Ashgate Primary School
Inclusion
Special Educational Needs and Disabilities Policy
2026 – 2027

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SENDCo – Mrs S Patrick
Headteacher – Mrs W Forte
School Governor with SEND responsibility – Natasha Fox

Policy Approval

Approved by:	**Governing Body**	**Date: October 2026**
Last reviewed on:	**September 2026**	
To be reviewed by:	**September 2027**	

1. Compliance

This policy has been developed by the Special Educational Needs and Disabilities Coordinator (SENCo) in consultation with the Headteacher, Governors, staff, parents and pupils. It reflects the school's commitment to providing an inclusive education for all pupils and complies with current legislation and statutory guidance.

This policy should be read alongside the school's SEND Information Report, Accessibility Plan, Safeguarding Policy, Equality Policy and Medical Conditions Policy.

This policy has been written with reference to:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0-25 Years (January 2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Schools SEND Information Report Regulations 2014
- Keeping Children Safe in Education (current version)
- Working Together to Safeguard Children (current version)
- Supporting Pupils at School with Medical Conditions
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Teachers' Standards

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2. School Ethos and Vision

"Ashgate Primary School is an outward-looking, forward-thinking school striving for excellence in all it does. High-quality pastoral care underpins a broad and relevant curriculum, associated policies and practices, all of which prepare children for life in a fast-changing, modern and culturally diverse Britain. Always moving forward and aiming high, Ashgate Primary School serves its community regardless of need, background or ability."

We are committed to ensuring that all pupils:

- Feel safe, valued and respected.
- Have equal access to learning opportunities.
- Are supported to achieve their full potential.
- Develop confidence, resilience and independence.
- Participate fully in the life of the school.
- Are prepared for future learning and adulthood.

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3. Aims of the SEND Policy

At Ashgate Primary School we aim to:

- Ensure all pupils, including those with SEND, receive a broad, balanced and ambitious curriculum.
- Identify SEND as early as possible.
- Remove barriers to learning and participation.
- Ensure every teacher is responsible for the progress and achievement of every pupil, including those with SEND.
- Work in partnership with pupils, parents and external agencies.
- Promote inclusion and equal opportunities.
- Ensure pupils with SEND achieve the best possible outcomes.

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4. Objectives

We will achieve these aims by:

- Identifying pupils with SEND as early as possible.
- Using the graduated approach of Assess, Plan, Do, Review.
- Monitoring progress through robust assessment systems.
- Providing high-quality teaching adapted to meet individual needs.
- Working collaboratively with parents and carers.
- Seeking specialist advice when required.
- Supporting successful transitions within and beyond school.
- Providing ongoing SEND training for staff.
- Ensuring compliance with statutory duties under the SEND Code of Practice and Equality Act 2010.

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5. Definition of SEND

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

A child has a learning difficulty or disability if they:

- Have a 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 educational or training provision that is additional to or different from that made generally for other children of the same age.

6. Areas of Need

The SEND Code of Practice identifies four broad areas of need.

Communication and Interaction

Including:

- Speech, Language and Communication Needs (SLCN)
- Autism

Cognition and Learning

Including:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD), including Dyslexia, Dyscalculia and Dyspraxia

Social, Emotional and Mental Health (SEMH)

Including:

- Anxiety
- Attachment difficulties
- ADHD
- ADD
- Emotional regulation needs
- Mental health difficulties

Sensory and/or Physical Needs

Including:

- Visual Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

Many pupils may have needs that span more than one area.

7. Identifying SEND

The school recognises that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND.

Pupils may be identified through:

- Teacher observations and assessments
- Pupil progress meetings
- Monitoring of attainment and progress data
- Discussions with parents
- Information from previous schools or settings
- Advice from external professionals
- Concerns raised by the pupil

Identification is a graduated process and does not rely solely on attainment measures.

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8. Factors Which Do Not Necessarily Constitute SEND

The following factors alone do not mean a pupil has SEND, although they may impact upon learning and progress:

- Attendance and punctuality difficulties
- English as an Additional Language (EAL)
- Health and welfare concerns
- Being in receipt of Pupil Premium funding
- Being a looked after child (LAC) or previously looked after child
- Being a child of service personnel

These pupils will be monitored carefully and supported as appropriate.

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9. Graduated Approach to SEND Support

The school follows the graduated approach outlined in the SEND Code of Practice.

Assess

The class teacher, SENCo, parents and pupil consider:

- Attainment and progress
- Views of parents
- Views of the pupil
- Teacher assessments
- Specialist assessments where appropriate

Plan

Clear outcomes are agreed and documented, including:

- Desired outcomes
- Provision required
- Responsibilities
- Review date

Do

The class teacher remains responsible for the pupil's learning and progress, even where interventions are delivered by support staff.

Review

The effectiveness of provision is reviewed regularly with:

- Pupil voice
- Parent feedback
- Assessment information
- Staff evaluations

Provision is adapted as needed.

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10. Quality First Teaching

High-quality teaching is the foundation of provision at Ashgate Primary School.

Teachers are expected to:

- Adapt teaching to meet a range of learning needs.
- Use scaffolding and appropriate differentiation.
- Provide suitable resources and support.
- Create inclusive classroom environments.
- Monitor and evaluate the impact of teaching strategies.

Reasonable adjustments will be made for pupils with disabilities in accordance with the Equality Act 2010.

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11. Managing Pupils on the SEND Register

Where a pupil is identified as requiring SEND Support, they will be placed on the SEND Register following consultation and parental notification.

