

Sandfield Close Primary School and Specialist Base and Provision

SEND Policy



Policy Date:	September 2026	Version	1.0	
Policy Review Date:	September 2027	Smita Lad	Signed:	Date:
Ratified by Governing Body:	14 th October 2026	Paresh Ruparel	Signed:	Date:

Introduction

This policy sets out how Sandfield Close Primary School, Designated Specialist Provision and Support base identifies, supports and reviews provision for pupils with special educational needs and disabilities, in line with the National Curriculum framework for primary education, the SEND Code of Practice 2015, The Inclusion Strategy and the current Ofsted Inspection expectations for state-funded schools in England.

The policy applies to pupils in mainstream classes, the Specialist Base and our Support Base. It is built on the principle that all pupils are entitled to an ambitious, broad and balanced curriculum, with access secured through high-quality adaptive teaching, reasonable adjustments, and carefully matched support rather than curriculum narrowing.

It should be read alongside the school's information report, safeguarding policy, behaviour policy, attendance policy, accessibility plan and other related policies listed at the end of this document.

Aims

The aims of this policy are to:

- secure early identification of special educational needs and disabilities through strong staff vigilance, ongoing assessment and partnership with families
- ensure that every teacher takes responsibility for the learning, progress and wellbeing of every pupil, including those with SEND
- provide high-quality adaptive teaching as the first response to additional need
- maintain access to a broad and ambitious curriculum for all pupils, including those in the designated specialist provision
- use the graduated approach of assess, plan, do, review consistently and effectively
- match provision carefully to assessed need and evaluate its impact rigorously
- promote inclusion, belonging, independence, communication, confidence and resilience
- support pupils' social, emotional and mental health, attendance and behaviour for learning
- ensure that pupils with SEND are fully included in school life, trips, clubs, leadership opportunities and wider experiences
- work in close partnership with parents, carers, pupils, staff, governors and external professionals
- fulfil all relevant statutory duties relating to SEND, equality, safeguarding, health and safety and data protection

Our guidance and legislation

We work collaboratively as a whole school community with all of our staff members and governors to ensure that we are meeting the needs of all our pupils including children with SEND. 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, this could be because they have a significantly greater difficulty in learning than the majority of others of the same age or if a child has a disability which

prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools' (Special Educational Needs and Disability (SEND) Code of Practice)

The Local Offer

The Local Offer is a [website](#), a directory of SEND Support and available to children and families of children with SEND. It is organised by the Local Authority and provides an opportunity for children, young people and their families to share their views on the support and guidance needed in our local area.

Roles and responsibilities

At Sandfield Close all of our staff members are committed to help all of our children by promoting inclusivity and enabling all children to grow and flourish. Our class teachers and support staff are responsible for the progress and development of every pupil in their classes, ensuring all children are supported and heard.

The SEND Strategic Lead role involves working with the Headteacher Mrs Lad, Senior Leadership Team and the Governing Body to determine the development and implementation of the SEND policy.

The role of our SEND team is to:

- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEN, including those who have EHCPs;
- provide professional guidance to colleagues by working with staff to ensure that pupils with SEND receive appropriate support and QFT;
- advise on and oversee the implementation of the graduated approach to SEND;
- be the point of contact for external agencies, developing these relationships and support systems to ensure that teams are working collaboratively;
- develop and maintain strong relationships with parents;
- contributing to the on-going professional development of staff;
- ensure that all records, plans and provisions of all SEND children are up to date and understood;
- liaise with and build relationships with potential next providers of education to ensure a smooth transition is planned;
- monitor the progress and outcomes of targeted intervention as well as attainment of pupils with SEND;
- be a champion for all of our pupils with SEND, recognising any changes that need to be made and drive these forward.

Mrs Kate Leith, Pastoral Lead, Deputy Safeguarding Lead and Mental Health Lead, works alongside our SEND team, Headteacher and staff members to help support our children with their social, emotional and mental health (SEMH).

