Special Educational Needs and Disabilities Policy

Breadsall Hill Top Primary School

2026–2027

Achieving Together

Policy lead	Miss Mair Plimmer-Craig, Assistant Headteacher, Inclusion Lead and SENDCo
Related leadership responsibilities	Behaviour, English as an Additional Language and Designated Teacher for Looked After Children
SEND link governor	Mrs Lindsay Clark
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This policy explains how the school identifies special educational needs, plans provision and reviews its impact. It should be read alongside the school's SEND Information Report.

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1 Purpose and scope

This policy sets out Breadsall Hill Top Primary School's approach to meeting the needs of children with special educational needs and disabilities. It establishes the expectations that guide identification, teaching, provision, partnership with families, record keeping and review across the school.

The policy applies to all staff, governors and pupils. It covers children receiving SEND Support and children with an Education, Health and Care plan. It also explains how the school responds when a child may have an emerging need but is not yet identified as having SEND.

The SEND Information Report describes the school's current offer in parent-friendly language and is updated at least annually. This policy explains the principles and processes that sit behind that offer.

2 Statutory framework

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

- Part 3 of the Children and Families Act 2014, including the definitions in section 20, the best endeavours duty in section 66 and publication duties in section 69
- the Special Educational Needs and Disability Regulations 2014
- the Special Educational Needs and Disability Code of Practice 0 to 25 years
- the Equality Act 2010, including the duty to make reasonable adjustments and the public sector equality duty
- the Education and Inspections Act 2006
- Supporting pupils at school with medical conditions statutory guidance
- the statutory framework for the Early Years Foundation Stage
- relevant requirements within the School Admissions Code and safeguarding guidance.

The school also has regard to Derby City Council's local arrangements and is part of Transform Trust. Where legislation or statutory guidance changes, the school will apply the current requirements and update this policy at the next appropriate review.

3 Our principles

- Every child belongs to their class and wider school community.
- Children should be listened to and involved in decisions in a way that is accessible to them.
- Parents and carers are partners in understanding needs, agreeing priorities and reviewing provision.
- The class teacher remains responsible and accountable for the progress and development of every child in the class, including where support is delivered by another adult.
- High-quality inclusive teaching is the starting point for meeting need.
- Support is based on assessed need rather than waiting for a diagnosis or relying on a label.
- Progress is considered from the child's individual starting point and may be academic, communicative, physical, social, emotional or related to participation and independence.
- Provision should promote independence and participation. Adult support is planned carefully so that it does not create unnecessary dependence or separation from peers.
- SEND may overlap with disability, medical need, disadvantage, attendance, behaviour, English as an Additional Language or care experience, but these are not interchangeable.

4 Definition of SEND

A child has special educational needs when they have a learning difficulty or disability that calls for special educational provision. A child of compulsory school age has a learning difficulty or disability if they have a significantly greater difficulty in learning than most others of the same age, or a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools. A child under compulsory school age has SEND if they meet, or would meet, this definition without special educational provision.

Special educational provision is educational or training provision that is additional to or different from that generally made for children of the same age. A child must not be identified as having SEND solely because the language or form of language used at home differs from the language in which they are taught.

The SEND Code of Practice describes four broad areas of need. They help the school plan support but do not define the whole child:

Broad area of need	Examples of needs that may be considered
Communication and interaction	Speech, language and communication needs; differences in social communication and interaction.

Cognition and learning	Specific or general learning difficulties; difficulties acquiring, retaining or applying skills and knowledge.
Social emotional and mental health	Difficulties with emotional regulation, relationships, participation or mental health that create a barrier to learning.
Sensory and physical	Hearing, vision, sensory processing, physical or medical needs that affect access and participation.

Needs often overlap and can change over time. The purpose of identification is to understand barriers and secure appropriate provision, not simply to attach a category or diagnosis.

5 Aims

The school aims to:

- identify barriers to learning and participation as early and accurately as possible;
- provide an inclusive curriculum with appropriate reasonable adjustments and special educational provision;
- use the graduated approach to plan, deliver and review support;
- improve outcomes, participation, independence and preparation for the next stage of education;
- work openly with children, parents and carers;
- draw on specialist advice when school-based assessment and provision are not sufficient;
- use staffing, training and resources in response to identified need;
- monitor patterns so that school leaders and governors can evaluate the quality and impact of provision.

