



Special Educational Needs and Disabilities Policy

September 2026

**Member of staff
responsible**

Steph Reid – SENDCo

Governor responsible

Laura Clarke – Chair

Date next review due

September 2027

Introduction

Condover CE Primary School is an inclusive school. We strive to support all children to enable them to achieve their full potential, no matter what their needs may be. We endeavour to raise the aspirations and expectations for all children. Pupils have the right to a broad and balanced education, including extracurricular activities and full access to the National Curriculum. All children are valued, and their self-esteem promoted. We work in close partnership with parents and/or carers who play an active and valued role in their child's education.

Therefore, we ensure that each pupil:

Receives the support they need to meet their educational needs.
Engages in the activities of the school alongside other pupils.

We aim to achieve this by:

- Setting high expectations and ambitious targets for all.
- Ensuring that there is high-quality adaptive classroom teaching which responds to the strengths and needs of groups of pupils and individuals, enabling them to make progress and achieve appropriate outcomes.
- Providing comprehensive training and guidance for teachers and teaching assistants.
- Regular and rigorous monitoring of achievement and progress, which will identify pupils who may require additional support.
- Intensive monitoring of the learning experience and classroom teaching quality, leading to targeted professional development and refined guidance on classroom strategies where appropriate.
- Effective identification of individual pupils' strengths, needs and barriers to learning through observations, Pupil Progress Meetings, assessment and, where appropriate, specific testing.
- Effective programmes of intervention and support aimed at overcoming barriers to learning and enabling pupils to make progress.

This policy has been written with comprehensive reference to the SEND Code of Practice: 0 to 25 years, the Children and Families Act (2014), the Special Educational Needs and Disability Regulations (2014) and the Equality Act (2010). It is to be read in conjunction with the:

- School's Development Plan
- Teaching and Learning Policy
- Anti-Bullying Policy
- Accessibility Statement
- Safeguarding Policy
- Shropshire Local Offer for SEND
- Equalities Policy

The SEND Code of Practice remains the current statutory guidance applying to schools.

The policy has been written with regard to the following principles:

- Participation of parents and pupils in all stages of decision-making.
- Early identification of needs.
- Collaboration with health and social care services.
- High-quality teaching and provision underpinning educational needs.
- Using our best endeavours to secure appropriate special educational provision for pupils with SEN.
- Making reasonable adjustments for disabled pupils and taking steps to remove barriers to participation.

Definition of Special Educational Needs and Disabilities (SEND) as taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Identification and review of pupils needs:

- The whole school has responsibility for the identification and review of pupils' needs in line with the guidance in the SEND Code of Practice. Assessment for Learning provides a mechanism for teachers to identify and review the learning needs of pupils. Teachers will consider the needs of pupils who may require support and/or provision that is different from or additional to that ordinarily available to their peers.
- Pupils who are identified as having SEND and requiring special educational provision that is different from or additional to that ordinarily available are recorded on the SEND register and the school's Provision Map.
- Pupils are then monitored termly, or more frequently where appropriate.
- Progress will be measured in line with the school's Pupil Progress Policy. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The Code of Practice does not assume that there are hard and fast categories of special educational needs but recognises that children's needs and requirements may fall within or across four broad areas. A pupil's needs are likely to fall into one or more of

the following broad areas, although the profile of difficulty or disability for each pupil will vary and may change over time.

Communication and Interaction

Autism
Speech, Language and
Communication Needs (SLCN)

Such pupils may experience difficulties with understanding or using language, communicating their needs, interacting with others or understanding and using the social aspects of communication.

Cognition and Learning

Cognitive Ability:
Moderate Learning Difficulties (MLD)
Severe Learning Difficulties (SLD)
Profound and Multiple Learning
Difficulties (PMLD)
Specific Learning Difficulties
(SpLD)

Pupils with cognition and learning needs may experience difficulties in accessing some or many aspects of the curriculum. Some pupils may have general learning difficulties, while others may have specific difficulties affecting particular areas of learning.

Pupils with profound and multiple learning difficulties may have complex learning needs alongside other significant needs such as physical disabilities, sensory impairment or medical conditions.

Pupils may also have SpLD, where one or more specific aspects of learning are affected, for example dyslexia, dyscalculia or developmental coordination difficulties.

