



Special Educational Needs and Disabilities (SEND) Policy

Clapgate Primary School 2026–27

Approved by:	Full Governing Body	Date: October 2026
Last reviewed on:	March 2025	
Next review due by:	October 2027	

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy sets out how Clapgate Primary School identifies, assesses and provides for pupils with SEND. It is informed by the statutory SEND Code of Practice: 0 to 25 years and relevant legislation and guidance.

The policy details, how Clapgate Primary will:

- Support and make appropriate provision for pupils with special educational needs and disabilities.
- Provide pupils with SEND with access to all aspects of school life so they can participate alongside pupils who do not have SEND.
- Help pupils with SEND achieve their best, develop confidence, independence and aspirations, and prepare successfully for the next stage of education and adulthood.
- Work in partnership with pupils and their parents or carers, involving them in discussions and decisions about support and provision.
- Ensure the SEND policy is understood and implemented consistently by all staff.

2. Vision and values

Throughout school, from Nursery to Year 6, we will:

- Create memories
- Nurture talents
- Spark curiosity
- Raise self-esteem and aspirations
- Equip all children with the skills and attitudes they need to be happy, successful and caring individuals

Our values are Spark, Grit, Team, Humanity and Knowledge. We are a fully inclusive school that aims to ensure all pupils achieve their potential personally, socially, emotionally and academically. We recognise that pupils with SEND may need reasonable adjustments and additional or different provision to access learning and participate fully.

3. Legislation and guidance

This policy is based on the statutory SEND Code of Practice: 0 to 25 years and the following legislation and guidance, as applicable to the school:

- Children and Families Act 2014, Part 3.
- Special Educational Needs and Disability Regulations 2014, including amendments relating to SENCO qualification requirements.
- Equality Act 2010, including the duty to make reasonable adjustments and the Public Sector Equality Duty.
- School Admissions Code and relevant statutory guidance on admissions and inclusion.
- The statutory SEN information report requirements under section 69 of the Children and Families Act 2014 and Schedule 1 of the SEND Regulations 2014.
- Current Department for Education guidance on mainstream SEND funding, including the notional SEN budget and high-needs funding arrangements for 2026–27.
- The Inclusive Mainstream Fund (IMF) 2026–27 grant conditions, where applicable to the school.

The SEND Code of Practice remains the principal statutory guidance for the school's SEND arrangements and was last updated on GOV.UK in September 2024. The school will update this policy when legislation, statutory guidance or local arrangements change.

4. Inclusion and equal opportunities

We are committed to an inclusive teaching environment that offers all pupils, regardless of need or ability, a broad, balanced and ambitious curriculum. We will make reasonable adjustments to teaching, the curriculum, the learning environment and participation arrangements so that disabled pupils are not placed at a substantial disadvantage.

We use high-quality teaching as the foundation of our SEND provision and aim to identify and remove barriers to learning and participation as early as possible. Inclusion is a shared responsibility across the school.

5. Definitions

5.1 Special educational needs

A pupil 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 a significantly greater difficulty in learning than most others of the same age, or 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.

5.2 Disability

A pupil is disabled under the Equality Act 2010 if they have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. The school will make reasonable adjustments to remove or reduce disadvantages experienced by disabled pupils.

5.3 The four broad areas of need

The SEND Code of Practice describes four broad areas of need. Pupils may have needs across more than one area, and their needs may change over time.

- Communication and interaction – including speech, language and communication needs and autism.
- Cognition and learning – including specific learning difficulties and moderate, severe or profound and multiple learning difficulties.
- Social, emotional and mental health – including emotional wellbeing, mental health needs, attention difficulties and needs arising from adverse experiences.
- Sensory and/or physical – including hearing or visual impairment and physical disabilities that affect access to education.

6. Roles and responsibilities

6.1 The SENCO

The SENCO is Jess Dent. The SENCO is a qualified teacher and holds the previous NASENCO qualification. Under the current DfE arrangements, SENCOs who already hold the NASENCO are not required to complete the NPQ for SENCOs.

The role of the SENCO is to:

- Ensure parents are informed when their child may have SEN and understand the pupil's needs and provision.
- Work with the headteacher and SEND link governor to determine the strategic development of SEND provision.
- Have day-to-day responsibility for coordinating SEND provision, including provision for pupils with EHC plans.
- Provide professional guidance to colleagues and work with staff, parents and external agencies to secure appropriate support and high-quality teaching.
- Advise on the graduated approach, adaptive teaching and reasonable adjustments.
- Advise on deployment of resources and SEND funding.
- Act as a point of contact for the local authority and relevant support services.
- Support effective transition between settings and ensure relevant SEND information is shared appropriately.
- Work with leaders and governors to ensure duties under the Equality Act are met.
- Keep SEND records accurate and up to date and monitor training needs.
- Review and evaluate the breadth, quality and impact of SEND provision.
- Prepare and review the SEN information report and this policy.

