement and parental information are used to identify emerging needs. Where a child appears to be behind expected levels, staff consider the child's needs carefully and do not wait for a formal diagnosis before providing appropriate support.

EYFS provision for children with SEND follows the same graduated approach described in this policy. Safeguarding and welfare requirements in the EYFS statutory framework effective from 1 September 2026 are followed alongside KCSIE 2026.

## **7. Identification and assessment**

High Ercall Primary School identifies need through a range of evidence, including:

- Day-to-day observation, assessment and professional judgement by teachers and practitioners.
- Progress and attainment information, including EYFS and National Curriculum assessment where relevant.
- Information from parents/carers and the pupil.
- Transition information from previous settings or schools.
- Attendance, behaviour, wellbeing and pastoral information where this may indicate an underlying barrier.
- Screening or standardised assessment tools where appropriate.
- Advice and assessment from external professionals.
- Information relating to medical conditions, sensory or physical needs, communication and interaction, or social, emotional and mental health.

Slow progress and low attainment do not, by themselves, mean that a pupil has SEND. Equally, attainment in line with chronological age does not rule out SEND. Staff consider whether there is a persistent or significant barrier requiring provision that is additional to or different from that normally available.

Where there is a concern, the class teacher will discuss it with the SENCO and parents/carers. Appropriate classroom strategies and adaptations will be put in place and reviewed. Where SEND is identified, this will be recorded formally and parents/carers will be informed.

## **8. High-quality inclusive teaching and reasonable adjustments**

High-quality inclusive teaching is the first response to pupils who have or may have SEND. Teachers plan teaching that is responsive to pupils' starting points and barriers, while maintaining ambition.

Adaptations may include changes to explanation, modelling, task design, scaffolding, communication, environment, resources, recording methods, sensory support or use of assistive technology.

The school makes reasonable adjustments for disabled pupils in accordance with the Equality Act 2010 and implements its Accessibility Plan. Adjustments are planned so that pupils can access education, trips, physical education, clubs and the wider life of the school as fully as possible.

Teaching assistants and specialist staff add value to, rather than replace, the teacher's responsibility. Pupils should not routinely miss essential whole-class teaching because of intervention. Any intervention is purposeful, time-limited where appropriate, linked back to classroom learning and evaluated for impact.

## **9. The graduated approach: Assess, Plan, Do, Review**

### **Assess**

The class teacher and SENCO analyse the pupil's needs using assessment information, progress over time, the teacher's experience, the pupil's views, the views and experience of parents/carers and, where relevant, advice from external professionals. Barriers to learning and/or wellbeing are identified as precisely as possible.

### **Plan**

The teacher, SENCO, pupil and parents/carers agree the outcomes sought, the adjustments, teaching approaches, interventions and support to be provided, who is responsible, and a clear date for review. This is recorded through the school's provision mapping and Individual Provision Map (IPM) arrangements as appropriate.

### **Do**

The class teacher remains responsible for the pupil's day-to-day teaching and for working with support staff and specialists. The SENCO supports problem-solving, further assessment and implementation of agreed provision.

### **Review**

The impact and quality of support are reviewed against the agreed outcomes. The pupil's and parents'/carers' views are considered. Provision is continued, refined, increased, reduced or ceased according to evidence of impact and changing need. The cycle is repeated as necessary.

## **10. Individual Provision Maps and records**

The school uses provision maps and Individual Provision Maps (IPMs) to record needs, outcomes, adjustments, interventions and review information where appropriate. Records are kept securely and made available to staff who need the information to support the pupil.

All staff working with a pupil should understand the pupil's identified needs, strengths, agreed outcomes, key strategies, reasonable adjustments and any relevant safeguarding or medical information, subject to appropriate confidentiality and information-sharing requirements.

### **11. Pupil and parent/carers participation**

Pupils are supported to express their views about what helps them learn, what they find difficult, their wellbeing and their aspirations. Their views are considered in planning and review in a way that is appropriate to their age, development and communication needs.

Parents/carers are partners in SEND provision. The school will communicate openly, listen to concerns, explain decisions and involve families in the Assess, Plan, Do, Review cycle. Parents/carers will receive clear information about progress, provision and the impact of support.

In line with the Ofsted inspection toolkit used from 7 September 2026, leaders seek to understand the experiences of pupils with SEND and engage meaningfully with their families as part of evaluating and improving inclusive practice.

### **12. Further specialist support**

Where a pupil continues to experience significant barriers despite appropriate school-based support, the school may seek advice from external services, with parents/carers involved as appropriate. Services may include Educational Psychology, Learning Support Advisory Teachers, Speech and Language Therapy, Occupational Therapy, Sensory Inclusion, health services, behaviour or mental health support and other relevant agencies.