6 Roles and responsibilities

The governing body and SEND link governor

- ensure that the school meets its statutory duties for pupils with SEND and publishes the required information;
- hold leaders to account for the quality and impact of SEND provision;
- consider SEND when overseeing staffing, resources, accessibility and school improvement;
- ensure that a qualified teacher is designated as SENDCo and that the SENDCo has sufficient time, support and resources to carry out the role;
- maintain appropriate strategic oversight while preserving the confidentiality of individual children.

The Headteacher

- has overall responsibility for the school's provision for pupils with SEND;
- works with the SENDCo and governors to determine the strategic development of SEND provision;
- ensures that responsibilities are understood and that appropriate resources are deployed.

The SENDCo

Miss Mair Plimmer-Craig is the school's SENDCo, a member of the senior leadership team and holds the National Professional Qualification for SENCOs (NPQSENCO). The SENDCo:

- leads the strategic development and day-to-day coordination of SEND provision;
- advises and supports colleagues in identifying need, planning provision and reviewing impact;
- maintains oversight of the SEND register and relevant records;
- works with parents, carers, pupils and external professionals;
- coordinates statutory processes relating to EHC needs assessments and EHC plans;
- supports transition and the transfer of information;
- monitors provision and contributes to staff development, resource decisions and school improvement;
- works with the Headteacher and SEND governor to report on the effectiveness of SEND provision.

The school uses the title SENDCo. This is the special educational needs coordinator role required by legislation. The person appointed must hold the prescribed qualification or complete it within the statutory period that applies to them.

Class teachers

- are responsible and accountable for the progress and development of every pupil they teach;
- provide high-quality inclusive teaching and make appropriate adaptations;
- identify and record concerns using school processes;
- work with support staff so that additional provision is purposeful and connected to classroom learning;
- contribute to assessment, planning, review and communication with families;
- meet parents and carers of pupils receiving SEND Support at least three times each year, normally as part of the review cycle, unless an alternative arrangement is agreed to meet the family's circumstances;
- implement agreed strategies and provision, including advice from specialists and provision specified in EHC plans.

Teaching assistants and other support staff

- work under the direction of the teacher and within agreed plans;
- support access, communication, participation and independence;
- record or share relevant observations and contribute to review;
- receive information and training needed to carry out their role safely and effectively.

Parents carers and pupils

Parents and carers are asked to share relevant information, contribute their views and work with the school to review support. Pupils are supported to express their views, preferences and aspirations using communication methods that are meaningful and accessible to them.

7 Identifying special educational needs

The school identifies SEND through a developing picture over time. Evidence may include:

- teacher assessment, observation, work and progress over time;
- the child's views, communication, engagement and participation;
- information and concerns shared by parents and carers;
- attendance, health, wellbeing, behaviour and patterns across different contexts;

- information from previous settings and other professionals;
- appropriate screening or assessment tools;
- the child's response to teaching, reasonable adjustments and targeted support.

Slow progress or low attainment does not automatically mean that a child has SEND. Equally, attainment in line with age-related expectations does not rule out SEND. The school considers the child's profile, barriers and need for provision that is additional to or different from what is ordinarily available.

Before identifying SEND, the school considers other factors that may affect learning or participation, including attendance and punctuality, health, changes in family circumstances, safeguarding concerns, disadvantage, limited prior education, English language acquisition and the quality or consistency of previous teaching. These factors may coexist with SEND and must not be used to dismiss a genuine need.

When concerns arise

1. The class teacher gathers information, discusses concerns with the family and checks that appropriate inclusive teaching and adjustments are in place.
2. The teacher seeks advice from the SENDCo when concerns persist, are complex or indicate that special educational provision may be required.
3. The school and family agree the next steps. These may include further observation or assessment, a time-limited adjustment or intervention, external advice, or identification at SEND Support.
4. The decision and planned provision are recorded and reviewed. Identification is revisited if the evidence changes.

A diagnosis is not required before support can begin. A diagnosis also does not automatically mean that a child requires SEND Support; the decision depends on the child's needs and the provision required in school.

8 The graduated approach

Where a child requires special educational provision, support follows a continuous cycle of Assess Plan Do Review. Each cycle should increase understanding of the child's needs and improve the match between provision and intended outcomes.

Stage	What this means at Breadsall Hill Top
Assess	Build a rounded understanding of strengths, needs, barriers, prior progress and the child's response to existing teaching and support. Use the views of the child and family and seek specialist assessment when appropriate.
Plan	Agree clear priorities, intended outcomes, provision, reasonable adjustments, responsibilities and review arrangements. Ensure relevant staff and the family understand the plan.

