



SEND Policy

Special Educational Needs and Disability

Ratified by Governors: September 2026

Review: September 2027

What has changed nationally, and what has not

The SEND Code of Practice: 0 to 25 years (2015) remains in force. Every duty this school carries today — to use best endeavours, to identify need early, to follow the graduated approach, to publish a SEN Information Report, to co-operate with the local authority — is unchanged.

The Schools White Paper, Every Child Achieving and Thriving (23 February 2026), proposes the biggest reform of SEND in a decade: a tiered model of universal, targeted, targeted plus and specialist support; digital Individual Support Plans; National Inclusion Standards; and EHC plans reserved for the most complex needs. A white paper is not law. The reformed system requires legislation, is not expected to take effect before September 2029, and no change to support delivered through existing EHC plans is expected before September 2030.

What this policy does, therefore, is meet the duties that apply now, while making the preparations that will be needed later. Appendix 4 sets out the reform timeline and the steps the school is taking in advance of it.

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1. Aims and inclusion statement

Herrick Primary School is an inclusive school. We value the individuality of every child and are committed to giving all our children the opportunity to achieve the highest standards. We take account of our pupils' varied life experiences and needs, offer a broad and balanced curriculum, and hold high expectations of every child. The achievements, attitudes and wellbeing of all our children matter and are celebrated.

Our ambition for a child with special educational needs or a disability is the same as our ambition for any other child. What differs is the support we build around them.

Our objectives are:

- To identify children with special educational needs and disabilities at the earliest possible point, and to act without waiting for a diagnosis
- To use our best endeavours to make sure every child with SEND gets the support they need, in line with the SEND Code of Practice (2015)
- To make the reasonable adjustments required by the Equality Act 2010, and to record what we have put in place
- To deliver high quality adaptive teaching as the first and most important response to additional needs
- To provide advice, training and support to all staff working with children with SEND
- To work in genuine partnership with parents and carers, so that they are informed about, and involved in, their child's education
- To listen to children about their own learning and act on what they tell us
- To prepare children with SEND for a successful transition to the next stage of their education

2. Legislation, guidance and local frameworks

2.1 Primary legislation

- Children and Families Act 2014, Part 3 — including the duty on the governing body to use its best endeavours to secure the special educational provision a pupil's needs call for (section 66), the duty to appoint a SENCO (section 67), and the duty to inform parents when SEN provision is being made (section 68)
- The Special Educational Needs and Disability Regulations 2014 — including the requirement to publish and annually review a SEN Information Report
- Equality Act 2010 — the duty not to discriminate, the duty to make reasonable adjustments, the public sector equality duty, and the requirement under Schedule 10 to have an accessibility plan
- Children's Wellbeing and Schools Act 2026 — including the requirement for local authority consent before a child who attends a special school, or who is the subject of child protection enquiries, can be removed from a school roll to be educated at home, and the duty on schools to notify the local authority of any intended removal
- Education Act 1996, section 19 — the local authority's duty to arrange suitable education for children who cannot attend school because of health needs

2.2 Statutory guidance

- Special educational needs and disability code of practice: 0 to 25 years (DfE and DHSC, 2015)
- Supporting pupils at school with medical conditions (DfE)

- Allergy safety in schools (DfE, July 2026)
- Working together to improve school attendance (DfE, July 2026)
- Keeping children safe in education (current version)
- Equality Act 2010: advice for schools (DfE)

2.3 Leicester City frameworks

As a community school maintained by Leicester City Council, we work within the local authority's SEND arrangements. In particular:

- The BERA framework — Leicester City's framework for Best Endeavours and Reasonable Adjustments, which sets out what a mainstream school is expected to provide for children with a learning difficulty, social, emotional and mental health need, sensory impairment or medical need. BERA can be used by children, parents and professionals to challenge a school where reasonable adjustments are not in place, so we treat it as the benchmark against which our provision is measured
- The Local Area Inclusion Plan for SEND and Alternative Provision (2024–2027), including its emphasis on the Inclusive Mainstream Offer, clearer graduated response pathways, and improving the attendance of children with SEND
- The Leicester City Local Offer, which sets out the support available across education, health and social care from birth to 25
- Leicester City's Special Education Service, which administers EHC needs assessments, annual reviews, top-up funding and SEND travel assistance
- The SEND Support Service, which provides specialist advice and support to schools on request

Contact details for these services are in Appendix 3.

