Chesterfield Primary School

Special Educational Needs and Disabilities Policy

2026-2027

Chesterfield Primary School

SEND Policy

1. Introduction

At Chesterfield, we value all pupils equally and recognise every child's right to have their individual needs identified, understood, and addressed in an environment where they feel safe and supported. This SEND Policy and Information Report sets out how Chesterfield Primary School supports pupils with special educational needs and disabilities (SEND). Our purpose is to:

- Set out how our school will support and deliver high-quality provision for pupils with SEND to enable them to reach their full potential.
- Detail the specific roles and responsibilities of staff, school leaders, parents, and external partners involved in SEND provision.
- Ensure full compliance with statutory duties under the SEND Code of Practice (2015), the Equality Act (2010), and the Children and Families Act (2014).
- Promote early identification and support using a graduated approach (Assess, Plan, Do, Review).
- Foster an inclusive school culture where pupils with SEND and their families actively participate in decisions regarding their education.

2. Aims & Objectives

Chesterfield Primary School aims to:

- Provide a welcoming, calm, happy, purposeful and nurturing school community where all pupils are valued.
- Maintain high aspirations for every individual, ensuring all pupils make strong progress and reach their full potential.
- Work in partnership with parents, carers, and children to ensure their views, wishes, and feelings inform decision-making (co-production).
- Identify and assess special educational needs and disabilities as early as possible through a graduated approach.
- Deliver impactful, timely interventions so that pupils' needs are met as soon as practicable.
- Ensure all pupils access a broad, balanced, and enriched curriculum through high-quality teaching and reasonable adjustments.

- Collaborate closely with the Local Authority, health services, Social Care, and specialist services—including Educational Psychology and Speech and Language Therapy—to meet pupils' holistic needs.
- Continually develop and maintain a high standard of SEND expertise across all school staff.
- Regularly monitor, review, and evaluate our SEND policy, provision, and outcomes to ensure maximum impact.

Chesterfield Primary School's SEND objectives are:

- To identify and provide targeted support for all pupils who have special educational needs, disabilities, or additional learning needs.
- To operate within all statutory guidance provided by the SEND Code of Practice (2015) and the Equality Act (2010).
- To embed a 'whole pupil' and 'whole school' approach to managing and delivering SEND provision.
- Provide a Special Educational Needs Co-ordinator (SENDCo) who will oversee the SEND Policy and Information Report
- Provide continuous professional development, expert advice, and resources for all staff working with pupils with SEND.

3. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015) and complies with the following legislation and statutory guidance:

Statutory Legislation:

- Part 3 of the Children and Families Act 2014: Sets out schools' legal responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014: Outlines requirements for Education, Health and Care (EHC) plans, SEND Coordinators (SENDCo), and the annual SEND Information Report.
- The Equality Act 2010: Sets out the legal duty to make reasonable adjustments, avoid discrimination, and promote equal opportunities for disabled pupils.
- The Equality Act 2010 (Disability) Regulations 2010: Clarifies disability definitions and protection frameworks within education.

Statutory Guidance & Related Frameworks:

- Keeping Children Safe in Education (KCSIE): Statutory safeguarding guidance, with specific reference to supporting vulnerable pupils and children with SEND.
- Teachers' Standards: Mandates that all teachers are responsible for the progress and development of all pupils in their class, including those with SEND.

This policy also aligns with our school's Funding Agreement, Articles of Association (as part of the Connect Multi-Academy Trust), and Local Authority SEND procedures.

4. Definitions

4.1 Special Educational Needs (SEN)

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person 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
- A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

4.2 Special Educational Provision

Special educational provision is educational or training provision that is additional to, or different from, that made ordinarily for other children or young people of the same age by mainstream schools.

4.3 Disability

Pupils are considered to have a disability under the Equality Act (2010) if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to carry out normal day-to-day activities.

