



ECCLESTON
PRIMARY SCHOOL
incorporating
Beechbuds Pre-School

SEND Policy 2026 - 2027

Inspiring independent learners to thrive in a changing world

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1. Purpose and ethos

At Eccleston Primary School, we believe that every child has the right to a high-quality, inclusive education that enables them to achieve their potential. We have high expectations for all pupils, including pupils with special educational needs and disabilities (SEND).

We recognise neurodiversity and understand that children learn, communicate and experience the world in different ways. Some pupils may require additional or different provision at different points in their education.

Our approach is based on high-quality, adaptive teaching as the first response to need. We identify barriers to learning, participation and independence as early as possible and make appropriate adaptations so that pupils can access an ambitious curriculum alongside their peers wherever possible.

Inclusion is the responsibility of all staff. Inclusion means more than physical presence in a classroom: pupils should participate, learn, make progress, experience success and become increasingly independent. Every teacher is a teacher of pupils with SEND.

2. Statutory framework

This policy has been written with regard to the SEND Code of Practice: 0 to 25 years and relevant legislation and statutory guidance. It should be read alongside the school's SEND Information Report and other linked policies.

- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice: 0 to 25 years
- Statutory guidance on supporting pupils at school with medical conditions
- Teachers' Standards and current curriculum requirements

3. Definition of special educational need

A child or young person has SEN where they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Special educational provision is provision that is additional to or different from that made generally for other pupils of the same age. The purpose of identification is not to fit a child into a category, but to understand strengths, needs and barriers and identify provision that enables progress.

4. Aims

- identify additional and special educational needs as early as possible
- maintain high expectations and ambition for pupils with SEN
- ensure access to a broad and ambitious curriculum
- identify and remove barriers to learning and participation
- provide high-quality adaptive teaching as the first response to need
- provide additional or different provision where required
- use Assess, Plan, Do, Review (APDR) to understand need and evaluate support
- ensure provision is purposeful and responsive to individual need
- develop pupils' communication, confidence and independence
- avoid unnecessary dependence on adult support
- involve pupils appropriately in decisions about their learning and support
- work in partnership with parents, carers and external professionals
- regularly evaluate the effectiveness and impact of SEND provision

5. Broad areas of need

The SEND Code of Practice identifies four broad areas of need. These support consideration of provision but do not define the child. Pupils may have needs across more than one area and needs may change over time.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

6. Identifying additional and special educational needs

Teachers continually assess pupils' learning, development and participation. Information may come from pupil and parent views, teacher observation, assessment and progress information, screening or diagnostic assessment, previous settings, wellbeing and attendance information, and advice from specialist professionals.

Where a pupil is experiencing difficulty, staff first identify the barrier affecting learning, participation, communication or development and consider whether high-quality adaptive teaching and reasonable adjustments can reduce or remove it.

What is not necessarily SEND

Disability, attendance and punctuality, health and welfare, English as an additional language, receipt of Pupil Premium, looked-after or previously looked-after status, and social or environmental circumstances may influence learning without themselves constituting SEN. The school considers the needs of the whole child and does not assume an emerging difficulty is SEND.

7. Additional Needs and the SEND register

The school maintains an Additional Needs list as an internal monitoring tool for pupils who may require closer monitoring, adaptations or short-term support. Being included on this list does not mean that a pupil has been identified as having SEN and it is not a statutory category of SEN.

Where concerns emerge, the class teacher works with the SENDCo and parents/carers to understand the pupil's needs and review the response. Where assessment shows that a pupil requires special educational provision that is additional to or different from that ordinarily available through high-quality adaptive teaching and reasonable adjustments, the pupil may be identified as having SEN and placed on the SEND register. Teaching staff follow the graduated approach (Assess, Plan, Do Review) which can be seen in section 8 of this document.

A pupil may be removed from the SEND register when, following review, they no longer require special educational provision that is additional to or different from that ordinarily available through high-quality adaptive teaching and reasonable adjustments. Parents/carers will be involved in this decision.

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

The school uses the graduated Assess, Plan, Do, Review cycle to develop an increasingly detailed understanding of a pupil's needs and the support required. APDR is cyclical: support is refined in response to evidence of impact

Assess

The class teacher, working with the SENDCo where appropriate, gathers evidence about strengths, barriers, attainment and progress, communication or regulation needs, strategies already used, pupil and parent views and relevant professional advice.

Plan

Outcomes, adaptations, provision and review arrangements are agreed. Plans identify what the pupil needs to achieve, what will be provided, who will provide it and how impact will be evaluated.

Do

The class teacher remains responsible for the pupil's education, including when interventions or support are delivered by a teaching assistant or another adult. Agreed strategies are incorporated into everyday classroom practice where appropriate.

