

## SEND Policy and Information Report 2025-2026

### Shield Road Primary School



#### Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

#### What is the vision for SEND (Special Educational Needs and Disability) at Shield Road?

At Shield Road we have worked hard to develop provision for all pupils. We are committed to developing an inclusive culture and inclusive policies and practices to ensure our pupils receive the high-quality education they deserve. We actively seek to remove barriers to learning that might hinder or exclude pupils or groups of pupils. We believe in equity for all and we recognise that all children have different needs.

#### Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

#### At Shield Road we aim to:

- Work within the guidelines provided in the SEND Code of Practice 2014.
- Ensure the SEN and Disability Regulations 2014 and relevant statutory guidance are implemented effectively across the school.
- Identify and provide for pupils who have SEND and other additional needs.
- Ensure equality of opportunity for all by eliminating prejudice and discrimination.
- Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as soon as possible.
- Provide full access to our curriculum through adjusted planning by class teachers, our SENCo and support staff as appropriate.
- Provide specific input, matched to individual needs, in addition to adjusted classroom provision, for pupils recorded as having SEND support.
- Provide training, support and advice to all staff working with children with SEND.
- Involve parents/carers at every stage in plans to meet their child's additional needs.

- Involve pupils themselves in planning and in any decision making that affects them, if appropriate.
- Work in cooperation and productive partnerships with the Local Authority (both South Gloucestershire and Bristol City) and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **Who is responsible for SEND at Shield Road?**

**Class Teacher:** All teachers are a teacher of SEND and therefore you should initially discuss any concerns with your child's class teacher. Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow the correct SEND procedures.

**SENCo:** Ms Elizabeth Normand [Elizabeth.Normand@shieldroad.org.uk](mailto:Elizabeth.Normand@shieldroad.org.uk) The SENCo will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authorities and their support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

**Headteacher:** Mr Rhodri Hopkins. The Headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

**The SEN Governor:** Mrs Leanne Doman. The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

### **What is SEND?**

The SEND Code of Practice (2014) states that a child has SEND if they have a learning difficulty or disability, which calls for special education provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

There are four broad areas of need. These areas help to ensure appropriate provision is put in place for your child. In some cases, your child may have a need that falls into more than one category.

**Communication and interaction** – this need includes children who have difficulty in communicating with others, for example, a speech and language difficulty. It may also include children and young people with ASD who may have difficulty interacting socially with other people.

**Cognition and learning** – learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) or severe learning difficulties (SLD) through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more aspects of learning and may include dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health** – a social, emotional or mental health need may present itself in many ways. For example, the young person may become withdrawn, become isolated or demonstrate challenging behaviours. These behaviours may be indicative of underlying mental health disorders such as anxiety or depression. Other children may have attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

**Sensory and/or physical needs** – some children and young people require additional support due to a disability that hinders them from using educational facilities. For example, this could be a visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI). This will all require specialist support and/or equipment to access their learning.

### **How are children with Special Educational Needs identified at Shield Road?**

Identifying children with an additional need early, along with effective provision, improves long-term outcomes for children. At Shield Road, we have a clear approach to identifying children with additional needs.

### **Quality First Teaching:**

The role of the class teacher is fundamental. Our teachers are supported by the Senior Leadership Team (SLT) to provide high quality teaching. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have additional needs. Our class teachers are responsible for personalising learning, ensuring that any additional needs are identified and met. Class teachers will recognise when a pupil:

- Is significantly slower at making progress than their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. There are other factors which may impact on progress and attainment.

### **SEND Support**

If, following regular and thorough assessment by the class teacher, the child is still not making progress, we will hold further discussions with parents and, where appropriate, the child may be placed on our SEND register. This will involve the setting of SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets which will be discussed with you and reviewed regularly. Your child will then start to receive SEND support in the form of a four-part cycle (assess, plan, do, review). This is known as the Graduated Approach.

### **The Graduated Approach**

There are four main parts to the cycle of support.

**Assess** – When a child has been identified as needing SEND support, the class teacher, along with the SENCo will carry out an assessment of their needs. This will involve class teacher's assessment and observations of the pupil, previous progress and attainment records, the pupil's development in relation to peers and national data, the views and experience of parents and the pupil and if relevant, the views of external agencies. This assessment will be reviewed regularly to ensure that support is specifically matched to the child's needs and that intervention is having an impact on the child.

**Plan** – If it is decided that your child will receive SEND support, you will be notified. It will be a collaborative approach to ensure appropriate targets, intervention and adjustments are made. All teachers and support staff that work with your child will be made aware of the needs and support to be provided. The targets will be SMART (Specific, Measurable, Achievable, Realistic, Time-bound) and they will be recorded on their Support Plan and reviewed regularly. Interventions and adjustments may include different learning materials or specialist equipment; small group or individual support, or the introduction of different learning strategies.

**Do** – The class teacher will remain responsible for working with your child on a daily basis. They will work closely with teaching assistants and support staff to plan and assess the impact of support and intervention and how they are linked to classroom teaching.

**Review** – The impact of the support on your child will be reviewed regularly and adjustments made, along with new SMART targets for the following Passport.

### **Education Health and Care Plan (EHCP)**

Most children will be able to have their needs met through high quality teaching and SEND support. If, despite the school taking relevant and purposeful action to identify, assess and meet the needs through SEND Support, the child is still not making expected progress, the school or parents may consider making an application for an Education, Health and Care Needs Assessment from the local authority. The local authority will then decide if an EHCP is needed. If your child is given an EHCP, this will be reviewed annually to check progress is being made.

### **How will you measure my child's progress?**

Your child's class teacher is responsible for continually monitoring and assessing your child's progress across the curriculum. Their progress will be assessed regularly throughout the year and reviewed with the SLT as part of a Pupil Progress Meeting. The SENCo may also attend these meetings, where the progress of children with SEN will be monitored and concerns surrounding progress can be raised.

