



SEND Policy

*FGB committee responsible for review – annually
(Last reviewed September 2026)*



Peartree Spring Primary School

Special Educational Needs and Disabilities (SEND) Policy

Date of Policy: September 2026

Review Date: September 2027

Policy Lead: SENCO / Headteacher

Approved by: Governing Body

1. Introduction

At Peartree Spring Primary School, we believe that every child is unique and has the right to a high-quality, ambitious and inclusive education.

We recognise that children may experience barriers to learning and participation for a range of reasons and that special educational needs and/or disabilities (SEND) may arise at different points in a child's educational journey. Some children may require additional support for a short period, while others may require support throughout their school career.

We are committed to identifying needs as early as possible and providing appropriate support without unnecessarily waiting for a formal diagnosis. We recognise that a child does not need a diagnosis in order to receive support for an identified special educational need.

Our approach is based on the principle that **inclusion is everyone's responsibility**. High-quality teaching, appropriate adaptations, reasonable adjustments and effective early intervention form the foundation of our SEND provision.

We aim to remove barriers to learning and participation and enable every child to develop their strengths, achieve their potential, develop independence and experience success.

Our SEND provision is underpinned by the principles of the SEND Code of Practice: 0 to 25 years.

2. Our Vision for SEND and Inclusion

At Peartree Spring Primary School, we want every child to feel:

- valued;
- included;
- understood;
- safe;
- listened to;
- successful;
- able to participate;
- able to develop positive relationships;
- confident in their strengths;
- supported to become increasingly independent.

We recognise that inclusion and high standards are complementary. We have high expectations for pupils with SEND and seek to provide the adaptations and support necessary for them to access an ambitious curriculum and participate fully in school life.

We recognise the direction of national SEND reform towards a more inclusive mainstream education system, with earlier identification, high-quality adaptive teaching, evidence-informed support and improved access to specialist expertise. We will continue to develop our practice in line with statutory requirements and emerging national and local guidance.

3. Aims of the Policy

Peartree Spring Primary School aims to:

- enable every pupil to experience success;
 - promote individual confidence, resilience and a positive attitude towards learning;
 - provide an ambitious, broad and balanced curriculum that is accessible to all;
 - use high-quality adaptive teaching as the foundation of SEND provision;
 - identify additional needs and barriers to learning at the earliest appropriate opportunity;
 - provide timely and purposeful support;
 - ensure that pupils with SEND have equal opportunities to participate in all aspects of school life;
 - make appropriate reasonable adjustments to reduce or remove disadvantage;
 - develop pupils' independence and self-advocacy;
 - ensure that pupils' views, wishes and feelings are listened to and taken into account;
 - work in partnership with parents and carers;
 - work collaboratively with specialist services and other professionals;
 - monitor the impact of SEND provision and adjust support where necessary;
 - support positive attendance, wellbeing, behaviour and engagement;
 - provide effective transition between classes, year groups, phases and settings;
 - develop the knowledge, skills and confidence of all staff in meeting the needs of pupils with SEND;
 - ensure that SEND provision is an integral part of school improvement.
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4. Legislative and Statutory Framework

This policy has regard to the following legislation and statutory guidance:

- Children and Families Act 2014, Part 3;
- Special Educational Needs and Disability Code of Practice: 0 to 25 years;
- Equality Act 2010;
- Special Educational Needs and Disability Regulations 2014;
- Education Act 1996;
- School Admissions Code;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- relevant statutory guidance concerning attendance, behaviour, accessibility and supporting pupils with medical conditions;
- the school's Accessibility Plan;
- the Hertfordshire Local Offer;

5. Relationship to Other Policies

This policy should be read in conjunction with:

- Behaviour Policy;
- Teaching and Learning Policy;
- Curriculum Policy;
- Equality Policy;
- Accessibility Plan;
- Assessment, Recording and Reporting Policy;
- Attendance Policy;
- Safeguarding and Child Protection Policy;
- Medical Conditions Policy;
- Anti-Bullying Policy;
- Supporting Pupils with Medical Needs arrangements;
- Complaints Policy.

The school's Accessibility Plan is an integral part of the school's approach to inclusion.