3. Definitions

Term	Meaning
Special educational need	A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them — that is, provision additional to or different from that made generally for others of the same age.
Disability	Under the Equality Act 2010, a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities. This includes many children with long-term health conditions, including severe allergy and asthma. Many disabled children also have SEN.
SEN support	The support given in school to a child identified as having SEN, planned and reviewed through the graduated approach. Most children with SEND are supported at SEN support and do not need an EHC plan.
EHC plan	An education, health and care plan issued by the local authority following a statutory assessment, for children whose needs cannot reasonably be met from the resources ordinarily available to a mainstream school.

Term	Meaning
Graduated approach	The four-part cycle of assess, plan, do, review, repeated with increasing detail and frequency as understanding of a child's needs grows.
Best endeavours	The duty on the governing body to do everything it can to meet a child's special educational needs.
Reasonable adjustments	Changes a school must make under the Equality Act 2010 so that a disabled pupil is not put at a substantial disadvantage. The duty is anticipatory – we plan for likely needs, we do not wait to be asked.

3.1 The four broad areas of need

In line with the SEND Code of Practice, we identify needs across four broad areas. These describe the support a child needs, not a label for the child, and many children have needs that span more than one area.

Area of need	What this can look like at Herrick
Communication and interaction	Speech, language and communication needs; needs associated with autism; difficulty with social interaction and understanding language.
Cognition and learning	Learning at a slower pace than peers despite adaptive teaching; specific learning difficulties such as dyslexia, dyscalculia and dyspraxia; moderate or severe learning difficulties.
Social, emotional and mental health	Anxiety, including anxiety about attending school; withdrawal; difficulties with self-regulation that are communicated through behaviour; attachment needs; ADHD.
Sensory and physical	Vision or hearing impairment; multi-sensory impairment; physical disability; needs arising from a long-term medical condition where these call for special educational provision.

3.2 What is not, by itself, a special educational need

The Code of Practice is clear that some factors may affect progress and attainment but are not, on their own, SEN. Identifying them accurately matters, because mislabelling them as SEN delays the right support:

- Attendance and punctuality
- English as an additional language – see section 14
- Being in receipt of pupil premium funding
- Being a looked-after child or a young carer
- Having a disability, where reasonable adjustments alone allow the child to access the curriculum
- Slower progress or low attainment where high quality adaptive teaching is meeting the need

Equally, we do not treat behaviour as a category of need in itself. Where behaviour is a concern, we look for the unmet need, communication difficulty, or safeguarding issue that may be driving it.

4. Roles and responsibilities

4.1 The Governing Body

- Uses its best endeavours to make sure the right provision is made for every pupil with SEN
- Makes sure a qualified teacher is designated as SENCO, with sufficient time and resource to carry out the role
- Makes sure pupils with SEND engage in the activities of the school alongside pupils who do not have SEND
- Makes sure parents are informed when SEN provision is being made for their child
- Publishes and annually reviews the SEN Information Report and the Accessibility Plan
- Reviews the impact of SEND provision and funding, and challenges leaders on outcomes, attendance, suspensions and the destinations of pupils with SEND
- Appoints a link governor for SEND who meets the SENDCO at least termly and reports to the full Governing Body

4.2 The Headteacher

- Has overall responsibility for the implementation of this policy and for provision for pupils with SEND
- Makes sure the SENDCO has the time, status and resources to lead SEND strategically
- Makes sure staffing and funding decisions reflect the needs of pupils with SEND
- Reports to the Governing Body on the quality and impact of SEND provision

4.3 The SENDCO

The SENDCO is Mrs Arzu Aydin, Deputy Headteacher. She is a qualified teacher and a member of the senior leadership team, and can be contacted through the school office on 0116 266 5656.

The SENDCO:

- Leads the strategic development of SEND policy and provision across the school
- Co-ordinates day-to-day provision for pupils on the SEND register, including those with EHC plans
- Advises teachers on the graduated approach and on the effective deployment of staff and funding
- Advises on the use of Leicester City's BERA framework to plan and evidence reasonable adjustments
- Liaises with parents, external agencies, health and social care professionals, and the local authority
- Makes referrals to the SEND Support Service and other specialist services, with parental agreement
- Prepares requests for EHC needs assessments and co-ordinates annual reviews
- Ensures records of pupils with SEND are accurate, current and accessible to the staff who need them
- Works with the previous and next settings to secure effective transitions
- Leads and commissions SEND training for staff

One postholder, several statutory roles

Mrs Aydin is also the school's Senior Attendance Champion under the Attendance Policy, the named person for medical conditions under the Medicine in School Policy, and the Allergy Safety Lead under the Allergy Safety Policy.

This is deliberate: a child whose attendance is falling, whose health needs are not being met, and whose learning is affected is usually one child, not four cases. Holding these roles together means the school plans once, around the child. The Governing Body reviews the workload attached to these combined roles annually as part of its monitoring of SEND capacity.

