

SEND Policy 26-27



Approving Body	Head Teacher & Governing Body
Date Approved	15.7.26
Version	Reviewed from last year
Reviewed reasons	Guidance from ISAS and updates to interventions
Review Dates	June 2027
Further information/Guidance	SEND code of practice: 0 to 25 years - GOV.UK SEND service contact details - Derbyshire Local Offer

Special Educational Needs and Disabilities (SEND) Policy

School: Longstone Primary School

SENDCo: Georgina Sedgwick

Contact: enquiries@longstone.derbyshire.sch.uk

Our Vision – Nurture. Ignite. Shine.

At Longstone, we are an inclusive and nurturing school where every child is supported to thrive academically, socially and emotionally. We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are fully included in school life and given the support they need to succeed.

Aims and Objectives

We aim to:

- Ensure all children achieve their best possible outcomes
- Identify and support SEND needs as early as possible
- Provide a broad, balanced and inclusive curriculum
- Promote independence and resilience in all learners
- Work in close partnership with parents and carers
- Follow the SEND Code of Practice (2014)

Roles and Responsibilities

Class Teachers

- Responsible for the progress and development of all pupils
- Deliver adaptive, high-quality teaching
- Identify needs and plan appropriate support
- Review progress with parents regularly

SENDCo (Georgina Sedgwick)

- Oversees SEND provision across the school
- Coordinates support and interventions
- Liaises with external agencies
- Ensures parents and pupils are involved in decision-making
- Maintains the SEND register and monitors progress

Headteacher (Mr M Knight)

- Responsible for overall SEND provision
- Ensures the governing body is informed
- Works closely with staff to ensure needs are met

Identifying SEND

Children may be identified through:

- Teacher assessment and observations
- Parent concerns
- External agency information
- Data analysis and progress tracking

We recognise four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)

4. Sensory and/or Physical Needs

Graduated Approach (Assess, Plan, Do, Review)

We follow a graduated approach to supporting SEND:

- Assess: Identify strengths and needs
- Plan: Develop appropriate support strategies
- Do: Deliver targeted support
- Review: Evaluate impact and adapt provision
- This ensures support is personalised and responsive.

Provision for SEND

High Quality Teaching

All pupils receive adaptive teaching, including

- Flexible grouping
- Explicit instruction
- Cognitive and metacognitive strategies
- Use of technology
- Scaffolding

Targeted Support and Interventions

Where needed, pupils may access:

- Forest School
- Lego Therapy
- Structured play supported by Pupil Play Leaders
- Targeted group or individual interventions delivered by trained staff
- Breakfast and after-school provision to support routine and social development

External Support

With parental consent, we may involve external agencies such as:

- Educational Psychologists
- Speech and Language Therapists
- Inclusion Support Advisory Service (ISAS)
- Early Help Team
- Specialist Support

Some pupils may receive:

- Inclusion funding
- Education, Health and Care Plans (EHCPs)

Social, Emotional and Mental Health Support

All pupils access:

- Derbyshire PSHE Matters curriculum
- SMILERS curriculum

Additional support may include:

- Forest School opportunities
- Lego Therapy sessions
- Pupil Play Leaders to support inclusive play
- Early Help Team programmes
- Compass parent workshops

Support follows the graduated approach and is tailored to individual needs.

Working with Parents and Carers

We value strong partnerships and will:

- Communicate regularly about progress
- Involve parents in planning and reviewing support
- Offer meetings with the SENDCo or staff
- Signpost to external support and workshops

Monitoring Progress

We monitor progress through:

- Termly assessments
- Support plan reviews
- SENDCo monitoring
- Pupil progress meetings
- Support plans are regularly reviewed and adapted.

Transition Support

We support transitions by:

- Sharing information with new settings
- Offering visits and transition activities
- Providing additional support where needed

Accessibility

- Single-storey building with ramp access
- Accessible toilets
- Adapted resources provided where needed

Training and Development

Staff receive ongoing training, including:

- Adaptive teaching strategies
- SEND-specific interventions (e.g. Lego Therapy, Forest School)
- External specialist training

Complaints

Any concerns about SEND provision can be raised through the school's complaints procedure.

Review

This policy is reviewed regularly and updated in line with statutory guidance.

This policy complies with the SEND Code of Practice (2014) and reflects the school's commitment to inclusive education for all pupils.