

Appleby Primary School



SEND POLICY

September 2026

Approved by ¹	
Name:	Dr. Alan Green
Position:	Chair of Governors
Signed:	<i>Alan Green</i>
Headteacher	David Spruce
SENDCO	Donna Walton
Date:	October 2026
Review date²:	October 2027

This policy was developed in consultation with staff, governors, pupils and parent/ carers. It complies with the statutory requirement laid out in the following documents:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 years (2015)
 - Equality Act 2010
- Schools SEN Information Report Regulations 2014
- Supporting Pupils with Medical Conditions Guidance
 - Keeping Children Safe in Education
 - Westmorland and Furness Local Offer

This policy can be viewed on the school website: www.applebyprimary.cumbria.sch.uk

A hard copy can be obtained from the school office

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Appleby Primary School

"An inclusive community where together we empower creative minds and inspire a love of learning"

Section One: Our Vision and Values

At Appleby Primary School, we are committed to creating an inclusive school where every child feels valued, respected and successful.

We believe that all children are entitled to a broad, balanced and ambitious curriculum and to participate fully in every aspect of school life. We recognise that children learn in different ways and may require different levels of support at different times.

We are committed to identifying and removing barriers to learning so that all pupils, including those with Special Educational Needs and Disabilities (SEND), can achieve their potential academically, socially and emotionally.

We recognise that SEND is a whole-school responsibility. Every teacher is a teacher of pupils with SEND.

We value diversity and recognise that neurodiversity is a natural part of human variation. We seek to understand and support individual strengths whilst addressing areas of need.

Pupils with SEND are not viewed through a deficit model. We recognise, value and nurture individual strengths while identifying and removing barriers to learning. SEND provision is a whole-school responsibility and inclusion is everyone's responsibility.

Section Two: Our Aims

Appleby Primary School has high aspirations of and expectations for all pupils with SEN. We are constantly developing our inclusive practices to provide the best possible setting. We believe that educational inclusion is about equal opportunities for all individuals whatever their age, gender orientation, ethnicity, level of ability, attainment and background. We strive to meet the diverse learning needs of all our children. We hope to achieve this aim by the following:

Objectives:

- ensure all pupils receive a high-quality education that enables them to thrive;
- identify SEND needs as early as possible;
- provide evidence-informed support through a graduated approach;
- remove barriers to learning, participation and achievement;
- promote independence, confidence and self-advocacy;
- involve pupils meaningfully in decisions about their education;
- work in partnership with parents, carers and external professionals;
- ensure SEND funding is used effectively and transparently;
- support positive wellbeing, attendance and engagement;
- prepare pupils for the next stage of education and adulthood;
- continually develop staff expertise through professional learning;
- monitor and evaluate provision to ensure it has measurable impact.

Section Three: SEND Leadership

SENDCO: Mrs Donna Walton

Appleby Primary School
Station Road
Appleby-in-Westmorland
CA16 6TX

Telephone: 017683 51431

The SENDCO works closely with:

- Headteacher
- Senior Leadership Team
- Governors
- Parents and carers
- Outside agencies
- Local Authority teams

The Headteacher retains overall responsibility for the provision and progress of pupils with SEND.

The Governing Body has a named Governor for SEND who monitors the effectiveness of provision.

Section Four: Definition of SEND

A child has SEND if they have a learning difficulty or disability which calls for provision that is additional to or different from that normally available to pupils of the same age.

The Code of Practice 0- 25 years (January 2015) states that *"high-quality teaching, differentiated for individual pupils, is the first step to responding to pupils who have or may have SEN."* This clearly highlights the responsibility of the class teacher for all pupils in the class. Four broad areas of need for all children are recognised:

- Communication and interaction
Including: Speech, Language and Communication Needs
Autism Spectrum Condition
- Cognition and learning
Including: Specific Learning Difficulties
Dyslexia
Dyspraxia
Moderate Learning Difficulties.
- Social, emotional and mental health
Including: Anxiety
Attachment needs
Trauma-related needs
Emotional regulation difficulties.
- Sensory and/or physical needs
Including: Hearing impairment
Visual impairment
Physical disability
Sensory processing difficulties

Section Five: Our principles of Inclusive Practice

At Appleby Primary School:

- every child belongs;
- inclusion is everyone's responsibility;
- high expectations apply to all pupils;
- support is based on need, not labels;
- adaptations remove barriers rather than lower expectations;
- intervention complements, rather than replaces, quality teaching;
- pupil voice influences decision-making;
- families are partners in education.

