Special Educational Needs and Disabilities (SEND) policy

Approved by:	Stivichall Governing Body	**Date:**	
Last reviewed on:	October 2026		
Next review due by:	October 2027		

Learning at Stivichall is a passport for life

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- Data (Use and Access) Act 2025

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2026) 'Working together to safeguard children 2026'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy was created by the school's SENDCO Leah Franckeiss in liaison with the school's Senior Leadership Team (SLT), the Governors and Chair of Governors Kirstie Wren. It sits alongside the school's SEN Information Report and can be found on the school website.

The SEND Governor is Pauline Parkes. The School Inclusion Lead and SENDCO is Leah Franckeiss. They can all be contacted at school@stivichall.coventry.sch.uk or telephone 02476419555.

Stivichall Primary School is an inclusive school. We work within the Local Authority Offer which can be found at www.coventry.gov.uk/sendlocaloffer and we follow the guidelines from the Revised Code of Practice 2015. Click here for more information.

We ensure that all our children are included in all aspects of learning and school life from Reception all the way to Year Six.

From time to time some children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support through

targeted intervention work. If a child's needs persist, then the child may be identified as having special educational needs (SEND). This will be discussed with parents / carers, the child (if appropriate) and the class teacher. Following this the child will be placed on the SEND support register.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age and require additional support to that which is everyday practice.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.

Aims

At Stivichall Primary School, we believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.

Roles and Responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.

Teaching assistants will be responsible for:

- support and help children with SEND to meet their targets (under the direction of the class teacher).
- to report and record work that has been carried out and progress that has been made.

Additional Responsibilities

Safeguarding: Karen Ferguson, Janine Lee, Caroline Wiggins and Alison Perkins.

Pupil Premium Grant: Leah Franckeiss (On Maternity until April 2026 covered by Amy Sexton)

Looked After Children: Leah Franckeiss (On Maternity until April 2026 covered by Amy Sexton)

Medical needs: Janine Lee

Identifying Special Educational Needs

The SEND Code of Practice 2015 states that "*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*"

It continues to state that special educational needs fall under four broad areas of need:

- **Communication and Interaction** (including speech and language difficulties, Autistic spectrum Condition
- **Cognition and Learning** (including moderate, severe and profound learning difficulties and specific learning difficulties such as dyslexia or dyspraxia)
- **Social, emotional and mental health** (including attachment disorder and attention deficit (hyperactivity) disorder)
- **Sensory and/or physical** (including visual impairment, hearing impairment or physical disability)

As a school, we will endeavour to identify a child's special educational need as early as possible, under the four broad areas of need, to enable us to provide the appropriate support to meet the needs of the whole child.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The following are ***NOT SEN*** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour is not SEND. Any concerns relating to a child’s behaviour should be described as an underlying response to a need.

Safeguarding-NOT PREVIOUSLY REFERENCED

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

SEND Support

At Stivichall Primary we believe that Quality First Teaching is the key to meeting the needs of most of our children. Through differentiated planning, a range of teaching methods and a good working knowledge of the children’s needs, most children will make good progress.

Our Class Teachers closely monitor the progress made by all children in their class and ask advice from the SENDCO (Special Educational Needs and Disability Co-ordinator) as soon as they have concerns about any of their pupils. We then follow the SEND stage graduated approach documented below and the **Assess, Plan, Do, Review** cycle. A concern might relate to a child’s low attainment, making less than expected progress, behaviour or social, emotional or mental health needs.

Register	SEN stage	Description of stage and actions required	Responsibility
Not on SEN support register	Stage T (Teacher)	• Teachers use a range of classroom **assessments** to identify pupils of concern and relevant targets e.g. assessment for learning, summative assessments, WellComm, phonics screen, reading schemes. • Teachers then **Plan** to support those children through quality first teaching e.g. differentiated work, additional/differentiated resources • Additional classroom support/interventions may be implemented. (see non-exhaustive list below) • The provision being made for these children is regularly **reviewed** as well as their progress towards targets.	Class teacher child
	Stage 1	• If concerns persist following a period at stage T, concerns will be shared with the SENDCO and parents. • Additional support/interventions may be **planned**. • The child's progress and any interventions will be monitored and **reviewed** carefully for impact by class teacher and SENDCO. • Referrals may be made to external agencies for **assessment** and additional support. (list below) • Additional in-school **assessments** may be carried out. (list below) • For speech and language concerns – if the issues relate solely to speech, the child will stay at stage 1.	Class teacher SENDCO Parents child
Added to SEN support register. Parents notified and involved to termly reviews	Stage 2 A child has SEN if they have a learning difficulty or a disability which calls for specialist provision to be made.	• Following a **review** of Stage 1 and of the child's learning, SEMH or social needs, if concerns persist and the pupil is requiring support which is additional to and different from standard quality first teaching they will be moved to stage 2. • Referrals may be made to external agencies for **assessment** and additional support. (list below) • Additional in-school **assessments** may be carried out. (list below) • Teacher, parents, child and SENDCO will set SMART targets and **plan** relevant provision and interventions**.** • Targets may be captured in a Dyslexia Plan, a Speech and Language Plan, an Individual Education Plan or a My Support Plan. These will be **reviewed** termly with parents.	Class teacher SENDCO Parents Child
Request for	Stage 3	• For some children, stage 2 support will not be	Local authority