SENDCO qualification

A SENDCO appointed to the role on or after 1 September 2024 must be a qualified teacher and must achieve the National Professional Qualification for Special Educational Needs Co-ordinators within three years of appointment. The Governing Body records the SENDCO's qualification status and any ongoing requirement as part of its annual review of this policy.

4.4 Class teachers

Every teacher is a teacher of pupils with SEND. Class teachers are responsible and accountable for the progress and development of every pupil in their class, including where pupils are supported by teaching assistants or specialist staff. Class teachers:

- Plan and deliver high quality adaptive teaching as the first response to additional needs
- Know which pupils in their class are on the SEND register, and what their pupil profile and outcomes plan says
- Write and review pupil outcomes plans, with support from the SENDCO
- Assess the impact of the support in place and adjust it, rather than assuming that a plan written in September still fits in February
- Raise emerging concerns with the SENDCO promptly, and share them with parents early
- Deploy teaching assistants to build independence, not to substitute for teaching

4.5 Teaching assistants and support staff

- Deliver agreed interventions with fidelity, and keep the records that allow their impact to be judged
- Support pupils to become more independent, not more reliant on adult support
- Feed back to the class teacher and SENDCO on what is and is not working
- Complete the training relevant to the needs of the pupils they support

4.6 Parents and carers

- Share what they know about their child – parents are usually the first to notice a difficulty and know their child best
- Take part in planning and reviewing support, at least three times a year
- Tell the school about any diagnosis, report, medication or change in circumstances
- Raise concerns early, with the class teacher in the first instance and then with the SENDCO

4.7 Pupils

Children are supported to understand their own needs, to say what helps them learn, and to take part in setting and reviewing their own outcomes in a way that is appropriate to their age and understanding.

5. Identifying special educational needs

The earlier a need is identified, the better the outcome. We do not wait for a child to fall a long way behind, and we do not wait for a diagnosis before putting support in place. A diagnosis is not a prerequisite for support, and the absence of one is never a reason to withhold it.

5.1 How needs come to our attention

- Concerns raised by a class teacher through day-to-day teaching and assessment
- Concerns raised by parents or carers
- Concerns raised by the child
- Whole-school tracking and assessment data, reviewed termly at pupil progress meetings
- Classroom observations and, where useful, individual diagnostic assessments
- Information passed on from a previous setting, a health professional or another agency
- Screening on entry, and the statutory assessments at the end of each key stage

5.2 Indicators that a child may need SEN support

We consider that a child may have special educational needs where, despite high quality adaptive teaching and any adjustments already made, there is evidence of:

- Little or no progress despite targeted teaching approaches
- Attainment significantly below age-related expectations, particularly in reading, writing or mathematics
- Persistent difficulties with social, emotional or mental health that have not responded to the strategies normally used
- Sensory or physical needs that continue to limit progress despite appropriate aids or equipment
- Communication or interaction difficulties that require specific adaptations to access learning
- A widening gap between the child and their peers

Where these indicators are present, the class teacher and SENDCO gather a fuller picture, involving the child and their parents, before deciding whether the child has SEN. Parents are always informed when we begin to make special educational provision for their child, and their views form part of the decision.

6. The graduated approach at Herrick Primary School

Support follows the four-part cycle of assess, plan, do, review, revisited with growing detail as our understanding of the child develops. The cycle is not a form to complete; it is how provision is decided, delivered and judged.

Stage	What happens
Assess	The class teacher and SENDCO analyse the child's needs, drawing on assessment data, teacher knowledge, the child's own views, the parents' views, and where relevant the advice of external professionals.

Stage	What happens
Plan	The teacher, SENDCO, parents and child agree the outcomes sought, the provision to be put in place, who is responsible for it, and the review date. This is recorded on the pupil outcomes plan.
Do	The class teacher remains responsible for the child's progress, working daily with them and directing the work of any support staff. The SENDCO advises on implementation.
Review	The impact of the support is evaluated against the agreed outcomes, with parents and the child, at least termly. The plan is then revised, continued or, where the need has been met, stepped down.

6.1 Universal provision: high quality adaptive teaching

The starting point is always the quality of teaching in the classroom. Teachers assess, plan and deliver scaffolded lessons and evaluate their impact, so that all children can make progress. The majority of children make good progress through these arrangements without any additional provision.

We describe this as adaptive teaching rather than differentiation. The distinction matters: adaptive teaching means adjusting explanation, scaffolding, pace and grouping so that all pupils access the same ambitious curriculum, rather than routinely giving some pupils different and less demanding work.

Universal provision at Herrick includes the reasonable adjustments and inclusive practice set out in Leicester City's BERA framework. Where a child is not making progress, the first question we ask is whether that universal provision is fully in place, not whether the child needs a label.