Social, Emotional and Mental Health

Emotional Wellbeing
Social Behaviour
Learning Behaviour
(SEMH)

Pupils may experience a range of social, emotional and mental health difficulties which can affect their learning, relationships, wellbeing and participation in school. These may include difficulties with emotional regulation, anxiety, attention, social interaction or behaviour. Some pupils may have conditions such as ADHD. The school seeks to understand the underlying needs and barriers experienced by the child rather than viewing behaviour in isolation.

Sensory and/or Physical

Hearing Impairment (HI)

Visual Impairment (VI)

Physical / Health / Medical (PD)

These may prevent or hinder a pupil from making full use of educational facilities and opportunities and may require reasonable adjustments, specialist support or equipment.

When identifying SEN, it should be noted that:

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has special educational needs.
- Slow progress and attainment do not necessarily mean that a pupil has SEN. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.
- Short-term learning difficulties and wider mental health difficulties can be caused by events such as bullying or bereavement. Such events will not always lead to children having SEN, although where difficulties are persistent the school will consider whether the pupil may have an underlying special educational need.
- Difficulties related solely to limitations in English as an additional language are not SEN.

Identification, Assessment and Provision – A Graduated Approach to SEN Support

Provision for children with special educational needs is a matter for the whole school. The governing body, the Executive Headteacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

Initially, class teachers are responsible for taking action to address concerns about a pupil's learning, progress, development or participation. They will review their teaching and planning to ensure that high-quality adaptive teaching is taking place and that the needs of all children are being appropriately considered.

The school's system for observing and assessing the progress and development of individual children will provide information about areas where a child may be experiencing difficulty or barriers to learning. Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

High-quality teaching, adapted to respond to individual children's strengths and needs, is the first step in responding to children who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good-quality teaching.

The key indicator for considering whether a child may have SEND is not attainment alone, but whether they have a learning difficulty or disability which creates a barrier to learning, participation or development and which may require special educational provision. The school considers a range of evidence, including progress, attainment,

observations, pupil and parent views, response to high-quality teaching and intervention, and advice from relevant professionals where appropriate.

If children are not making expected progress or continue to experience barriers to learning or participation, teachers may consult the SENDCo to consider what else might be done. This review may lead to the conclusion that the child requires support that is additional to, or different from, that which is ordinarily available. In our school, we regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, developing teachers' understanding of strategies to identify and support pupils and their knowledge of the SEND most frequently encountered.

To help children with special educational needs, we adopt a graduated response through the four-part cycle of **Assess, Plan, Do and Review**. The school records the steps taken to meet the needs of individual children using a Provision Map (or an individual support plan in Early Years). The SENDCo has responsibility for ensuring that appropriate SEND records are maintained and available when needed. If we request an Education, Health and Care needs assessment, we will provide the Local Authority with relevant evidence of our work with the child to date.

Staff will use the school's pupil progress meetings and SEN meetings to discuss concerns and collaboratively draft an initial plan (Provision Map or an individual support plan in Early Years). Parents/carers and pupils themselves will be consulted, in ways appropriate to the child's age, development and communication needs. Appropriate support and interventions will be put in place and monitored. Where the pupil requires special educational provision that is additional to or different from that ordinarily available, the child will be added to the school SEN register under the category of SEN Support.

Reasons for a child being added to the SEN register may include the fact that he/she:

- continues to experience barriers to learning or participation despite high-quality adaptive teaching and appropriate support.
- requires special educational provision that is additional to or different from that ordinarily available to their peers.
- shows persistent difficulties in developing literacy or mathematics skills despite appropriate teaching and intervention.
- presents persistent social, emotional or mental health difficulties which affect learning or participation and require additional or different provision.
- has sensory or physical needs which require additional or different provision, reasonable adjustments or specialist equipment.
- has speech, language, communication and/or interaction needs which require additional or different provision.

A child's Provision Map will contain a record of interventions and provision put in place to support that child to make progress and achieve agreed outcomes. It is a working record that explains what needs and barriers have been identified and how these will be addressed. The Provision Map will list the provision to be put in place.

Where a pupil has made sustained progress and no longer requires special educational provision that is additional to or different from that ordinarily available, consideration will be given to removing them from SEN Support. This decision will be made following discussion with the pupil, parents/carers and relevant staff, and progress will continue to be monitored. If further support is required, the class teacher, following discussion with the SENDCo, will review and adapt provision. Specialist expertise may be sought where the school considers that additional advice is required. This may include support from services such as Educational Psychology, Speech and Language Therapy, Learning Support, Physiotherapy, Occupational Therapy or CAMHS Emotional Health and Wellbeing Service.

