Poppyfield
Primary Academy

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY 2026

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1. Aims and Objectives

1. To ensure that the requirements of the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, the Equality Act 2010 and relevant regulations and guidance are implemented effectively across the school.

2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and disabilities.

3. To continually monitor the progress and development of all pupils, identify needs as they arise and provide support as early as possible.

4. To provide full access to the curriculum through high-quality, adaptive teaching and reasonable adjustments by class teachers, the SENDCo and support staff as appropriate.

5. To provide special educational provision that is additional to or different from that made generally for other pupils of the same age where this is required.

6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff, pupils and parents/carers.

7. To provide pupils with SEND access to all aspects of school life at Poppyfield Primary Academy so that they can engage in the activities of the school alongside pupils who do not have SEND.

8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy, communication, self-management and social independence to meet the demands of secondary school life and learning.

9. To communicate with parents/carers and involve them in discussions and decisions about support and provision for their child with SEND.

10. To involve children and young people themselves in planning and decision-making that affects them, taking account of their age and understanding.

11. To help pupils with SEND fulfil their aspirations and achieve their best.

12. To ensure that the SEND policy is understood and implemented consistently by all staff.

2. Vision and Values

Poppyfield Primary Academy is committed to providing a high-quality, inclusive education for every child in our school community.

We believe that every child has the right to a broad, balanced, ambitious and appropriately challenging curriculum, regardless of their needs, abilities, background or circumstances. We recognise that children develop and learn at different rates and that some children may require additional or different provision to

enable them to access learning, participate fully in school life and achieve their potential.

We are committed to an inclusive approach in which pupils with special educational needs and disabilities are valued as full members of our school community. We seek to remove barriers to learning and participation and to ensure that pupils with SEND are able to take part in the academic, social, cultural, sporting and wider life of the school alongside their peers wherever reasonably possible.

We recognise that inclusion does not mean treating every pupil identically. Effective inclusion means identifying individual needs and making appropriate adjustments to teaching, learning, assessment, the curriculum, the environment and wider school provision.

We aim to:

- identify additional needs at the earliest appropriate opportunity;
- provide high-quality, adaptive teaching for all pupils;
- make reasonable adjustments for disabled pupils;
- provide additional or different provision where this is required;
- involve pupils and their parents/carers in decisions about SEND provision;
- promote independence, confidence, wellbeing and positive relationships;
- ensure that pupils with SEND have high aspirations and are supported to achieve ambitious outcomes;
- work collaboratively with parents/carers, external professionals and other agencies;
- ensure that safeguarding arrangements recognise the additional vulnerabilities that some pupils with SEND may experience;
- challenge discrimination, prejudice and stereotyping;
- monitor the effectiveness and impact of SEND provision; and continually improve the quality and inclusivity of our provision.

Our approach is based on the principle that **high expectations and inclusion are compatible with appropriate support and reasonable adjustment**.

At Poppyfield Primary Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

At Poppyfield Primary Academy, the Special Educational Needs Coordinator is Stephanie Griffiths who is part of the Senior Leadership Team within the school.

The SENDCo can be contacted via email: sendco@poppyfieldacademy.org.uk

The SEND Governor is Dianne Pritchard

3. Legislation and Guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion, equality and reasonable adjustments

will not discriminate against disabled pupils or pupils with SEN. Disability and SEN are related but distinct concepts, and the school will consider both sets of duties when planning provision.

Reasonable adjustments will be considered for disabled pupils, whether or not the pupil is identified as having SEN.

The school will maintain an Accessibility Plan addressing participation in the curriculum, improvement of the physical environment and access to information.

Admissions arrangements will comply with the School Admissions Code and Equality Act 2010. A pupil will not be disadvantaged unlawfully because of disability or SEN.

Reasonable adjustments and access arrangements will be considered alongside SEN planning and review.

Safeguarding procedures will recognise that some pupils with SEND may be more vulnerable to abuse, neglect, exploitation, bullying or other harm. Staff will follow the school's safeguarding procedures and KCSIE 2026.

Attendance difficulties will be considered alongside SEND and safeguarding needs. Persistent or severe absence will not be treated simply as a compliance issue where unmet SEND or other barriers may be contributing.

5. Definitions and areas of need

Special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision. A child of compulsory school age or a young person 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 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 provision means educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream settings.

Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. SEN and disability are not interchangeable terms; a pupil may have SEN, a disability, or both.

The 4 areas of need

These areas are intended to help the school understand and identify a pupil's needs. They are not intended to label or categorise pupils rigidly. A pupil may have needs in more than one area, and their needs may change over time.

Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. This may include difficulties with: • understanding spoken or written language; • expressing themselves;

	• social communication; • interaction with others; and understanding or using social rules of communication.
Cognition and learning	This includes pupils who may have difficulties acquiring, retaining or applying knowledge and skills. This may include: • specific learning difficulties, such as dyslexia, dyscalculia or dyspraxia; • moderate learning difficulties; • severe learning difficulties; and profound and multiple learning difficulties.
Social, emotional and mental health	Pupils may experience a wide range of social, emotional and mental health needs. These may include: • anxiety; • depression; • difficulties associated with attention and concentration; • attachment-related needs; • emotional regulation difficulties; • experiences of trauma or adverse childhood experiences; and other mental health or emotional difficulties. These needs may present in different ways, including withdrawal, anxiety, difficulty regulating emotions, difficulties with relationships or behaviour that may challenge others. The school will seek to understand the underlying need rather than simply responding to behaviour as a standalone issue.
Physical/Sensory	This includes pupils with physical or sensory needs which may affect their access to education. This may include: • hearing impairment; • visual impairment; • multi-sensory impairment; • physical disabilities; and other physical or sensory needs affecting access to learning. Pupils may require reasonable adjustments, specialist equipment, adaptations or advice from external professionals.

6. Roles and Responsibilities

SENDCo

The SENDCo at Poppyfield Primary Academy is Stephanie Griffiths and is part of the Senior Leadership Team.

The SENDCo will:

- lead and coordinate the day-to-day operation of this policy and the school's SEND provision;
- work with the headteacher, governing body, staff, pupils, parents/carers and external agencies;
- advise and support colleagues on identification, assessment, the graduated approach, adaptive teaching and special educational provision;
- coordinate provision for pupils with SEND, including pupils with EHC plans;
- maintain accurate SEND records and ensure information is transferred appropriately when pupils move settings;
- liaise with the local authority and other agencies and contribute to the Local Offer;
- support transition arrangements and ensure pupils and parents/carers are informed about options;
- monitor the effectiveness and impact of SEND provision and identify staff training needs;
- prepare and review information for the SEN information report and this policy;
- ensure that the school fulfils its Equality Act duties relating to reasonable adjustments and access.

The SENDCo must be a qualified teacher (or headteacher) and the school will ensure that the statutory SENCO qualification requirements are met. From 1 September 2024, the NPQ for SENCOs is the mandatory qualification for relevant SENCOs, with the existing three-year period for completion. Existing NASENCO holders and the transitional cases described in current DfE guidance are treated in accordance with the regulations.

The Governing board/board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don’t have SEND
- Inform parents when the school is making special educational provision for their child

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

SEND Link Governor

The SEND link governor is Dianne Pritchard.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

Headteacher

The headteacher at Poppyfield Primary Academy is, Rebecca Scordis and they will:

- have overall responsibility for SEND provision and pupil progress;
- ensure the SENDCo has sufficient time and support to fulfil the role;
- oversee the school's notional SEN budget and any additional funding allocated for individual pupils;
- work with the SENDCo and governors to meet Equality Act duties;
- ensure staff training and professional development address identified SEND needs;

- maintain an overview of the needs of the current cohort and liaise with the local authority where an EHC needs assessment or early review may be required.

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider 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 SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

Parents/Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register, will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

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7. Identification and SEN Support: Assess, Plan, Do, Review

The school will identify needs as early as possible. Assessment will draw on teacher assessment, observations, attainment and progress data, information from previous settings, pupil and parent/carer views and, where appropriate, specialist assessment.

Slow progress or low attainment will not automatically mean that a pupil has SEN. Staff will consider other factors such as gaps in prior learning, attendance, language, bereavement, bullying, health, disadvantage and other temporary circumstances. Staff will take particular care when identifying SEND for pupils whose first language is not English.

Cause for Concern

Where a teacher identifies a concern, the teacher will first use high-quality adaptive teaching, scaffolding, targeted intervention and/or reasonable adjustments and monitor the pupil's response. The school's Cause for Concern process may be used to structure this monitoring. The previous policy's 8–12 week period is a useful internal review window, but it is not a statutory waiting period: support and review will be proportionate to the pupil's needs and action will be taken sooner where necessary.

SEN Support

Where evidence indicates that a pupil has SEN requiring special educational provision, the school will inform the parents/carers and the pupil, as appropriate, and place the pupil on the school's SEN register where this reflects the provision being made. Parental consent is not a legal precondition to identifying a pupil as having SEN or to providing SEN support; the school will instead seek to work collaboratively with parents/carers and involve them in decisions.

The school may use an individual SEN Support Plan, provision map or equivalent record. An Individual Education Plan (IEP) is not a statutory requirement, so the school will use the format that best supports clear outcomes, provision, review and communication.