We recognise that high-quality teaching is the most important factor in securing positive outcomes for pupils with SEND.

Section Six: Our SEND offer.

At Appleby Primary School, we are committed to providing an inclusive, graduated approach to supporting children with Special Educational Needs and/or Disabilities (SEND). All pupils benefit from high-quality, inclusive teaching as part of our Universal Offer. This includes clear learning intentions, explicit instruction, effective modelling, retrieval practice, scaffolded learning, vocabulary-rich teaching, regular feedback, flexible grouping and adaptive teaching. Staff use a range of inclusive classroom strategies, including visual timetables and supports, chunked and sequential instructions, adapted resources, flexible seating, structured routines, sensory considerations, writing frames, assistive technology where appropriate and alternative methods of recording. Our approach recognises that children may require different levels of support at different times and that provision is adapted according to individual need.

We promote the social, emotional and mental health and wellbeing of all pupils through positive behaviour approaches, emotional regulation strategies, wellbeing check-ins, pastoral support and opportunities to develop resilience, confidence and independence.

Where a child's needs cannot be fully met through our Universal Offer, targeted support may be provided following an assess–plan–do–review approach. This may include interventions such as Precision Teaching, phonics and reading fluency programmes, maths interventions, pre-teaching, WELLCOMM assessment and speech and language activities, vocabulary and social communication groups, nurture and emotional literacy support by trained ELSA specialists, anxiety-management strategies, mentoring, sensory circuits, movement breaks, decider skills, fine motor programmes and programmes recommended by external professionals. Targeted interventions are carefully selected in response to identified need, delivered for an agreed period and monitored to evaluate their impact.

For children whose needs require a higher level of individualisation, we work closely with specialist services and external professionals to develop and implement

appropriate provision. This may include advice and support from Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Specialist Advisory Teachers, Autism Advisory Services, School Nursing, Inclusion Services and, where appropriate, Child and Adolescent Mental Health Services (CAMHS). We also work in partnership with parents and carers and, where appropriate, other professionals to ensure that provision is coordinated and child-centred. Children who meet the relevant criteria may access our Strategic Resource Provision (Emma's Building), where highly personalised support, specialist teaching, communication approaches, sensory provision and adaptations are provided to meet their individual needs.

At Appleby Primary School, we recognise that all teachers are teachers of SEND. Our staff work collaboratively to identify needs early, remove barriers to learning and ensure that reasonable adjustments and appropriate provision are embedded within everyday classroom practice. The level and nature of support provided will be determined by the individual needs of the child and reviewed regularly to ensure that provision remains appropriate, effective and focused on positive outcomes.

Section Seven: How we identify SEND at Appleby Primary School

At Appleby Primary School, we recognise that early identification of Special Educational Needs and/or Disabilities (SEND) is essential to ensuring that children receive the right support at the right time. We use a graduated, child-centered approach to identify needs, recognising that a child may have SEND whether or not they have a diagnosis or an Education, Health and Care Plan (EHCP).

Identification is informed by a range of evidence, including ongoing teacher assessment, observations, progress and attainment data, work samples, behaviour and wellbeing information, attendance, communication and interaction, physical and sensory needs, and information from parents and carers. Staff consider whether a child is making expected progress and whether they are experiencing barriers to learning despite high-quality, adaptive teaching and the school's ordinarily available provision.

Where concerns arise, these are discussed with the class teacher, SENDCo and, where appropriate, the child and their parents/carers. Additional assessment, targeted provision and an Assess–Plan–Do–Review (APDR) cycle may be used to gain a clearer understanding of the child's strengths, needs and barriers to learning and to evaluate the impact of support.

