Special Educational Needs and Disabilities (SEND) Policy

Shirehampton Primary School

Approved by: Governing Body	**Date:** July 2026
Last reviewed: July 2026 (reviewed yearly)	
Next review due by: July 2027	

1. Aims and objectives

At Shirehampton Primary School, we are committed to providing an inclusive education where every pupil is valued, supported and challenged to achieve their full potential. We recognise that every child learns differently and that some pupils will require additional support at different stages of their education. Our role is to identify needs early, remove barriers to learning and ensure that every pupil receives the right support at the right time.

This policy sets out how we identify, assess and support pupils with Special Educational Needs and Disabilities (SEND), ensuring that provision is responsive, evidence-informed and centred around the individual needs of each child.

Through this policy we aim to:

- identify pupils with SEND as early as possible through effective assessment, observation and partnership with families;
- ensure that all pupils have access to a broad, balanced and ambitious curriculum through high-quality adaptive teaching and appropriate support;
- provide a graduated approach to SEND support that is carefully planned, regularly reviewed and adapted in response to individual need;
- remove barriers to learning, participation and achievement so that all pupils are able to experience success both academically and personally;
- maintain high expectations for every pupil whilst recognising and celebrating individual strengths;
- work in partnership with parents, carers, pupils and external professionals to achieve the best possible outcomes;
- ensure that pupils with SEND are included in all aspects of school life wherever this is appropriate;
- develop pupils' independence, confidence and resilience, preparing them for the next stage of their education and beyond; and
- fulfil our statutory responsibilities under the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010 and all relevant legislation.

2. Vision and values

At Shirehampton Primary School, inclusion is central to everything we do. We believe that every child has the right to feel safe, valued and included within our school community and to receive an education that enables them to achieve their potential.

We recognise that children have different strengths, interests and ways of learning. Rather than focusing on a diagnosis or label, we take time to understand each child as an individual, recognising that effective support begins with knowing the child and identifying what will help them succeed.

High-quality adaptive teaching is the foundation of our inclusive practice. Every teacher is responsible for meeting the needs of all learners within their classroom, with additional support provided through a graduated approach when required. Decisions about provision

are based on careful assessment, professional judgement and evidence of impact, ensuring that support remains responsive to pupils' changing needs.

We value strong partnerships with families and believe that the best outcomes are achieved when school, parents and external professionals work together. By working collaboratively, maintaining high expectations and removing barriers to learning, we aim to ensure that every pupil can participate fully in school life and experience success.

At Shirehampton Primary School, we believe that effective SEND provision begins with knowing the child. We recognise every pupil as an individual, with their own strengths, interests and aspirations. Through high expectations, strong relationships and close partnership with families, we are committed to providing the right support, at the right time, so that every child can thrive academically, socially and emotionally.

3. Legislation and guidance

This policy has been developed in accordance with the statutory responsibilities set out in the:

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

This policy should be read alongside the school's SEND Information Report, Accessibility Plan, Behaviour Policy, Attendance Policy, Safeguarding and Child Protection Policy and Bristol Local Offer.

4. Inclusion and equal opportunities

We are committed to ensuring that every pupil has equitable access to learning, opportunities and experiences regardless of their individual needs or disability. We believe that inclusion is about more than ensuring children are present in school; it is about ensuring that they belong, participate and achieve.

High-quality adaptive teaching forms the first level of support for all pupils. Where additional needs are identified, we make reasonable adjustments and provide appropriate support to enable pupils to access learning alongside their peers wherever possible. Further information about our graduated provision, adaptive teaching strategies and targeted

interventions can be found within the school's SEND at Shirehampton guidance (see appendix).

4.1Ordinarily Available Provision

Most pupils' needs can be successfully met through high-quality adaptive teaching and the consistent implementation of the school's Ordinarily Available Provision. Teachers are expected to make appropriate reasonable adjustments and use agreed adaptive teaching strategies before considering additional SEND support.

The school's Ordinarily Available Provision sets out the universal approaches, adaptive teaching strategies and reasonable adjustments expected within every classroom. This document is reviewed regularly to ensure it reflects current evidence, the needs of our pupils and best practice across the school.