Review

The impact of support is evaluated against intended outcomes. The central question is whether provision is making a meaningful difference to the pupil's learning, participation, progress or independence. Provision is adapted, increased, reduced or withdrawn in response to evidence.

Eccleston Primary School

A Graduated Response to identifying additional needs



Concern Identified	Teacher, parent/carer, pupil, assessment information or another professional identifies a concern		
Assess	Class teacher gathers information to understand the pupil's strengths and barriers to learning: - What does assessment information tell us? - What does the pupil already know and understand? - Are there gaps in learning or attendance? - What are the pupil and parent/carer views? - What adaptations have already been tried?		
Plan	Class teacher identifies appropriate adaptations, strategies and/or targeted support. Agree: - What are we trying to achieve? - What will be done differently? - Who will provide the support? - How success will be measured? - When progress will be reviewed?		
Do	Class teacher implements the agreed provision through high-quality adaptive teaching and any additional support. The class teacher remains responsible for the pupil's learning, progress and provision.		
Review	Evaluate the pupil's progress and response to support. - What has changed? - Has the support been effective? - Are the identified barriers reducing? - What do assessment, pupil and parent views tell us?		
	Has the concern been resolved?		
	Yes Continue high-quality adaptive teaching and monitoring	No Discuss with SENDCO Review evidence from Assess, Plan, Do, Review Cycle Further Assessment e.g. SENDCO + class teacher + pupil + parents/carers Does the pupil have SEND requiring special educational provision?	
		Yes Refine class provision	No Add to the SEND register

9. High-quality adaptive teaching

High-quality teaching is the foundation of SEND provision. Teachers maintain high expectations and seek to remove barriers without unnecessarily reducing curriculum ambition. Planning is guided by three questions:

- What is the intended learning?
- What is the barrier preventing this pupil from accessing the learning?
- What adaptation will remove or reduce that barrier?

Adaptations may include clear instruction, explicit modelling, task chunking, additional processing time, practical resources, worked examples, explicit vocabulary teaching, pre-teaching, repetition and overlearning, alternative recording, visual support, scaffolding, additional practice and assistive technology where appropriate. Adaptations are responsive to assessed need rather than predetermined by SEND status or diagnosis.

Further information about how we use adaptive teaching can be found in the Teaching and Learning Policy.

10. Accessing an ambitious curriculum

Wherever appropriate, pupils with SEND access the same ambitious curriculum as their peers, with adaptations that enable successful participation. SEND should not automatically result in lower expectations, reduced curriculum content, unnecessarily simplified work, different activities or excessive adult support.

Where a pupil is working significantly below age-related expectations, teaching is appropriately pitched from the pupil's current knowledge, understanding or developmental level while maintaining a clear pathway for progression. Where reading, recording, communication or another factor creates the barrier, staff seek to address that barrier rather than unnecessarily reduce the intended curriculum learning.

11. Communication and visual support

Some pupils experience barriers in understanding spoken language, processing instructions, expressing needs or participating in classroom communication. Support may include visual timetables, Now and Next boards, First/Then language, visual instructions, symbols, gestures or agreed signs, modelling, communication resources, vocabulary support, checklists, alternative or augmentative communication and additional processing time.

Visual and communication supports are purposeful and matched to identified need. Where an agreed support is identified as effective, including through a Pupil Passport or EHC Plan, staff explicitly teach the pupil how to use it and use it consistently where appropriate. Visuals are tools for understanding and independence, not passive displays.

12. Emotional regulation and sensory needs

We recognise that some pupils may experience differences or difficulties relating to emotional regulation, sensory processing, communication, attention or interaction. Staff seek to understand the underlying barrier or need rather than responding only to presenting behaviour.

Support may include predictable routines, co-regulation with an attuned adult, visual support, sensory adaptations, purposeful movement, access to an appropriate quieter environment, explicitly taught regulation strategies and individual reasonable adjustments. Sensory or movement provision is needs-led, has a clear purpose and is reviewed for impact; it is not automatically prescribed because a pupil has a

particular diagnosis or SEND status. High expectations for behaviour remain alongside appropriate support and reasonable adjustments.

13. Teaching assistants, scaffolding and independence

Teaching assistants make an important contribution to SEND provision but supplement rather than replace high-quality teaching from the class teacher. The class teacher remains responsible and accountable for the progress and development of pupils in their class.

TA deployment is determined by pupil need, intended learning and agreed provision rather than SEND status alone. Pupils with SEND should have regular, purposeful access to their teacher and should not routinely receive most instruction, questioning or feedback from a teaching assistant.