Statutory Requirements

The school will meet its duties under the following statutory requirements:

- Children and Families Act 2014, Part 3
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Education Act 1996 and related duties
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- UK GDPR and the Data Protection Act 2018
- Public Sector Equality Duty
- Statutory guidance on Relationships Education, Relationships and Sex Education and Health Education
- Statutory guidance on supporting pupils with medical conditions
- Local authority guidance on the local offer, SEN support and EHC processes

In practice, this means the school will:

- use best endeavours to secure special educational provision for pupils with SEND
- make reasonable adjustments for disabled pupils
- identify and address need early
- follow the graduated approach
- involve parents and pupils in decisions about support
- keep provision under review
- ensure safeguarding arrangements account for the additional vulnerabilities that may affect pupils with SEND
- plan and deliver support in a lawful, proportionate and evidence-informed way

Curriculum Coverage

The school provides a broad and balanced curriculum that reflects the entitlement of all pupils to access the full range of primary learning. In broad terms, the curriculum includes:

- English, including speaking and listening, reading, writing, transcription, spelling, grammar, punctuation and composition

- mathematics, including number, calculation, place value, fractions, measurement, geometry and statistics
- science, including working scientifically and using skills and knowledge
- computing, including digital literacy, programming and safe use of technology
- history and geography, including chronological understanding, enquiry, place and environmental understanding
- art and design, design and technology, music and physical education
- relationships and health education
- religious education
- modern foreign languages, where delivered in the upper primary years
- For pupils with SEND, curriculum access is secured through adaptation rather than removal of entitlement. This may include:
 - smaller steps and more frequent revisiting of knowledge and skills
 - explicit teaching of vocabulary and concepts
 - carefully sequenced learning
 - reduced cognitive load without lowering expectation
 - pre-teaching and overlearning
 - visual, practical and sensory supports
 - targeted development of communication, language, attention, memory and regulation
 - teaching for increasing independence, participation and confidence

The provision in the Specialist Base and the Support Base strengthens the school's inclusive offer by ensuring that pupils can access learning, communication, regulation and independence support while remaining connected to the wider life of the school.

Curriculum Implementation

The curriculum is implemented through high-quality adaptive teaching, clear routines, strong relationships and purposeful use of specialist strategies.

Core principles

- teachers remain responsible for the progress and development of every pupil
- planning begins with ambitious learning intentions for all pupils
- adaptation focuses on the route to learning, not on reducing entitlement
- support is provided in the classroom wherever possible
- teaching assistants and specialist staff are deployed to enable independence, not dependency
- the Specialist Provision, Support Base and mainstream classes operate as part of one inclusive school

Teaching approaches

Staff use approaches that include:

- clear modelling and explicit instruction
- chunking of information into manageable steps
- repetition, retrieval and overlearning
- scaffolding and planned fading of support
- checking for understanding throughout lessons
- flexible grouping and guided practice
- visual timetables, now and next prompts and transition warnings
- language-rich teaching and planned talk opportunities
- structured routines and predictable classroom environments
- sensory and regulation supports where appropriate
- adaptive questioning and response time
- use of assistive technology and communication aids where appropriate

Specialist provision within the Support Base and the Specialist Base

The Specialist Base provision may provide:

- highly structured teaching and learning environments
- additional adult support carefully planned to build independence
- targeted communication, language and interaction support
- regulation and sensory support
- opportunities for supported integration into mainstream lessons, social times, assemblies, clubs and school events
- personalised learning plans aligned to wider curriculum goals and individual outcomes

Resources and environment

The school will provide and use, where appropriate:

- visual supports
- workstations and quiet working areas
- assistive technology where appropriate
- adapted furniture and equipment where appropriate
- coloured overlays, larger print and other accessibility resources
- communication systems and symbols
- sensory resources
- learning aids for reading, writing, mathematics and organisation

Planning for inclusion

Teachers and leaders will ensure that:

- pupils with SEND are not given lower-value work in place of curriculum access
- support plans are known, monitored, reviewed and consistently implemented by relevant staff
- support base and specialist base provision links deliberately with mainstream learning
- integration into whole-school life is planned, monitored and reviewed

Assessment

Assessment is used to identify need, inform teaching and measure the impact of support.