Our specialist provision includes the Canberra Specialist Inclusion Base for pupils with Social, Emotional and Mental Health (SEMH) needs. The Specialist Inclusion Base provides a highly structured and nurturing environment while promoting meaningful inclusion within the wider school community wherever appropriate. Pupils benefit from personalised support, therapeutic approaches and carefully planned opportunities to access mainstream learning, enabling them to develop confidence, independence and positive relationships.

We are committed to meeting our duties under the Equality Act 2010 by making reasonable adjustments to reduce barriers to learning and participation. We actively promote equality, celebrate diversity and foster a culture of respect in which every child is valued for who they are.

5. Definitions

5.1 Special educational needs and Disability

A pupil is identified as having Special Educational Needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability that prevents or hinders them from making use of the educational facilities generally provided for pupils of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally available for children and young people of the same age.

The four broad areas of need identified within the SEND Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These broad areas help us to identify and plan provision; however, we recognise that every child is an individual. Pupils may have needs across more than one area, and support is always planned around the child's strengths, barriers to learning and individual outcomes rather than a category of need alone.

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO at our school is: Miss Amy McNamee

Contact details: 0117 9031447/ shirehamptonp@bristol-schools.uk

The SENDCo leads the strategic development and day-to-day coordination of SEND provision across the school.

The SENDCo will:

- oversee the identification of pupils with SEND and maintain the SEND Register;
- work alongside teachers to ensure that provision is responsive, evidence-informed and regularly reviewed;
- provide advice, guidance and professional development for staff;
- coordinate referrals to external agencies and work collaboratively with professionals;
- monitor the effectiveness of interventions and provision across the school;
- coordinate statutory assessment requests, Annual Reviews and Education, Health and Care Plan processes;
- work in partnership with parents and carers to ensure that they remain fully involved in decisions affecting their child; and
- support transition arrangements within school and between educational settings.

6.2 The governing body

The Governing Board has a strategic responsibility for ensuring that the school meets its statutory duties in relation to SEND. Governors monitor the effectiveness of the school's SEND provision, ensure appropriate resources are available and hold leaders to account for the progress and outcomes of pupils with SEND.

The Governing Board will ensure that:

- the school complies with the SEND Code of Practice and Equality Act 2010;
- appropriate provision is made for pupils with SEND;
- sufficient resources are available to meet identified needs;
- the SEND Information Report is published and reviewed annually; and
- arrangements are in place to promote inclusion and equality of opportunity

6.3 The SEND link governor

The SEND link governor is: Louise Vesely-Shore MBE

The SEND Link Governor works alongside the Headteacher and SENDCo to provide appropriate challenge and support, ensuring that SEND remains a strategic priority within school improvement.

This includes:

- meeting regularly with the SENDCo;
- monitoring the implementation of this policy;
- reviewing SEND data and outcomes;
- visiting the school to understand provision; and
- reporting to the Governing Board on the effectiveness of SEND provision.

6.4 The headteacher

The Headteacher has overall responsibility for the strategic leadership of SEND and is responsible for ensuring that inclusive practice remains central to the school's vision.

Working alongside the SENDCo, the Headteacher will:

- ensure that sufficient staffing, training and resources are available to meet pupils' needs;
- promote high expectations for all pupils;
- monitor the quality of teaching and provision for pupils with SEND;
- ensure that statutory duties are fulfilled; and
- support the continued development of an inclusive culture across the school.

6.5 Class teachers

Every teacher is a teacher of pupils with SEND.

Class teachers are responsible and accountable for the progress and development of every pupil in their class, including those who access additional adult support or specialist interventions.

Teachers will:

- provide high-quality adaptive teaching that meets the needs of all learners;
- identify pupils who may require additional support and discuss concerns with the SENDCo at the earliest opportunity;
- implement and review agreed provision and reasonable adjustments;
- work collaboratively with teaching assistants and other professionals;
- contribute to the Assess, Plan, Do, Review cycle;
- maintain regular communication with parents; and
- promote inclusion, independence and high aspirations for all pupils.

6.6 Working in Partnership with Parents and Carers

We recognise that parents and carers know their child best and are central to achieving positive outcomes. We are committed to building open, honest and supportive relationships with families, ensuring they are fully involved in decisions about their child's education and SEND provision.

Parents and carers are encouraged to share any concerns about their child's learning, development or wellbeing as early as possible. Where a pupil is identified as having SEND, we work collaboratively with families throughout the Assess, Plan, Do, Review cycle, ensuring that provision is planned and reviewed together.

