Kirk Langley Church of England Primary School

Special Educational Needs and Disability Policy

Policy owner	SENDCo and Headteacher	
Headteacher	Jayne Stevenson	
SENDCo	Will Mayes	
SEND Governor	Michael Heap	
Approved/adopted by		9.10.2026
Effective from	October 2026	
Next review	October 2027	Earlier if law, guidance or school practice changes
Version	1.1	Statutory accuracy review

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Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.
Daniel 12:3
'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

Within a Christian ethos we aim to:

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
- Strongly believe in the partnership of parental involvement in the education of our pupils.
- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.

- Value each child as an individual within the school and respect personal beliefs.

This policy uses an annual review cycle as a school and governance choice and must not be described as having a separate statutory annual review requirement.

This policy reflects statutory duties and guidance in force at the date of review. The SEND Code of Practice: 0 to 25 years remains the current statutory guidance. The government's 2026 schools and SEND reforms, including proposed National Inclusion Standards, Individual Support Plans and revised levels of support, are not treated as law unless and until the relevant legislation and statutory guidance take effect. The school will nevertheless prepare for implementation through its inclusion strategy, workforce development and review of ordinarily available provision.

1. Purpose and scope

This policy sets out Kirk Langley Church of England Primary School's approach to identifying and meeting special educational needs and disabilities (SEND).

It should be read alongside the

- SEND Information Report
- Accessibility Plan
- Equality information and objectives
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Admissions arrangements and Complaints Policy.

2. Legal and statutory framework

This school policy supports the discharge of statutory SEND and equality duties. It has been prepared with regard to:

- Children and Families Act 2014, including the duty to use best endeavours to secure special educational provision
- Special Educational Needs and Disability Regulations 2014, as amended
- Special educational needs and disability code of practice: 0 to 25 years
- Equality Act 2010, including duties relating to disability discrimination and reasonable adjustments
- Education Act 1996
- Statutory guidance on supporting pupils at school with medical conditions
- Keeping Children Safe in Education 2026
- Working together to improve school attendance, July 2026

Teachers' Standards

The SEND Code of Practice: 0 to 25 years, last updated in September 2024, remains the statutory basis for school practice. The government's 2026 SEND reform programme and consultation set out proposed changes, including National Inclusion Standards, Individual Support Plans and new levels of targeted and specialist support. These proposals will be incorporated into this policy when the relevant legislation and revised statutory guidance take effect.

3. Our vision and principles

- Every teacher is a teacher of pupils with SEND.
- High-quality, inclusive and adaptive teaching is the first response to need.
- Children are understood as individuals. Identification is used to determine action, not to fit a child into a category.
- Neurodiversity and difference are recognised and respected.
- Reasonable adjustments are considered proactively so disabled pupils are not placed at a substantial disadvantage.
- Children and parents are partners in decisions. Their views, strengths, aspirations and lived experience matter.
- Support focuses on participation, belonging, progress, independence, wellbeing and successful transition.
- Safeguarding is child-centred.
- Staff remain professionally curious and do not automatically attribute a change in presentation or behaviour to SEND.

The school's inclusion strategy sets out how inclusive practice is designed, delivered and evaluated across leadership, curriculum, teaching, attendance, behaviour, pastoral support, transitions and the physical and communication environment. This SEND policy contributes to that wider strategy but does not limit inclusion to pupils recorded on the SEND register. The inclusion strategy will be reviewed through the school's monitoring and evaluation cycle.

4. Aims

- Identify needs at the earliest appropriate point.
- Provide a broad, balanced and ambitious curriculum that is accessible to all pupils.
- Remove barriers to learning, communication, attendance, participation and wellbeing.
- Apply the graduated approach consistently and review the impact of provision.
- Secure the provision set out in Education, Health and Care Plans (EHCPs).
- Work effectively with families, the local authority, health, social care and other partners.
- Develop staff confidence and expertise through induction, coaching and professional development.

- Monitor equity and outcomes for pupils with SEND and use findings to improve provision.

5. Definitions and broad areas of need

A pupil has SEN where a learning difficulty or disability calls for special educational provision that is additional to or different from that normally available to pupils of the same age. A pupil may be disabled under the Equality Act 2010 whether or not they have an identified SEN, an EHCP or a formal diagnosis.

The four broad areas of need are:

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

Needs often overlap and may change. The school considers the whole child and does not assume that lower attainment or behaviour automatically means that a pupil has SEN.

6. Factors that may affect progress but are not, by themselves, SEN

- Attendance and punctuality
- English as an additional language
- Health or medical needs
- Disadvantage or receipt of pupil premium
- Being looked after or previously looked after
- Family circumstances, trauma or bereavement
- Mobility or gaps in previous education

These factors may coexist with SEND. The school will assess the interaction between barriers and arrange appropriate support.

