



Special Educational Needs and Disability (SEND) Policy 2026/2027

Responsible Committee	School Governing Body
Date Reviewed	July 2026
Next Review Date	July 2027

TABLE OF CONTENTS

1. Purpose
 2. Legal Framework
 3. Our Inclusive Approach
 4. Definition of SEND
 - 4.1. The Four Broad Areas of Need
 5. Ordinarily Available Provisions (Universal Offer)
 6. Identification of Need
 7. Graduated Approach: Assess - Plan - Do - Review
 8. SEN Support
 - 8.1. Planning and Recording Support
 - 8.2. Reviewing Impact
 9. Involving External Professionals
 10. Education Health and Care (EHC) Needs Assessments and EHC Plans
 11. Roles and Responsibilities
 - 11.1. Class Teacher
 - 11.2. SENCO
 - 11.3. Head Teacher and Senior Leadership Team
 - 11.4. Governing Body
 12. Working in Partnership with Parents/Carers and Pupils
 13. Admissions and Transitions
 14. Supporting Pupils with Disabilities and Medical Conditions
 15. Looked After Children / Previously Looked After Children
 16. Safeguarding, Wellbeing and Inclusion
 17. Monitoring and Evaluating SEND Provision
 18. Funding and Resources
 19. Complaints
 20. Related Documents
- Appendix A: Chambersbury SEND Support Pathway for Parents and Carers**



1. Purpose

This policy sets out how Chambersbury Primary School identifies and supports pupils with special educational needs and/or disabilities (SEND). It explains our approach to inclusive practice, the graduated response to need, and how we work in partnership with pupils, parents/carers, governors, the local authority and external professionals.

2. Legal Framework

This policy should be read in conjunction with the following statutory guidance and legislation:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- Supporting Pupils at School with Medical Conditions (statutory guidance)
- Working Together to Safeguard Children
- Keeping Children Safe in Education

3. Our Inclusive Approach

At Chambersbury, we are committed to creating an inclusive school where all pupils are valued and supported to achieve well. We believe that all pupils should experience a sense of belonging, participation and success within school life.

Most pupils' needs are met through high quality inclusive teaching, adaptive teaching approaches and well-planned support for participation, independence and wellbeing.

We recognise that:

- every teacher is a teacher of SEND,
- high quality inclusive teaching is the first step in responding to pupils who may have SEND,
- pupils learn in different ways and at different rates,
- barriers to learning should be identified and reduced as early as possible,
- reasonable adjustments should be made in anticipation of need wherever possible.

The school uses its best endeavours to secure the special educational provision called for by a pupil's needs. We work collaboratively with pupils, parents/carers and external professionals to ensure provision is appropriate, evidence-informed and reviewed regularly.

We aim to ensure pupils with SEND are fully included in the academic, social and wider life of the school, including enrichment opportunities, educational visits and extra-curricular activities. We recognise that attendance difficulties may sometimes be linked to unmet SEND needs, anxiety or barriers to inclusion, and we work collaboratively with families to understand and reduce these barriers wherever possible.

We recognise that preparation for adulthood begins from the earliest years. We aim to develop pupils' independence, communication, resilience, self-advocacy and participation in school life so they are well prepared for future learning and adulthood.



4. Definition of SEND

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

A pupil has a learning difficulty or disability if they:

- have 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 pupils of the same age in mainstream schools.

4.1. The Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need:

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

We recognise that pupils may have needs across more than one area and that needs may change over time.

5. Ordinarily Available Provision (Universal Offer)

Ordinarily Available Provision (OAP) refers to the inclusive provision and reasonable adjustments that should be available to all pupils as part of day-to-day practice.

This includes, but is not limited to:

- clear routines, predictable structures and supportive transitions,
- adaptive teaching approaches such as scaffolding, chunking, modelling, pre-teaching and checking for understanding,
- use of visual supports, task organisation and structured adult interaction to promote independence,
- classroom environments that reduce sensory overload and support attention and self-regulation,
- targeted feedback and flexible grouping informed by assessment,
- use of reasonable adjustments to improve access to learning, the environment and wider school life.

Provision is designed to reduce barriers to learning while promoting independence, participation and long-term outcomes.

Reasonable adjustments are made in anticipation of need and reviewed regularly to ensure pupils can access learning, the environment and wider school life.

Where a pupil is not making expected progress, class teachers first consider whether further adaptations to teaching, additional practice or short-term intervention are required. Where needs persist and require provision that is additional to or different from what is ordinarily available, SEN Support may be considered.

6. Identification of Need

Teachers are responsible for identifying and responding to emerging needs.

Identification may be informed by:

- teacher assessment and observation,
- learning behaviours, engagement and independence,
- attainment and progress information,
- concerns raised by parents/carers,
- pupil voice,
- screening tools and in-school assessments where appropriate,
- information from previous settings and external professionals.

We recognise that needs may emerge or change over time and that early identification and timely support are important in preventing barriers to learning from increasing.

Identification is not solely based on a diagnosis or label. It is based on a clear understanding of a pupil's strengths, barriers to learning and the support required.

7. Graduated Approach: Assess - Plan - Do - Review

Where concerns persist, we use the graduated approach to ensure support is planned, implemented and reviewed for impact.

Assess

Understand the pupil's strengths, needs and barriers using observations, assessment information and the views of the pupil and parents/carers.

Plan

Agree outcomes, provision, reasonable adjustments and how impact will be measured.

Do

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

Review

Evaluate the effectiveness of support and agree next steps, including adaptations to provision or involvement of specialists where appropriate.

Parents/carers are involved throughout the graduated response process and pupil voice is gathered in ways appropriate to age and need.