6.2 SEN support

Where a child continues not to make adequate progress despite that provision, the SENDCO takes the lead in planning additional support. The child is added to the SEND register, parents are informed, and a pupil profile and outcomes plan is put in place.

At this stage the SENDCO will:

- Plan future provision with the class teacher, the parents and the child
- Make sure details of the child's needs, including any specialist reports, are accessible to all staff working with them
- Monitor and track the child's progress against their agreed outcomes
- Review the action taken and change it where it is not working

Interventions currently available at Herrick are listed in Appendix 2. Interventions are time-limited, delivered by trained staff, and evaluated against pre- and post-intervention data. An intervention that is not producing an effect is stopped and reconsidered rather than continued out of habit.

6.3 Involving specialists

Where a child continues to make less than expected progress despite evidence-based support and adjustments, we seek advice from specialists. With the agreement of parents, referrals are made through Leicester City's SEND services referral route, and may involve:

- The SEND Support Service, including its specialist teaching and inclusion teams

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- The Educational Psychology Service
 - Speech and language therapy, including the locally commissioned early language support
 - Occupational therapy and physiotherapy
 - Community paediatrics, the school nursing service and CAMHS
 - Specialist support for sensory and physical needs
 - The autism and neurodevelopmental support available locally, including through the Partnerships for Inclusion of Neurodiversity in Schools programme

We involve specialists at the point at which their advice would change what we do, not only as a step towards requesting an EHC needs assessment. Recommendations are shared with parents and with all staff working with the child, and are built into the outcomes plan.

7. Pupil profiles and outcomes plans

Every child on the SEND register has a pupil profile and a pupil outcomes plan. Together these record who the child is, what helps them learn, and what we are working towards.

The pupil profile includes:

- The child's strengths, interests and aspirations
- The teaching strategies that best support them
- The adjustments and provision in place
- The child's own views on their learning, in their words

The outcomes plan records the outcomes being worked towards, the provision that is additional to or different from universal provision, who is delivering it, how often, and the review date. Plans are written by the class teacher with support from the SENDCO, shared with parents and the child, and reviewed and updated at least termly.

All staff working with a child have access to their profile and outcomes plan. A plan that sits in a folder unread is not provision.

Preparing for Individual Support Plans

The Schools White Paper proposes that digital Individual Support Plans become a statutory requirement, expected from around September 2029, replacing much of the paperwork schools currently design for themselves.

We are not waiting to be told. Our pupil profiles and outcomes plans are being reviewed so that they already record what an Individual Support Plan is expected to contain: the needs identified, the provision in place, who delivers it, the outcomes sought, and the review. Appendix 4 sets out the wider preparation.

8. Requesting an EHC needs assessment, and pupils with EHC plans

8.1 When we request an assessment

Where a child's needs are significant and enduring, and cannot reasonably be met from the resources ordinarily available to a mainstream school, the school or the parent may ask Leicester City Council to carry out an education, health and care needs assessment.

A request is supported by evidence of the graduated approach over time: what we assessed, what we put in place, what it cost, what changed and what did not. Leicester's BERA framework and the Local Area Inclusion Plan both expect this evidence, and requests are stronger and quicker where it is complete. The SENDCO co-ordinates the request.

Parents have an independent right to request an assessment, and so does a young person over 16. We will not discourage a parent from making a request, and where a parent asks us to make one we will say clearly whether we support it and why.

The local authority must decide whether to carry out an assessment within six weeks of the request, and the whole process from request to final plan should take no more than 20 weeks.

8.2 Pupils with an EHC plan

- The SENDCO co-ordinates the support specified in the plan and allocates staffing accordingly
- The provision in the plan is delivered as specified; where it is not being delivered, this is reported to the headteacher and the local authority

- An annual review is held every year, or every six months for children under five, following the person-centred approach and involving the child, the parents and the professionals working with the family
- Reviews in Year 5 and Year 6 have a specific focus on the transition to secondary school
- Where the plan no longer reflects the child's needs, we ask the local authority to amend it rather than working around a plan that has gone out of date

Where a child with an EHC plan needs provision that a mainstream classroom cannot deliver alone, we work with the local authority on the options available in the city, including its Designated Specialist Provision units, which allow children to receive specialist support while remaining part of a mainstream school and their local community.

8.3 Admissions

Children with SEND are admitted through the normal admissions arrangements set out in the Leicester scheme for admission arrangements. The only priority is that where Herrick Primary School is named in a child's EHC plan, the school must admit that child. We do not refuse admission, or discourage an application, on the grounds that a child has SEND.