Parents and carers of pupils on the SEND Register will have regular opportunities to:

- discuss their child's progress and provision with the class teacher and SENDCo;
- contribute their views when reviewing targets, outcomes and support;
- share information about how their child is progressing at home;
- help identify aspirations and next steps for their child; and
- participate in Annual Reviews where their child has an Education, Health and Care Plan (EHCP).

We value the contribution of families and ensure that their views are considered when making decisions about SEND provision.

6.7 Pupil Voice

Listening to pupils is an essential part of understanding their needs and planning effective support. Wherever possible, we encourage pupils to take an active role in decisions about their learning and the support they receive.

The way pupils contribute will vary according to their age, stage of development and individual needs. This may include:

- talking about what helps them to learn;
- identifying their strengths, interests and aspirations;
- contributing to targets and outcomes;
- attending review meetings where appropriate; and
- sharing their views on the support they receive.

We recognise that not all pupils communicate in the same way. Staff use a range of approaches to ensure that every child has the opportunity to express their views, preferences and feelings.

Pupil voice is valued throughout our graduated approach and is used alongside professional judgement and parent views to inform decisions about SEND provision.

7. SEN information report

The school publishes a SEND Information Report on its website, in accordance with the Special Educational Needs and Disability Regulations 2014.

The SEND Information Report provides parents, carers and professionals with information about the school's approach to supporting pupils with SEND, including the provision available, how support is identified and reviewed, and how families can access further advice and guidance.

The report is reviewed annually and updated whenever significant changes to provision or statutory guidance occur.

8. Our approach to SEND support

8.1 Identifying SEND

Early identification is key to ensuring that pupils receive appropriate support at the earliest opportunity. We recognise that children's needs may emerge at different stages of their education and that early intervention can have a significant impact on long-term outcomes.

Potential SEND may be identified through a range of sources, including:

- ongoing teacher assessment and classroom observation;
- discussions with parents and carers;
- information from previous settings or schools;
- pupil progress and attainment;
- attendance and wellbeing;
- advice from external professionals; and
- the views of the pupil.

Where concerns are identified, the class teacher will discuss these with the SENDCo and, where appropriate, the child's parents or carers. Together, we will consider whether further assessment, additional support or specialist advice is required.

Slow progress alone does not automatically indicate that a pupil has SEND. Decisions are based on a range of evidence and a thorough understanding of the individual child's strengths, needs and barriers to learning.

8.2 Early Years

Early identification begins within our Early Years provision. We work closely with families, previous settings and external professionals to build a thorough understanding of each child's strengths and needs before and during their transition into school.

Through ongoing observation, assessment and high-quality interactions, staff identify emerging needs at the earliest opportunity, allowing appropriate support and reasonable adjustments to be implemented without delay.

8.3 The Graduated Approach

At Shirehampton Primary School, we use the graduated approach described within the SEND Code of Practice to ensure that support is carefully planned, implemented and reviewed.

Support follows a continuous cycle of:

Assess → Plan → Do → Review

This process enables provision to remain responsive to pupils' changing needs and ensures that decisions are informed by evidence of impact.

Assess

Information is gathered through teacher assessment, observation, discussions with parents and pupils, previous records and, where appropriate, advice from external professionals. We seek to understand both the child's strengths and the barriers that may be affecting their learning, participation or wellbeing.

Plan

Outcomes are agreed collaboratively with parents, pupils (where appropriate) and school staff. Appropriate provision, reasonable adjustments and any targeted interventions are identified, together with arrangements for monitoring progress.

Do

The class teacher remains responsible for the progress and development of every pupil in their class, including where interventions are delivered by support staff. Teaching assistants work under the direction of the class teacher and contribute to the implementation of agreed provision.

Review

Provision is reviewed regularly to evaluate its effectiveness and to consider whether support should continue, be adapted or no longer be required. Reviews consider progress towards agreed outcomes alongside the views of the pupil, parents, class teacher and other professionals where appropriate.

8.4 Universal Provision

High-quality adaptive teaching forms the foundation of our provision for all pupils.

Teachers adapt teaching, resources, routines and the learning environment to ensure that pupils can access learning successfully. Reasonable adjustments are made where required to remove barriers to participation and enable pupils to achieve alongside their peers.

