



Chesterfield Primary School

Special Educational Needs and Disabilities Policy

2025-2026

Chesterfield Primary School

SEND Policy

1. 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 and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing support for pupils with SEND

Aims

We value all the pupils in our school equally and we recognise the entitlement of each child to have their needs addressed.

We aim to:

- Provide a welcoming, calm, happy, purposeful and nurturing community
- Ensure all pupils are valued
- Recognise the potential of every individual and ensure that all pupils make progress
- Work in collaboration with parents/carers and children
- Ensure that special educational needs and/or disabilities are identified and assessed as early as possible
- Ensure pupils' needs are met as soon as is practicable
- Ensure that pupils have access to an enriched curriculum
- Work closely with the Local Authority and other agencies, including the Educational Psychology Service, Speech and Language Therapy Service, as well as medical services and Social Services, to identify, assess and meet the needs of pupils with Special Educational Needs
- Develop and maintain a range of expertise within the school
- Monitor, review and evaluate policies and provisions on a regular basis.

Objectives

At Chesterfield, our SEND objectives are to:

- Identify and provide for pupils who have special educational needs, disabilities and/or additional needs
- Work within the guidance provided in the SEND Code of Practice (2014)
- Operate a 'whole pupil' and 'whole school' approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs Co-ordinator (SENDCo) who will oversee the SEND Policy and Information Report
- Provide support and advice for all staff working with pupils with special educational needs and disabilities.

2. 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, SEND coordinators (SENDCo) and the SEND information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have 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 which prevents or hinders them from making use of facilities of a kind ordinarily provided for others of the same age in mainstream schools.

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. Roles and responsibilities

4.1 The SENDCo, Danny Neville

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and SEND provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, 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 authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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.

4.2 The SEND Governor

The role of the SEND Governor:

- A termly SEND report is presented to the Local Governing Board by the Headteacher; this report does not refer to individual children and confidentiality is maintained at all times.
- The Governors are informed about the progress of children with special educational needs or disabilities when presented with the achievement report.
- The SEND Governor monitors the quality and effectiveness of SEND and disability provision within the school.
- The Headteacher works with the Trustees to determine the strategic development of the SEND policy and agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

4.3 The headteacher, Sarah Roberts

The headteacher will:

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

4.4 Class teachers

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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND Information Report

Chesterfield School's SEND Information Report can be found on our school website. Copies can also be requested via the school office.

6. Monitoring arrangements

Our SEND policy and information report was prepared in September 2025.

It will be reviewed in July 2026. It will be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to the following policies:

- Accessibility Plan
- Behaviour Policy
- Equality information and Objectives
- Inclusion Statement