



Document Adopted By Governing Body	
Date Document Adopted By Governing Body:	
Signed (Chair):	
Date:	
Print Name:	
Date of Next Review:	

Special Educational Needs and Disabilities (SEND) Policy and Information Report **2025 - 2026**

Ecclesall Primary School SEND Policy 2025

Policy Formation and Consultation Process

This policy was written and developed by the SENDCo and the Senior Leadership Team in consultation with pupils, parents, governors and the wider school staff.

This policy ensures that the arrangements made for pupils with Special Educational Needs and Disabilities (SEND) are in line with the requirements of the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice 2015.

Sections covered in this policy are:

1. Definition of SEND
2. Aims and objectives
3. Roles and responsibilities
4. Identification of pupil's needs
5. Monitoring list, school support and EHCPs
6. Ecclesall SEND statistics
7. Graduated Approach
8. Teaching arrangements for pupils with SEND
9. Working with parents/carers
10. Working with children
11. Working with external agencies/support services
12. School to school support and transition
13. Record keeping
14. Information management
15. Admissions
16. Training and development
17. Funding
18. The Local Offer
19. How we evaluate our SEND Policy
20. How we deal with complaints
21. Glossary
22. More information

1. Definition of SEND

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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.

A student has a learning difficulty or disability if they:

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

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

2. Aims and objectives

Ecclesall Primary School is an inclusive school. Our motto at Ecclesall Primary School for all children is 'Happy Children, Happy School, Learning Together, Growing Together'.

At Ecclesall Primary School, we believe that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best and fulfil their potential
- Become confident individuals living fulfilling lives
- Make a successful transition to adulthood, whether that is employment, training or further and higher education.

In order to achieve this aim, we will:

- Use our best endeavours to make sure that a child with SEND gets the support they need; early identification and using a graduated approach of assess-plan-do-review.
- Ensure that students with SEND feel valued and engage in activities alongside those students who do not have SEND
- Designate a teacher to be responsible for coordinating SEND provision (the SENDCo)
- Inform parents/carers when special educational provision is being made for a student, and value parent and child views to inform support.

3. Roles and responsibilities

All staff in school teach pupils with SEND. The following people have particular responsibilities:

Headteacher: Emma Hardy - Via school office: enquiries@ecclesall.sheffield.sch.uk

SENCO: Joanna Kay – senco@ecclesall.sheffield.sch.uk

Link Governor: Kevin Corke - Via school office: enquiries@ecclesall.sheffield.sch.uk

- **The Head Teacher and SENDCo** ensure that the school's provision for children with additional needs is right and children's progress is evaluated on a regular basis. The SENDCo regularly shares information with the governing body and meets with the Inclusion Link Governor to discuss SEND provision priorities.

- **SENDCo** takes the lead in co-ordinating any further assessment and planning future interventions for the child in conjunction with colleagues/parents. This will involve the

monitoring and reviewing of actions taken and coordinating staff training. The SENDCo also provides an additional communication point for parents/carers and supports teachers in ensuring they are fully informed about their child's provision.

- **Inclusion Link Governor** monitors and evaluates provision and reports to the governing body.
- **Class teachers** provide a planned curriculum that meets the needs of all the learners in their care. They monitor and evaluate all children's progress and set targets for them. They report to the SENDCo any child that may be causing concern and are responsible for reviewing and updating children's one page profiles and support plans throughout the year in conjunction with parents.
- **Teaching Assistants** work under the supervision of class teachers and deliver specified work and planned programmes of work according to children's support plans.

Reasonable adjustments

As a provider of education, we have a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids for example specialist teachers or equipment.

4. Identification of pupil's needs

Early Identification

Every student's skills and attainment will be assessed on entry. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made. We also assess children's learning and consider behaviours throughout their time at Ecclesall, and should any questions or concerns arise, these will be discussed with parents and SENDCo.

Children who enter mid-year or after foundation year, information is transferred from their previous setting.

Parents can arrange a discussion with their teacher as needed to discuss any concerns they may have, if needed a follow up meeting with the SENDCo can be arranged.