Our agreed adaptive teaching strategies and universal provision are outlined within the school's SEND at Shirehampton guidance (see appendix) and are expected to be consistently implemented across the school.

8.5 Targeted Provision

Where universal provision alone is not sufficient to meet a pupil's needs, additional targeted support may be introduced through the graduated approach.

Targeted provision is planned around identified needs and specific outcomes. This may include short-term interventions; targeted group work or individual support designed to develop particular skills and promote independence.

Pupils accessing targeted provision will have an Individual Education Plan (IEP), which identifies agreed outcomes, the provision in place and arrangements for review. IEPs are developed collaboratively with parents and reviewed regularly to ensure that support remains appropriate.

The school's targeted interventions are reviewed regularly and are detailed within the SEND at Shirehampton guidance.

8.6 Specialist Provision

Some pupils require provision that is additional to, or different from, that ordinarily available within the school's graduated response.

Where appropriate, specialist provision may be informed by external professionals, including Educational Psychology, Speech and Language Therapy, Occupational Therapy or other specialist services.

Some pupils may require an Education, Health and Care Plan (EHCP) where their needs cannot reasonably be met through the resources ordinarily available to the school.

Shirehampton Primary School also provides specialist provision through the Canberra Specialist Inclusion Base for pupils with Social, Emotional and Mental Health (SEMH) needs. The Specialist Inclusion Base delivers highly personalised support alongside carefully planned opportunities for inclusion within the wider school community, enabling pupils to develop confidence, independence and readiness for learning.

8.7 Education, Health and Care Plans (EHCPs)

Where a pupil's needs cannot reasonably be met through the resources ordinarily available within school, the SENDCo may request an Education, Health and Care Needs Assessment in partnership with parents, carers and relevant professionals.

Where an Education, Health and Care Plan is in place, the school is responsible for delivering the provision specified within the plan and reviewing progress through Annual Reviews in accordance with statutory guidance. Annual Reviews are used to evaluate progress towards agreed outcomes, review the effectiveness of provision and plan for future support.

8.8 Transition

Successful transition is an important part of supporting pupils with SEND.

We work closely with families, previous settings, receiving schools and external professionals to ensure that transitions are carefully planned and personalised where appropriate. This includes transition into Nursery and Reception, movement between year groups and transition to secondary education.

Additional transition arrangements may include enhanced visits, transition booklets, visual supports, meetings with families and the sharing of detailed information to ensure continuity of provision.

8.9 Reviewing Provision

SEND provision is reviewed regularly to ensure that it continues to meet the needs of individual pupils and has a positive impact on their progress and wellbeing.

The effectiveness of provision is evaluated through:

- pupil progress and attainment;
- pupil voice;
- parent and carer feedback;
- teacher assessment and professional judgement;
- attendance and engagement;
- review of intervention outcomes; and
- advice from external professionals where appropriate.

Where provision is not having the intended impact, adjustments are made through the graduated approach to ensure that support remains responsive to the child's changing needs.

9. Expertise and Training

The quality of SEND provision is directly linked to the knowledge, confidence and expertise of our staff. We are committed to developing an inclusive workforce through high-quality professional development that enables all staff to meet the needs of pupils with SEND effectively.

Professional development is carefully planned to reflect the changing needs of our pupils and to ensure that all staff have the confidence, knowledge and skills to deliver inclusive practice. Training is reviewed annually and forms part of the school's wider programme of continuous professional development.

Staff receive ongoing support in areas including, but not limited to:

- adaptive teaching and inclusive classroom practice;
- communication and interaction strategies;

- social, emotional and mental health;
- trauma-informed practice;
- speech, language and communication needs;
- autism;
- dyslexia and specific learning difficulties;
- sensory and physical needs;
- positive behaviour support; and
- safeguarding pupils with SEND.

The SENDCo works alongside teachers and support staff to provide coaching, advice and guidance, ensuring that professional development translates into high-quality classroom practice.

10. Working with External Professionals

We recognise that some pupils require support beyond the expertise available within school. Where appropriate, we work collaboratively with a range of external professionals to ensure that pupils receive timely and effective support.

Advice from external agencies informs assessment, provision planning and review, helping us to build a comprehensive understanding of each child's strengths and needs.