9. Curriculum, adaptive teaching and access

Children with SEND access the same broad and balanced curriculum as their peers, with the adaptations they need to succeed in it. Where a child requires a modified curriculum, this is agreed with parents, recorded, time-limited and reviewed, so that a short-term adaptation does not quietly become a permanently narrowed education.

The SENDCO supports teachers with:

- Curriculum adaptation, including planning with individual staff
- The selection, design and preparation of suitable resources
- The choice of teaching strategies for particular needs
- Access arrangements for statutory assessments, where a child meets the criteria and the arrangement reflects their normal way of working

Pupils with SEND take part fully in the wider life of the school, including trips, residential visits, clubs, sport and enrichment. Where an adjustment is needed for a child to take part, we make it. Parents are not asked to accompany their child as a condition of participation.

10. Pupils with medical conditions and disabilities

Children with medical conditions are properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions are also disabled, in which case the school complies with its duties under the Equality Act 2010. Some also have SEN, in which case the SEND Code of Practice applies and their provision is planned through the graduated approach.

The detailed arrangements sit in two related policies, which take precedence on how a condition is managed:

- The Medicine in School Policy — Individual Healthcare Plans, administration and storage of medicines, illness during the school day, staff training
- The Allergy Safety Policy — the allergy register, minimising exposure to allergens, emergency response to anaphylaxis, and the recording of incidents and near misses

Where a child has both an Individual Healthcare Plan and a pupil outcomes plan, the two are written and reviewed together by the SENDCO, so that the family has one conversation rather than two. Where a child has an EHC plan and an Individual Healthcare Plan, the healthcare plan is attached to the EHC plan documentation and reviewed at the annual review.

Reasonable adjustments are anticipatory

The Equality Act duty is to plan ahead for the needs disabled pupils are likely to have, not to react once a child has been disadvantaged. In practice that means considering access, medical need and communication when we plan a trip, a school event, a fire drill, a change of classroom or a new activity – not after a parent has had to ask.

11. SEND and attendance

Nationally and in Leicester, pupils with SEND are absent from school more often than their peers, and improving this is a stated priority in the Local Area Inclusion Plan. Our ambition for the attendance of a child with SEND is the same as for any other child, but the support that gets them there is different.

In line with the Attendance Policy:

- Absence connected to a medical condition or disability is authorised and is not the subject of legal action
- No child is penalised, or excluded from attendance rewards, for absence caused by their condition
- Where a child has an Individual Healthcare Plan, that plan is reviewed before any referral for formal attendance action is considered
- Reasonable adjustments to the school day – a later start, a quieter entrance, a phased return, a temporary part-time timetable – are considered and recorded
- Any part-time timetable is temporary, agreed in writing, has an end date and a plan to return to full-time education, and is reviewed at least every six weeks

11.1 Emotionally based school avoidance

Where a child is anxious about attending school, we treat this as a special educational need in the area of social, emotional and mental health, and we look for the cause rather than applying pressure to the family. Our response draws on the local authority's emotionally based school avoidance support offer, and typically involves:

- An early conversation with the child about what specifically is hard – the journey, the noise, the classroom, a relationship, a lesson
- A graduated, planned return with the child and family, rather than an expectation of full attendance from day one
- Adjustments to the parts of the day the child finds hardest
- A named trusted adult, and a plan the child knows about and has agreed to
- Involvement of external services where the need is beyond what the school can meet alone

Where a child is unable to attend for health reasons and is likely to be absent for 15 or more school days, the school notifies the local authority so that its duty under section 19 of the Education Act 1996 to arrange suitable education can be considered. Remote education is used only as a short-term part of a structured plan to return the child to school, and pupils receiving it are recorded as absent.

12. SEND, behaviour and exclusion

We treat behaviour as communication. Where a child's behaviour causes concern, the first response is to consider whether an unmet special educational need, a communication difficulty, an unmet health need or a safeguarding issue is driving it.

- Reasonable adjustments to the behaviour policy are made for disabled pupils, and are recorded in the pupil's plan so that they are applied consistently by all staff
- Where a pupil with SEND is at risk of suspension, the SENDCO reviews the provision in place and considers whether it is adequate before any sanction is applied
- Where a pupil with an EHC plan is at risk of permanent exclusion, we request an emergency annual review and involve the local authority
- We do not use informal or unofficial exclusion. Sending a child home to cool off, or asking a parent to collect them without recording it, is an unlawful exclusion however it is described

13. SEND and safeguarding

Keeping children safe in education is clear that children with SEND face additional safeguarding barriers. Communication difficulties may make it harder for a child to tell someone what is happening, and signs of abuse may be wrongly attributed to a child's disability or need.