Do	The class teacher remains responsible for the child's learning. Staff deliver the agreed provision, connect it to classroom teaching and record information needed for review.
Review	Evaluate progress towards the intended outcomes and the quality and impact of provision. Consider the child's and family's views. Continue, adapt, intensify or cease provision according to evidence.

Review frequency is proportionate to need. Reviews must be timely enough to influence provision and should not be delayed until a fixed meeting if support is clearly ineffective or circumstances change.

The written record for a child at SEND Support should make clear the child's strengths and needs, pupil and family views, intended outcomes, teaching strategies and adjustments, additional provision, responsible staff, review date and evidence used to judge impact. It should be concise enough for staff to use in daily practice and updated when decisions change.

9 SEND Support and Education Health and Care Plans

SEND Support

A child is recorded at SEND Support when the evidence indicates that they have SEND and require special educational provision. Parents and carers are informed and involved. The school records the child's identified needs, intended outcomes, provision and review information through its SEND systems.

A child may be removed from the SEND register when evidence shows that special educational provision is no longer required. This decision is discussed with the family. Appropriate teaching, reasonable adjustments or monitoring may continue where needed.

Education Health and Care needs assessment

Most children with SEND have their needs met through SEND Support. Where a child has or may have more complex needs and the provision required may exceed what can reasonably be provided from the school's ordinarily available resources, the school and family may consider requesting an EHC needs assessment from the local authority. A parent, the school, a young person over compulsory school age or another person acting on behalf of the child or young person may make a request in accordance with the statutory process. The school will provide relevant evidence of needs, outcomes, provision and impact. An assessment does not automatically lead to an EHC plan, and support must not be withheld while a decision is awaited.

Education Health and Care plans

Where a child has an EHC plan, the school will use its best endeavours to secure the special educational provision specified in the plan. The plan is reviewed formally at least annually, alongside ongoing monitoring during the year. The child and parents or carers are supported to contribute to the review. The school works with the local authority and other professionals where changes to needs, outcomes, provision or placement may be required. Parents and young people are informed that statutory mediation and appeal rights apply to specified

local-authority decisions, including decisions about assessment, the content of a plan and the setting named.

10 Inclusive teaching provision and The Glade

High quality inclusive teaching

SEND provision begins with ambitious, responsive classroom teaching. Teachers use assessment and knowledge of the child to remove barriers and adapt teaching without lowering expectations. Adaptations may relate to communication, task structure, vocabulary, modelling, resources, sensory access, environment, pace, recording, grouping or assessment.

Additional and different provision

Where classroom teaching and reasonable adjustments are not sufficient, provision may include targeted teaching, communication support, structured intervention, adapted resources, assistive technology, regulation support, specialist programmes or advice from external professionals. Interventions have a clear purpose, intended outcome and review point. Withdrawal from class is balanced against curriculum entitlement, belonging and participation with peers.

The Glade

The Glade is the name given to the school's developing approach to enhanced and individualised provision. The spaces currently associated with The Glade include The Nest, the Sensory Room and the Nurture Room. Their use and purpose will continue to be developed in response to children's needs, available staffing, staff expertise and the school's resources.

The Glade is not currently a separate or full-time provision, and access to its rooms does not constitute a formal placement. Children may access a space, resource or planned activity where this forms part of an agreed response to an identified need. This may be for a specific session, intervention or period of support.

Children remain members of their class and wider school community. Class teachers retain responsibility for their learning, progress and inclusion, including when support takes place outside the classroom. Any planned use of The Glade should have a clear purpose, appropriate staffing and arrangements for reviewing its impact.

The school will continue to review and develop The Glade as staffing, training and resources allow. Any significant change to its purpose or operation will be reflected in the school's SEND Information Report and other relevant documentation.

Access arrangements and assessments

Reasonable adjustments and access arrangements for statutory assessments are considered in line with current guidance. They reflect the child's individual needs and normal way of working and are intended to remove barriers, not provide an unfair advantage. Access arrangements are not restricted to pupils on the SEND register.

11 Working with children parents and carers

The school aims to involve families early and communicate clearly about concerns, decisions and provision. The class teacher is usually the first point of contact. Depending on need, involvement may include conversations, SEND reviews, meetings with the SENDCo, individual plans, EHC plan Annual Reviews, professional meetings, ClassDojo communication and transition planning.

The school seeks each child's views in a meaningful and accessible way. Methods may include conversation, photographs, visuals, choices, observation, communication systems or contributions from trusted adults who know the child well. A child's ability to use spoken language does not determine whether their views can be sought.