6. Inclusion and High-Quality Teaching

High-quality teaching is the foundation of our approach to meeting the needs of pupils with SEND.

Every teacher is responsible for the progress, development and inclusion of pupils in their class, including pupils who receive additional support from teaching assistants or external professionals.

Teachers will use adaptive teaching approaches to respond to pupils' strengths, needs and barriers. This may include:

- clear and explicit teaching;
- modelling and worked examples;
- appropriate scaffolding;
- chunking and sequencing of learning;
- visual supports;
- practical resources;
- pre-teaching and overlearning;
- vocabulary development;
- repetition and retrieval;
- structured opportunities for participation;
- flexible approaches to recording and demonstrating learning;
- sensory and environmental adaptations;
- assistive technology;
- communication supports;
- reasonable adjustments.

Adaptations should be purposeful and should support pupils to develop increasing independence.

Additional intervention should complement, rather than replace, high-quality classroom teaching wherever possible.

7. Universal Provision

The school recognises that many strategies that support pupils with SEND are beneficial to all pupils.

Our universal provision includes, as appropriate:

- *predictable routines;*
- *clear expectations;*
- *accessible classroom environments;*
- *explicit instruction;*
- *visual timetables and prompts;*
- *carefully structured learning;*
- *appropriate scaffolding;*
- *differentiated or adapted resources;*
- *opportunities for movement and regulation;*
- *appropriate sensory considerations;*
- *support for communication and interaction;*
- *positive relationships;*
- *pastoral support;*
- *inclusive behaviour approaches;*
- *support for attendance and transitions.*

The school will continue to develop its universal offer in line with national and local developments.

8. Identification of SEND

The school recognises that early identification is essential.

A pupil may be identified as having SEND where they have a learning difficulty or disability that requires special educational provision to be made for them.

Concerns may arise through:

- *classroom observation;*
- *assessment and progress information;*
- *pupil discussion;*
- *parent/carers concerns;*
- *teacher concerns;*
- *attendance patterns;*
- *behaviour or regulation difficulties;*
- *communication and interaction difficulties;*
- *social, emotional or mental health needs;*
- *sensory or physical needs;*
- *information from previous settings;*
- *information from external professionals.*

Identification will consider the whole child and will take account of strengths as well as areas of difficulty.

The school will consider whether barriers arise from the curriculum, teaching, environment, communication, relationships, attendance, wellbeing or other aspects of school life before determining the most appropriate response.

A formal diagnosis is not required before appropriate support can be provided.

9. Graduated Response to SEND

The school uses a graduated approach based on the principles of:

Assess – Plan – Do – Review

The purpose of the graduated response is to ensure that pupils receive the right support at the right time and that provision is regularly evaluated for impact.

Assess

When a concern is identified, the class teacher will gather information about the pupil's:

- *strengths;*
- *needs;*
- *progress;*
- *attainment;*
- *participation;*
- *attendance;*
- *wellbeing;*
- *behaviour and regulation where relevant;*
- *barriers to learning.*

This may include information from the pupil, parents/carers, school staff and external professionals.

Plan

Where additional support is required, the class teacher, SENCO, pupil and parents/carers will work together to identify appropriate provision.

Planning will identify, as appropriate:

- *strengths and areas of need;*
- *barriers to learning and participation;*
- *reasonable adjustments;*
- *classroom strategies;*
- *targeted interventions;*
- *intended outcomes;*
- *responsibilities;*
- *timescales for review.*

Do

The class teacher remains responsible for the pupil's day-to-day learning and development.

Teachers will implement agreed strategies and adaptations.

Teaching assistants will support pupils under the direction of the class teacher and will provide feedback about pupils' responses to provision.

Where specialist advice is received, staff will implement agreed recommendations and monitor their effectiveness.

Review

Provision will be reviewed regularly.

Reviews will consider:

- *whether provision has been implemented;*
- *progress towards intended outcomes;*
- *pupil voice;*
- *parent/carer feedback;*
- *attendance and engagement where relevant;*
- *wellbeing;*
- *independence;*
- *the effectiveness of interventions and adaptations.*

Following review, support may be:

- *continued;*
- *adapted;*
- *increased;*
- *reduced as independence develops;*
- *replaced by an alternative approach;*
- *escalated to additional specialist support where appropriate.*

Where significant and persistent difficulties remain despite appropriate support, the school will consider, in partnership with the pupil and parents/carers, whether further assessment or specialist involvement is required.