Where, despite relevant and purposeful action to identify, assess and meet the pupil's SEN, the child has not made expected progress and their needs may require provision beyond that ordinarily available through SEN Support, the school and/or parents may consider requesting an Education, Health and Care needs assessment from the Local Authority. A range of evidence about the child's needs, provision and progress will support the request.

Funding for SEN support

Resources are provided to the school for supporting pupils with additional educational needs. This includes the school's notional SEN budget. The notional SEN budget is not a ring-fenced amount allocated to individual pupils, and its use is determined as part of the school's overall budget planning. The school uses its available resources to provide appropriate SEND support and regularly reviews the impact and effectiveness of provision. Where a pupil's needs require provision beyond that which can reasonably be met from the school's delegated resources, additional funding may be sought through the relevant Local Authority arrangements.

Graduated Support Pathway (GSP)

Where a child requires additional targeted support that cannot reasonably be provided from the resources ordinarily available to the school, the school may request additional support or funding through Shropshire Council's current SEND and high-needs arrangements.

Shropshire's graduated approach supports schools to take a personalised and holistic approach to identifying and meeting the additional needs of children and young people with SEND.

Health and Care Plans:

Where, despite the school having taken relevant and purposeful action to assess, plan for and meet the needs of a pupil, the pupil continues to experience significant barriers and requires a level of provision which may be beyond SEN Support, the school and/or parents may consider requesting an Education, Health and Care (EHC) needs assessment from the Local Authority.

The Local Authority undertakes an Education, Health and Care needs assessment where it considers that one may be necessary. Following the assessment, the Local Authority determines whether it is necessary for an Education, Health and Care Plan (EHCP) to be issued. An EHCP is for children and young people whose special educational needs require provision to be coordinated and secured through a statutory plan.

Links with other agencies and support services:

We foster and develop links with available support agencies and services, for example:

Social Care Services

Health Services – including Speech and Language Therapy, Occupational Therapy, BeeU Emotional Health and Wellbeing Service, Physiotherapy etc.

A comprehensive list is contained within the **School's SEND Information Report**.

The role of the SENDCo

Schools must ensure that there is a qualified teacher designated as SENDCo for the school. Where the SENDCo is required to undertake the mandatory qualification, they must complete the National Professional Qualification (NPQ) for SENCOs within three years of appointment, in accordance with current statutory requirements and relevant transitional arrangements. The NPQ replaced the NASENCo as the mandatory qualification for new SENCOs from September 2024, subject to those transitional provisions.

The SENDCo has an important role to play with the Executive Headteacher in determining the strategic development of SEN policy and provision in the school.

The SENDCo has day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those with EHC plans.

The SENDCo provides professional guidance to colleagues and works closely with staff, parents/carers and other agencies. The SENDCo should be aware of the provision within the Local Offer and work with professionals providing support to children and families to ensure that pupils with SEN receive appropriate support and high-quality adaptive teaching.

Responsibilities of Staff and stakeholders

The key responsibilities of the SENDCo may include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Liaising with parents/carers of pupils with SEN.
- Liaising with early years providers, other schools, educational psychologists, and health and social care professionals.
- Being a key point of contact with external agencies, especially the Local Authority and its support services.
- Liaising with high schools and other receiving settings to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Working with the Executive Headteacher and DHMAT to ensure that the school meets its responsibilities under the Equality Act (2010), including reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.

Governance through the Strategic Task Group

The STG representatives will:

- Help to raise awareness of SEN and disability matters at STG meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and provide appropriate support and challenge through the Strategic Task Group (DHMAT).
- Work with the Executive Headteacher and SENDCo to monitor the strategic development of the SEN policy and provision within the school.

The Executive Headteacher will:

- Work with the SENDCo and wellbeing team to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Providing high-quality adaptive teaching and identifying and responding to pupils' strengths, needs and barriers to learning.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

Contact details for raising concerns

Please see our complaints policy on the website. A copy is available from the office.

The Local Offer

What is the Local Offer?

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. The Local Offer provides information to children, young people and families about the support and services that may be available locally.

Our Local Authority's Local Offer is published by Shropshire Council

[The SEND local offer | Shropshire Council](#)