7. Identification and early response

Class teachers assess pupils' starting points, build on information from families and previous settings, and monitor academic and wider development. Concerns may arise where progress is significantly slower than peers from a similar starting point, does not match previous progress, fails to close gaps, or where communication, independence, sensory, physical, emotional or social development creates a barrier.

The first response is high-quality teaching, reasonable adjustments and careful review. Teachers discuss concerns with families and the pupil in an accessible way. Where concerns persist, the teacher consults the

SENDCo and further assessment may be agreed.

Current school tools may include pupil progress information, observation, one-page profiles, advice from specialists. The school currently uses the term Individual Support Plan (ISP) for its own non-statutory planning document; this should not be confused with any nationally defined Individual Support Plan introduced through future legislation or statutory guidance. Tools support professional judgement and do not replace it.

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

Assess

The class teacher and SENDCo draw together the pupil's strengths, needs, progress, attendance, family and pupil views, current adjustments, previous response to support and relevant professional advice. Assessment is proportionate and reviewed as understanding develops.

Plan

The teacher, pupil and parent agree outcomes, support, adjustments, responsibilities, frequency, measures of success and a review date. The plan is recorded through the school's agreed documentation, normally an ISP and one-page profile where appropriate. Parents are informed when special educational provision is made.

Do

The class teacher remains responsible and accountable for the pupil's progress, including where support is delivered by a teaching assistant or specialist. Staff delivering provision receive the information, resources, training and oversight needed to implement it consistently.

Review

Provision and outcomes are reviewed at least termly, or more frequently where needed. The review considers evidence of progress, participation, attendance and wellbeing, the quality and fidelity of provision, and pupil and parent views. Support is continued, adapted, intensified or ceased according to evidence.

9. SEN Support and the SEND register

A pupil will be recorded at SEN Support where assessment shows that special educational provision, additional to or different from the ordinarily available offer, is required. The SENDCo maintains the register and ensures relevant staff understand needs and provision. Until revised legislation and statutory guidance take effect, the school will continue to use the current SEN Support framework and graduated approach. Any future transition to nationally defined universal, targeted, targeted plus or specialist support will be implemented in accordance with statutory requirements and transitional protections.

A pupil may be removed from the SEND register, in consultation with the pupil and parents, when sustained evidence shows that special educational provision is no longer required. Reasonable adjustments for disability may continue after removal from SEN Support.

10. Specialist advice and multi-agency working

Specialist advice may be sought at any point when it will improve identification, provision or outcomes. Parental involvement and consent will be secured in line with the requirements of the service and information-sharing law. The school may work with Educational Psychology, Speech and Language Therapy, Occupational Therapy, physiotherapy, school nursing, paediatrics, CAMHS, early help, social care, specialist teaching services and other commissioned or voluntary services.

Advice is recorded, shared with relevant staff and families, incorporated into planning and reviewed for impact.

11. Education, Health and Care needs assessment and EHCPs

Where needs cannot reasonably be met from the resources normally available, the school and family may consider requesting an EHC needs assessment. The school provides accurate evidence of needs, outcomes, provision, impact, pupil and parent views, attendance and professional involvement.

Where the local authority maintains an EHCP, the local authority is responsible for securing the special educational provision specified in the plan. The school co-operates with the local authority and relevant partners, delivers the provision arranged for the pupil, and convenes and reports on annual review meetings in accordance with the statutory process. The pupil is supported to participate meaningfully. The school informs the local authority promptly where needs or provision change materially.

12. Designated Communication and Interaction provision –

Pupils are placed through the local authority's statutory processes and in accordance with the provision's commissioned arrangements.

- Provision is planned from each pupil's EHCP, strengths, communication profile, sensory needs and agreed outcomes.
- Pupils are members of the wider school community and access mainstream learning, activities and relationships where this is appropriate and beneficial.
- Specialist and mainstream staff plan collaboratively and review participation and progress.
- Families and relevant professionals are involved in review and transition.

13. Adaptive teaching, reasonable adjustments and accessibility

Teachers plan from pupils' starting points and adapt explanations, modelling, vocabulary, pace, task design, grouping, recording methods, resources and the environment. Adjustments may include visual support, alternative communication, movement or regulation breaks, changes to routines, assistive technology, specialist equipment and access arrangements.

The duty to make reasonable adjustments is anticipatory. Decisions consider the disadvantage experienced, effectiveness, practicability, resources, health and safety, and the views of the pupil and family. Decisions and the rationale are recorded where an adjustment is not agreed.

The Accessibility Plan addresses curriculum access, the physical environment and accessible information.

14. Behaviour, regulation, suspension and exclusion

Behaviour may communicate an unmet need, distress, sensory overload, communication difficulty or a barrier to participation. Staff seek to understand patterns and triggers and use proactive, relational and regulation-supportive approaches consistent with the school's Behaviour Policy.