10. Pupil Voice

The school recognises the importance of listening to children and young people.

Pupils will be encouraged and supported to:

- *describe their strengths;*
- *explain what helps them learn;*
- *identify barriers;*
- *contribute to planning their support;*
- *contribute to reviews;*
- *express their views about transitions;*
- *develop self-awareness and self-advocacy.*

The school will use age-appropriate approaches such as pupil conversations, questionnaires, pupil passports, one-page profiles and review discussions where appropriate.

11. Partnership with Parents and Carers

Parents and carers are valued partners in supporting pupils with SEND.

The school will:

- *communicate openly and regularly with parents/carers;*
- *listen to their concerns and views;*
- *share information about progress and provision;*
- *involve parents/carers in planning and reviewing support;*
- *provide opportunities to discuss concerns;*
- *signpost families to appropriate support;*
- *work collaboratively when specialist advice is required.*

The school recognises that parents and carers have important knowledge about their child's strengths, needs, interests and experiences.

12. Reasonable Adjustments and Equality

Peartree Spring Primary School recognises its duties under the Equality Act 2010.

The school will consider and implement reasonable adjustments where appropriate to ensure that disabled pupils are not placed at a substantial disadvantage.

Reasonable adjustments may relate to:

- *teaching and learning;*
- *assessment;*
- *communication;*
- *the physical environment;*
- *school routines;*
- *behaviour approaches;*
- *attendance;*
- *uniform;*
- *trips and visits;*
- *assemblies;*
- *lunchtimes;*
- *clubs and activities;*
- *participation in the wider life of the school.*

Adjustments will be considered on an individual basis and will take account of the pupil's strengths, needs and circumstances.

The Accessibility Plan sets out the school's wider approach to improving access to the curriculum, physical environment and information.

13. SEND, Behaviour and Regulation

The school recognises that behaviour may sometimes communicate an unmet need or difficulty.

Where behaviour presents a concern, staff will consider whether the pupil may be experiencing difficulties relating to:

- *communication;*
- *emotional regulation;*
- *sensory processing;*
- *anxiety;*
- *social interaction;*
- *learning;*
- *attention;*
- *transitions;*
- *relationships;*
- *attendance;*
- *the environment;*
- *other identified SEND.*

Staff will consider whether adaptations, reasonable adjustments or additional support are required.

SEND will not be used to excuse unsafe or inappropriate behaviour. The school will maintain clear, consistent and proportionate expectations while seeking to understand and address underlying barriers.

The SEND Policy and Behaviour Policy should therefore be read together.

14. SEND and Attendance

The school recognises that some pupils with SEND may experience barriers to regular attendance.

These may include:

- *anxiety;*
- *sensory difficulties;*
- *communication needs;*
- *difficulties with transitions;*
- *emotional regulation;*
- *changes in routine;*
- *learning difficulties;*
- *social difficulties;*
- *previous negative school experiences.*

Where attendance is a concern, the school will seek to understand the underlying barriers and work with pupils, parents/carers and relevant professionals to identify appropriate support.

Reasonable adjustments will be considered where appropriate.

Attendance concerns will be addressed alongside, rather than separately from, the pupil's SEND and wellbeing needs.

15. Supporting Pupils with Medical and Physical Needs

The school recognises that some pupils with SEND may also have medical or physical needs.

The school will work with parents/carers, health professionals and other relevant services to ensure that appropriate arrangements are in place.

Where required, individual healthcare plans or other appropriate plans will be developed in accordance with the school's medical needs procedures.

The school will seek to ensure that medical or physical needs do not unnecessarily prevent pupils from accessing learning or participating in school life.

16. Multi-Agency Working

The school recognises the importance of effective multi-agency working.

Depending on individual needs, the school may work with:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- specialist teaching services;
- health professionals;
- school nursing;
- mental health services;
- social care;
- Early Help;
- specialist SEND services;
- DSPL/local SEND partnership colleagues;
- family support services;
- other appropriate professionals.

The school will seek specialist advice where appropriate and will implement agreed recommendations.