Adults use a least-help-first approach where appropriate, allowing time to think, attempt and respond before increasing support. Scaffolds are reduced or removed as competence develops. The aim of additional adult support is to increase access and independence, not create dependence. Where a pupil benefits from support from an attuned adult, staff should ensure that this relationship supports increasing confidence and independence rather than reliance on one particular person. Wherever appropriate, more than one adult should understand the pupil's needs, communication and agreed strategies so that support is consistent and the pupil can successfully work with different adults.

Further information about the role of teaching assistants in supporting learning and independence can be found in the Teaching and Learning Policy.

14. Targeted intervention and additional provision

Where high-quality teaching and classroom adaptations alone do not adequately meet need, additional provision may be required. It may be individual or small-group, within or outside the classroom, and delivered by a teacher, teaching assistant or appropriate specialist.

Intervention has an identified need, clear purpose, intended outcome, appropriate frequency and duration, and arrangements for reviewing impact. It complements rather than unnecessarily replaces access to high-quality classroom teaching. The level and amount of provision, including support associated with a Pupil Passport, is determined by assessed need and intended outcomes rather than a fixed allocation of adult time.

15. Pupil Passports and provision

Pupils on the SEND register have a Pupil Passport. This is a working document that may record strengths, important information, identified barriers or needs, what helps the pupil to learn, appropriate adaptations and strategies, outcomes or targets, and pupil and parent/carers views.

Pupil Passports inform everyday practice and are reviewed termly. Reviews are held at October half term, February half term and May half term, with pupils and parents/carers involved in progress discussions.

16. Education, Health and Care Plans

Where a pupil has an Education, Health and Care Plan (EHCP), the school works with the pupil, parents/carers, Local Authority and relevant professionals to secure the special educational provision specified within the plan. Teachers understand relevant needs, outcomes and provision and how these translate into everyday classroom practice.

Provision specified within an EHCP does not automatically mean continuous 1:1 teaching assistant support unless this is what the specified provision requires. The school works towards identified outcomes, monitors progress, involves pupils and parents/carers, contributes to the annual review process and works collaboratively with relevant professionals.

17. Working with external professionals

Where additional expertise is required, the SENDCo may work with appropriate education, health and social care services, such as Speech and Language Therapy, Occupational Therapy, Educational Psychology, specialist teachers and other relevant professionals. Specialist advice informs the school's ongoing APDR cycle rather than operating separately from it. Where appropriate, school may also use Early Help or Team Around the Family processes.

18. Assessing and monitoring progress

Teachers use formative and summative assessment to monitor learning. For pupils with SEND, the school considers curriculum progress, progress from individual starting points, progress towards identified outcomes, participation and engagement, independence and the effectiveness of additional provision.

Where appropriate, tools such as PIVATS, WellComm, standardised assessments or specialist assessments may support understanding of strengths and needs. Assessment should inform what happens next, not simply record attainment.

19. Working with pupils

Pupil voice is central to effective SEND provision. According to age, development and communication needs, pupils are supported to contribute to identifying strengths and barriers, recognising strategies that

help, setting and reviewing outcomes, reviewing adjustments and provision, and SEND or EHC Plan reviews.

We want pupils to understand the support available to them and develop increasing confidence in communicating what helps them to learn. Our aim is for provision to support successful, confident and increasingly independent learners.

20. Working with parents and carers

Parents and carers are important partners in identifying and supporting pupils' needs. The school listens to concerns and views, communicates about strengths and progress, involves parents/carers in decisions about additional support and reviews, shares relevant strategies and works collaboratively when external professionals are involved.

The class teacher will normally be the first point of contact for concerns about learning and progress. The SENDCo can provide additional guidance about SEND and the graduated response. Further family-facing information, including Lancashire SEND Information, Advice and Support Service (SEND IAS) and the Lancashire Local Offer, is provided in the school's SEND Information Report.

21. Looked-after children with SEND

The school recognises that looked-after children may have additional educational needs. The Designated Teacher works closely with the SENDCo, teachers, carers, social workers, the Virtual School and relevant professionals. Every looked-after child has a Personal Education Plan (PEP). Where a looked-after child also has SEND, the PEP and SEND provision are considered together so that outcomes, strategies and provision are coordinated and regularly reviewed.

22. Supporting pupils with medical needs

Pupils with medical conditions are supported to access education, including school trips and physical education. Where required, individual healthcare plans or other appropriate arrangements are developed with families and health professionals. Having a medical condition does not automatically mean a pupil has SEN; where medical needs and SEND co-exist, provision is coordinated appropriately.

23. Supporting disabled pupils

The school is committed to ensuring that disabled pupils are not treated less favourably and can participate fully in school life. Reasonable adjustments are considered in relation to curriculum access, teaching and learning, communication and information, the physical environment, activities and visits, extra-curricular opportunities and equipment or resources. Further information is set out in the Accessibility Plan.

24. Transition

We recognise that transitions can present additional challenges for pupils with SEND. Support may be provided when pupils enter school or pre-school, move between year groups or key stages, join from another setting, or transfer to secondary or specialist provision.