If concerns are raised about a child possibly having special education needs or a disability, the needs of students are evaluated through a range of indicators:

- The outcomes from baseline assessments.
- Class teachers make regular assessment of all students and identify those who are making less than expected progress or those who are finding other aspects of school life challenging, such as working with others or following class expectations. The first response to any student who falls in to this category should be highly targeted teaching at the area of weakness by the class teacher.
- Following this, if there is no improvement, the class teacher, in conjunction with the SENDCo, should gather further evidence (including the views of the student and parents)
- Standardised screening or assessment tools.
- Behaviour data.

If there are concerns, assessment should be made to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances are affecting a child's learning or ability, a multi-agency approach may be appropriate.

Once the appropriate assessments have taken place, a decision will be made by the SENDCo on whether a student has SEND based on their Sheffield Support Grid levels. The possible outcomes are;

- The child does not have special educational needs.
- The child may have special educational needs or a disability but they do not require provision above that which is 'ordinarily available' in order to meet their needs. If so, they will be added to the Monitoring List and parents will be informed.
- The child has special education needs or a disability which requires provision which is above that which is 'ordinarily available'. With this outcome the child will be added to the special educational needs register and parents informed.

5. Monitoring List, School Support and EHCPs

Monitoring List

This list is for children who may have a diagnosed need, or undiagnosed needs that can generally have their needs met through high quality teaching and ordinarily available provision. They would typically be a level 1 or 2 on the Sheffield Support Grid.

- Their teacher has high expectations for them, planning and delivering teaching which builds from what they already know/can do.
- They will have a One Page Profile detailing their needs and the appropriate strategies and ordinarily available provision required. This is shared with teachers, support staff and parents and is updated annually.
- Their progress will be discussed in Pupil Progress Meetings involving the teacher, senior leadership team and SENDCo.
- The SENDCo will informally monitor their progress through; discussions with teachers as required, in class observations, and listening to pupil voice.

If further support is required, the SENDCo will speak to parents and discuss whether the child may need to be placed on the SEND register.

Special Educational Needs Register - School Support (K Code)

This is for children who may have a diagnosed need, or undiagnosed needs that need provision which is additional to or different from that which is ordinarily available. They may be working significantly behind their peers. They would typically be a level 3+ on the Sheffield Support Grid.

- They will have a support plan which outlines support and includes targets.
- Their progress is reviewed termly in SEND Reviews involving the SENDCo, teacher, parent (and pupil voice where appropriate).
- There is involvement of external agencies as appropriate to inform the provision in the support plan.

Education and Health, Care Plans - EHCPs (E Code)

An Education, Health and Care plan (EHC plan) is a legal document which uses advice and reports from outside agencies to describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve. An EHCP is for any child or young person that has a significant and complex Special Educational Need or Disability (typically a level 4+ on the Sheffield Support Grid). An EHCP is required when a child's needs cannot be met by the usual support that is available to them in their school or setting and a multi-agency approach may be required.

As with children on the SEND Register requiring school support (see above), children with an EHCP will have the termly meetings with the SENDCo, class teacher and families to discuss how the child is progressing and what is in place to meet the child's needs. One of these meetings will be an annual review of the EHCP, to ensure that the document is still fit for purpose.

Again the Sheffield Support Grid is used as a guide to inform when it might be appropriate to apply for an EHCP.