Formative assessment

Teachers and support staff use ongoing assessment to:

- check understanding during lessons
- identify misconceptions and gaps
- monitor participation, independence and engagement
- judge whether adaptations are working
- adjust teaching in the moment

Summative assessment

Summative assessment is used, where appropriate, to:

- measure attainment and progress against curriculum goals
- track progress over time
- inform termly reviews
- support statutory assessment processes at relevant points
- evaluate the impact of interventions and specialist support

SEND-specific assessment

For pupils with SEND, assessment also considers:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and physical needs
- attendance
- behaviour for learning
- independence and self-regulation
- participation in school life

Review of provision

Assessment information is used to decide:

- whether teaching adaptations should change
- whether additional or different provision is needed
- whether support should continue, reduce or end
- whether statutory assessment should be considered

The school avoids using assessment simply to record difficulty. Assessment must lead to action.

Roles and Responsibilities

Governing Board

The governing board will:

- oversee the strategic direction of SEND provision
- hold leaders to account for the outcomes and experiences of pupils with SEND
- ensure that SEND provision is monitored termly
- scrutinise attendance, exclusions, access to the curriculum and inclusion in wider school life
- ensure that provision is lawful, proportionate and effective
- ensure that the school meets its equality and safeguarding duties

Named SEND Governor

The Named SEND Governor, Mr Gus Jakhu will:

- meet the SENDCo each term
- review the effectiveness of SEND provision
- consider the SEND register, support plans, outcomes, attendance, exclusion data and inclusion data
- report findings to the full governing board
- identify strengths, areas for development and follow-up actions

Headteacher

The headteacher, Mrs Lad will:

- have overall responsibility for SEND provision and its strategic development
- ensure that inclusive teaching and early identification are embedded in the school's systems
- ensure that resources, staffing and professional development support SEND priorities
- work with the SENDCo and governing board to monitor impact

SENDCo

The SENDCo, Samantha Heselton will:

- coordinate day-to-day SEND provision
- work with staff, parents, pupils and external agencies
- maintain and review the SEND register
- support staff to implement the graduated approach
- advise on provision, reasonable adjustments and interventions
- liaise with external professionals and the local authority
- support transitions between classes, phases and settings
- help ensure that statutory duties are met

The SENDCo can be contacted through the school office: Tel: [0116 266 0333](tel:01162660333)

email: office@sandfieldclose.leicester.sch.uk

Class Teachers

Each class teacher will:

- be responsible for the progress and development of every pupil in their class
- plan and deliver high-quality adaptive teaching
- know the barriers and strengths of pupils with SEND in their class
- implement agreed support consistently
- work with teaching assistants and specialist staff effectively
- contribute to assessment, review and target-setting
- communicate with parents and carers as part of the graduated approach

Teaching Assistants and Specialist Staff

Teaching assistants and specialist staff will:

- support access to learning under the direction of the teacher
- reinforce and extend learning
- promote independence rather than create dependency
- use agreed strategies consistently
- record useful observations and feedback
- contribute to review of provision and outcomes

Parents and Carers

Parents and carers will:

- be involved in identifying need, planning support and reviewing progress
- share relevant information about strengths, needs and home circumstances

- support agreed strategies where possible
- contribute their views and aspirations for their child

Pupils

Pupils will, where appropriate:

- be supported to express their views about learning, support and wellbeing
- take part in reviews and target-setting
- develop increasing understanding of their own strengths, needs and strategies

Inclusion

The school is committed to ensuring that pupils with SEND are fully included in the life of the school.

