



**The Pines Primary School and Pinecones Preschool
Special Educational Needs and Disability (SEND)
Policy 2026–2027**

Policy name	SEND Policy
Applies to	The Pines Primary School
Policy period	Academic year 2026–2027
Reviewed by	Clare Warwick, SENDCo
Next review	Summer Term 2027

1. Introduction and purpose

The Pines Primary School is an inclusive mainstream setting. We are committed to ensuring that every child, including children with special educational needs and/or disabilities (SEND), is valued, included and supported to achieve their best.

This policy explains how we identify and respond to SEND, how we work with children and their families, and how we work with other professionals when additional advice or specialist support is needed. It is intended to be clear and accessible to parents, carers, pupils, staff and governors.

The Pines does not have a separate SEND unit or specialist resourced provision. Children with SEND are educated within our mainstream classes and preschool provision wherever this is appropriate. We make reasonable adjustments, adapt teaching and provide targeted support so that pupils can participate fully in school life.

2. Policy and legal framework

This policy is informed by the Special Educational Needs and Disability Code of Practice: 0 to 25 years, the Children and Families Act 2014, the Equality Act 2010 and associated SEND regulations and guidance. It should also be read alongside the school's safeguarding, Positive Relationships, accessibility and complaints policies.

The SEND Code of Practice remains statutory guidance for schools and was last updated on GOV.UK in September 2024. The school will also work in line with the safeguarding requirements that apply during the 2026–2027 academic year, including Keeping Children Safe in Education 2026 from 1 September 2026.

3. Our vision and principles

We believe that SEND is part of the diversity of our school community. We focus on what children can do, what they enjoy and what helps them to learn, while identifying and reducing barriers to participation and progress.

- Every child is entitled to high expectations and a broad, balanced and ambitious curriculum.
- All children benefit from high-quality, inclusive teaching (Quality First Teaching).
- Children and parents/carers are partners in decisions about SEND support.
- Children's views, strengths, interests and aspirations are considered when planning provision.
- SEND provision is based on identified need and intended outcomes, rather than a fixed number of adult-support hours.
- We promote independence and avoid creating unnecessary dependence on adult support.
- Reasonable adjustments are made so that disabled pupils are not placed at a substantial disadvantage.
- We work collaboratively with external professionals when this will improve outcomes for a child.
- We maintain high expectations while recognising that children may need different routes, resources, strategies or timescales to achieve them.

- 4. Our SEND leadership team

Role	Named person / responsibility
Headteacher	Mrs Diane Mitchell – overall responsibility for school.
SENDCo	Clare Warwick – coordinates SEND provision, supports staff, works with families and liaises with external agencies.
ELSA (Emotional Literacy Support Assistant)	Louise Nickerson – provides emotional literacy support as part of the school’s wider pastoral and SEMH provision.
Class teachers / key persons	Responsible for day-to-day teaching, assessment, monitoring and support, including for children with SEND.
Anglian Learning Trust	Camilla Saunders is Anglian Learning’s Director of Inclusion and she provides Trust-level SEND and inclusion support.

5. What does SEND mean?

The 2015 Code of Practice says that:

A child or young person has SEN if they have 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 he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Under the Equality Act 2010, a disability is ‘...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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions.

A diagnosis is not required for a child to receive support for SEND. Equally, having a diagnosis does not automatically mean that a child needs to be placed on the SEND register or requires an Education, Health and Care (EHC) plan. Provision is based on the child’s individual needs and barriers to learning.

6. The four broad areas of SEND

The Code of Practice identifies four broad areas of need. Children may have needs in one or more areas, and needs may change over time.

- **Communication and Interaction:** These children have a speech and language and communication need (SLCN) and these needs could be a range or be more specific. It may be because they have difficulty expressing themselves or forming words correctly or they do not understand the social rules of communication. Children with SLCN may struggle with different elements of communication at different stages of their education. Children with autism or may have difficulties in this area.
- **Cognition and learning:** Some children may struggle with learning at the same pace as their peers and will need support. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) refers to difficulties such as dyslexia, dyspraxia and dyscalculia. SpLD can affect one or more specific aspect of learning.
- **Social, emotional and mental health:** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

7. Identifying SEND

We aim to identify additional needs as early as possible. Identification is part of our normal approach to monitoring every child's development, learning, wellbeing and progress. We do not diagnose conditions; where diagnosis or specialist assessment may be appropriate, we will discuss possible routes with parents/carers and signpost to relevant services.

Information may come from parents/carers, the child, preschool or previous school, class teachers, assessments, observations, progress meetings, pastoral information, attendance information, medical information and external professionals.

Teachers will consider whether a child is making expected progress in relation to their starting point and individual circumstances. Concerns may arise when progress is significantly slower than that of peers with a similar starting point, when a child is not maintaining their previous rate of progress, or when gaps are not closing despite appropriate teaching and support.

A child may have additional needs without being placed on the SEND register. Similarly, being on the SEND register does not necessarily mean that a child needs a high level of support. Some children may only need a small amount of help, or support for a limited period of time. We regularly review each child's needs so that the right level of support can be provided at the right time.