The graduated approach

Assess: Establish the pupil's strengths, needs, barriers and current attainment/progress, using relevant evidence and the views of the pupil and parents/carers.

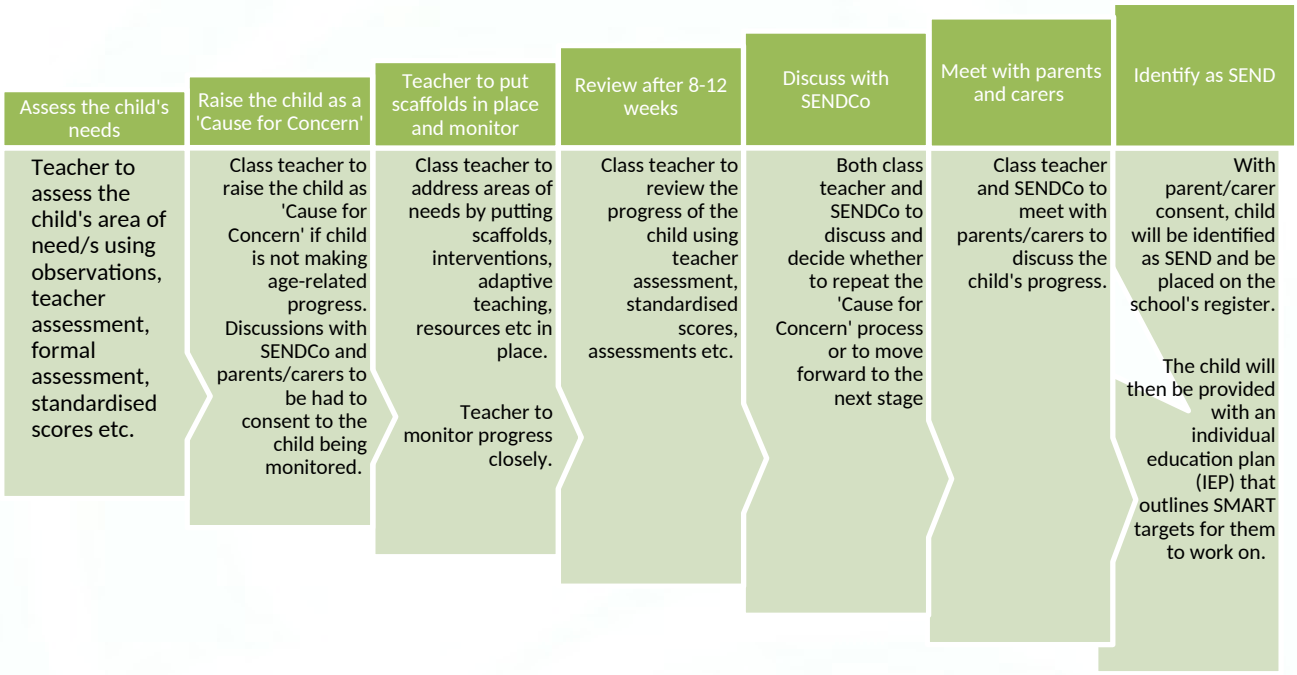
Plan: Agree outcomes, provision, reasonable adjustments where relevant, responsibilities and a review date. Record the support clearly and ensure it is shared with those who need it.

Do: The class teacher remains responsible for the pupil's learning and progress. Support is implemented

consistently and monitored for impact.

Review: Review the effectiveness of provision and the pupil's progress against agreed outcomes. Decide whether to continue, adapt, increase, reduce or cease support, or whether further specialist advice or an EHC needs assessment should be considered.

Reviews will normally take place at least termly, with more frequent review where appropriate. Parents/carers and pupils will be involved. Evidence of impact, rather than the length of time support has been in place, will guide next steps.



8. Education, Health and Care (EHC) needs assessments and plans

Where a pupil may require provision that cannot reasonably be met through the school's ordinarily available provision and SEN Support, the school will discuss with the pupil and parents/carers whether an EHC needs assessment should be requested and will work with the local authority.

A request for an EHC needs assessment can be made by a parent, a young person aged 16–25, or a person acting on behalf of a school or institution. The school will not describe parental agreement as a statutory condition of a school request, although partnership with parents/carers and the pupil is expected.

The statutory EHC process has key timescales: the local authority should notify the parent or young person of its decision about whether to conduct an EHC needs assessment within 6 weeks of the

request, and the whole assessment and plan process should normally take no more than 20 weeks, subject to the statutory exceptions. Where an EHC plan is issued, the school will implement the special educational provision specified in the plan and cooperate with the local authority.

