



Special Educational Needs Policy 2026



Special Educational Needs and Disabilities (SEND) Policy – 2026

1. Aims and Principles

At Sherrier, we are committed to providing a high-quality, inclusive education for all pupils, including those with special educational needs and disabilities. Our aim is to ensure that every child achieves their full potential, develops confidence and independence, and is well prepared for the next stage of their education and life beyond school. We believe that all teachers are responsible for the learning and progress of every pupil in their class, including those with SEND, and that high expectations should be applied consistently to all learners.

We strive to create a nurturing and inclusive environment in which all pupils feel valued, respected, and supported. This is achieved through strong partnerships between staff, parents, pupils, and external professionals. We recognise that effective communication and collaboration are essential in securing the best outcomes for children with SEND. In line with our school values and the values of Embrace MAT, inclusion is embedded within all aspects of school life, ensuring that pupils with SEND can access a broad, balanced, and ambitious curriculum alongside their peers.

2. Legislation and Guidance

This policy has been developed in accordance with current statutory requirements and guidance. It reflects the principles and expectations of the SEND Code of Practice (0–25, 2015) and is underpinned by Part 3 of the Children and Families Act 2014, which outlines schools' responsibilities for identifying and supporting pupils with SEND. It also takes into account the SEND Regulations 2014, the Equality Act 2010, and the Public Sector Equality Duty, which require schools to make reasonable adjustments and promote equality of opportunity for pupils with disabilities.

In addition, this policy aligns with wider statutory guidance including the School Admissions Code and the Teachers' Standards (2012), ensuring that SEND provision is fully integrated into teaching practice, leadership, and governance.

3. Inclusion and Equal Opportunities

We are committed to ensuring that all pupils, regardless of their needs or abilities, have equal access to a rich and meaningful education. This includes making appropriate adaptations to teaching, learning environments, and curriculum delivery so that barriers to learning are minimised. We recognise that some pupils may require additional or different provision in order to achieve their best, and we are committed to providing this in a way that promotes independence and dignity.

Our approach reflects a whole-child philosophy, where academic, social, and emotional development are equally valued. Pupils with SEND are actively encouraged to participate in all aspects of school life, including extracurricular activities and leadership opportunities, ensuring that they feel fully included within the school community.

4. Definition of SEND

A pupil is considered to have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. This may arise where a child experiences significantly greater difficulty in learning than their peers, or where a disability prevents or hinders them from accessing the facilities generally provided within our setting. Special educational provision refers to support that is additional to or different from that normally available.

In line with the SEND Code of Practice, pupils' needs are understood within four broad areas: communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical needs. It is important to recognise that many pupils' needs may span more than one of these areas and may change over time.

5. The Graduated Approach to SEND Support

Our school follows a graduated approach to SEND support, which is embedded within high-quality teaching, ongoing assessment and regular communication.

Identification of need begins with careful monitoring of pupil progress. Class teachers carry out regular assessments and use this information to identify pupils who may not be making expected progress. Where concerns arise, these are discussed with parents and, where appropriate, with the SENDCo, ensuring that a shared understanding of the child's strengths and needs is established.

When additional support is required, provision follows the cyclical process of assess, plan, do, and review. This approach ensures that support is carefully targeted, regularly evaluated, and adapted in response to the pupil's progress. The class teacher retains overall responsibility for the pupil's development, even when interventions involve teaching assistants or external specialists.

Where a pupil continues to experience significant difficulties despite targeted support, the school may involve external professionals such as educational psychologists, speech and language therapists, or specialist teaching services. In cases where a pupil's needs cannot be met through the school's available resources, a request may be made for an Education, Health and Care (EHC) needs assessment. Decisions regarding this are always made in partnership with parents and in line with local authority guidance.

Pupils may be removed from the SEND register when they have made sustained progress and no longer require additional provision. This decision is made carefully, in consultation with parents, and is based on clear evidence that progress can be maintained without SEND support.

6. Partnership with Parents and Pupils

We place great importance on working in partnership with parents and carers. We recognise that parents have a unique understanding of their child and play a vital role in supporting their learning and development. The school is committed to ensuring that parents are fully involved in decision-making processes and are provided with clear, accessible information about their child's progress and provision.

Regular communication is maintained through meetings, including termly reviews, where progress is discussed and future targets are agreed. Parents may also be supported with guidance on how to help their child at home and may be signposted to additional services where appropriate.

Pupil voice is equally valued. We actively encourage pupils to participate in discussions about their learning, helping them to develop self-awareness and confidence in expressing their views. Wherever possible, pupils contribute to reviewing their support and setting future goals, ensuring that provision reflects their aspirations as well as their needs.

7. Roles and Responsibilities

The SENDCo has overall responsibility for coordinating SEND provision across the school, including overseeing the implementation of this policy, supporting staff, liaising with parents and external agencies, and ensuring that accurate records are maintained. The SENDCo works closely with the headteacher and governing body to ensure that SEND provision is effective and aligned with statutory requirements.

The headteacher has overall responsibility for the strategic development of SEND provision and ensures that adequate resources and training are in place. The governing body monitors the effectiveness of the school's SEND policy and ensures that statutory duties are fulfilled.

Class teachers play a central role in delivering SEND provision. They are responsible for planning and adapting teaching to meet the needs of pupils, monitoring progress, and working collaboratively with the SENDCo and parents.

8. Monitoring, Evaluation, and Training

The school regularly monitors and evaluates the effectiveness of its SEND provision through a range of approaches, including analysis of pupil progress data, classroom observations, and feedback from parents and pupils. This ensures that provision remains responsive and impactful.

Staff are provided with training to develop their expertise in supporting pupils with SEND, and newly appointed staff receive induction on the school's SEND procedures. The SENDCo remains up to date with national and local developments through professional networks and training opportunities.

9. Funding and Resources

SEND provision is funded through the school's core budget, including the notional SEND allocation. Where a pupil requires support that exceeds this level, additional funding may be requested from the local authority through the EHC process. Resources are allocated carefully to ensure that they have the greatest possible impact on pupil outcomes, and provision mapping is used to track both support and its effectiveness.

10. Accessibility and Safeguarding

The school is committed to improving accessibility for pupils with disabilities through its Accessibility Plan, which addresses access to the curriculum, the physical environment, and information. Safeguarding is a priority, and we recognise that pupils with SEND may be particularly vulnerable. Measures are in place to promote wellbeing, prevent bullying, and ensure that all pupils feel safe and supported within the school environment.

11. Complaints and Review

We are committed to resolving concerns in a timely and collaborative manner. Most concerns can be addressed informally through discussion with staff; however, where necessary, the school's formal complaints procedures can be followed.

This policy is reviewed annually to ensure that it remains compliant with current legislation and reflects best practice. The review process involves staff, governors, parents, and pupils, ensuring that a wide range of perspectives informs future development.