Note: Where a child or young person has a disability, reasonable adjustments will be made to ensure they are not placed at a substantial disadvantage compared to their peers.

4.4 Important Clarifications (What is not SEND)

Slow progress and low attainment do not automatically mean a pupil has SEND. Similarly, the following factors are not regarded as SEN in themselves, although they may impact attainment and require specific support:

- English as an Additional Language (EAL)
- Attendance and punctuality issues
- Health and welfare concerns
- Being in receipt of Pupil Premium Grant / Disadvantaged status
- Being a Child in Care (CiC) or having been Previously a Child in Care (PCiC)

5. Roles and responsibilities

5.1 The SENDCo, Danny Neville, will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision across the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of the specific provision(s) made to support individual pupils with SEND, including those with Education, Health and Care (EHC) plans.
- Provide professional guidance to colleagues and collaborate with staff, parents, and external agencies to ensure pupils with SEND receive high-quality teaching and appropriate support.
- Advise on the graduated approach (Assess, Plan, Do, Review) to providing SEND support.
- Advise on the deployment of the school's delegated SEND budget and resources to meet pupils' needs effectively.
- Act as the primary point of contact for external agencies, including the Local Authority and specialist support services.
- Liaise with early years settings, primary/secondary schools, and specialist providers to ensure smooth transitions for pupils with SEND.
- Work with the Headteacher and Governing Body to ensure the school meets its duties under the Equality Act (2010) regarding reasonable adjustments and access arrangements.
- Maintain accurate, up-to-date SEND records and manage the school's SEND Register.

5.2 The SEND Governor will:

- Help raise awareness of SEND issues at Local Governing Board (LGB) meetings.
- Monitor the quality, effectiveness, and impact of SEND provision within the school.
- Meet regularly with the SENDCo to review SEND performance data, provision mapping and statutory compliance.
- Work with the Headteacher and Trustees to support strategic priority-setting and budget

allocation for SEND provision.

5.3 The headteacher, Sarah Roberts, will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Retain overall responsibility for the educational progress, wellbeing, and provision for all learners with SEN and/or disabilities.
- Ensure the SENDCo is allocated sufficient time, status, and resources to carry out their statutory duties effectively.

5.4 Class teachers will:

- Maintain responsibility for the progress, development and attainment of every pupil in their class , including those with SEND *(High-Quality Teaching is the first step in SEND provision).*
- Plan and deliver a broad, balanced, and adapted curriculum that accommodates the needs of pupils with SEND.
- Work closely with Teaching Assistants and specialist staff to plan, deliver, and assess the impact of targeted interventions, ensuring they connect directly to classroom learning.
- Collaborate with the SENDCo to regularly review pupil progress and adjust provision via the graduated approach.
- Engage proactively with parents/carers and keep them informed of their child's progress.
- Adhere strictly to this policy.

5. SEND Information Report

In accordance with the *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)* Chesterfield Primary School publishes an annual SEND Information Report

This report details the specific provision, facilities, and resources available at Chesterfield for pupils with SEND, including:

- The four main areas of need which are supported at our school.
- How we consult with parents/carers and involve pupils in their education.
- Arrangements for assessing and reviewing pupil progress.
- How we support pupils during key transition periods.
- Our approach to teaching, adapting the curriculum, and funding resources.
- Contact details for key staff and local authority support services.

Our SEND Information Report can be accessed directly via our school website through the

following link: Chesterfield Primary School Information Report. Paper copies are available upon request via the school office.

6. Monitoring arrangements

Our SEND Policy and Information Report were prepared in September 2026. Both documents will be reviewed in September 2027. In addition, this document will be updated immediately if any statutory guidance or internal provision changes during the academic year.

7. Links with other policies and documents

This policy links to the following policies:

- Accessibility Plan
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Managing Medicines and Supporting Pupils with Medical Needs Policy
- Equality Information and Objectives
- Inclusion Policy
- Complaints Policy
- Admissions Policy