Depending on individual circumstances, we may work with:

- Educational Psychology Service;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- Bristol Autism Team;
- School Nursing Service;
- Primary Mental Health Specialists (PMHS);
- Child and Adolescent Mental Health Services (CAMHS);
- Sensory Support Service;
- Inclusion Team;
- Social Care;
- Early Help;
- Virtual School; and
- other relevant professionals.

Parents and carers are involved throughout the referral process wherever appropriate and are kept informed of advice received and any changes to provision.

11. Monitoring and Evaluating SEND Provision

We continually evaluate the quality and effectiveness of our SEND provision to ensure that it meets the needs of pupils and contributes to positive outcomes.

Monitoring takes place throughout the academic year and includes:

- reviewing pupil progress and attainment;
- monitoring attendance, behaviour and wellbeing;
- evaluating the impact of interventions and additional provision;
- reviewing Individual Education Plans (IEPs);
- gathering pupil and parent voice;
- monitoring the quality of adaptive teaching;
- evaluating outcomes from Education, Health and Care Plan Annual Reviews; and
- reviewing SEND data to identify trends and inform school improvement.

The SENDCo works alongside senior leaders and governors to evaluate the effectiveness of SEND provision and identify priorities for further development.

Findings from monitoring activities contribute to the school's ongoing self-evaluation, strategic planning and professional development programme.

This policy should be read alongside the following school policies and documents:

- SEND Information Report
- Accessibility Plan
- Behaviour Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Equality Information and Objectives
- Teaching and Learning Policy
- Assessment Policy
- SEND at Shirehampton Guidance
- SEND Provision Map

SEND at Shirehampton Primary School

Universal Provision (Wave 1)

All children are entitled to quality first teaching and have access to our whole school provision, as well as adaptive teaching strategies, these are:

Reasonable Adjustments / Provision

These children are not on the SEND register as this is our whole school provision.

Area of Need	Whole School Provision	Adaptive Teaching Strategies
Cognition and Learning	Adapted exercise books Alternative colour writing pages Reading rulers Word banks Scaffolds Focus group work with the Class Teacher/TA Focus group intervention with the class teacher e.g. assembly time Alternative recording methods- laptop, talking tins Access arrangements for tests Pre/post teaching	Pre-teaching vocab Writing frames Support for presentation Key terms Spelling prompts Structure strips
Communication and Interaction	Emotion Coaching Visual Timetables Now and Next	Give time to respond (7 sec) Question prompts Sentence starters Chunking of information Writing frames Language of choice (you have 2 options)
Social, Emotional and Mental Health	Meet and Greet Adjusted start/finish time Wobble cushions/bands Workstations Brain Breaks Social stories Unstructured social time support Learn to play Zones of Regulation 101 activities Barrier Games	Images Checklists Specific feedback Language of choice Praise for effort as well as the result Consistency
Sensory and/or Physical	Acoustically high spec classrooms Fidget toys Ear defenders Safe sapce Sensory breaks Pencil grips Accessible toilet/classrooms	Enlarged resources Enlarged images Adjusted seating Seating plan Gap fills for missed learning during sensory breaks

Targeted Provision (Wave 2)

Children accessing Targeted Provision will have an IEP. An IEP will have between 1–3 targets and will be reviewed with parents at least twice a year and a final time with the new class teacher.

Area	Provision
Cognition and Learning	Memory Magic Precision Teaching Phonics Guided group work with the Intervention TA Focus Group intervention with the Intervention TA Comprehension Spelling Literacy Gold
Communication and Interaction	Colourful Semantics Narrative Therapy Time to Talk Blanks Lego therapy
Social, Emotional and Mental Health	Social skills curriculum Social Conversations Talking about School
Sensory and/or Physical	Sensory circuits Dough Disco Fine Motor Handwriting

Specialist Provision (Wave 3)

Some children will require specialist provision.

This is provision that may have been suggested by another professional, delivered by the learning mentor/pastoral team. These children will have an EHCP or a Bristol Support Plan.

Area	Specialist Provision
Cognition and Learning	Language for thinking Bespoke and personalized timetables/curriculums
Communication and Interaction	Language for behavior and emotions Commissioned 1-1 SALT information
Social, Emotional and Mental Health	Big emotions work Individual trauma informed sessions Sand tray therapy
Sensory and/or Physical	OT recommended bespoke interventions