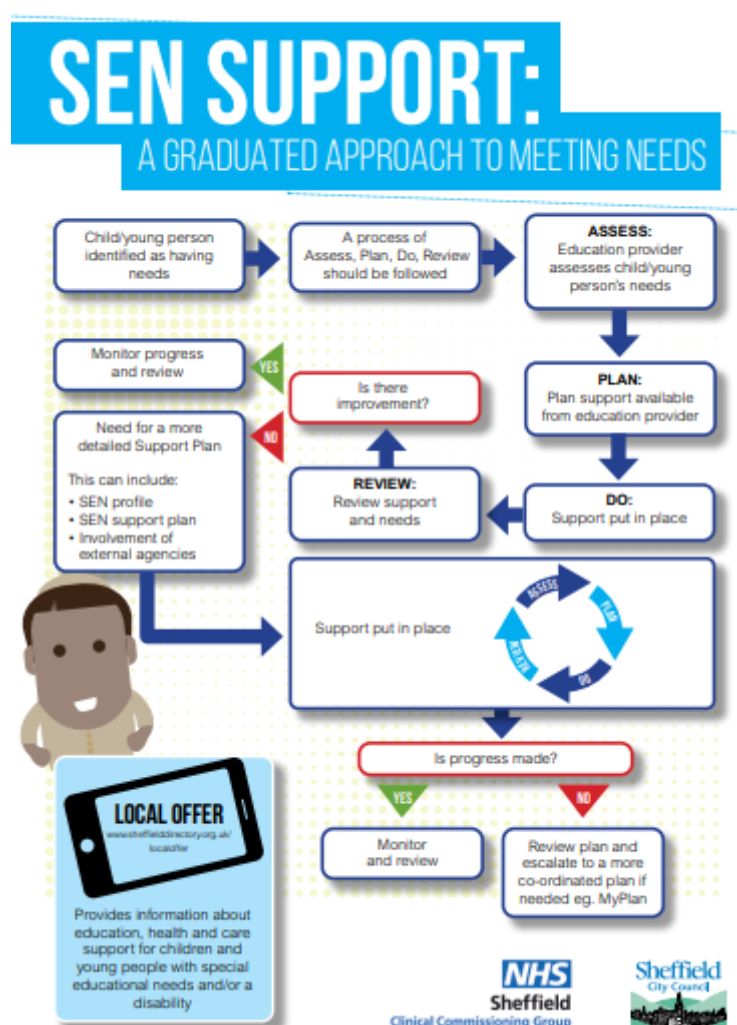
Further information about EHC Plans can found via the [SEND Local Offer](#).

6. SEND statistics for Ecclesall Primary – April 2025:

Ecclesall Primary	Total	Percentage
EHCP	11	1.8%
SEND Support	51	8.2%
SEND All (SEND Support + Ext Support Plan + EHCP)	62	9.9%

7. Graduated Approach

When a child is placed on the SEND register the school follows a [graduated approach using an assess-plan-do-review approach](#) to ensure provision matches need.



Assess

This involves analysing the pupil's needs using the class teacher's assessment and details of previous progress, attainment and impact of any previous interventions received, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, pupils, parents and SENDCo to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo. Interventions and support may cover learning eg precision teaching, booster groups, or social and emotional interventions such as Lego Therapy or time out cards or wellbeing time.

Review

Reviews of a child's progress will be made regularly by the class teacher and for children on the SEND register at least three times a year as part of a review process with the SENDCo, class teacher and parents. The review process will evaluate the impact of the support and interventions. It will also take account of the views of the pupil and where necessary their parents and any outside agencies involved. The class teacher, in conjunction with the SENDCo, parents and child will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward.

8. Teaching arrangements for pupils with SEND

For the most part, children with SEND will be taught in the classroom, alongside their peers, receiving high quality teaching from the teacher. Teaching techniques and strategies within each class, including differentiated resources and scaffolded learning tasks, will accommodate those with special educational needs. This will enable individual learning needs to be met and all children to maximise their potential in all areas of the curriculum. When appropriate children on the SEND register will sometimes have the additional support of a Teaching Assistant. This support might be delivered to an individual child on a one to one basis or the Teaching Assistant might work with a small group of children. By careful monitoring of children's progress we can match their needs to differing programmes/interventions we have developed in school. Interventions (learning, social, emotional) are constantly reviewed and changed according to the needs of current children and cohorts. The provision available is continually reviewed and assessed against needs and informed by the Sheffield Support Grid.

9. Working with parents/carers

The aim is to develop a partnership where staff and parents work together in the best interests of the child. For this to work successfully, staff recognise that positive attitudes, sharing information, procedures and awareness of needs are all important. We operate an open door policy - parents are welcome to talk to teachers whenever they have a concern about a child (at a mutually convenient time). Whenever a parent raises a concern, it is always investigated and outcomes are reported back/discussed with parents.

10. Working with children

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:

- Involve pupils in their One Page Profiles
- Enable pupils to express their feelings about how their needs are being met
- Ensure that the views of the pupil are sought and recorded in reports produced by both the school and other agencies
- Encourage pupils to become involved in the wider life of the school.

11. Working with external agencies / support services:

These provide us with advice, support and training on SEND. In our school we have involvement from:

- Family Intervention Service (FIS)
- Speech and Language Therapy Service
- Educational Psychologist
- Occupational Therapy/Physiotherapy
- Fusion Learning Support Teacher
- Specialist Teachers for children with Autism
- 0-5 Team
- NHS Mental Health Practitioner
- Vision and Hearing Support Services
- Physio and OT services

12. School to school support and transition

The Ecclesall Primary School SENDCo works regularly with SENDCo's from other schools including secondary schools. Whenever a pupil transfers to another school all relevant information will be transferred to the new school and some children may require an enhanced transition package.