Where appropriate, advice and assessment from external professionals, such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, specialist advisory services or health professionals, may contribute to the identification process. Our aim is to identify needs as early as possible, build on children's strengths and ensure that provision is responsive, evidence-informed and focused on enabling every child to participate, learn and make progress.

Section Eight: The Graduated Approach

At Appleby Primary School, we use an Assess–Plan–Do–Review (APDR) cycle to make sure that support for children with SEND is appropriate, effective and responsive to their individual needs.

We begin by assessing the child's strengths, progress, attainment, barriers to learning and wellbeing, alongside information and views shared by the child and their parents or carers. We then plan together, agreeing clear outcomes and the support or provision that will help the child make progress. Parents and children are encouraged to be actively involved in this process.

The agreed support is then put into place (Do) by class teachers, support staff and, where appropriate, specialist professionals. The class teacher remains responsible for the progress and learning of every child in their class.

Finally, we review the support regularly, considering the child's progress, attainment, participation, wellbeing and developing independence. Where support is not having the intended impact, we work with the child and family to adapt provision and agree the next steps. This cycle is ongoing and ensures that support remains focused on the individual child and their needs.

Section Nine: SEND Support

Where a pupil requires provision that is additional to or different from that available through the Universal Offer, they may be placed on the SEND Register as SEND Support.

Parents will be informed and involved throughout the process.

Provision maps and pupil profiles may be used to record: strengths; needs; outcomes; strategies; interventions and review information.

Section Ten: Education, Health and Care Plans

Where a pupil has significant and long-term special educational needs and their needs cannot be fully met through the support ordinarily available within school, Appleby Primary School may request an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority. This process is undertaken in partnership with the child, their parents or carers, the Local Authority and relevant professionals involved in supporting the child.

If an Education, Health and Care Plan (EHCP) is issued, the school works with the child, family and professionals to ensure that the provision outlined in the plan is implemented effectively. Progress towards the outcomes identified in the EHCP is monitored throughout the year, and an Annual Review is held at least annually to consider the child's progress, changing needs and whether the outcomes and provision remain appropriate. Where necessary, provision and outcomes are reviewed and adapted to ensure that support continues to meet the child's individual needs.

Section Eleven: Partnership with Parents and Carers

We believe children achieve their best when schools and families work together. Parents and carers are encouraged to share any concerns, attend review meetings, contribute to planning and be involved in decision-making about their child's education and support. We maintain regular communication through parents' evenings, review meetings, annual reviews, telephone calls, emails and informal meetings, helping to ensure that parents and carers are kept informed and have opportunities to share their views.

Section Twelve: Partnership with Pupils

We value every child as an individual and place their voice, views and experiences at the forefront of everything we do. Children are encouraged and supported to express their views, contribute to setting their own targets, evaluate the support they receive, participate in reviews and share their aspirations and goals. We believe children should be active partners in their education, and we work alongside them, their families and professionals to ensure that support planning reflects their wishes, strengths, needs and ambitions. By listening to children and involving them in decisions about their education and support, we help them feel valued, respected and empowered to achieve their full potential.

Section Thirteen: Transition

We recognise that transitions can be challenging for some pupils and will provide appropriate support to help them feel confident and prepared. This may include enhanced transition visits, visual supports, social stories, transition books, meetings with families and liaison with receiving schools.

Particular attention will be given to pupils starting Reception, moving between phases and preparing for secondary education, with transition support tailored to each child's individual needs and views.

Section Fourteen: Supporting Pupils with Medical Conditions

Appleby Primary School recognises that pupils with medical conditions should be fully supported so that they can access education safely and fully, including educational visits and activities. Where required, an Individual Healthcare Plan (IHP) will be developed in partnership with the pupil, parents/carers, school and relevant health professionals, and will be communicated to all staff working with the child.

Appropriate training will be provided by health professionals where necessary, and risk assessments and reasonable adjustments will be put in place to support the pupil's individual needs. Where a pupil with a medical condition is considered disabled, the school will meet its duties under the Equality Act 2010. Further information can be found in the school's Managing Medicines Procedure.