statutory assessment of SEND	EHCP	adequate to enable them to make expected progress towards their targets. • Following an evidenced 3 cycles of SEN support, the school may apply for an Education, Health and Care Plan. From the agreement to assess, the local authority coordinates an **assessment** of needs within a 20-week window. The child, parents and school are fully involved in this process. Needs will be identified, targets set and **plans** made for provision to meet these needs. • These children will continue to be supported by an IEP which is **reviewed** on a termly basis and will have a statutory annual **review** of their EHCP.	SENDCO Class teacher Parent Child

External Agencies	**In-school assessments**	**In-school interventions**
Complex communications Team (CCT) The Complex Communication Team are a team of experienced teachers who specialise in supporting children with autism, ADHD or who present with social communication difficulties. They observe in school and offer advice and strategies to support children and teachers.	**Speech and Language –** We have a range of in-house assessments including: BPVS, Renfrew, Language link, WellComm, CTOPP which can assess a child's receptive and expressive language ability and identify those who require additional support.	**S&L** Personalised SALT therapy sessions Talking Partners Memory Magic Six Bricks
Educational Psychology Service (EPS) The team provide a specialised response to children whose progress in educational settings is presenting serious concerns to their parents/carers and to staff. They can carry out a vast array of assessments to unpick children's specific needs and support with targets and provision planning.	**Literacy assessments** IDL Dyslexia screener Vernon graded word spelling test New Salford sentence reading test Phonics screen	**Literacy** Dyslexia support Alpha to Omega intervention Precision Teach SOS spellings Toe by Toe spellings Dyslexia reading schemes: totem/dandelion/wildcats Fast track phonics No nonsense phonics Additional reading
Dyslexia West Midlands The team conduct our dyslexia assessments and provide practical advice in the form of a report.	**Numeracy assessments** Sandwell numeracy assessment to identify specific gaps in numeracy Knights of the times tables	**Numeracy** Precision Teach Number sense First class @ number Mastering Number
NHS - Speech and language therapy (SALT) Children whose progress is a	**SEMH assessments** Dimensions tool –to identify a child's social, emotional and	**SEMH** A range of bespoke groups supporting:

concern following 12 weeks in-school intervention are referred to NHS SALT. **NHS – Occupational Therapy (OT)** Children with fine or gross motor concerns or sensory needs may be referred to OT	mental health needs and signpost professionals and parents to locally available support. The Coventry grid – used to assist distinguishing between ASD and attachment needs Sensory Screener – used to support the creation of sensory diets and to identify the sensory needs of children.	friendships, self esteem, social interaction. Talk about Time to talk Emotion Coaching Zones of Regulation Lego Therapy Emotional Awareness Attention Autism Anxiety Gremlin Anger Gremlin
RISE This is a group of NHS services which support emotional wellbeing and mental health including: **Primary Mental Health (CAMHS)** services and the **Neuro developmental team** who assess for ASD and ADHD.		**Sensory/Motor skills** Handwriting Sensory diets Sensory circuits Movement breaks Fine motor skills

Managing SEND in school

The SENDCO is responsible for keeping all records up to date and managing the SEND process and procedures.

Children on the SEND register are classified as having **SEND Support.** Some children will be on the SEND register and receive SEND support for a relatively short period of time and others will remain on the register for a longer period. Using the Assess, Plan, Do, Review cycle, the SENDCO will continually evaluate and update the SEND register and monitor the interventions and support available to children to ensure that the SEND needs of each child are being met.

Individual targets and interventions will be updated at least three times a year by the class teachers as part of the termly review process, with children and parents / carers. These meetings usually take place in the second half of each term. Parents / carers will be invited to a meeting with the class teacher.

If the school feel that the child no longer needs SEND support, there will be a consultation with parents / carers and the child will be taken off the SEND support register. The child will continue to be monitored through the rigorous assessment and monitoring that is in place for all children at Stivichall primary School.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education and will discern the expected impact of the provision on the pupil's progress.