8. Working with parents, carers and children

We value parents and carers as experts in their child and aim to develop open, respectful and informative relationships. We will share concerns early, listen to family perspectives and work together to identify practical strategies and appropriate outcomes.

- Parents/carers can speak to the class teacher or key person in the first instance about concerns or questions about day-to-day progress.
- The SENDCo is available for discussions about SEND identification, provision, referrals and review.
- Children are encouraged to share their views in an age-appropriate way and to contribute to their targets, support strategies and reviews.
- Parents/carers will be involved in decisions about additional provision and in reviews of SEND support.

9. The graduated approach: Assess, Plan, Do, Review

An APDR (Assess, Plan, Do, Review) helps us work together with families, children and staff to understand a child's needs, agree clear outcomes and make sure that any additional support is purposeful, monitored and reviewed.

- **Assess:** We gather information about the child's strengths, needs, progress, attendance, wellbeing and barriers affecting learning. This may include information from the child, family, school staff and relevant professionals.
- **Plan:** We agree the outcomes we want to achieve, the adjustments and additional support that will be provided, who will provide it, and how we will know whether it is working.
- **Do:** The class teacher remains responsible for the child's learning. Additional strategies, adaptations and interventions are implemented and monitored, with support from the SENDCo and other staff as appropriate.

- **Review:** We review progress and the effectiveness of provision. Support may be continued, adapted, increased, reduced or stopped according to evidence of need and impact.

Support is reviewed regularly. Interventions may be delivered for a defined period, with a baseline and an agreed review point where appropriate. The purpose is to identify what works and to build the child's independence and access to classroom learning.

10. Quality First Teaching and classroom support

High-quality teaching is the first and most important layer of SEND provision. Teachers are expected to know their pupils well, identify barriers to learning and adapt teaching so that children can access the curriculum and demonstrate what they know. This can be delivered in a variety of ways, including;

- Clear explanations, modelling, repetition and checking for understanding.
- Careful scaffolding and gradual removal of support as independence develops.
- Visual, practical, concrete and/or multi-sensory resources where helpful.
- Adapted language, instructions, recording methods or task presentation.
- Appropriate use of technology and assistive resources.
- Chunking of tasks and planned opportunities for movement, regulation or processing time where appropriate.
- Flexible grouping and targeted adult support.
- Specific strategies recommended by the SENDCo or external specialists.

Children with SEND are taught by their class teacher and are not expected to rely on a teaching assistant for all learning. Additional adult support is used strategically, with a focus on outcomes and independence.

11. Interventions and additional provision

Where appropriate, children may receive targeted interventions in addition to classroom adaptations. Interventions are selected according to identified need and may include literacy, phonics, numeracy, communication, language, social skills, emotional regulation, attention, executive functioning or other areas.

Interventions are monitored for impact. Where an intervention is not leading to the expected progress, the school will review the approach and consider whether a different strategy, further assessment or specialist advice is required.

Specific interventions and programmes may change over time. This policy therefore describes the principles of provision rather than presenting a fixed list of programmes.

12. Social, emotional and mental health (SEMH)

We recognise that emotional wellbeing, relationships, regulation and mental health can affect a child's readiness and ability to learn. Behaviour is not a SEND category. However, persistent or significant difficulties with behaviour, emotional regulation or wellbeing may indicate an underlying need and will be considered holistically.

Our approach is relational and supportive. We seek to understand what a child's behaviour may be communicating and to teach and reinforce strategies that help children manage difficulties positively. Reasonable adjustments are made where appropriate and in line with the child's individual needs.

Within school, SEMH support may include pastoral support, emotional literacy work, targeted interventions, support from the ELSA and liaison with parents/carers and external services. The school will signpost families to appropriate health or specialist services where further assessment or intervention is needed.

13. Accessibility and reasonable adjustments

We are committed to making the school environment, curriculum and wider school life as accessible as reasonably possible. We will consider reasonable adjustments for disabled pupils and respond to individual needs in consultation with the child, parents/carers and relevant professionals. This may include:

- Adaptations to classroom layout, seating, equipment or resources.
- Visual or alternative communication supports.
- Changes to the presentation or recording of learning.
- Additional processing time, movement or regulation opportunities where appropriate.
- Adaptations to trips, assemblies, playtimes and other school activities so that pupils can participate safely and meaningfully.
- Specialist equipment or advice where recommended and available.

Our accessibility arrangements are reviewed alongside the school's Accessibility Plan. Any physical or specialist adaptation will be considered in relation to the child's individual needs, the school environment and professional advice.

14. Curriculum, clubs, trips and wider school life

All pupils are entitled to a broad, balanced and ambitious curriculum. We aim to ensure that children with SEND are included in lessons, enrichment, clubs, trips, performances, assemblies, playtimes and other aspects of school life.

Where an activity presents a barrier, we will consider reasonable adjustments and alternative arrangements so that the child can participate wherever this is safe, reasonable and practical. A child should not be excluded from an educational activity simply because they have SEND or a disability.

