



Roseberry
Primary School

SEND Policy

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Lead	HoS

1. Introduction

Roseberry Primary School is committed to providing an inclusive education in which every pupil is valued, supported and challenged to achieve their full potential. The school recognises that all pupils are entitled to a broad, balanced and ambitious curriculum that enables them to succeed academically, socially and emotionally, regardless of their individual starting points, abilities or additional needs.

The Governing Board is committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) receive high-quality educational provision which removes barriers to learning and promotes independence, resilience and positive outcomes. The school believes that inclusion is fundamental to effective education and that all pupils should participate fully in every aspect of school life alongside their peers.

The responsibility for meeting the needs of pupils with SEND lies with every member of staff. High-quality adaptive teaching is the first response to meeting additional needs, with specialist provision implemented where appropriate through a graduated approach. Decisions regarding SEND provision are informed by robust assessment, evidence-informed practice and meaningful collaboration with pupils, parents and carers, and external professionals.

This policy sets out how Roseberry Primary School fulfils its statutory responsibilities for identifying, assessing and supporting pupils with SEND and should be read alongside the school's SEND Information Report, Accessibility Plan and other related policies.

2. Legislative Framework

This policy has been developed in accordance with the following legislation and statutory guidance:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0–25 years (January 2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- The Education Act 1996
- The Education Act 2002
- Supporting Pupils at School with Medical Conditions (DfE)
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)
- Teachers' Standards
- The National Curriculum in England

The policy also reflects guidance published by the Department for Education, Ofsted and the Education Endowment Foundation relating to inclusive practice, adaptive teaching and improving outcomes for pupils with SEND.

Roseberry Primary School recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations for pupils with disabilities. The school will make reasonable adjustments wherever necessary to ensure that disabled pupils are not placed at a substantial disadvantage when accessing education or wider school activities.

3. Purpose of the Policy

The purpose of this policy is to establish a clear framework for the identification, assessment and provision of support for pupils with SEND at Roseberry Primary School.

The policy aims to ensure that:

- statutory duties relating to SEND are fulfilled;
- all pupils have equitable access to a broad, balanced and ambitious curriculum;
- barriers to learning are identified and addressed at the earliest opportunity;
- high-quality adaptive teaching forms the foundation of SEND provision;
- pupils with SEND make the best possible progress from their individual starting points;
- pupils participate fully in the academic, social and cultural life of the school;
- parents and carers are recognised as valued partners in their child's education;
- pupils are actively involved in decisions affecting their learning and wellbeing;
- staff understand their responsibilities in meeting the needs of pupils with SEND;
- the effectiveness of provision is monitored and reviewed to secure continual improvement.

This policy provides strategic direction for SEND across the school and informs the school's operational procedures, professional development and deployment of resources.

4. Vision, Values and Principles

Roseberry Primary School believes that every pupil has the right to achieve success within an inclusive learning environment where diversity is recognised, respected and celebrated.

The school maintains high expectations for every pupil and believes that additional needs should never limit ambition or aspiration. Pupils with SEND are entitled to access the same curriculum, experiences and opportunities as their peers, with reasonable adjustments and additional support provided where required.

The school's approach to SEND is underpinned by the following principles.

Inclusion

All pupils are full members of the school community and are encouraged to participate fully in learning, enrichment activities, educational visits, leadership opportunities and wider school life.

High Expectations

The school maintains ambitious expectations for the progress, attainment, attendance and personal development of all pupils with SEND.

Early Identification

Additional needs are identified at the earliest possible opportunity to ensure timely intervention and appropriate support.

High-Quality Adaptive Teaching

Adaptive teaching is the primary means through which additional needs are met. Additional interventions are designed to complement, rather than replace, effective classroom teaching.

Partnership Working

Effective outcomes are achieved through collaborative working between pupils, parents and carers, school staff, governors and external agencies.

Evidence-Informed Practice

Provision is based upon robust assessment, current research and evidence-informed approaches that demonstrate positive impact upon pupil outcomes.

Pupil Participation

Pupils are encouraged to express their views, contribute to decision-making and participate in reviewing the support they receive.