EHC plans are reviewed at least annually. The school will prepare for annual reviews by gathering evidence about outcomes, provision, progress, pupil and parent/carer views and any proposed changes. Transition planning will be considered at the appropriate stage.

The school will continue appropriate SEN Support and other provision while an EHC needs assessment or plan is being considered, unless the relevant provision is superseded or changed.

9. Expertise, training and use of specialist support

The school will maintain staff expertise through induction, ongoing professional development, coaching and targeted training.

The SENDCo will keep up to date with developments in SEND and inclusion and participate in relevant trust/local networks.

Training priorities will be informed by the needs of the current cohort, safeguarding information, pupil outcomes, staff development needs and the school development plan.

Where appropriate, the school will seek advice from educational psychology, speech and language therapy, occupational therapy, physiotherapy, community paediatrics, sensory services, social care and other specialist services.

Specialist advice will inform, rather than replace, the responsibility of class teachers to provide high-quality teaching and monitor pupil progress.

10. Working with external agencies and information sharing

The SENDCo will liaise with relevant agencies, which may include social care, attendance/welfare services, school nursing, community paediatrics, speech and language therapy, physiotherapy, occupational therapy, educational psychology and specialist teaching services.

Information will be shared lawfully, proportionately and on a need-to-know basis in line with data protection requirements, safeguarding duties and current statutory information-sharing guidance. Where a lawful basis permits or requires information sharing, the school will not treat parental consent as an absolute prerequisite. Parents/carers and pupils will be informed appropriately, subject to safeguarding and legal requirements.

The school will follow Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026. SEND-related safeguarding concerns will be addressed through the school's safeguarding procedures and multi-agency arrangements.

11. Admission, accessibility and participation

Children with SEND will be considered for admission in accordance with the School Admissions Code and the school's lawful admissions arrangements. The school will not unlawfully discriminate against disabled pupils or pupils with SEN.

Poppyfield Primary Academy is a single-site school on two levels. The school has two staircases and a lift; the main lobby entrance is level and suitable for wheelchair access; classrooms are accessed through outside doors and corridors with wheelchair access; there are two disabled toilets, one on each floor; lighting and safety arrangements include markings on steps; and the car park includes a drop-off bay and designated disabled parking spaces.

Reasonable adjustments will be considered on an individual basis. The school will maintain and review its Accessibility Plan in accordance with Schedule 10 of the Equality Act 2010.

Transition arrangements will be planned with pupils, parents/carers and relevant settings or agencies. For pupils with EHC plans, transition and provision discussions will take account of the outcomes and provision specified in the plan.

12. Complaints, disagreement resolution and routes of redress

Parents/carers are encouraged to raise concerns promptly with the class teacher and/or SENDCo so that issues can be addressed constructively. Formal complaints will be handled in accordance with the school's Complaints Policy.

Where a disagreement concerns an EHC needs assessment, an EHC plan, the provision specified in an EHC plan or the school named in an EHC plan, parents/carers and young people may have rights to mediation and/or appeal to the First-tier Tribunal (SEND), depending on the decision concerned. The school will cooperate with the local authority and families in appropriate disagreement resolution arrangements.

Information about local disagreement resolution and SEND Information, Advice and Support Services (SENDIASS) will be signposted through the school's SEN information report and local authority Local Offer.

13. Monitoring, evaluation and reporting

The effectiveness of SEND provision will be monitored through the school's normal quality assurance arrangements and through specific SEND evaluation.

analysis of attainment, progress, attendance, exclusions/suspensions and other relevant outcomes for pupils with SEND, with appropriate comparison and contextual interpretation;

monitoring the quality and impact of adaptive teaching, reasonable adjustments and targeted provision;

review of individual outcomes and provision at SEN Support reviews and EHC annual reviews;

pupil and parent/carer voice;

monitoring of participation, inclusion and access to the wider curriculum and school life;

review of staff training and confidence;

regular reporting by the SENDCo to the headteacher and governing body/academy council;

annual review of this policy and the SEN information report, with interim updates where material changes occur.

The school will avoid relying on a single attainment measure to judge SEND effectiveness. Evaluation will consider the pupil's starting point, outcomes, progress, access, participation, wellbeing and the impact of the provision provided.

14. Related policies and information

SEN Information Report – published on the school website and updated annually or when information changes;

- Accessibility Plan;
- Equality Policy / Equality Information and Objectives;
- Safeguarding and Child Protection Policy;
- Supporting Pupils with Medical Conditions Policy;
- Attendance Policy;
- Behaviour Policy;
- Admissions Policy;
- Complaints Policy;
- Local authority SEND Local Offer;
- School website SEND information and contact details.

Reviewed October 2026

Headteacher

Chair of Academy Council