External advice is considered within the graduated approach. The school remains responsible for ensuring that recommendations are understood, implemented where appropriate and reviewed for impact.

### **13. Education, Health and Care needs assessment and EHC plans**

Where, despite relevant and purposeful action to identify, assess and meet a pupil's needs, the pupil has not made expected progress or their needs are complex and require provision beyond that normally available, the school and/or parents may consider requesting an Education, Health and Care needs assessment (EHCNA) from the local authority.

A request for an EHC needs assessment is considered against the statutory test and local authority processes. The school will provide relevant evidence of the pupil's needs, provision, progress, outcomes and involvement of the pupil, parents/carers and professionals. The school will not impose an arbitrary minimum number of Assess, Plan, Do, Review cycles where the statutory threshold for considering an assessment may otherwise be met.

Where an EHC plan is issued, the school will use its best endeavours to secure the special educational provision specified in the plan and will participate in statutory reviews. EHC plans are reviewed at least annually, with appropriate focus on progress towards outcomes and preparation for the next stage.

#### **14. Alternative provision and inclusion-based provision**

Where the school uses an inclusion base, alternative provision, off-site provision or a reduced/part-time arrangement, any decision will be made in the pupil's best interests, based on identified need and with appropriate involvement of the pupil, parents/carers and professionals.

Such provision must be suitable, safe, purposeful and regularly reviewed. It should support pupils to participate meaningfully in wider school life where appropriate and should have clear intended outcomes. Safeguarding, attendance, curriculum entitlement, quality of education and progress remain the school's responsibility.

The school's developing on-site alternative/inclusion provision is intended to provide a needs-led, lower-stimulation environment for pupils who require this. Entry, purpose, curriculum, review and exit arrangements will be based on individual need and monitored for impact.

#### **15. Safeguarding and SEND - KCSIE 2026**

Children with SEND can face additional safeguarding challenges. Staff must not assume that indicators of abuse, neglect, exploitation or other harm are explained by a child's SEND, communication needs or behaviour. Additional barriers can exist when recognising and responding to safeguarding concerns.

All staff must read KCSIE 2026 Part One in full and follow the school's Safeguarding and Child Protection Policy and reporting procedures. Safeguarding is everyone's responsibility and concerns must be acted on promptly. The Designated Safeguarding Lead (DSL) and SENCO work together where a child's SEND and safeguarding needs overlap.

Information is shared on a need-to-know basis in accordance with safeguarding requirements, data protection law and the child's best interests. SEND records must be accurate and sufficiently clear to support continuity, while safeguarding records are maintained in accordance with the school's safeguarding procedures.

Particular attention is given to pupils with SEND who are also looked after or previously looked after, known to children's social care, persistently absent, experiencing bullying or discrimination, or otherwise vulnerable.

#### **16. Supporting pupils with medical conditions**

Pupils with medical conditions are supported so that they can access education, including trips and physical education. Some pupils with medical conditions may also be disabled under the Equality Act 2010 and/or have SEND. Where this is the case, the school will meet its duties under the relevant frameworks in a coordinated way.

Individual healthcare plans are used where appropriate and are developed with parents/carers and relevant health professionals. Staff receive additional training where required. This policy should be read alongside the school's Supporting Pupils with Medical Conditions, First Aid and Allergy Safety arrangements.

## 17. Transitions

Transition is planned carefully between classes, phases and schools. Relevant SEND information is shared securely and promptly with receiving staff/settings. For pupils with significant or complex needs, additional transition visits, meetings, visual information, specialist advice or other adjustments may be arranged.

Where a pupil with an EHC plan transfers, statutory transition and annual review arrangements are followed. The receiving SENCO is involved as appropriate.

## 18. Roles and responsibilities

### The Governing Body

- Has strategic oversight of SEND and inclusion and ensures that the school fulfils its statutory duties.
- Ensures that appropriate provision is made for pupils with SEND and that the school uses its best endeavours to secure required provision.
- Monitors the effectiveness and impact of SEND provision, including outcomes, participation and the experiences of pupils and families.
- Ensures compliance with the Equality Act 2010, including reasonable adjustments and the Accessibility Plan.
- Ensures safeguarding arrangements are effective for all pupils, including pupils with SEND.
- Receives appropriate information from the SENCO and senior leaders and provides challenge and support.
- Ensures required SEND information is published and reviewed.

SEND Governor(s): Tony Reilly; Jan Meredith (vulnerable learners).

### The Headteacher / SENCO

Nicola Bane is the school SENCO. Cathy Leaver provides ELSA support.