Where a disabled pupil or pupil with SEND is involved in a behaviour incident, the school considers whether need or disability contributed, whether agreed provision was in place, and whether reasonable adjustments or further assessment are required. This consideration informs, but does not predetermine, any decision under the behaviour, suspension or exclusion framework.

15. Attendance and SEND

Attendance is monitored for pupils with SEND, including emerging patterns of persistent or severe absence. The school works with pupils and families to understand barriers, including unmet need, anxiety, medical issues, transport, communication or environmental factors, and coordinates support with relevant partners.

Support does not lower ambition for full-time education. Any temporary part-time timetable is exceptional, time-limited, regularly reviewed, agreed with the family and used only within the school's attendance and safeguarding procedures.

16. Safeguarding pupils with SEND

Pupils with SEND may face additional barriers to recognising, reporting or being protected from harm. Staff must not assume that injuries, changes in mood, behaviour, attendance or communication are explained by SEND. Communication support is provided so pupils can express concerns and be heard.

The SENDCo and DSL liaise where safeguarding and SEND intersect, while respecting role boundaries and information-sharing requirements. Safeguarding concerns are handled under the Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2026.

17. Medical needs

Pupils with medical conditions are supported to access education, visits and physical education. Individual Healthcare Plans are used where appropriate. A medical condition may constitute a disability and may coexist with SEN. Medical support is coordinated under the Supporting Pupils with Medical Conditions Policy.

18. Parent and carer partnership

- Listen to concerns, strengths and aspirations and communicate respectfully.
- Provide information in accessible formats and offer reasonable communication adjustments.
- Meet parents of pupils at SEN Support at least three times each year to review outcomes and provision.
- Provide records of agreed outcomes, actions and responsibilities.
- Involve parents in referrals, EHC processes, annual reviews and transition planning.
- Signpost the Derbyshire Local Offer .

- Seek parent views when reviewing the SEND Information Report, policy and provision.

19. Pupil voice

Pupils are supported, in an age- and communication-appropriate way, to understand their strengths and needs, express aspirations, identify helpful adjustments, contribute to goals and evaluate support. Alternative and augmentative communication, visual methods, advocates or recorded contributions may be used.

20. Transition

Transition planning includes entry to preschool or Reception, movement between classes, in-year transfer, transition to secondary education and movement into or from specialist provision. Planning may include information sharing, additional visits, visual or sensory preparation, meetings between staff and families, and coordination with receiving settings and professionals.

21. Admissions

Admissions follow the Local Authority's published arrangements and the School Admissions Code. A pupil with SEND but no EHCP will not be refused admission because the school believes additional support is required. Disabled applicants are not treated less favourably and reasonable adjustments are considered.

Where a final EHCP names the school, the child must be admitted under section 43 of the Children and Families Act 2014. The school responds fully to consultation before it is named and raises any statutory concerns through the lawful consultation process.

22. Funding and deployment of resources

Core and notional SEND funding support ordinarily available and additional provision. Where provision exceeds what can reasonably be met from delegated resources, the school may seek high-needs or top-up funding through local arrangements. Funding decisions are based on assessed need and planned outcomes, not diagnosis alone.

The Headteacher and SENDCo monitor deployment, provision and impact, including the effective use of staffing. Pupil premium and other funding streams may be aligned where lawful and appropriate to remove overlapping barriers.

23. Roles and responsibilities

Class teachers

- Provide high-quality, adaptive teaching and reasonable adjustments.
- Monitor progress and identify emerging barriers.
- Plan, implement and review ISPs with pupils and parents.
- Direct and evaluate support delivered by additional adults.

- Maintain records and liaise with the SENDCo.

SENDCo

- Oversee the day-to-day operation of this policy and coordinate SEND provision.
- Advise on the graduated approach and deployment of resources.
- Maintain accurate records and the SEND register.
- Liaise with pupils, parents, staff, the designated teacher, other settings, the local authority and external services.
- Coordinate EHC evidence, provision and annual reviews.
- Support transition and staff professional development.
- Work with the Headteacher and governors on Equality Act duties, accessibility and improvement priorities.
- The SENDCo is a qualified teacher. Mandatory qualification requirements will be met in accordance with the regulations, including the NPQ for SENCOs where applicable.

Headteacher

- Ensure statutory duties are implemented and SEND is integral to school improvement.
- Ensure the SENDCo has sufficient time, authority, resources and administrative support.
- Oversee staffing, funding, safeguarding, attendance and quality assurance.
- Report to the Advisory Board and Trust as required.