This includes:

- access to the full curriculum through reasonable adjustment and adaptive teaching
- participation in trips, clubs, performances, sports, enrichment activities and residential experiences
- access to leadership, responsibility and pupil voice opportunities
- inclusion in mainstream classes where this is the most beneficial and least restrictive placement
- planned opportunities for pupils in the specialist provision to learn and socialise alongside peers
- protection from discrimination, bullying and exclusion

Strategies for inclusion

The school will:

- plan for belonging, not only placement
- adapt the environment and routines to reduce barriers
- use trusted adults, regulation spaces and communication supports where needed
- ensure all staff understand how need may present in behaviour, mood or participation
- make reasonable adjustments promptly
- monitor participation in all aspects of school life
- address attendance barriers early, including anxiety-related difficulties and emotionally based school avoidance

Behaviour, wellbeing and attendance

The school recognises that behaviour, wellbeing and attendance are closely linked to SEND. We will:

- consider unmet need before responding punitively
- use restorative, relational and supportive approaches where appropriate
- monitor suspensions, exclusions and patterns of concern carefully

- treat persistent absence as a possible indicator of unmet need
- respond early to emotionally based school avoidance

Professional Development

Staff training is planned around the needs of the current cohort and the school's priorities for inclusive practice.

Training will include, as appropriate:

- high-quality adaptive teaching
- communication and interaction needs
- cognition and learning
- social, emotional and mental health needs
- sensory and physical needs
- autism-friendly and structured teaching approaches
- use of visual supports and communication systems
- behaviour as communication
- mental health awareness and relational practice
- safeguarding pupils with SEND
- medical needs, intimate care and risk management
- effective use of teaching assistants and specialist staff
- assessment and review of interventions
- attendance, anxiety and emotionally based school avoidance

The SENDCo will coordinate training, coaching and updates, including liaison with external professionals where relevant. New staff will receive SEND induction as part of their safeguarding and professional induction.

Inspectorate Expectations

The policy is designed to meet the key expectations used by national inspectorate frameworks in England.

Quality of education

The school demonstrates that:

- the curriculum is ambitious, broad and sequenced for all pupils
- pupils with SEND access the same curriculum through adaptation
- teachers adapt teaching in lesson time
- assessment informs next steps
- interventions are matched to need and reviewed for impact

Behaviour and attitudes

The school demonstrates that:

- pupils with SEND are supported to attend, participate and engage
- behaviour is understood in the context of need
- attendance, exclusions and suspensions are monitored carefully
- relationships and routines support belonging and self-regulation

Personal development

The school demonstrates that:

- pupils with SEND are included in clubs, trips and wider opportunities
- wellbeing, confidence, independence and social development are supported
- pupils develop self-regulation, communication and resilience

Leadership and management

The school demonstrates that:

- SEND leadership is strategic and coherent
- staff training is matched to need
- provision is monitored termly
- governors receive reliable information about outcomes and provision
- resources are used effectively

Safeguarding

The school demonstrates that:

- pupils with SEND are recognised as potentially more vulnerable
- staff know how to respond to concerns
- communication barriers are addressed
- records and referrals are handled promptly
- safeguarding action is coordinated with SEND support

Specialist base expectations

The designated specialist provision and support base strengthens the school's inclusive culture by:

- improving access to learning, communication, independence and regulation
- maintaining purposeful links with mainstream life
- avoiding unnecessary isolation
- ensuring that support is evaluated by its impact on learning and participation

Monitoring and Review

The implementation of this policy will be monitored through:

- termly SEND governor meetings with the SENDCo
- scrutiny of the SEND register and support plans
- review of attendance, exclusions, suspensions and inclusion data
- monitoring of the quality of adaptive teaching and support
- sampling of assessment information and intervention impact
- review of parental and pupil views
- analysis of transitions, safeguarding concerns and complaints
- evaluation of specialist provision and mainstream integration

Review cycle

- support plans for pupils at SEN Support will be reviewed termly
- EHCP annual reviews will be held in line with statutory requirements
- the SEND policy will be reviewed annually, or sooner if legislation or school practice changes
- changes to legislation or statutory guidance will be addressed promptly

Links to Other Policies

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Attendance Policy
- Accessibility Plan
- Equality and Diversity Policy
- Complaints Policy
- Anti-Bullying Policy
- Medical Conditions Policy
- Intimate Care Policy
- Mental Health and Wellbeing Policy
- Curriculum Policy
- Assessment Policy
- Teaching and Learning Policy
- Data Protection Policy
- Relationships and Health Education Policy