Supporting Pupils and Families

Families can find additional help and guidance in the schools SEND Information Report or Coventry's Local Offer.

Families needing additional support can also request this through the Early Help process following an assessment of need, through the Early Help system. This is managed in school by our Learning Mentor Alison Perkins.

All children are supported through times of transition by all members of staff. Where children have been identified as having additional needs the SENDCO and learning mentor will work alongside class teachers to coordinate transition within school and to other settings.

Supporting Pupils at school with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Monitoring and Evaluation of SEND

The SEND policy will be evaluated and reviewed on an annual basis. All SEND services and provision in the school are subject to rigorous monitoring through the gathering of Parent, staff and pupil views. Governors and SLT will also monitor throughout the year. The progress of SEND children is regularly monitored through work scrutiny, data analysis and pupil progress meetings. The regular monitoring of interventions and provision promote an active process of continual review and improvement of provision for pupils.

Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

EHC needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through reasonable adjustments with any special educational provision the school is able to make without additional funding.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

Training and Resources

SEND is funded by a notional budget awarded to the school. It is therefore the responsibility of the school to meet the SEND needs of a child where possible through this funding. Where a child's needs are greater or more complex and can't be met through the notional budget, an EHC plan may be requested to access top up funding to support the needs of the child.

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is either led by the SENDCO or by external specialists and is organised by the SENDCO or Senior Leadership Team.

The school's SENDCO regularly attends the SENDCO network meetings in order to keep up to date with local and national updates in SEND.

The SENDCO meets with Class Teachers to assist them in meeting the needs of the children in their class.

The SENDCO and the Senior Leadership Team work closely together to ensure the needs of the children are met.

Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to secondary school.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

Storing and Managing Information

Stivichall Primary School will follow the school's policies and practices relating to General Data protection regulations (2018) and UK GDPR with regards to storing and managing information held about SEND. All documents regarding SEND will be stored in locked filing cabinets and on secure ICT systems within the school. Any data concerns or complaints regarding SEND information will be handled under the school's updated data protection complaints procedure, in line with statutory timelines.

Reviewing the Policy

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Accessibility

At Stivichall Primary we adhere to the requirements, as per the Equality Act 2010 to make reasonable adjustments for any child who has specific long or short term health needs or a disability. This might include exploring the scope for and following recommendations about physical adaptations to the school or curriculum, providing access for pupils with disabilities.

Curriculum accessibility is closely monitored and assessed by the class teachers, under the direction of the SENDCO, subject leaders and the Senior Leadership team.

For further information please see our Accessibility Plan.

Our Equality information and Objectives demonstrate how we comply with the Public Sector Equality Duty.

View Coventry's Accessibility Strategy.

Behaviour

At Stivichall Primary School our Behaviour policy aims to:

- Embed and embody Stivichall's six golden rules and four Rs
- Promote a positive ethos and climate in the school
- Create a consistent environment that expects and reinforces good behaviour choices
- Value, respect and appreciate each other, irrespective of age, gender, creed or race
- Develop self- discipline, the ability to learn independently and work co-operatively and to define acceptable standards and the principles of good behaviour choices
- Foster respect for the school environment, including the building (inside and outside areas), equipment and the personal belongings of others
- Ensure that all learners have the opportunities to develop an active, personalised and independent approach to learning, through a broad, balanced and relevant curriculum
- Define acceptable standards and the principles of good behaviour choices
- Encourage consistency of response to both positive and negative behaviour choices
- Promote self-esteem and self-regulation through success, self-discipline, perseverance and positive relationships
- Ensure that the school's expectations and strategies are widely known, understood and followed
- Encourage the involvement of both home and school in the implementation of this policy.

For further information please see our Behaviour Policy which includes a section on bullying.

Concerns

If you have any concerns about your child, please refer directly to your child's class teacher. They know your child the best and can usually deal with your queries. Alternatively, you can contact the SENDCO at school@stivichall.coventry.sch.uk or telephone 024 7641 9555.

Complaints

If you have any complaints about this policy or SEND in general, please contact either the School complaints coordinator at school@stivichall.coventry.sch.uk or the Inclusion Lead at l.franckeiss@stivichall.coventry.sch.uk or telephone 02476419555.

Alternatively, please contact the Head Teacher at headteacher@stivichall.coventry.sch.uk

A copy of the full complaints procedure is available on the school website.

Date of review

Policy reviewed by A.Sexton

Date of Last Review: October 2025

Date of Next Review: October 2027