Pupils receiving SEND Support will have a Personal Support Plan (PSP) or equivalent document that outlines:

- Strengths
- Areas of need
- Desired outcomes
- Support and provision
- Review arrangements

Plans will be reviewed at least termly with parents and pupils where appropriate.

Where pupils make sustained progress and no longer require SEND provision, they may be removed from the SEND Register following discussion with parents.

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12. Education, Health and Care Plans (EHCPs)

Where a pupil's needs cannot be met through ordinarily available provision and SEND Support, the school may request an Education, Health and Care Needs Assessment from the Local Authority.

Pupils with EHCPs will:

- Receive provision specified within the plan.
- Have an Annual Review conducted in accordance with statutory requirements.
- Be supported through regular monitoring and collaboration with relevant agencies.

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13. Supporting Pupils with Medical Conditions

The school recognises that pupils with medical conditions should be fully included in school life.

Some pupils with medical conditions may have SEND, while others may not.

Where appropriate:

- Individual Healthcare Plans will be developed.
- Staff will receive relevant training.
- Medical needs will be considered alongside educational needs.

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14. Preparing for Adulthood

Although Ashgate Primary School is a primary setting, we recognise the importance of building skills for future success.

We promote:

- Independence
- Communication skills
- Self-advocacy
- Resilience
- Problem-solving
- Emotional literacy

These skills support successful transitions throughout education and later life.

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15. Working with Parents and Pupils

Parents and pupils are central to effective SEND provision.

We will:

- Involve parents in decision making.
- Seek and value pupil voice.
- Share information regularly.
- Meet with parents at least three times per year.
- Work collaboratively to review outcomes and plan next steps.

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16. Supporting Pupils and Families

Ashgate Primary School supports families by:

- Publishing the SEND Information Report on the school website.
- Providing access to the Local Authority Local Offer.
- Working with external agencies.
- Supporting transitions between phases of education.
- Signposting families to support services.
- Providing guidance around admissions and provision.

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17. Monitoring and Evaluation of SEND Provision

The effectiveness of SEND provision is monitored through:

- Assess, Plan, Do, Review cycles
- Termly progress reviews
- Data analysis
- Learning walks
- Book scrutiny
- Pupil voice
- Parent feedback
- Staff feedback
- Annual Reviews
- Governor monitoring visits

The Governing Body receives regular reports regarding the effectiveness and impact of SEND provision.

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18. Training and Resources

The school provides ongoing professional development to ensure staff have the skills and knowledge required to support pupils with SEND.

Training may include:

- Autism
- SEMH needs
- Speech and language development
- Medical needs
- Safeguarding pupils with SEND

The SENCo attends relevant local authority networks and training to remain informed of current developments.

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19. Roles and Responsibilities

Governing Body

The Governing Body will be responsible for strategic oversight by:

- Ensuring the school complies with SEND legislation.
- Monitoring the effectiveness of SEND provision.
- Appoint a SEND Governor.
- Review the SEND Information Report annually.

- Ensure duties under the Equality Act 2010 are fulfilled.

Headteacher – Mrs W Forte (NASENCO)

The Headteacher is responsible for:

- Overall strategic leadership of SEND.
- Deployment of staffing and resources.
- Ensuring staff understand their responsibilities.
- Monitoring outcomes for pupils with SEND.
- Supporting the SENCo.

SENCo – Mrs Patrick

The SENCo is responsible for:

- Day-to-day operation of SEND provision.
- Maintaining the SEND Register.
- Advising and supporting staff.
- Coordinating provision and interventions.
- Liaising with parents and external agencies.
- Supporting transitions.
- Coordinating Annual Reviews.
- Ensuring statutory requirements are met.
- Reporting regularly to governors.

Teachers

Teachers are responsible for:

- The progress and development of all pupils in their class.
- Delivering high-quality teaching.
- Implementing agreed provision.
- Working with support staff and specialists.
- Monitoring progress and reviewing outcomes.

Teaching Assistants

Teaching Assistants support learning by:

- Delivering agreed interventions.
- Supporting classroom inclusion.
- Recording progress and feedback.
- Working under the direction of the class teacher.

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20. Safeguarding

The school recognises that children with SEND may face additional safeguarding challenges.

All staff will:

- Be aware of the additional vulnerabilities of pupils with SEND.
- Follow the school's safeguarding procedures.
- Report concerns immediately to the Designated Safeguarding Lead (DSL).

The DSL and SENCo work closely together to ensure vulnerable pupils receive appropriate support.

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21. Storing and Managing Information

The school complies with the Data Protection Act 2018 and UK GDPR.

SEND records are:

- Stored securely.
- Maintained confidentially.
- Accessed only by authorised staff.
- Retained and transferred in accordance with statutory guidance.

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22. Accessibility

The school is committed to improving access for disabled pupils and complies with its duties under the Equality Act 2010.

Further information can be found in the school's Accessibility Plan and Admissions Policy.

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23. Complaints

Parents are encouraged to discuss concerns first with:

1. Class Teacher
2. SENCo
3. Headteacher

If concerns remain unresolved, parents may follow the school's Complaints Procedure.

Concerns relating to EHCP assessments, content or provision may be addressed through Local Authority procedures, mediation services or the SEND Tribunal where appropriate.

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24. Inclusion

Ashgate Primary School is committed to providing a fully inclusive education.

We believe that every child is entitled to:

- **Equal opportunities.**
- **High aspirations.**
- **Appropriate support.**
- **A sense of belonging.**
- **Access to all aspects of school life.**

Provision will always be guided by the individual needs of the child, ensuring that barriers to learning are reduced and opportunities for achievement are maximised.