6.2 Governing board

- Ensure the school has effective arrangements for identifying and responding to SEND.
- Use best endeavours to ensure pupils with SEND receive the support they need.
- Ensure pupils with SEND can participate in school activities alongside their peers.
- Ensure parents are informed when special educational provision is made.
- Ensure appropriate arrangements are in place for pupils with medical conditions.
- Provide access to a broad and balanced curriculum.

- Ensure SEND provision and records are monitored and kept up to date.
- Ensure the school publishes and updates its SEN information report.
- Ensure the school has a qualified SENCO and sufficient time is allocated for the role.
- Monitor the strategic use of resources to support pupils with SEND.

6.3 SEND link governor

The SEND link governor is Lyndsey Singh. The SEND link governor supports the governing board to understand SEND priorities and monitors the quality and effectiveness of SEND provision.

6.4 Headteacher

The headteacher is Heather Taylor. The headteacher has overall responsibility for SEND provision and works with the SENCO and governing board to ensure the school meets its statutory duties, including reasonable adjustments, accessibility, funding and staff development.

6.5 Class teachers

- Provide high-quality, adaptive teaching for every pupil, including pupils with SEND.
- Remain responsible and accountable for the progress and development of pupils in their class.
- Work closely with TAs and specialist staff to plan support, assess impact and link interventions to classroom teaching.
- Work with the SENCO to review progress and adjust provision.
- Communicate with parents regularly and agree outcomes, responsibilities and next steps.

6.6 Parents and carers

- Share relevant information about their child's strengths, needs and development.
- Contribute to decisions about SEND provision and review arrangements.
- Attend or contribute to review meetings where possible.
- Share information about what is working at home and raise concerns or aspirations.

6.7 Pupils

Pupils will be supported to express their views and participate in decisions about their SEND support in an age- and developmentally appropriate way. This may include conversations, Talking Mats, SEN plan reviews, drawings, surveys and other communication approaches.

7. SEN information report

The school publishes a SEN information report on its website setting out how this policy is implemented. The report is updated annually and as soon as possible following any material change to the information it contains. It includes the information required by the SEND Regulations 2014 and relevant accessibility and admissions information.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We use a range of information to identify pupils who may have SEND, including teacher assessment and observation, progress data, standardised screening and assessment tools, information from previous settings, pupil and parent views, and advice from external professionals where appropriate. Slow progress or

low attainment does not automatically mean that a pupil has SEND. We also consider other factors that may affect learning or behaviour, including attendance, bullying, bereavement, disadvantage, language and other contextual factors.

Where a pupil joins the school with identified SEND, involvement from external agencies or an EHC plan, we seek relevant information from the previous setting and professionals so that appropriate support can be planned as early as possible.

8.2 Consulting and involving pupils and parents

We will have early discussions with pupils and parents when SEND may be present. We will consider strengths, needs, aspirations, concerns and desired outcomes, and explain the support that can reasonably be provided through the school's ordinarily available provision or through additional/different provision. Parents will be formally notified when the school decides that special educational provision is required.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, support is delivered through the four-part graduated approach: assess, plan, do and review.

1. Assess – the class teacher and SENCO analyse the pupil's needs, drawing on assessment, observation, progress information, pupil and parent views and external advice where appropriate.
2. Plan – the teacher and SENCO, in consultation with the pupil and parents, agree outcomes, adjustments, interventions and a review date. Information is recorded in the pupil's SEND Graduated Approach Plan on Arbor and shared with relevant staff.
3. Do – the class teacher retains overall responsibility for the pupil's progress, working with TAs and specialist staff so that support is linked to classroom teaching and independence.
4. Review – the impact of provision is evaluated against agreed outcomes using progress information, pupil and parent views and staff feedback. Provision and outcomes are revised where necessary, but as a minimum 3 times a year, with parents/ carers.

8.4 Levels of support and funding

Pupils receiving SEN support will receive provision through the graduated approach. Mainstream schools are expected to meet the additional costs of SEN provision through their core/notional SEN budget up to the current £6,000 per-pupil threshold. Where a pupil has high needs and the cost of agreed provision exceeds this threshold, the school may seek additional top-up funding from the local authority in line with local arrangements. An EHC plan describes a pupil's special educational needs, the provision required and the outcomes sought; having an EHC plan does not itself remove the school's responsibility to deliver the provision specified in the plan.

For 2026–27, the school will also use its Inclusive Mainstream Fund (IMF), alongside core funding including the notional SEN budget, to strengthen inclusive practice, adaptive teaching, accessible learning environments and targeted evidence-based support, in accordance with the grant conditions.