Section Fifteen: Accessibility

Appleby Primary School is committed to ensuring that all pupils, families and visitors can access the school environment safely and independently. The school has been fully accessible since the opening of the Strategic Resource Provision in September 2002. Designated disabled parking spaces are available for school transport, parents, carers and visitors who require them. A lift provides access between the Strategic Resource Provision and the main school building, enabling wheelchair users and others with mobility needs to move freely throughout the site.

The school also benefits from a range of dedicated spaces for therapeutic interventions, including facilities for physical therapy. Robust security measures ensure that pupils can access all areas of the school safely whilst maintaining a secure environment. Parents and carers can contact school staff throughout the school day, with an answering service available outside school hours. We are committed to working in partnership with families and recognise that effective communication is essential; therefore, communication methods are adapted wherever possible to meet the needs of individual families. Through reasonable adjustments, accessible learning environments, specialist equipment and personalised support, we aim to ensure that every pupil can participate fully in school life and access the curriculum on an equal basis with their peers.

Section Sixteen: Complaints about SEND Provision

At Appleby Primary School, we are committed to working positively and collaboratively with parents and carers. We recognise that, occasionally, concerns may arise regarding SEND provision.

In the first instance, parents and carers are encouraged to discuss concerns with their child's class teacher and/or the SENDCo. Many concerns can be resolved quickly through open communication and collaborative problem-solving.

If concerns remain unresolved, parents and carers may arrange a meeting with the Headteacher. Should the matter continue to be unresolved, a formal complaint may be made in accordance with the school's Complaints Policy, which is available on the school website or from the school office.

Parents and carers of children with an Education, Health and Care Plan (EHCP) also have specific rights of appeal through the SEND Tribunal regarding:

- decisions about Education, Health and Care Needs Assessments;
- decisions not to issue an EHCP;
- the content of an EHCP;
- decisions to cease an EHCP.

Information, advice and support can be accessed through SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service).

Section Seventeen: Monitoring and Evaluation of SEND Provision

Appleby Primary School is committed to ensuring that SEND provision is effective, evidence-informed and focused on securing positive outcomes for pupils.

The effectiveness of SEND provision is monitored through:

- pupil progress and attainment data;
- attendance and engagement information;
- provision mapping and intervention reviews;
- pupil voice activities;
- parent and carer feedback;
- learning walks and classroom observations;
- review meetings and annual reviews for pupils with EHCPs;
- reports to governors.

The SENDCo works closely with staff and leaders to evaluate the impact of provision and identify areas for further development. Findings inform school improvement planning, professional development and future SEND provision.

Section Eighteen: Staff Training and Expertise

Appleby Primary School recognises that high-quality professional development is essential to meeting the needs of pupils with SEND.

The SENDCo regularly identifies training needs and works with senior leaders to ensure staff receive appropriate professional development. Training may include:

- Autism Spectrum Condition;
- Speech, Language and Communication Needs;
- Dyslexia and Specific Learning Difficulties;
- Social, Emotional and Mental Health needs;
- Trauma-informed approaches;
- Sensory processing needs;
- Medical needs and healthcare procedures;
- Adaptive teaching and inclusive classroom practice.

Staff also access advice and training from specialist external professionals to develop expertise and ensure provision reflects current best practice and evidence-informed approaches.

Section Nineteen: Funding Arrangements

Appleby Primary School uses its delegated SEND budget to provide support for pupils identified as having SEND. Resources are allocated according to individual need and are reviewed regularly to ensure they are used effectively.

Where a pupil's needs require provision beyond that ordinarily available within school, additional funding may be sought through Local Authority processes, including High Needs Funding and Education, Health and Care Plans (EHCPs).

Funding is used to support:

- staffing and targeted interventions;
- specialist resources and equipment;
- training and professional development;
- advice from external specialists;
- personalised provision designed to improve outcomes for pupils.

SEND Information Report

In accordance with Regulation 51 of the Special Educational Needs and Disability Regulations 2014, the school's SEND Information Report is published annually on the school website. The report provides detailed information about the implementation of the school's SEND policy and the provision available for children and young people with SEND.

