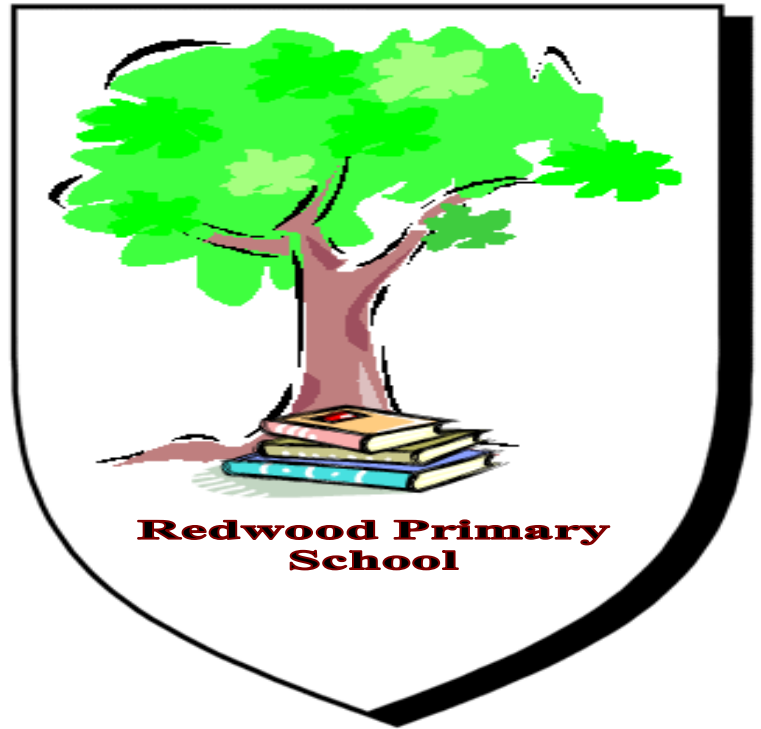


## **SEND Policy**



This policy document sets out our schools' aims, principles and strategies for the delivery of SEND and will be the basis for developments over the next three years.

Prepared for: Parkview Primary School and Redwood Primary School

Date: March 2026

Reviewed: Annually

Author: Lucy Clark

**Approved by Governing Body:** March 2026

**Review Date:** March 2027

**Headteacher:** Lyndsey Shepherd

**SENDCo (Parkview):** Lisa Jackaman

**SENDCo (Redwood):** Lucy Clark

**SEND Governor:** Lisa Cook

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## 1. Legislative Framework

This policy complies with the statutory requirements set out in:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 Years (2015)
- Equality Act 2010
- Keeping Children Safe in Education (2024)
- Supporting Pupils at School with Medical Conditions (DfE 2014)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (2023)

This policy should be read alongside the school's:

- SEND Information Report (updated annually on the school website)
  - Accessibility Plan (reviewed every three years)
  - Behaviour Policy
  - Safeguarding and Child Protection Policy
  - Medical Conditions Policy
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## 2. Definition of SEND

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 educational facilities generally provided for others of the same age.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age in mainstream schools.

High attainment or being gifted is not classified as SEND.

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### 3. The Four Broad Areas of Need

We recognise the four areas of need as identified in the SEND Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Needs

These areas provide a framework for identification and support, rather than fitting pupils into categories.

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### 4. Our Aims

At Parkview and Redwood Primary Schools we aim to:

- Ensure every child achieves their full potential
  - Identify SEND early and accurately
  - Remove barriers to learning
  - Implement a whole-school approach to SEND
  - Ensure pupils with SEND are fully included in school life
  - Work in partnership with parents/carers
  - Involve pupils in decisions about their learning
  - Work collaboratively with external agencies
  - Meet our duties under the Equality Act 2010
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### 5. Roles and Responsibilities

#### Governing Body

The Governing Body ensures that the school meets its statutory duties regarding SEND and monitors the effectiveness of provision.

#### Headteacher

The Headteacher has overall responsibility for SEND provision and deployment of resources.

#### SENDCo

The SENDCo:

- Oversees day-to-day operation of the SEND policy
- Coordinates provision for pupils with SEND
- Advises and supports staff
- Liaises with parents and external agencies
- Maintains the SEND register
- Monitors progress of pupils with SEND
- Leads staff training

- Supports transition arrangements

### Class Teachers

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support.

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## 6. The Graduated Approach: Assess – Plan – Do – Review

We adopt a graduated response to meeting pupils' needs through the cycle of:

### Assess

- Identify barriers to learning
- Analyse pupil progress and attainment data
- Consider views of parents and pupil
- Seek advice where necessary

### Plan

- Agree outcomes
- Plan appropriate interventions and support
- Clarify roles and responsibilities
- Inform parents of support in place

### Do

- Implement agreed support
- Class teacher remains responsible for pupil progress
- SENDCo supports and monitors

### Review

- Evaluate effectiveness of provision
- Review progress towards outcomes
- Revise support where necessary

This cycle occurs at least termly.

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## 7. SEND Register

Pupils are placed on the SEND Register when they require provision that is additional to or different from high-quality classroom teaching.

The register is reviewed at least termly.

A pupil may be removed from the register if they make sustained progress and no longer require additional provision.

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## 8. My Individual Plans (MIPs)

Pupils receiving SEND Support will have a My Individual Plan (MIP), which includes:

- Individual outcomes
- Strategies and provision
- Responsible staff
- Review date
- Pupil voice
- Parent contributions

Plans are reviewed termly with parents and pupils.

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## 9. Education, Health and Care Plans (EHCPs)

Where a pupil has complex and long-term needs that cannot be met through SEND Support, the school may request an Education, Health and Care (EHC) needs assessment from the Local Authority.

If issued, the EHCP will:

- Specify outcomes
- Detail provision required
- Be reviewed annually (or more frequently if needed)

Parents and pupils are fully involved in this process.

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## 10. Inclusion and Equality

We are committed to inclusive practice and will make reasonable adjustments to ensure pupils with disabilities are not disadvantaged.

We do not discriminate against pupils because of disability.

We ensure that behaviour policies are applied fairly and recognise that behaviour may be a manifestation of unmet SEND.

Exclusion will not be used as a response to behaviour arising from unmet needs.

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## 11. Mental Health and Wellbeing

We recognise the link between SEND and mental health.

We provide:

- Pastoral support
- SEMH interventions
- Access to external services where appropriate
- A graduated response to emotional wellbeing needs

Safeguarding concerns are managed in line with our Child Protection Policy.

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## 12. Working with External Agencies

We work collaboratively with:

- Educational Psychology Services
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- CAMHS
- Social Care
- School Health Services

Referrals are made in consultation with parents.

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## 13. Supporting Pupils with Medical Conditions

We ensure that pupils with medical conditions are properly supported so they can access education, including school trips and physical education.

Individual Healthcare Plans are implemented where required.

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## 14. Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- Pupil progress data
- Provision mapping
- Learning walks
- Pupil voice
- Parent feedback
- Governor oversight

The SEND policy is reviewed annually.

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## 15. Transition Arrangements

We ensure smooth transition:

- Into Early Years
- Between year groups
- From Year 6 to secondary school

Enhanced transition support is provided where needed.

## 16. Complaints

Parents who have concerns should first contact the class teacher or SENDCo.

If concerns remain unresolved, they should follow the school's Complaints Policy.

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## 17. Local Offer

Details of the Local Authority Local Offer are available via the Local Authority website.

Our SEND Information Report is published on each school's website and updated annually.

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## Policy Review

This policy will be reviewed annually by the Governing Body to ensure continued compliance with statutory guidance and best practice.