### **What provision is on offer at Shield Road Primary?**

School based provision:

- High quality teaching (supported by adaption to the curriculum, 1:1 or small group work, varied grouping, coloured overlays, visual timetables, larger fonts, different staffing, pre-teaching, post-teaching, longer time given etc.)
- Talk Boost
- Specialist Interventions
- ELSA (Emotional Literacy Support Assistant)
- Speech and language trained teaching assistants
- Family Support Worker
- Educational Mental Support Therapist

### **Other external provision may include:**

- Speech and Language Therapy
- Occupational Therapy Provision through the Local Authority
- Educational Psychology Service
- Physiotherapy Service
- School Health Nurse
- Child and Adolescent Mental Health Services (CAHMS)
- Community Paediatrician

- Social Services

### **What training is given to staff to support children with SEND?**

The SENCo has passed the SENCo qualification. She will regularly review the professional development on offer for staff within the school as well as looking at areas for improvement. One of our SENTAs has received training in speech and language support. She will support the class teachers to plan for children with SEND as well as ensuring individual teachers or support staff attend specialist training when necessary. One TA is our Autism Champion, attending regular meetings to support her learning about autism and then disseminating this to staff. The school will also provide whole school training to improve the teaching and learning for those children with SEND. The SENCo attends local cluster meetings. The Domino group of schools also provides training and support for SEN.

### **How will you support my child during periods of transition?**

We will carefully plan transitions for your child, whether this is into the next year group, next key stage, their transition to secondary school, whether they are changing school or joining us here at Shield Road. Where your child is leaving Shield Road to attend another school (a secondary or a new school), with your agreement, we will share information with the point of contact at the new school, who is usually the SENCo. As a minimum, transition within the school will include opportunities for your child to meet their new teacher and teaching assistant, opportunities to spend time in their new classroom and they will be given a transition book to share with you at home. Transitions will be tailored to your child's needs and plans will be shared with you, for example if a social story is needed to help support the upcoming change.

### **How is Shield Road accessible to children with SEND?**

Shield Road has ramp access to support those children with a physical disability. There is also access to a disabled toilet. Any specific needs will be discussed with you and your children and further resources can be purchased if necessary.

### **Will my child be able to take part in extra-curricular activities?**

We encourage children with additional needs to participate and enjoy the extra-curricular activities on offer at Shield Road. Should any specific requirements be needed, we will discuss these on an individual basis and a risk assessment may be necessary.

### **How will we support your child's social and emotional development?**

At Shield Road, we are aware of the need to nurture and support children's social and emotional needs. All classes follow a PSHE (personal, social and health education) programme which aims to help children develop skills needed. Where children may require support beyond this, we offer a range of support and interventions:

- ELSA (Emotional Literacy Support)
- Social skills groups

- Extra-curricular activities and clubs where children with additional needs are encouraged to attend
- Small group lunchtime support
  - Educational Mental Support Therapist

### **How will I be involved as a parent and what support is available for me?**

At Shield Road we believe that parents know their children best and therefore promote a collaborative approach to decision-making and resolving concerns involving your child. We encourage you to contribute to your child's learning and also encourage contribution from your child. If your child is receiving SEND support provision or an EHCP, you will be involved in discussions surrounding setting and reviewing your child's targets. If your child has an EHCP, you will also be able to contribute your views and wishes as part of their Annual Review. The SENCo will contact you for this when your child's annual review is due.

Support is available from your child's class teacher and also from the SENCo and Family Link Worker. Externally, support is available from Send and You. [www.sendandyou.org.uk](http://www.sendandyou.org.uk) who support parents and carers across Bristol, South Gloucestershire and North Somerset.

### **Who should I speak to regarding concerns about my child's progress or learning difficulties?**

We are always here to listen and discuss any concerns you may have about your child's progress or difficulties. You should initially discuss any concerns with your child's class teacher.

If you are still unhappy about your child's progress then please contact the SENCo by telephone on 01454 867185 or by email at Elizabeth.normand@shieldroad.org.uk. If you continue to feel that your concerns are not being managed then please contact the Headteacher or the Board of Governors.

### **Implementation, Monitoring and Review of SEND Policy and Information Report**

This policy will be **REVIEWED ANNUALLY** by the Governing Body.

Signed: *R Hopkins*..... Headteacher      Date: 02/12/2025

Signed: ... *S.Quarrie*..... Chair of Governors      Date: 02/12/2025

This Report was agreed on 02/12/2025

Next review due by September 2026

## Glossary of SEND terms

Annual review	Review of EHC Plan that must occur at least annually
Code of Practice	Guidance document produced by the Department for Education on how to identify, assess and provide for children with SEND.
Early Years Action/Action Plus	Special educational provision for pre-school children
Educational Psychologist (EP)	Person employed by the local authority or school to assess and advise on a child's learning difficulty
Education, Health, Care Plan (EHCP)	The purpose of this is to make provision to meet the needs of the child or young person and ensure the best possible outcomes for them.
Local Authority (LA)	The local body responsible for schools, and for assessing and providing for children with SEND.
Learning Difficulty	Significantly greater difficulty in learning than children of the same age, or disability, which hinders use of general educational facilities.
Mainstream School	A school that caters for all pupils, including those with SEND.
Preferred School	A school chosen by parents where the local authority must consider placing your child.
Special Educational Needs and Disabilities (SEND)	A child has SEND if they have a learning difficulty that requires special educational provision.
Special Educational Provision	Additional or different education for children with SEND.
SENCO/SENDCO	A qualified teacher member of staff who has responsibility for co-ordination SEND provision.
Special School	A school that caters for children with EHCP's