8. SEN Support

A pupil may receive SEN Support when they require provision that is additional to or different from that ordinarily available within the classroom.

Parents/carers are informed when special educational provision is being made for their child.

8.1. Planning and Recording Support

Support at SEN Support is recorded within Personal Learning Plans (PLPs).

Plans include:

- strengths and interests,
- identified needs,
- outcomes,
- strategies and provision,
- review dates,
- pupil and parent/carers views.

8.2. Reviewing Impact

Plans are reviewed regularly, at least three times per year and more frequently where required.

Reviews focus on:

- progress towards outcomes,
- effectiveness of provision,
- independence and wellbeing,
- next steps and adjustments required.

9. Involving External Professionals

Where additional expertise is needed, the school works with relevant external professionals including:

- Educational Psychology,
- Speech and Language Therapy,
- Occupational Therapy,
- advisory, outreach and early intervention services,
- health and social care professionals.

Decisions about involving specialists are made collaboratively with parents/carers.

10. Education, Health and Care (EHC) Needs Assessment and EHC Plans

Where, despite relevant and purposeful action, a pupil continues to experience significant difficulties, the school may consider requesting an Education, Health and Care Needs Assessment in partnership with parents/carers.

If an EHC Plan is issued, the school works collaboratively with the local authority, families and professionals to implement and review provision.

Annual Reviews are held in line with statutory requirements.



11. Roles and Responsibilities

11.1 Class Teachers

Class teachers are responsible and accountable for the progress and development of all pupils in their class. They:

- deliver high quality inclusive teaching,
- implement agreed strategies and provision,
- monitor progress,
- contribute to the graduated approach and review process,
- work collaboratively with parents/carers and the SENCO.

11.2 SENCO

The SENCO:

- coordinates SEND provision across the school,
- supports staff with identification and provision,
- advises on adaptive teaching and inclusive practice,
- oversees the graduated approach,
- liaises with families, governors and external professionals,
- supports staff training and development,
- contributes to school improvement.

The SENCO is a qualified teacher and holds, or is working towards, the mandatory SENCO qualification within the required timeframe.

11.3 Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team ensure:

- SEND remains a priority within school improvement,
- staff receive appropriate support and training,
- resources are deployed effectively,
- inclusive practice is promoted across the school.

11.4 Governing Body

Governors fulfil their statutory responsibilities for SEND by:

- monitoring the effectiveness of provision,
- ensuring statutory duties are met,
- reviewing the accessibility plan,
- ensuring arrangements are in place for pupils with medical conditions,
- ensuring the SEN Information Report is published, reviewed annually and accessible to parents/carers.

12. Working in Partnership with Parents/Carers and Pupils

We value the views and experiences of pupils and parents/carers and recognise them as important partners in the graduated response process. We:

- involve parents/carers in planning and reviewing support,
- encourage open communication,
- seek pupil voice in ways appropriate to age and need,
- work collaboratively to identify strengths, barriers and aspirations.



13. Admissions and Transitions

Admissions for pupils with SEND follow the school's usual admissions arrangements unless the school is named in an EHC Plan.

Transitions are carefully planned to support successful movement:

- between classes,
- between key stages,
- into and out of school,
- and into secondary education.

Where appropriate, additional transition arrangements are planned collaboratively with families and receiving settings.

14. Supporting Pupils with Disabilities and Medical Conditions

The school makes reasonable adjustments for pupils with disabilities to ensure access to learning and wider school life.

Arrangements for pupils with medical conditions are outlined within the Supporting Pupils with Medical Conditions Policy and individual healthcare plans are implemented where required.

This policy should be read alongside the Accessibility Plan.

15. Looked After Children / Previously Looked After Children

The school has a Designated Teacher for Looked After and Previously Looked After Children.

Where a pupil who is looked after also has SEND, the school works closely with:

- social care,
- the Virtual School,
- carers,
- external agencies,
- and the wider professional network.

16. Safeguarding, Wellbeing and Inclusion

Pupils with SEND may be more vulnerable to bullying, exploitation, communication barriers or safeguarding concerns.

Staff recognise that some pupils may require additional support to:

- communicate worries,
- understand risks,
- regulate emotions,
- and stay safe.



The school promotes a culture of inclusion, belonging and emotional safety.

This policy should be read alongside:

- the Safeguarding and Child Protection Policy,
- Behaviour Policy,
- Anti-Bullying procedures.

17. Monitoring and Evaluating SEND Provision

SEND provision is monitored through:

- the graduated approach,
- classroom practice,
- provision reviews,
- progress and attainment information,
- attendance,
- wellbeing indicators,
- pupil voice,
- parent/carer feedback.

This information is used to:

- evaluate the effectiveness of provision,
- identify emerging needs,
- improve outcomes,
- inform school improvement priorities,
- and support staff development.

18. Funding and Resources

The school uses delegated funding, including the notional SEND budget, to support inclusive practice, staffing, interventions and resources.

Where needs are exceptional and require provision beyond delegated funding, the school may apply for additional funding through local authority processes.

19. Complaints

If parents/carers have concerns about SEND provision, they should first speak to the class teacher.

Concerns can then be raised with:

1. the SENCO,
2. the Headteacher,
3. the Governing Body through the school's Complaints Policy.

20. Related Documents

This policy should be read alongside:

- SEN Information Report
- Accessibility Plan
- Safeguarding / Child Protection Policy
- Behaviour Policy and Anti-Bullying procedures
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy



OUR SEND SUPPORT PATHWAY

We all want the best for your child. If we notice that they may need extra support, we will work with you every step of the way