Continuous Improvement

SEND provision is monitored, evaluated and refined to ensure that it remains effective, proportionate and responsive to changing needs.

5. Aims and Objectives

Roseberry Primary School aims to:

- identify pupils with SEND as early as possible;
- provide effective support through a graduated approach based upon Assess, Plan, Do and Review;
- ensure teachers remain responsible and accountable for the progress and attainment of every pupil in their class;
- provide high-quality adaptive teaching before considering additional interventions;
- enable pupils with SEND to achieve the highest possible educational outcomes;
- promote independence, resilience, confidence and self-esteem;
- ensure pupils with SEND are fully included in all aspects of school life;
- remove barriers that prevent pupils from accessing learning;
- work collaboratively with parents and carers throughout the identification, planning and review process;
- ensure pupils contribute to decisions affecting their education;
- secure specialist advice where appropriate;
- ensure staff receive high-quality professional development relating to SEND;
- monitor the effectiveness of provision and continually improve practice;
- prepare pupils successfully for transition throughout their education.

6. Definition of Special Educational Needs and Disability

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 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.
- Special educational provision is educational provision that is additional to, or different from, that made generally available for pupils of the same age.

In accordance with the SEND Code of Practice, pupils' needs may fall within one or more of the following four broad areas:

Communication and Interaction

Including speech, language and communication needs and autism.

Cognition and Learning

Including moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Including difficulties relating to emotional regulation, anxiety, attachment, behaviour arising from underlying needs and diagnosed mental health conditions.

Sensory and/or Physical Needs

Including hearing impairment, visual impairment, multisensory impairment, physical disabilities and medical conditions requiring specialist support.

The school recognises that many pupils experience needs across more than one area and that needs may change over time.

Persistent low attainment, English as an Additional Language, attendance concerns, disadvantage or disability alone do not necessarily constitute SEND, although these factors may coexist with SEND and require careful assessment.

7. Roles and Responsibilities

Meeting the needs of pupils with SEND is a whole-school responsibility.

Governing Board

The Governing Board will:

- ensure compliance with statutory duties;
- approve and review this policy annually;
- appoint a governor with responsibility for SEND;
- monitor the effectiveness of SEND provision;
- ensure appropriate resources are available;
- receive regular reports regarding outcomes for pupils with SEND.
- Executive Headteacher and Head of School
- The Executive Headteacher and Head of School will:
 - provide strategic leadership for inclusion;
 - promote an inclusive culture throughout the school;
 - ensure this policy is implemented consistently;
 - allocate appropriate staffing and resources;
 - monitor the quality of SEND provision;
 - support the professional development of staff.

SENDCo

The SENDCo is responsible for coordinating the day-to-day operation of SEND provision by:

- overseeing the graduated approach;
- maintaining the SEND Register;
- advising staff;
- coordinating assessments;
- liaising with parents and carers;
- coordinating statutory assessments and Annual Reviews;
- working with external agencies;
- monitoring provision and outcomes;
- supporting transition arrangements;
- contributing to staff training.

Teachers

Teachers are responsible for:

- delivering high-quality adaptive teaching;
- identifying emerging needs;
- implementing agreed provision;
- monitoring pupil progress;
- working collaboratively with support staff;
- maintaining regular communication with parents and carers;
- contributing to the Assess, Plan, Do, Review process.

Teaching Assistants

Teaching assistants work under the direction of teachers and the SENDCo to deliver agreed provision while promoting pupils' independence and engagement.

Parents and Carers

Parents and carers are expected to:

- work in partnership with the school;
- contribute to assessment and review processes;
- share relevant information regarding their child;
- support agreed strategies where appropriate.

Pupils

Pupils are encouraged to:

- express their views;
- contribute to planning and reviewing support;
- develop independence;
- take increasing responsibility for their learning.

8. Identifying Pupils with SEND

The school is committed to identifying pupils who may have SEND at the earliest opportunity.

Identification is an ongoing process based upon a range of evidence rather than any single assessment or diagnosis.