- Oversees the day-to-day operation and review of this SEND policy.
- Coordinates provision for pupils with SEND and supports teachers in meeting their responsibilities.
- Maintains oversight of the SEND register, provision mapping, IPMs and relevant records.
- Advises on the graduated approach, reasonable adjustments and deployment of the school's delegated resources.
- Works with parents/carers, pupils and external professionals.
- Supports staff training and development in response to school priorities and pupil need.
- Monitors the quality and impact of provision through appropriate evidence, including pupil progress, work, observation, pupil voice and parent/carer feedback.
- Supports transitions and statutory EHC processes.
- Works with the DSL where SEND and safeguarding concerns overlap.
- Reports to governors on SEND and inclusion.

### **The class teacher**

- Is responsible and accountable for the progress and development of every pupil in the class.
- Provides high-quality inclusive teaching and makes appropriate adaptations and reasonable adjustments.
- Identifies emerging needs and discusses concerns with the SENCO and parents/carers.
- Plans, implements and reviews provision and IPMs with the SENCO, pupil and family as appropriate.
- Directs and works effectively with teaching assistants and specialists.
- Monitors the impact of support and contributes to statutory and multi-agency processes.
- Maintains close communication with parents/carers and listens to the pupil's views.

### **Teaching assistants and support staff**

- Work under the direction of the class teacher and in partnership with the SENCO.
- Implement agreed support accurately and promote independence.
- Provide feedback on pupils' responses and progress to inform review.
- Support access, participation, communication, wellbeing and learning without unnecessarily separating pupils from high-quality classroom teaching.
- Contribute to reviews and meetings where appropriate.

## **19. Staff development**

SEND and inclusion are part of the school's ongoing professional development. Training is informed by the School Development Plan, staff needs, emerging pupil needs, safeguarding priorities and advice from specialist services. The SENCO attends relevant local and professional networks and disseminates learning as appropriate.

Staff development focuses not only on individual conditions but on inclusive classroom practice, identifying barriers, adaptive teaching, reasonable adjustments, communication, sensory needs, social and emotional needs, safeguarding vulnerabilities and effective use of support staff.

## **20. Resources and funding**

The Governing Body and Headteacher ensure that available resources are used strategically to improve inclusive practice and meet identified needs. Provision is based on assessed need and impact rather than a fixed entitlement to a particular number of adult-support hours unless specified in an EHC plan.

The school uses its delegated budget, including funding intended to support SEND and inclusion, alongside additional local authority funding where applicable. Funding arrangements can change and the school will follow current local and national requirements rather than relying on a fixed historic funding figure.

In line with the Ofsted state-funded school inspection toolkit used from 7 September 2026, leaders and governors will be able to explain how the school's inclusion strategy and use of available funding respond to the needs of its cohort and improve inclusive practice.

## **21. Accessibility, equality and discrimination**

The school is committed to equality of opportunity and to eliminating discrimination, harassment and victimisation. Disabled pupils must not be treated less favourably because of disability, and reasonable adjustments are made to prevent substantial disadvantage.

The school's Accessibility Plan is implemented and reviewed regularly. The school monitors pupils' access to curriculum, physical environment, information, enrichment and wider school life. Bullying, harassment, ableist language and other discriminatory behaviour are addressed through the school's behaviour, safeguarding and equality procedures.

## **22. SEND Information Report and Local Offer**

The school publishes and reviews its SEND Information Report and provides information about its approach to SEND on the school website. The Telford & Wrekin SEND Local Offer provides information about services and support available locally.

Local Offer: Telford & Wrekin Council SEND Local Offer. Families may also access local information, advice and support services and relevant parent/carers organisations.

## **23. Complaints**

Concerns about SEND provision should normally be raised with the class teacher and/or SENCO in the first instance so that they can be addressed promptly. Formal complaints are considered under the school's Complaints Policy. Statutory rights relating to EHC needs assessments, EHC plans and SEND Tribunal appeals are separate from the school's complaints procedure.

## **24. Monitoring and review**

The Governing Body and senior leaders monitor the implementation and impact of this policy. Evidence may include pupil progress and attainment, attendance, participation, provision reviews, safeguarding information, work scrutiny, observations, pupil voice, parent/carers feedback and information from external professionals.

The policy will be reviewed at least annually and earlier where there is a significant change in legislation, statutory guidance, local arrangements or the needs of the school community.

## **25. Key guidance and legislation**

- Children and Families Act 2014.
- Equality Act 2010.
- Special Educational Needs and Disability Regulations 2014.
- SEND Code of Practice: 0 to 25 years (January 2015; current DfE publication).
- Keeping Children Safe in Education 2026 - in force from 1 September 2026.
- Early Years Foundation Stage statutory framework for group and school-based providers - in force from 1 September 2026.

- Ofsted State-funded school inspection toolkit and inspection information - for use from 7 September 2026.
- Supporting pupils at school with medical conditions - statutory guidance.
- Working Together to Safeguard Children - current statutory guidance.

**Policy reviewed: September 2026 | Next review: September 2027**