We recognise that effective information sharing and collaborative working are essential to ensuring that children and families receive timely and coordinated support.

Working Together to Safeguard Children 2026 emphasises effective multi-agency working and applies to schools and other education providers.

17. Safeguarding and SEND

The school recognises that some pupils with SEND may be particularly vulnerable to safeguarding concerns.

Staff will remain alert to the possibility that communication difficulties, social vulnerability, dependence on adults or difficulties expressing concerns may increase vulnerability.

All safeguarding concerns will be managed in accordance with the school's Safeguarding and Child Protection Policy and current statutory guidance.

Pupils with SEND will be supported to understand how to keep themselves safe and how to communicate concerns.

Keeping Children Safe in Education 2026 is statutory guidance and came into force on 1 September 2026.

18. Transition

The school recognises that transitions can create additional barriers for some pupils with SEND.

We will support transitions:

- *into Reception;*
- *between year groups;*
- *between key stages;*
- *between classes;*
- *from primary to secondary school;*
- *when pupils join or leave the school;*
- *following significant changes in circumstances.*

Transition support may include:

- *additional visits;*
- *visual information;*
- *photographs;*
- *social stories;*
- *pupil passports;*
- *transition meetings;*
- *parent/carers meetings;*
- *information sharing;*
- *visits to new settings;*
- *familiarisation activities;*
- *sharing successful strategies.*

The level of support will be based on individual need.

19. The Role of the Governing Body

The governing body has strategic responsibility for ensuring that appropriate provision is made for pupils with SEND.

Governors will:

- *ensure that SEND is an integral part of school improvement;*
- *ensure that statutory SEND duties are fulfilled;*

- monitor the effectiveness of SEND provision;
- ensure that appropriate resources and staffing are available;
- support an inclusive whole-school approach;
- ensure that staff understand their responsibilities;
- receive appropriate information about SEND;
- monitor the impact of SEND provision;
- ensure that the school's Accessibility Plan is implemented;
- appoint a governor with particular responsibility for SEND where appropriate;
- contribute to the development and review of this policy.

The governing body will seek assurance that pupils with SEND are able to access the curriculum and participate fully in school life.

20. The Role of the Headteacher

The Headteacher has overall responsibility for ensuring that the school fulfils its statutory duties in relation to SEND.

The Headteacher will:

- promote an inclusive school culture;
 - ensure that SEND provision is appropriately resourced;
 - work strategically with the SENCO;
 - ensure that staff have appropriate training and support;
 - ensure that SEND is considered within school improvement planning;
 - report to governors on SEND provision;
 - promote effective partnership with parents/carers and external services;
 - ensure that relevant policies work together to support inclusion.
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21. The Role of the SENCO

The SENCO leads and coordinates the school's SEND provision and supports the development of an inclusive whole-school approach.

The SENCO will:

- coordinate the identification, assessment and review of pupils with SEND;
- coordinate SEND provision across the school;
- advise and support teachers and other staff;
- promote high-quality adaptive and inclusive teaching;
- work strategically with the Headteacher and Senior Leadership Team;
- monitor the quality and impact of SEND provision;
- use SEND information and pupil progress data to inform school improvement;
- coordinate access to specialist advice;
- support staff to implement professional recommendations;
- work in partnership with pupils and parents/carers;
- support effective transition;
- contribute to staff development;

- monitor the effectiveness of interventions;
 - contribute to the development and review of the school's SEND Information Report;
 - ensure that the school fulfils its statutory SEND responsibilities;
 - keep up to date with national and local SEND developments.
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22. The Role of Class Teachers

Class teachers are responsible for:

- providing high-quality teaching for all pupils;
 - knowing the strengths and needs of pupils in their class;
 - identifying emerging concerns;
 - implementing appropriate adaptations and reasonable adjustments;
 - contributing to the Assess–Plan–Do–Review cycle;
 - monitoring pupil progress and participation;
 - communicating with parents/carers;
 - seeking advice from the SENCO when appropriate;
 - implementing advice from external professionals;
 - working effectively with teaching assistants;
 - promoting independence;
 - ensuring pupils with SEND are included in classroom and wider school activities.
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23. The Role of Teaching Assistants and Learning Support Staff

Teaching assistants and learning support staff will:

- understand the needs of pupils they support;
 - implement agreed strategies and adaptations;
 - support pupils to access learning and participate successfully;
 - encourage independence rather than unnecessary adult dependence;
 - provide feedback to class teachers;
 - contribute to assessment and review;
 - follow guidance from teachers, the SENCO and relevant professionals;
 - maintain confidentiality;
 - contribute to positive relationships and an inclusive classroom environment.
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24. Staff Training and Development

The school recognises that developing staff knowledge and expertise is essential to effective inclusion.