Concerns may arise through:

- teacher assessment;
- classroom observations;
- pupil progress meetings;
- attainment and progress data;
- standardised assessments;
- screening tools;
- parental concerns;
- information from previous settings;
- medical reports;
- external professional advice;
- pupil voice.

Where concerns are identified, teachers will first implement appropriate adaptive teaching strategies and monitor their effectiveness.

Where a pupil continues to experience significant barriers to learning despite high-quality teaching, the SENDCo will work with staff and parents to determine whether SEND Support is required.

The school maintains a SEND Register which records pupils receiving SEND Support or those with an Education, Health and Care Plan (EHCP). The register is reviewed regularly to ensure it accurately reflects pupils' current needs.

9. The Graduated Approach

Roseberry Primary School adopts the graduated approach described within the SEND Code of Practice.

Provision is planned, delivered and reviewed through the cycle of:

Assess

Plan

Do

Review

This cyclical process ensures that support remains responsive to pupils' changing needs.

Assess

Information is gathered from assessment data, teacher observations, pupil views, parental feedback, specialist assessments and professional advice to establish an accurate understanding of need.

Plan

Desired outcomes, classroom adaptations, interventions, responsibilities and review arrangements are agreed collaboratively with parents, carers and pupils where appropriate.

Do

Teachers remain responsible for pupils' learning and progress. Support staff deliver agreed interventions under the direction of the class teacher while promoting independence.

Review

Provision is reviewed regularly against agreed outcomes. Reviews consider:

- academic progress;
- attendance;
- engagement;
- wellbeing;
- pupil voice;

- parental feedback;
- recommendations from external professionals.

Provision is amended where necessary to ensure that support remains effective.

10. High-Quality Adaptive Teaching

Roseberry Primary School recognises that high-quality adaptive teaching is the first response to meeting the needs of all pupils, including those with SEND.

Teachers are expected to adapt their teaching in response to pupils' strengths, barriers to learning and individual needs. Adaptive teaching enables pupils to access the curriculum without reducing ambition or lowering expectations.

Adaptive practice may include:

- explicit instruction;
- scaffolded learning;
- modelling;
- flexible grouping;
- adapted questioning;
- pre-teaching and overlearning;
- visual supports;
- assistive technology;
- adapted resources;
- additional processing time;
- opportunities for retrieval and repetition;
- structured classroom routines.

Where adaptive teaching alone is insufficient to secure progress, additional evidence-informed interventions may be implemented through the graduated approach.

The impact of adaptive teaching and targeted provision is monitored through ongoing assessment, lesson visits, work scrutiny, pupil progress meetings and regular review of pupil outcomes to ensure that support remains effective, proportionate and focused on improving educational achievement.

11. SEND Support

11.1 Principles of SEND Support

Where it is determined that a pupil requires provision that is additional to, or different from, that which is ordinarily available through high-quality adaptive teaching, they will receive SEND Support in accordance with the SEND Code of Practice.

SEND Support is designed to enable pupils to make sustained progress towards clearly identified outcomes through carefully planned, evidence-informed provision that is proportionate to their identified needs.

The decision to provide SEND Support will be based upon a thorough assessment of need and the pupil's response to high-quality adaptive teaching. The decision will be made collaboratively by the class teacher, SENDCo and parents or carers.

11.2 Provision

Provision may include, but is not limited to:

- targeted intervention programmes
- small-group teaching
- individual programmes of support
- specialist teaching approaches
- reasonable adjustments
- adapted teaching resources
- assistive technology
- specialist equipment
- therapeutic advice
- support from external professionals

All provision will be planned using clearly identified outcomes and reviewed regularly to evaluate its effectiveness. Interventions will complement, rather than replace, high-quality classroom teaching and will promote independence, resilience and successful participation within mainstream education.

12. Education, Health and Care Plans (EHCPs)

Where a pupil has complex and long-term needs that cannot reasonably be met through SEND Support alone, the school may request an Education, Health and Care Needs Assessment. Where an EHCP is issued, the school will implement the provision, monitor outcomes, allocate appropriate resources, hold Annual Reviews and work collaboratively with parents, carers and external agencies.