- Staff are trained not to assume that a change in behaviour, mood or presentation is explained by a child's SEND
- Additional pastoral support is provided where a child with SEND may be more vulnerable to bullying, exploitation or peer-on-peer abuse
- The SENDCO and the Designated Safeguarding Lead share information about children who are known to both, so that the picture is not split between two systems
- Allergy-related and disability-related bullying is treated as a safeguarding matter and dealt with under the Anti-Bullying Policy

14. Pupils with SEND and English as an additional language

Many of our children speak a language other than English at home. Learning English as an additional language is not a special educational need. A child who is at an early stage of English acquisition needs language support and time, not SEN provision, and identifying them as having SEN on that basis alone would be wrong.

Equally, a child learning EAL may also have a special educational need, and assuming that any difficulty is explained by language can delay identification for years. Where we are unsure, we:

- Gather information about the child's development and skills in their home language, working with the family and, where needed, an interpreter
- Look at whether the difficulty appears in the home language as well as in English
- Seek specialist advice, including from speech and language services, where the picture remains unclear

We make reasonable adjustments and provide interpretation so that families whose first language is not English can take a full part in meetings and reviews about their child. Documents are made available in accessible formats and community languages on request.

15. Transitions

- On entry to the school, the SENDCO gathers information from the previous setting, including any plans and specialist reports, before the child starts
- Between year groups, pupil profiles and outcomes plans are handed over in person by the current teacher to the receiving teacher, alongside extra visits or transition books for children who need them
- At transfer to secondary school, the SENDCO liaises with the receiving school, shares plans and reports, and supports additional visits. For pupils with an EHC plan, the Year 5 annual review begins planning for transfer and the local authority must name the secondary placement by 15 February of Year 6
- Where a child joins or leaves mid-year, records are transferred promptly and the receiving school is contacted directly where the need is significant

16. Staff development and expertise

- All new staff meet the SENDCO during induction to discuss the school's SEND systems and the needs of individual children
- SEND is a standing part of the school's professional development programme, delivered through INSET, twilight sessions and coaching
- Government-funded whole-staff SEND and inclusion training is available from September 2026, focused on adaptive teaching and inclusive practice. The school is taking this up and will record completion for all teaching and support staff
- Training is targeted at the needs actually present in the school, so that expertise builds where it is needed rather than being general
- The SENDCO attends the local authority SENCO network and the local SENCO hub, and cascades what is learned there
- Support staff delivering specific interventions are trained in those interventions and their practice is quality assured

Training records are maintained by the SENDCO and reported to the Governing Body annually, alongside the allergy and medical training records held under the Medicine in School Policy.

17. Funding, resources and deployment of staff

The school receives a notional SEN budget within its overall funding, from which it is expected to meet the cost of additional support up to a set threshold per pupil. Where a child's needs cost more than that, the school applies to Leicester City Council for top-up funding, administered by the Special Education Service, whether or not the child has an EHC plan.

- Staff are deployed to maximise support for pupils with EHC plans and those on the SEND register
- Teaching assistants deliver time-limited, personalised programmes for individuals and small groups, which are reviewed for impact
- Resources are directed by need and evidence of impact, not by historic allocation
- The Governing Body reviews the use and impact of SEND funding annually

Leicester City Council is testing a banding and tariff system for SEND funding through the national Change Programme Partnership, and the Government is consulting on a local SEND inclusion formula that would give mainstream schools more funding upfront. The school will review its funding arrangements when the outcome of both is known.

18. Working with parents and carers

The Code of Practice requires schools to meet parents of children on SEN support at least three times a year to discuss progress and plan support. At Herrick this happens each term, in a meeting of sufficient length to be meaningful, with the class teacher and, where needed, the SENDCO.

- Parents are told as soon as we think their child may have SEN, and are involved in deciding what happens next
- Plans and reports are written in plain English and shared with parents, not just about them
- Interpretation is arranged where a family needs it
- Parents are told about the Leicester City Local Offer, and about SENDIASS, the free and impartial information, advice and support service for families
- Parents can raise a concern with the SENDCO at any point, without waiting for a scheduled meeting

Leicester City Council co-produces its SEND arrangements with the Leicester City Parent Carer Forum and the Big Mouth Forum for children and young people with SEND. We encourage our families to take part, and we use what parents tell us to shape our own provision.

