



SEND Policy

Autumn 2026 - 27

The SEND policy objectives are for all staff to be aware of pupil differing interests, experiences and abilities.

Document History

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This policy applies to all School Academy staff, pupils and parents.

PICKNALLS FIRST SCHOOL - SEND POLICY – SEPT 2025

PRINCIPLES AND OBJECTIVES

-  The school aims to provide effective learning opportunities for all its pupils.
-  The SEND policy objectives are for all staff to be aware of pupil differing interests, experiences and abilities.
-  A number of pupils in mainstream education experience difficulties which cannot be met by existing provision and require additional intervention and support.
-  Picknalls First School adheres to the Code of Practice and this is reflected throughout this policy.

SENDCo AND THE ROLE

SENDCo: Mrs S Fenton

SEND Governor: Mrs Heidi Elsmore

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) carries out all duties on a part time basis (3 days SENDCo 2 days Teaching) and supports pupils throughout the school. The SENDCo works closely with the inclusion support staff, who are employed to work individually with pupils and in small groups. Regular meetings are held to discuss issues, targets and progress. The SENDCo liaises directly with the Headteacher to identify areas of SEND that need developing throughout the school.

MANAGEMENT

-  Regular meetings are held between the Headteacher, SEND Governor and SENDCo to transfer and share information in respect of pupil progress.
-  Target setting is used to demonstrate termly progress.
-  A team of inclusion support staff are deployed to work with individual or groups of pupils. This is overseen by the SENDCo.

ADMISSIONS

-  The school is fully inclusive and makes every reasonable effort to meet individual pupil needs.
-  The school promotes Dyslexia Friendly and Neurodiverse friendly teaching methods throughout the school.
-  The school welcomes all pupils regardless of disability or special educational need.

SPECIALIST AREAS

-  The school has had significant training and experience of pupils with Autistic Spectrum Disorders. Additional support is provided by Autism Inclusion Team (AIT).
-  The school has a designated SEND HUB that is used to deliver specific interventions and to provide sensory breaks in a quieter environment for our pupils with additional needs.
-  All areas of the building are accessible to disabled pupils, with ramps to higher levels, widened entrances and disabled toilet facilities.
-  Picknalls has trained staff who are able to offer an emotional and social needs listening service known as the HOPE programme and ELSA (Emotional Literacy Support Assistant).

RESOURCES

- 🌳 The school deploys staff in areas where there is a specific need e.g. 1:1/group support for pupils with Education Health Care Plans.
- 🌳 The SEND department has a variety of modern, quality resources that are available for use throughout the school. These are frequently updated and help to promote sensory, gross and fine motor skills alongside cognition and learning needs.
- 🌳 All staff have access to a range of specialised resources to help in areas of writing, reading, maths and comprehension. This also extends to social and emotional wellbeing.
- 🌳 Picknalls has a modernised SEND Hub that is available for any child who needs time out of the classroom. Specific pupil interventions or programmes can also be delivered here.

IDENTIFICATION, ASSESSMENT AND REVIEW

- 🌳 The school is dedicated to ensure the early identification of pupils with SEND.
- 🌳 Assessment of these pupils will be carried out by the SENDCo who can then refer to external agencies including SENSS, Early Years forum, speech and language therapists, Malachi, school nurse, occupational therapists, local paediatric team etc.
- 🌳 The SENDCo will monitor the progress of all SEND pupils through the use of 'Individual Learning Plans.' These contain SMART targets designed around the child's specific needs.
- 🌳 All staff will ensure that the targets are being met and provide opportunities and support within the classroom to help to achieve this.
- 🌳 ILPs will be regularly reviewed and updated, these will be discussed with parents during parents evening.
- 🌳 Children may also be added to a class monitoring form to track progress and behaviour closely, this will then help to create a profile of need which will inform SMART targets if an ILP is required.
- 🌳 The school follows the Code of Practice staged procedure:
 - Early Initial Concern
 - Special Education Need Action
 - Education Health Care Plan

CURRICULUM

- 🌳 All pupils have access to a broad and balanced curriculum that is adapted where appropriate.
- 🌳 Pupils with SEND will be given targets within the curriculum and additional intervention will be provided to boost their learning.
- 🌳 Pupils may be withdrawn as part of a group or individually during some lessons. Pupils will experience the curriculum along with their peer group but at an adapted level.
- 🌳 Provision mapping is used to monitor the effectiveness of interventions and the progress of individual pupils.
- 🌳 Precision teaching may be carried out on specific areas where support is needed.
- 🌳 Children with EHCP's will have tailored provision ensuring the outcomes identified in their plan are being addressed and supported throughout the day.