13. Partnership with Parents and Carers

The school recognises parents and carers as essential partners. Parents will be involved in assessment, planning, reviews and decisions regarding provision. Regular review meetings will be held and parental feedback will inform continual improvement.

14. Pupil Participation

Pupils will be encouraged to contribute to identifying strengths, discussing barriers to learning, setting outcomes, reviewing progress and planning transitions. Their views will inform decisions about SEND provision.

15. Working with External Agencies

The school works collaboratively with Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, Health Services, Specialist Teaching Services, Social Care and other relevant professionals. Advice received will inform classroom practice and provision.

16. Supporting Pupils with Medical Conditions

Pupils with medical conditions will receive appropriate support through Individual Healthcare Plans where required. Educational and healthcare provision will be coordinated to ensure pupils can participate fully in school life.

17. Supporting Social, Emotional and Mental Health

The school promotes positive wellbeing through inclusive practice, pastoral support, emotional regulation strategies, nurture approaches and referrals to specialist services where appropriate.

18. Accessibility and Equality

The school will eliminate discrimination, advance equality of opportunity, make reasonable adjustments and implement its Accessibility Plan to improve access to the curriculum, environment and information.

19. Transition Arrangements

Transition arrangements will be personalised and may include enhanced visits, meetings, visual supports, phased transition and multi-agency planning to ensure continuity of learning.

20. Staff Training and Professional Development

The SENDCo will coordinate ongoing professional development including adaptive teaching, autism, speech and language, SEMH, dyslexia, medical needs, safeguarding and inclusion. Training impact will be evaluated through monitoring and pupil outcomes.

21. Funding and Resources

Roseberry Primary School is committed to ensuring that resources allocated for SEND are deployed effectively, equitably and transparently to secure the best possible outcomes for pupils.

Funding will be used to:

- provide high-quality adaptive teaching and targeted interventions;
- purchase specialist resources and assistive technology;
- commission specialist advice where appropriate;
- provide staff training and professional development;
- make reasonable adjustments to improve access to learning.

The deployment of SEND funding will be monitored by senior leaders, the SENDCo and the Governing Board to ensure value for money and positive impact on pupil outcomes.

22. Monitoring, Evaluation and Accountability

The school will monitor the effectiveness of SEND provision through:

- analysis of pupil progress and attainment;
- attendance, behaviour and wellbeing data;
- intervention reviews;
- lesson observations and learning walks;
- work scrutiny;
- pupil and parent voice;
- SEND Register reviews;
- Annual Reviews for pupils with EHCPs.

The SENDCo will report regularly to senior leaders and the Governing Board regarding outcomes, provision, statutory compliance and priorities for improvement.

23. Confidentiality and Information Sharing

Information relating to pupils with SEND will be managed in accordance with the UK GDPR and the Data Protection Act 2018.

Information will be shared only where it is lawful, proportionate and necessary to support the pupil, safeguard their welfare or fulfil statutory responsibilities. Records will be stored securely and transferred safely when pupils move to another setting.

24. Complaints

The school aims to resolve concerns regarding SEND provision through positive partnership working.

Parents and carers should raise concerns initially with the class teacher, followed by the SENDCo and Head of School where necessary. If concerns remain unresolved, they may be pursued through the school's Complaints Policy. Parents may also seek advice from the local SEND Information, Advice and Support Service (SENDIASS).

25. Related Policies and Documents

This policy should be read alongside the school's:

- SEND Information Report
- Accessibility Plan
- Equality Information and Objectives
- Behaviour Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Medical Conditions Policy
- Teaching and Learning Policy
- Curriculum Policy
- Assessment Policy
- Complaints Policy
- Data Protection Policy.

26. Monitoring and Review

This policy will be reviewed annually by the Governing Board, or sooner if required following changes to legislation, statutory guidance or school practice.

The review will consider:

- changes to legislation and guidance;
- outcomes for pupils with SEND;
- feedback from pupils, parents, carers and staff;
- monitoring and evaluation findings;
- developments in evidence-informed practice.

The SENDCo is responsible for leading the review in consultation with senior leaders and governors. Following approval, the policy will be published on the school's website.