Where there is disagreement, staff should identify the specific concern, explain the evidence and statutory position, and work with the family to agree practical next steps. Records should distinguish between what has been agreed, what remains uncertain and when the issue will be reviewed.

12 External professionals and specialist support

The school may seek advice or assessment from services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, specialist teaching services, school nursing, health or mental health services, Early Help, family support or social care. It may also signpost or work alongside relevant voluntary and community organisations.

Referrals depend on assessed need, service criteria and consent requirements. The school discusses proposed involvement with parents and carers where appropriate. Advice from professionals is considered alongside the school's knowledge of the child and is translated into clear classroom strategies, provision and review arrangements. A referral is not a substitute for support that the school can reasonably put in place while advice is awaited.

Parental consent is normally sought before a referral to an external service. Information may be shared without consent where there is a lawful basis or a safeguarding duty to do so. Staff explain this wherever it is safe and appropriate.

13 Emotional wellbeing behaviour and SEND

The school supports emotional wellbeing, relationships and participation through predictable routines, trusted adults, regulation strategies, nurture, emotional literacy, friendship support, reasonable adjustments, family support and specialist involvement where appropriate.

Behaviour can communicate an unmet need, but behaviour alone does not establish SEND. Staff consider possible communication, learning, sensory, emotional, social, environmental, medical and safeguarding factors. This assessment informs proportionate support while maintaining clear expectations and protecting the safety and dignity of everyone involved.

The school uses its Behaviour Policy alongside individual planning and reasonable adjustments. Consequences, support and risk management are considered in light of disability and SEND duties. Where behaviour is persistent, changes suddenly or creates a significant barrier, staff review whether needs have been understood and whether provision is effective.

Bullying is taken seriously. The school applies its anti-bullying procedures and makes individual adjustments so that children with SEND can report concerns, be heard and participate safely. Children with SEND receive appropriate support whether they experience bullying or display harmful behaviour towards others.

Safeguarding children with SEND

Children with SEND can face additional safeguarding barriers. Staff remain alert to communication differences, dependency on adults, intimate care, peer isolation, online vulnerability, difficulty recognising or reporting harm, and the risk that signs of abuse may be attributed to a child's condition or behaviour. Safeguarding concerns are recorded and acted upon through the school's safeguarding procedures. SEND plans, behaviour support and risk assessments must never replace a safeguarding response.

14 English as an Additional Language

English as an Additional Language is not a special educational need. The school considers a child's exposure to English, development in their home language, prior education, attendance and opportunity to learn before concluding that difficulties may indicate SEND. Assessment should avoid confusing language acquisition with a learning difficulty.

A child with EAL can also have SEND. Where concerns persist across languages or contexts, or evidence indicates needs beyond language acquisition, the school uses the graduated approach and seeks appropriate advice. Miss Plimmer-Craig leads both EAL and SEND, supporting joined-up assessment while keeping the two distinct.

15 Looked after and previously looked after children

Being looked after or previously looked after does not mean that a child has SEND. However, care experience, disrupted education, attachment, trauma, health and existing SEND may interact. The school considers the whole child and avoids attributing a difficulty to one factor without adequate assessment.

Miss Plimmer-Craig is both the Designated Teacher for Looked After Children and the SENDCo. Where a looked-after child has SEND, she coordinates the relationship between the child's special educational provision, Personal Education Plan and wider support. The school works with the child, carers, Virtual School, social care, local authority and other professionals so that needs, provision and outcomes are understood and reviewed together. For previously looked-after children, the school works with parents and relevant services in line with statutory duties and guidance.

16 Medical needs disability and accessibility

A medical condition or disability does not automatically mean that a child has SEND. Some children have both. The school coordinates individual healthcare planning, risk assessment, reasonable adjustments and SEND provision so that responsibilities are clear and support is coherent.

The school must not treat disabled pupils less favourably because of disability and will make reasonable adjustments to reduce disadvantage. Accessibility is considered across teaching, curriculum, information, communication, the physical environment, trips, clubs, assessments and wider school life. The Accessibility Plan sets out how the school will increase access over time.

Admissions are considered through the school's published arrangements. Children with an EHC plan are admitted through the statutory consultation and placement process. The school works with families, the local authority and professionals to plan safe and effective access.

The school will not refuse admission because a child has SEND or because it considers that it cannot meet need outside the relevant statutory admissions or EHC plan process. Where Breadsall Hill Top is named in a final EHC plan, the school must admit the child. Admission planning does not depend on all resources or professional input already being in place.