Governing Board and SEND Governor

- Determine the strategic approach and monitor compliance, inclusion, outcomes and use of resources.
- Ensure the SEND Information Report is published and updated annually and when information changes.
- Provide constructive challenge and assure alignment with Trust and statutory expectations.
- Monitor the impact of professional development.

Teaching assistants and other staff

All staff implement agreed adjustments and provision, contribute observations, maintain confidentiality, raise concerns promptly and work under teacher direction and relevant professional guidance.

24. Staff development

SEND and inclusion form part of induction and ongoing professional development. Training priorities are informed by the pupil cohort, school self-evaluation, statutory change, provision quality, staff confidence and the developing National Inclusion Standards. The school will draw on the national SEND and inclusion training materials introduced from September 2026 and subsequent funded training opportunities where appropriate. The SENDCo supports implementation through advice, modelling, coaching and review, not training alone.

25. Records, confidentiality and information sharing

SEND records are accurate, up to date, appropriately accessible and retained securely in line with data protection, records management and safeguarding requirements. Information is shared on a need-to-know basis to support education, safety, transition and statutory functions. Data protection does not prevent necessary and proportionate safeguarding information sharing.

26. Monitoring, evaluation and quality assurance

- Progress, attainment, attendance, suspensions, participation and wider outcomes.
- Quality and consistency of adaptive teaching and reasonable adjustments.
- Implementation and impact of ISPs, interventions and EHCP provision.
- Timeliness and quality of annual reviews and transitions.
- Pupil and parent voice, complaints and compliments.
- Staff development and confidence.
- SEND register accuracy, provision mapping and resource deployment.
- Experience and outcomes within designated specialist provision.
- Findings inform the School Improvement Plan, the school's inclusion strategy, SEND action planning, staff development and reports to governors. Monitoring will test whether inclusive practice is improving access, belonging, participation, attendance and outcomes for pupils with SEND and other pupils experiencing barriers.

27. Concerns and complaints

Concerns should normally be raised first with the class teacher or SENDCo.

Formal complaints follow the current Complaints Policy and Procedure. The published procedure sets out the applicable stages, responsibilities, timescales and escalation arrangements. A

copy is available on the school website or from the school office in an accessible format on request.

To make a complaint regarding a concern you have with relation to the Local Authority please follow one of the two options below:

If your child has an EHCP please contact your named Case Work Officer – Contact details can be found on correspondence regarding your child's EHCP.

For more information, please follow the link above, which will take you to the appropriate page on the Council's website.

After the Trust procedure is exhausted, a complainant may approach the Department for Education about the

way the complaint was handled. Disagreement with a local authority decision about an EHC needs assessment or EHCP follows the separate mediation and First-tier Tribunal route. The school will signpost families to SENDIASS where appropriate.

28. Bullying and peer-on-peer harm

The school takes proactive steps to reduce bullying, discriminatory behaviour and isolation affecting pupils with SEND. Reports are responded to under safeguarding, anti-bullying and behaviour procedures, with accessible reporting routes and reasonable adjustments for affected pupils.

29. Publication and review

This policy is made available on the school website and in paper or accessible format on request. The school has chosen an annual review cycle; this is not a separate statutory annual-review requirement for the SEND policy. It will be reviewed earlier where legislation, statutory guidance, local commissioning or school practice changes. Where SEND reforms take effect, the school will complete an implementation review covering terminology, documentation, staff training, provision mapping, parent communication and transitional arrangements before changing established practice. The separate statutory SEND Information Report is updated annually and as soon as possible when information changes.

Appendix 1: Key contacts

School office	01332 824264
SENDCo	William Mayes and Jocelyn Owen-Salmon both accredited
Headteacher	Jayne Stevenson
SEND Governor	Michael Heap (Chair of Governors)

Derbyshire Local Offer	https://www.derbyshire.gov.uk/education-and-children/special-educational-needs-and-disability
SENDIASS	

Appendix 2: Principal sources checked for the 2026 review

- Department for Education: SEND code of practice: 0 to 25 years, current publication page last updated 12 September 2024.
- Department for Education: mandatory qualification requirements for SENCOs, including the NPQ requirement from 1 September 2024.
- Department for Education: Keeping Children Safe in Education 2026, in force from 1 September 2026.
- Department for Education: Working together to improve school attendance, July 2026.
- Equality and Human Rights Commission: existing schools guidance under the Equality Act 2010.
- Department for Education: 2026 schools and SEND reform programme and consultation materials, including proposals for National Inclusion Standards, Individual Support Plans and revised levels of support.
- SEND Policy updated October 2026 .

Appendix 3: Approval record

Consulted with	This policy was reviewed by the SENDCo and Headteacher and SEND Governor. The review took account of current statutory guidance, the school's SEND data, local arrangements, and the school's developing inclusion strategy.
Approved/adopted by	Governing Board
Approval date	22/10/2026
Next review	October 2027