15. External agencies and specialist support

The school may seek advice or support from external professionals when this is appropriate. Depending on a child's needs, this may include specialist teachers, educational psychologists, speech and language therapists, occupational therapists, health professionals, mental health services or other relevant agencies.

External involvement is normally discussed with parents/carers. Advice from professionals is considered alongside the child's views, family information and school-based evidence. External advice does not replace the responsibility of the class teacher and school to provide high-quality teaching and appropriate support.

16. SEND support pathway and Education, Health and Care (EHC) plans

Our SEND support pathway follows a graduated approach, with the class teacher taking the first steps to identify and respond to any concerns about a pupil's learning, development or wellbeing. Concerns may be raised by school staff or parents. The class teacher will discuss these concerns with parents, identify the areas of difficulty and consider appropriate classroom adaptations, strategies and interventions, drawing on the school's SEND approaches and the Local Authority's Ordinarily Available Provision guidance.

Where appropriate, a One Page Profile will be developed with the pupil and/or family to identify strengths, needs and helpful approaches. Strategies and interventions will be implemented and their impact monitored and recorded over an initial period of approximately 3–6 weeks. If the adjustments are helping, they will continue to be used and monitored in class. If there is limited progress despite the support provided, the class teacher will refer to the **SENDCo**, providing records of the strategies used and their impact. The SENDCo will then work with the class teacher, pupil and parents to consider whether further assessment, additional interventions or involvement from external agencies may be appropriate. This ensures that support is proportionate, evidence-informed and responsive to the individual needs of each pupil.

Most children with SEND will have their needs met through ordinarily available provision and SEND Support. Where a child has significant or complex needs and, despite appropriate support, their needs cannot reasonably be met through the resources normally available to the school, it may be appropriate to consider an EHC needs assessment.

An EHC plan is a legal document that describes a child's special educational needs, the provision required and the outcomes sought. The school will work with parents/carers, the child and the Local Authority, alongside health and social care professionals where relevant, if an assessment or plan is being considered.

Having a diagnosis does not automatically mean that a child requires an EHC plan. Decisions are based on the child's individual needs, evidence of provision and progress, and the statutory criteria.

17. Transition

Transitions can be challenging, particularly for children who need predictability, familiarity or additional preparation. We plan transition arrangements according to individual need, including transitions into preschool, between classes and from primary school to the next phase.

- Additional meetings with parents/carers and the child.
- Extra visits to a new classroom or setting.
- Opportunities to meet key adults in advance.
- Photographs, visual timetables, transition books or social stories.
- Sharing relevant information and successful strategies with the receiving teacher or setting.
- Enhanced transition arrangements where a child has an EHC plan or significant additional needs.

18. Attendance, safeguarding and SEND

Children with SEND may experience barriers with attendance or may be more vulnerable to particular safeguarding concerns. Attendance, wellbeing and safeguarding information will therefore be considered alongside SEND information. Staff will follow the school's safeguarding and attendance procedures and will make appropriate reasonable adjustments where a disability or additional need affects access to school.

Safeguarding remains everyone's responsibility. Concerns about a child's safety or welfare will be dealt with through the school's safeguarding procedures.

19. Communication and concerns

Our first point of contact for concerns about a child's day-to-day learning or wellbeing is the class teacher or key person. If concerns remain, parents/carers can contact the SENDCo.

We will seek to resolve concerns through discussion and partnership wherever possible. If a parent/carer remains dissatisfied, the school's formal Complaints Policy and Procedure should be followed.

20. Suffolk Local Offer and SENDIASS

The Suffolk Local Offer provides information about services and support for children and young people with SEND and their families, including education, health and social care provision, EHC needs assessments and wider support.

Suffolk SENDIASS provides free, confidential and impartial information, advice and support to children and young people with SEND and their parents/carers.

Suffolk Local Offer: www.suffolklocaloffer.org.uk

Suffolk SENDIASS: www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiasm

21. Equal opportunities and inclusion

The school is committed to equality, inclusion, dignity and respect for all. We do not discriminate against pupils because of SEND or disability. We promote participation, belonging and positive relationships and challenge prejudice, discrimination and bullying.

We recognise that children may have multiple or intersecting needs and that SEND provision should be responsive to the whole child. We will consider the child's individual circumstances, strengths, identity, communication needs, family context and wider wellbeing when planning support.

22. Monitoring, evaluation and review

The SENDCo, Headteacher and Trust monitor the effectiveness of SEND provision through assessment information, provision reviews, pupil and parent/carers feedback, staff discussions and evaluation of interventions. The school uses this information to improve provision and staff expertise.

This policy will be reviewed annually, or sooner if there are significant changes to legislation, statutory guidance, Trust expectations or the school's SEND provision.

Policy references

- Department for Education and Department of Health and Social Care – Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- Children and Families Act 2014.
- Equality Act 2010.
- Keeping Children Safe in Education 2026.
- Suffolk Local Offer and Suffolk SENDIASS information.

SEND support pathway for class teachers - Primary