Depending on need, this may include staff liaison, secure information sharing, additional visits, transition books or visual information, opportunities to meet new staff, pupil and parent meetings and individual transition plans.

25. Staff expertise and professional development

Developing staff expertise is central to effective SEND provision. Continuing professional development responds to school priorities and identified pupil and staff needs and may include neurodiversity, broad areas of need, adaptive teaching, communication and interaction, cognition and learning, sensory processing, co-regulation, visual support, reasonable adjustments, effective TA deployment and pupil independence.

Training is expected to lead to improved classroom practice. Professional dialogue, coaching, modelling and monitoring support staff to apply learning consistently. Specialist training is provided where individual pupils require specific provision or where additional expertise is necessary.

26. Monitoring and evaluating SEND provision

The SENDCo and Senior Leadership Team monitor provision through activities which may include learning walks and lesson visits, pupil voice, parent/carers feedback, book looks, Pupil Passport reviews, provision monitoring, assessment information, intervention evaluation, professional dialogue, SEND audits and review of pupil outcomes.

Monitoring focuses on impact rather than the simple presence of a resource, adult or strategy. The school considers whether provision enables pupils to access ambitious learning, make progress, participate meaningfully, communicate successfully, become increasingly independent and achieve agreed outcomes. The SENDCo reports appropriately to the SEND Governor and governing body.

27. Roles and responsibilities

Headteacher: Elizabeth Speakman

The Headteacher has overall responsibility for ensuring that SEND is appropriately supported across the school and that statutory responsibilities are fulfilled. The Headteacher works with the SENDCo and Governing Body to ensure appropriate provision and strategic oversight.

SENDCo: Kate Cranage

- oversee the operation of this policy
- coordinate provision for pupils with SEND
- support teachers to identify and address barriers
- oversee the SEND register and Additional Needs monitoring
- advise staff about the graduated approach and APDR
- liaise with pupils, parents/carers and external professionals
- coordinate EHC Plan processes within school
- monitor SEND provision and outcomes
- contribute to staff professional development
- report to senior leaders and governors

Class teachers

- maintain high expectations and know the needs of pupils in their class
- provide high-quality adaptive teaching
- understand relevant Pupil Passports, plans and EHC Plan provision
- identify and respond to barriers
- implement agreed strategies consistently
- assess and monitor progress
- direct and work effectively with teaching assistants
- promote independence
- engage in APDR and contribute to reviews
- communicate appropriately with pupils, parents/carers and the SENDCo

Teaching assistants

- work under the direction of teachers
- implement agreed strategies consistently
- support access to teacher instruction
- provide purposeful scaffolding and promote independence
- deliver agreed interventions where appropriate
- communicate relevant observations to the teacher
- avoid creating unnecessary adult dependence

SEND Governor: Danielle Battersby

The SEND Governor provides appropriate support and challenge in relation to the school's statutory duties and effectiveness of SEND provision, liaising with the SENDCo and reporting appropriately to the Governing Body.

28. Funding and resources

The school uses available resources to provide appropriate SEND support and fulfil its statutory responsibilities. The notional SEND budget forms part of the overall school budget and is used alongside wider school resources to support high-quality teaching and appropriate additional provision. Where needs

require provision beyond that which can reasonably be provided from existing resources, appropriate processes are followed with the Local Authority.

29. Storing and managing information

SEND information is managed securely in accordance with the school's information governance and data protection arrangements. Relevant SEND documentation is stored securely, including through CPOMS where appropriate. Information is shared with staff and professionals on a need-to-know basis so that pupils receive appropriate support.

30. Resolving concerns and complaints

The school aims to work openly and collaboratively with parents and carers and encourages concerns about SEND provision to be raised as early as possible. In the first instance, concerns should be discussed with the child's class teacher and/or SENDCo. Where a matter remains unresolved, it should be raised with the Headteacher. Formal complaints are then considered in accordance with the school's published Complaints Policy and procedure.

Parents and carers may also seek independent information and advice through Lancashire SEND IAS. Where disagreement relates specifically to a Local Authority decision about an EHC needs assessment or EHC Plan, separate disagreement resolution, mediation and appeal arrangements may apply; further details are provided in the SEND Information Report.

31. Links with other policies and documents

- SEND Information Report
- Teaching and Learning Policy
- Accessibility Plan
- Equality Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Assessment Policy
- Curriculum Policy
- Complaints Policy
- Admissions arrangements

32. Review

The SENDCo monitors the implementation and effectiveness of this policy. It is reviewed annually, or sooner where significant changes occur in statutory guidance or legislation, school provision, local SEND arrangements or linked school policies.

Policy written: September 2026

Policy review date: September 2027