13. Record keeping

We keep records of all the steps taken to meet pupils' SEND outcomes. The SENDCo is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with SEND may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Information about interventions
- One Page Profiles

- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language Reports, Paediatrician Reports.
- CPOMS records

14. Information management

It is important that information about a pupil's SEND is shared with all staff in school who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on.

15. Admissions

The LA has overall responsibility for school admissions, and all applications should be made through them. However, we welcome visits from any parents thinking about applying for their child. Once a child with SEND has been allocated a place at Ecclesall Primary School, we endeavour to attend review meetings and meet with parents to ensure the transition is as smooth as possible.

16. Training and development

Ecclesall has experience of supporting a wide range of special education needs.

Staff in the school are provided with general and specific training on meeting the needs of SEND within their classroom. The SENDCo is aware of relevant courses relating to SEND. All staff will have access to this information and the SENDCo will advise as necessary. Training is usually planned in relation to staff need, and decisions about staff development are based on this. All staff have access to training, including teaching assistants. Occasionally, specialised training will be necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student. Much of this training will be delivered in school, by specialist services working with particular students, e.g., Educational Psychology Service, Speech and Language, Fusion Service, Autism Team.

17. Funding

Schools receive delegated funds for each child in school. Alongside this, school is allocated a delegated SEND fund based on high need numbers. In specific cases those with the most complex needs may be entitled for additional funding.

18. The Local Offer

As part of the new Code of Practice, July 2014, Local Authorities must publish a Local Offer, setting out in one place information about the provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled children, those with SEND, their parents and service providers in its development and review

<https://www.sheffielddirectory.org.uk/>

19. How we evaluate our SEND policy

- The school's Governing Body has a duty to evaluate the provision school makes for pupils with SEND. The Inclusion Link Governor reports back to the Governing body termly using evidence for example from discussions with SENDCo, reports, discussions with other staff and learning walks.
- Parent's views and pupil's views are regularly sought through questionnaires
- The school is constantly striving to improve its provision for SEND through performance management and the continuing professional development of all its' staff to meet the full range of SEND within the school.

20. How we deal with complaints

We are always very happy to talk to parents and listen to any concerns they may have. Parents who have concerns about their child should contact their child's teacher in the first instance, and secondly the SENDCo. We will always do our best to respond to concerns raised. If parents feel their concerns are not being responded to, school has a formal complaints procedure. A copy of this can be found on the school website.

21. Glossary

Annual Review - Review of Statement/EHC Plan by the Local Authority that must occur at least annually. (Parents are invited to attend.)

SEND Code of Practice 2014 - (For more detail: Google: Special educational needs and disability code of practice: 0 to 25 years)
Guidance for Local Authorities & schools on how to identify, assess and provide for children with SEND.

Educational Psychologist - Employed by the Local Authority or the school to assess and advice on a child's learning difficulties.

Education Health Care Plan - This is the replacement for the Statement of SEND. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them. It is for children with significant and complex SEND whose needs cannot be met by the resources of the school alone.

Local Authority (LA) - The body responsible for schools and for assessing and providing for SEND.

Learning Difficulty - Significantly greater difficulty in learning than other children of the same age, or a disability which hinders use of general educational facilities.

Special Educational Needs and Disabilities (SEND) - A child has SEND if she/he has learning difficulties that require special educational provision.

Special Educational Provision - Additional or different for children with SEND.

SENDCo - A member of staff at school who has responsibility for coordinating special educational provision.

23. More information

For more information please contact:

The SEND Assessment and Placement Team
Sheffield City Council
North Wing, Level 5
Moorfoot Building
Sheffield S1 4PL
Email: ed-sensupportteam@sheffield.gov.uk

Or for independent SEND information and advice please contact:

Sheffield SEN & Disability Information Advice and Support,

Floor 6

North Wing, Moorfoot

City Centre

SHEFFIELD

S1 4PL

0114 273 6009

E-mail ed-parent.partnership@sheffield.gov.uk