19. The voice of the child

- Every pupil profile records the child's own views about what helps them learn, gathered in a way suited to their communication
- Children take part in reviewing their outcomes and, where appropriate, attend part of their review meeting
- For children with EHC plans, person-centred review approaches are used so that the meeting starts from the child's strengths and aspirations
- Where a child cannot express a view in words, we use observation, symbols, photographs and the knowledge of the adults closest to them

20. Accessibility

The school building complies with current legislation, and adaptations are made to meet individual needs as they arise. Under Schedule 10 to the Equality Act 2010 the Governing Body maintains and publishes an Accessibility Plan, reviewed at least every three years, covering:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment so that disabled pupils can take better advantage of the education and services provided
- Improving the availability of accessible information to disabled pupils

21. Monitoring, evaluation and accountability

We judge the effectiveness of SEND provision by the difference it makes to children, not by the volume of paperwork produced.

Activity	Frequency	Responsibility
Review of pupil profiles and outcomes plans	Termly, with parents and the child	Class teacher and SENDCO
Analysis of pre- and post-intervention data	Each intervention cycle	SENDCO
Progress and attainment of pupils with SEND against their peers	Termly	SENDCO and headteacher
Attendance, punctuality and suspension data for pupils with SEND	Half-termly	SENDCO and Senior Attendance Champion
Annual reviews of EHC plans	Annually, or six-monthly under age 5	SENDCO
Learning walks and work scrutiny focused on adaptive teaching	Termly	SENDCO and senior leaders
SEND report to the Governing Body	Termly	SENDCO
Review of the SEN Information Report	Annually	SENDCO and Governing Body
Review of the Accessibility Plan	At least every three years	Governing Body
Views of pupils with SEND and their parents	Annually, feeding the policy review	SENDCO

We also evaluate the policy against: the recorded views of children and parents; teachers' assessment of pupils' confidence and independence; measurable gains against agreed outcomes; evidence of planning and targeted expenditure; feedback from external agencies; and the number and nature of complaints received.

22. Complaints and disagreement resolution

If a parent is unhappy with the support their child is receiving, we would always rather hear about it early. Concerns should be raised first with the class teacher, then with the SENDCO, and then with the headteacher. If the matter is not resolved, a formal complaint can be made under the school's Complaints Policy.

Parents also have routes outside the school:

- SENDIASS — free, confidential and impartial information, advice and support for families in Leicester
- Disagreement resolution and mediation services commissioned by the local authority, which can be used before an appeal
- The First-tier Tribunal (SEND) — for appeals against a local authority decision not to assess, not to issue an EHC plan, or about the content of a plan or the school named in it

-
- A claim of disability discrimination against the school, also heard by the First-tier Tribunal (SEND)

Using any of these routes will never affect how a child is treated at this school.

23. Links with other policies

- SEN Information Report — published annually on the school website
- Accessibility Plan
- Attendance Policy
- Medicine in School Policy
- Allergy Safety Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy and equality objectives
- Educational Visits Policy
- Data Protection Policy
- Complaints Policy

24. Review of this policy

This policy is reviewed annually by the Governing Body, and sooner if legislation or local arrangements change. Given the pace of national reform, the SENDCO will report to the Governing Body each term on any developments that affect it.

Appendix 1: Glossary

Term	Meaning
BERA	Best Endeavours, Reasonable Adjustments — Leicester City and Leicestershire's framework for inclusive mainstream provision
CAMHS	Child and Adolescent Mental Health Services
DSP	Designated Specialist Provision — a specialist unit within a mainstream school
EBSA	Emotionally based school avoidance
EHC plan	Education, health and care plan
EHCNA	Education, health and care needs assessment
IHCP	Individual Healthcare Plan — see the Medicine in School Policy
ISP	Individual Support Plan — proposed in the 2026 Schools White Paper, not yet in force
Local Offer	The local authority's published information on support available for children with SEND from birth to 25
NPO SENCO	National Professional Qualification for Special Educational Needs Co-ordinators
PINS	Partnerships for Inclusion of Neurodiversity in Schools
SEMH	Social, emotional and mental health
SEN support	Support provided by the school that is additional to or different from universal provision
SENDCO	Special Educational Needs and Disabilities Co-ordinator
SENDIASS	SEND Information, Advice and Support Service

Appendix 2: The graduated response in practice

Level	What it means	Examples at Herrick
Universal	High quality adaptive teaching for all, plus the inclusive practice expected by the BERA framework. Available to every child, with no referral needed.	Scaffolded tasks and modelling; visual timetables; pre-teaching of vocabulary; flexible seating and grouping; movement breaks; clear routines; accessible resources; adult check-ins.