17 Transitions

Transitions are planned according to individual need. This may include starting school, changing class, moving between phases or settings, joining during the year, changes in provision, or returning after a period of absence.

- share relevant information securely and in good time;
- involve the child and family in identifying helpful strategies and concerns;
- arrange additional visits, photographs, visual information, familiarisation or meetings where needed;
- liaise with the receiving or previous SENDCo and relevant professionals;
- review support after the transition and adjust it in response to evidence.

For entry to Nursery or Reception, the school seeks information from families, early years settings, health visitors and other professionals where relevant and may observe the child in their current setting. For an in-year admission, staff obtain records and speak with the previous setting as soon as possible. For transfer to secondary school, planning may include joint meetings, enhanced visits, transition materials and early sharing of SEND records, normal ways of working and access arrangements. Records are transferred securely and the school retains information in line with its records-management responsibilities.

18 Staff expertise and professional development

SEND is everyone's responsibility. Staff development is planned in response to the needs of children currently in school, statutory responsibilities and wider improvement priorities. It may include whole-school training, targeted training for particular staff, coaching, modelling, professional reading and advice from the SENDCo or external professionals.

Training may cover autism and neurodiversity, speech language and communication, inclusive teaching, reasonable adjustments, regulation and behaviour, medical needs, safeguarding, access arrangements and approaches linked to individual children. The school records relevant training and evaluates how it changes practice. Where a child has a highly specific or complex need, leaders seek appropriate specialist advice, training or supervision before staff are expected to deliver unfamiliar provision.

19 Resources funding and record keeping

Resources and funding

The Headteacher, SENDCo and relevant leaders consider pupil needs, statutory duties, the school budget, staffing, environment, training and the impact of existing provision when allocating resources. Additional high-needs funding may be requested from Derby City Council where current criteria are met. Funding decisions do not remove the school's duty to use its best endeavours to secure appropriate special educational provision.

Records and information sharing

The school maintains accurate, relevant and proportionate records of concerns, assessment, decisions, provision, reviews, professional advice and communication. Staff who teach or support a child receive the information they need to carry out agreed provision safely and

effectively. Information is handled in accordance with data protection, safeguarding and records-management requirements and is transferred securely when a child moves setting.

The SEND register is a working record, not a fixed label. The SENDCo maintains oversight of entries and removals, but decisions are based on evidence gathered with the class teacher, child and family. Access to detailed records is limited according to role; all staff receive the practical information necessary to fulfil their responsibilities.

20 Monitoring effectiveness and reviewing the policy

The SENDCo and senior leaders evaluate SEND provision through evidence such as progress towards individual outcomes, curriculum access, communication, engagement, independence, regulation, interaction, attendance, participation, observations, work scrutiny, provision reviews and the views of children and families. Leaders consider the quality of implementation as well as whether an intervention took place.

The SENDCo reports appropriate strategic information to the Headteacher and governing body. Reports protect individual confidentiality and may include patterns of need, provision, outcomes, attendance, exclusions or suspensions, training, external involvement, resource use and priorities for improvement.

This policy is reviewed at least annually and sooner if there is a significant change in legislation, statutory guidance or school arrangements. The SEND Information Report is updated at least annually and when important information changes during the year.

21 Concerns and complaints

Parents and carers should raise concerns with the class teacher in the first instance. If further discussion is needed, they may contact Miss Plimmer-Craig through the school office or ClassDojo. The school will seek to understand the concern, review relevant evidence and agree next steps where possible.

If a concern cannot be resolved through discussion, families may use the school's Complaints Policy. Independent information and advice are available from Derby SENDIASS. Complaints about the school's delivery of provision are considered through the school's complaints process. Challenges to specified local-authority decisions about EHC needs assessments or EHC plans follow the statutory disagreement-resolution, mediation and First-tier Tribunal routes instead. The school will explain the appropriate route and will not prevent a parent from seeking independent advice.

22 Related policies and useful contacts

Related school documents

- SEND Information Report
- Accessibility Plan
- Equality Policy
- Admissions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Complaints Policy

- Data Protection and Records Management policies

Useful contacts

Breadsall Hill Top Primary School: 01332 341451

Derby SEND Local Offer: www.derby.gov.uk/sendlocaloffer

Derby SENDIASS: www.derbysendiass.co.uk

SEND Code of Practice: GOV.UK statutory guidance