INTEGRATION

-  The school supports full pupil integration irrespective of gender, race or socio-economic background. As a school we are supported by the Minority Ethnic Service and Malachi. We have access to both Cultural and Linguistic Mediators and Specialist Support Teachers.
-  The school supports 'Looked After Children' (LAC), travellers and pupils who may have temporary placements in care.
-  The curriculum is balanced and accessible irrespective of gender, race or socio-economic background.
-  The building provides schooling for mixed race/gender classes. A communal hall provides opportunity for whole school gatherings.
-  Pupils with an Education Health Care Plan are given the opportunity to integrate with other pupils e.g. in the classroom, during assemblies, school visits, sports day etc. They are neither segregated nor discriminated because of their different needs.

COMPLAINTS

The school has a defined complaints procedure, see school website. For SEND complaints the line management follows, Class Teacher, SENDCo, Headteacher, SEND Governor, Chair of Governors.

Parents of SEND pupils also have the support of the SEND Support Service, who provide impartial advice and support during the complaint procedure.

STAFF DEVELOPMENT

All staff have access to regular SEND training and are expected to participate as part of their CPD.

Experience and skills are transferred between local school expertise and good practice are shared as part of CPD.

The performance management of all inclusion support staff includes targets for developing SEND provision and experience of working with pupils with different needs.

EXTERNAL SUPPORT

The school is supported by various external agencies who provide the identification and assessment of pupils with SEND:-

-  SENIS (Special Educational Needs Inclusion Service)
-  Educational Psychology Service (EP)
-  Community Paediatrics
-  School Nursing Team
-  Social Services
-  Early Help Team
-  Speech and Language Therapy Service (SALT)
-  Primary Healthcare (Community Paediatrician/School Nurse)
-  Autism Inclusion Team (AIT)
-  Education Welfare Officer (EWO)
-  Childhood and Mental Health Service (CAMHS)
-  Occupational Therapy / Physiotherapy Services

- 🌱 Ethnic Minority Team (MEAS)
- 🌱 Hearing Impairment/ Visual Impairment Team
- 🌱 Malachi (local support team)
- 🌱 Hope Project (Helping Our Pupils Emotions)
- 🌱 ELSA (Emotional Literacy Support Assistant)

PARENTS

- 🌱 The school appreciates the important role of parents and recognises that their knowledge of their own children is invaluable.
- 🌱 Parents are actively involved at all stages of identification and review. Their comments are used to inform and maintain progress.
- 🌱 Parents are encouraged to contribute and support their child's education.
- 🌱 Parents are kept informed about their child's progress and are involved in the target setting procedure.
- 🌱 Outside support is provided by the Special Educational Needs Support Service. They offer impartial advice and guidance.
- 🌱 The school information report provides comprehensive information for parents about SEND provision offered in school.

TRANSITION

- 🌱 The school maintains a list of pupils identified as having a Special Need or Disability.
- 🌱 The SENDCo ensures the smooth transition of information between year groups.
- 🌱 The SENDCo liaises with the Middle schools providing reports for all pupils with SEND.
- 🌱 Additional visits for pupils and transition meetings for parents are arranged with the Middle schools in the Summer Term.

SELF-EVALUATION

- 🌱 All pupils are given the opportunity to self-evaluate their needs.
- 🌱 They are included at each stage of the SEND procedure and are actively involved in personal target setting and attainment.

The school addresses the needs of high achievers and more able pupils separately and is covered by the Gifted and Talented Policy. The school recognises that some pupils may have dual exceptionality whereby they may have an area of difficulty and an area in which they are more able.

S Fenton, SENDCo, September 2026

This policy will be reviewed annually.