8.5 Evaluating the effectiveness of SEN provision

- Termly SEN pupil progress meetings and data tracking.
- Regular reviews of interventions and targeted provision.
- Termly pupil and parent feedback.
- SENCO monitoring through observations, learning walks and review meetings.
- Provision mapping and review of outcomes.

- Annual reviews of EHC plans and relevant funding reviews.

9. Expertise and training of staff

The SENCO coordinates SEND provision with support from the Assistant SENCO, specialist teaching assistants, teaching assistants and the Therapeutic Team. The school provides ongoing professional development based on identified pupil needs, school priorities and staff development needs. Training may include autism, communication, SEMH, behaviour as communication, executive functioning, EHC plans, intensive interaction, regulation and other areas identified through the school's SEND development priorities.

Specialist expertise will be secured through appropriate external agencies when required. Staff will be supported to implement advice from specialists and to evaluate its impact.

10. Links with external professional agencies

Clapgate Primary School works with external agencies and services where this will support the needs of pupils and families. Depending on individual need, this may include:

- Chatterbugs (Speech and Language Therapy)
- AIT / autism support services
- MindMate support services
- Educational Psychology
- Impact North
- JESS Cluster
- Area Inclusion Partnership
- SENDIASS
- Social Care
- School Nursing Team 0–19
- NHS Speech and Language Therapy
- Leeds CAMHS
- GPs and paediatricians
- BARCA
- Family Support Workers
- Flourishing Families

11. Admission and accessibility arrangements

11.1 Admission arrangements

Admissions are managed in accordance with the School Admissions Code, the Equality Act 2010, the Children and Families Act 2014 and other relevant statutory requirements. Where an EHC plan names Clapgate Primary School, the school will admit the pupil in accordance with statutory requirements. The school will not discriminate against disabled pupils or pupils with SEND.

For pupils with known SEND or disabilities, the SENCO will work with staff, parents, previous settings and relevant agencies to obtain information and plan appropriate support and transition arrangements.

11.2 Accessibility arrangements

The school makes reasonable adjustments to remove or reduce disadvantages experienced by disabled pupils. Facilities available include ramps, lifts and accessible toilet facilities. Further details are contained in the school Accessibility Plan, which is published on the school website and reviewed in line with statutory requirements.

12. Complaints about SEND provision

Where parents or pupils have concerns about SEND provision, they should raise these initially with the class teacher or SENCO so that the school can seek to resolve concerns promptly. Formal complaints about SEND provision should be made to the headteacher and will be handled in line with the school's Complaints Policy.

Parents may also access independent advice and support through SENDIASS. Where relevant, disagreement resolution, mediation and rights of appeal to the SEND Tribunal are available through the statutory SEND framework.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

- How early pupils are identified as having SEND.
- The quality and impact of SEND provision and reasonable adjustments.
- Pupils' progress and outcomes once identified as having SEND.
- Whether pupils with SEND feel safe, valued, included and able to participate.
- Feedback from pupils and parents.
- Staff confidence and training needs.
- The extent to which provision supports inclusive practice across the school.

13.2 Monitoring the policy

This policy will be reviewed annually by the SENCO and updated when legislation, statutory guidance, local arrangements or school procedures change. It will be approved by the governing board. All staff will be expected to understand and implement the policy.

14. Links with other policies and documents

- SEN Information Report
- Accessibility Plan
- Equality Information and Objectives
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Wraparound Care Policy
- Inclusion Strategy / Inclusive Mainstream Fund plan
- Leeds Local Offer www.leedslocaloffer.org.uk

Leeds Local Offer

The Leeds Local Offer provides information about services and support available for children and young people aged 0–25 with SEND and their families across education, health and social care. Further information can be found on the Leeds Local Offer website: www.leedslocaloffer.org.uk

For further information about the legislation and statutory guidance underpinning this policy, please use the links below:

[SEND Code of Practice: 0 to 25 years](#) – statutory guidance for organisations working with children and young people with SEND. GOV.UK

[Children and Families Act 2014 – Part 3](#) – sets out the statutory framework for children and young people with SEND in England, including duties relating to SEN provision and SEN information reports. Legislation.gov.uk

[Special Educational Needs and Disability Regulations 2014](#) – sets out requirements relating to SENCOs, SEN information reports and the Local Offer. Legislation.gov.uk

[Equality Act 2010](#) – sets out duties relating to disability discrimination and reasonable adjustments. Legislation.gov.uk

[Public Sector Equality Duty](#) – explains the duty to eliminate discrimination, advance equality of opportunity and foster good relations. GOV.UK

[School Admissions Code](#) – statutory guidance relating to school admissions, including the admission of children whose EHC plan names the school. GOV.UK

[Leeds Local Offer](#) – information about services and support available for children and young people with SEND and their families in Leeds.

This policy should be read alongside the school's SEN Information Report and Accessibility Plan.