




SHAP C of E SCHOOL

SHAP ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

Approved by	
Name:	Katie Chappell and FGB
Position:	Headteacher
Signed:	
Date:	Spring Term 2026
Proposed review date:	Spring Term 2027 or as soon as possible when any of the information in it changes

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original Written following restructure of SEND Information Report, using W&F format	Spring 2026

1. Vision and Ethos

At Shap Endowed Church of England Primary School, our Christian vision guides all aspects of school life:

“With children and the church at the heart of our school, we are living in harmony (Romans 12:16) within our community; nurturing one another to create an environment from which all can soar.”

We believe that every child is unique and valued as part of God’s creation. Our aim is to create an inclusive environment where all pupils, including those with Special Educational Needs and Disabilities (SEND), are supported to flourish academically, socially and spiritually.

Through our Christian values of friendship, trust, peace, koinonia, compassion and creation, we nurture one another so that every child feels safe, respected and able to achieve their potential.

We are committed to ensuring that all pupils have equal access to a broad, balanced and ambitious curriculum and that barriers to learning are identified and removed wherever possible.

2. Aims of this Policy

This policy outlines how Shap CE School:

- Identifies pupils with SEND
- Provides support through high-quality teaching and targeted interventions
- Ensures pupils with SEND can access the full curriculum
- Works in partnership with parents, carers and external agencies
- Monitors and evaluates the effectiveness of SEND provision

Our aim is to ensure that pupils with SEND:

- achieve their best possible outcomes
- develop independence and confidence
- feel included and valued within the school community
- are prepared for the next stage of their education

3. Definition of SEND

A pupil has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than most others of the same age, or
- have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

This policy follows the guidance set out in the **SEND Code of Practice (2015)**.

4. Areas of SEND

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

1. **Communication and Interaction**
including speech, language and communication needs and autism spectrum conditions.
2. **Cognition and Learning**
including specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.
3. **Social, Emotional and Mental Health (SEMH)**
including difficulties with emotional regulation, behaviour or mental health.
4. **Sensory and/or Physical Needs**
including hearing impairment, visual impairment and physical disabilities.

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

5. Roles and Responsibilities

The SENDCo

The SENDCo at Shap CE School is **Katie Chappell (Headteacher)**.

The SENDCo is responsible for:

- overseeing the day-to-day operation of the SEND policy
- coordinating provision for pupils with SEND
- supporting teachers to meet pupils' needs
- liaising with parents and external agencies
- monitoring the effectiveness of SEND provision

Class Teachers

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND.

Teachers will:

- provide high-quality teaching that is adapted to meet individual needs
- identify pupils who may require additional support
- work with the SENDCo to plan and review provision

Governing Body

The Governing Body ensures that the school meets its statutory responsibilities for SEND and monitors the effectiveness of SEND provision.

6. Identifying SEND

Pupils may be identified as having SEND through:

- ongoing teacher assessment
- monitoring of progress
- discussions with parents and carers
- observations by the SENDCo
- advice from external professionals

Slow progress does not automatically mean a pupil has SEND. A range of evidence is considered before identifying SEND.

7. Graduated Approach to SEND Support

Shap CE School follows the graduated approach outlined in the SEND Code of Practice:

Assess

Information is gathered about the pupil's needs through assessment, observation and discussion with parents and staff.

Plan

Targets and support strategies are agreed and recorded in a School Support Plan (SSP).

Do

Support is implemented through adapted teaching, targeted interventions or additional resources.

Review

Progress towards targets is reviewed regularly and provision adjusted where necessary.

8. Education, Health and Care Plans (EHCPs)

For pupils with more complex needs, the school may request an Education, Health and Care (EHC) Needs Assessment from the Local Authority.

If an EHCP is issued, the school will work with parents and professionals to ensure the provision outlined in the plan is implemented.

EHCPs are reviewed annually.

9. Working in Partnership with Parents

We believe that strong partnerships with parents and carers are essential in supporting pupils with SEND.

Parents are involved through:

- regular communication with teachers
- review meetings
- parents' evenings
- involvement in School Support Plans
- annual reviews for EHCPs

10. Supporting Emotional Wellbeing

Supporting pupils' emotional wellbeing is a key priority.

The school promotes positive mental health through:

- PSHE and RSHE curriculum
- Decider Skills
- pastoral support
- nurture approaches
- opportunities for pupils to share their views

11. Accessibility and Inclusion

The school is committed to ensuring that pupils with disabilities are not treated less favourably.

Reasonable adjustments may include:

- adapted teaching approaches
- specialist equipment
- adjustments to the physical environment
- additional adult support

Further details are outlined in the school's Accessibility Plan.

12. Monitoring and Evaluating SEND Provision

The effectiveness of SEND provision is monitored through:

- assessment data
- review meetings
- provision mapping

- monitoring by the SENDCo
- feedback from pupils and parents

13. SEND Information Report

The school publishes an annual SEND Information Report which explains how the SEND policy is implemented in practice.

This report is available on the school website.

14. Complaints

If parents have concerns about SEND provision, they should first speak with the class teacher or SENDCo.

Further details are outlined in the school's Complaints Policy.

15. Related Policies

This policy should be read alongside:

- SEND Information Report
- Accessibility Plan
- Behaviour Policy
- Safeguarding Policy
- Equality Policy
- Complaints Policy

Review

This policy will be reviewed annually by the Governing Body.