Professional development may include:

- adaptive teaching;
- identification of SEND;
- communication and interaction;

- cognition and learning;
- social, emotional and mental health;
- sensory and physical needs;
- neurodiversity;
- reasonable adjustments;
- inclusive behaviour;
- attendance;
- safeguarding;
- assistive technology;
- effective use of teaching assistants;
- supporting transitions.

The school will engage with relevant local and national training opportunities.

25. Education, Health and Care Plans

Where a pupil has an Education, Health and Care Plan (EHCP), the school will provide the special educational provision specified in the plan, within the school's responsibilities and in partnership with the local authority and relevant professionals.

The school will:

- ensure staff are aware of relevant provision;
 - implement specified provision;
 - monitor progress towards outcomes;
 - involve parents/carers and pupils;
 - contribute to annual reviews;
 - work with professionals and the local authority;
 - review provision where needs change.
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26. SEND Information Report

The school will publish and maintain a SEND Information Report in accordance with statutory requirements.

The SEND Information Report will explain how the school identifies and supports pupils with SEND and how parents/carers can access further information and support.

The report will be reviewed annually and updated where necessary.

27. Complaints

The school encourages concerns to be raised at the earliest opportunity.

Parents/carers should normally discuss concerns initially with the class teacher or SENCO, depending on the nature of the concern.

Where a concern requires further consideration, parents/carers may request a meeting with the Headteacher.

If a matter cannot be resolved informally, parents/carers should follow the school's formal Complaints Policy.

The school will seek to resolve concerns positively and collaboratively wherever possible.

28. Monitoring and Evaluation

The effectiveness of the school's SEND provision will be evaluated through a range of evidence.

This may include:

- *monitoring of classroom practice;*
 - *scrutiny of adaptive teaching;*
 - *pupil progress and attainment;*
 - *individual pupil outcomes;*
 - *attendance information;*
 - *behaviour and engagement information;*
 - *pupil voice;*
 - *parent/carer feedback;*
 - *staff feedback;*
 - *monitoring of interventions;*
 - *analysis of SEND provision;*
 - *review of reasonable adjustments;*
 - *external professional feedback;*
 - *SEND governor monitoring;*
 - *school self-evaluation;*
 - *school improvement planning;*
 - *local authority and DSPL activity;*
 - *inspection and external review.*
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29. Preparing for SEND Reform

Peartree Spring Primary School recognises the Government's programme of SEND reform and its ambition to strengthen inclusive mainstream education, early identification, evidence-informed support and collaboration between education, health and other services.

The Government's 2026 SEND reform proposals include a strengthened Universal Offer, new targeted support arrangements, increased specialist support, Individual Support Plans and Inclusion Strategies. These reforms are being developed and implemented in phases and are not all current statutory requirements.

The school will:

- *monitor national developments;*
- *engage with relevant local SEND partnership arrangements;*
- *develop inclusive practice;*
- *strengthen universal provision;*
- *develop staff expertise;*

- *use evidence-informed approaches;*
 - *improve access to specialist advice;*
 - *listen to children, young people and families;*
 - *adapt policies and procedures when new statutory requirements come into force.*
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30. Policy Monitoring and Review

This policy will be reviewed annually, or earlier if there are significant changes to legislation, statutory guidance or national/local SEND arrangements.

The review will consider:

- *changes to legislation;*
- *changes to the SEND Code of Practice;*
- *developments arising from SEND reform;*
- *DfE guidance;*
- *local authority arrangements;*
- *pupil and parent/carer feedback;*
- *staff feedback;*
- *SEND outcomes;*
- *accessibility;*
- *inclusion;*
- *effectiveness of provision.*

Next review: September 2027
