

Supporting children with special educational needs and disability (SEND)

Policy statement

We provide an environment in which all children, including those with special educational needs and disability, are supported to reach their full potential.

- We have regard for the Special Educational Needs Code of Practice.
- We ensure our provision is inclusive to all children with special educational needs and disability.
- We support parents and children with special educational needs and disability (SEND).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We have made available our local offer on our website and in our policies and procedure manual.

Procedures

- We designate a member of staff to be the Special Educational Needs and disability coordinator (SENCO). Our SENCO is Karen Holloway or Beckie Combes if Karen is away.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the single graduated approach system for identifying and responding to children's needs. Assess, plan, do, review.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education, health and care plan.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transitions to other settings and schools.
- We provide a broad, balanced curriculum for all children with special educational needs.
- We provide a complaints procedure.
- We monitor and review our policy annually.

This policy was updated by Beckie Combes on February 2026