Level	What it means	Examples at Herrick
SEN support – targeted	Additional and different provision, planned through assess-plan-do-review and recorded on the pupil outcomes plan. The child is on the SEND register and parents are involved.	Reading interventions targeting inference, spelling, handwriting and writing development; targeted maths support; interactive play; nurture; emotional regulation work; speech and language programmes delivered in school.
SEN support – specialist advice	Provision informed by advice from outside the school, sought with parental agreement through Leicester’s SEND services referral route.	Educational psychology involvement; specialist teaching service advice; speech and language therapy; occupational therapy; support for sensory and physical needs; neurodevelopmental support.
High needs, including EHC plans	Provision beyond what can reasonably be met from the school’s own resources, supported by top-up funding or an EHC plan.	Individually allocated support linked to an EHC plan; a bespoke package agreed with the local authority; access to a Designated Specialist Provision place where a mainstream classroom alone cannot meet need.

Movement between these levels is expected in both directions. Where provision has worked and a need has been met, a child can be stepped down from the SEND register, with parents involved in that decision.

Appendix 3: Leicester City services and contacts

Contact details change; the school office confirms them each September as part of the policy review.

Service	What it does	Contact
SEND Support Service	Specialist advice and support to schools, requested through the local authority’s SEND services referral form	New Parks House, Pindar Road, Leicester LE3 9RN – 0116 454 2240 – sendbusinesssupport@leicester.gov.uk
Special Education Service	EHC needs assessments, annual reviews, placements, top-up funding, SEND travel assistance	Leicester City Council – see the Local Offer
Leicester City Local Offer	Published information on SEND support across education, health and social care, 0–25	leicester.gov.uk – Local Offer

Service	What it does	Contact
SENDIASS	Free, impartial information, advice and support for children, young people and parents	[confirm current provider and number]
Educational Psychology Service	Assessment and consultation on learning, development and emotional wellbeing	Via the SEND services referral route
Leicestershire Partnership NHS Trust	Community health services including therapies and CAMHS	0300 300 0007

Appendix 4: Preparing for the reformed SEND system

This appendix is for staff and governors. It summarises what the Schools White Paper proposes, when it is expected to take effect, and what the school is doing in the meantime. None of it changes the duties in the body of this policy, which remain governed by the SEND Code of Practice 2015.

Proposed timeline

When	What is expected
February 2026	Schools White Paper, Every Child Achieving and Thriving, published, setting out proposed SEND reform.
2026	Consultations on the reforms and on a local SEND inclusion formula for mainstream funding. Government-funded whole-staff SEND and inclusion training becomes available from September 2026.
2026–2028	Legislation drafted and taken through Parliament. Preparatory work on the tiered support model, Individual Support Plans and an updated SEND Code of Practice.
2028	National Inclusion Standards expected to be in place; schools expected to be aligned with the reformed approach.
2029	Individual Support Plans expected to become a statutory requirement; phased transition begins with pupils moving between phases of education.
2030 onwards	No change to support delivered through existing EHC plans expected before this point. Wider EHCP reform continues, with full implementation projected by 2035.

What the school is doing now

- Reviewing pupil profiles and outcomes plans so that they already contain what an Individual Support Plan is expected to record
- Taking up the government-funded whole-staff SEND and inclusion training from September 2026, and recording completion

- Auditing provision against Leicester’s BERA framework, so that universal and targeted provision is explicit and evidenced
- Strengthening the evidence trail behind requests for EHC needs assessments and top-up funding
- Making sure attendance, behaviour and SEND data for the same child are looked at together rather than separately
- Keeping governors briefed each term on developments, so that the school is not reacting late

Appendix 5: Summary of changes made at this review

This appendix is for governors and staff and may be removed before publication.

Area	Change
Status of the Code of Practice	Confirmed that the SEND Code of Practice 2015 still applies in full, and added a clear explanation of what the 2026 Schools White Paper does and does not change (cover note and Appendix 4).
Legislation and guidance	Section 2 rebuilt. Added the specific duties in the Children and Families Act 2014 (sections 66–68), the SEND Regulations 2014, the Equality Act 2010 including the accessibility plan duty, and the Children’s Wellbeing and Schools Act 2026. Removed the reference to the withdrawn 2013 Equality Act advice as the primary source and to the April 2014 version of the medical conditions guidance.
Leicester City frameworks	New section 2.3. The previous policy made no reference to local arrangements at all. Added the BERA framework as the benchmark for reasonable adjustments, the Local Area Inclusion Plan 2024–27, the Local Offer, the Special Education Service and the SEND Support Service, with contacts in Appendix 3.
SEN Information Report	Added. The duty to publish and annually review a SEN Information Report was missing from the previous policy; it is a statutory requirement under the SEND Regulations 2014.
Accessibility Plan	Added as a distinct statutory duty under Schedule 10 to the Equality Act 2010, with the three matters it must cover.
Adaptive teaching	The language of "differentiation" has been replaced with adaptive teaching throughout, with an explanation of why the distinction matters. The previous wording implied giving some children different and easier work.
Attendance	New section 11, including emotionally based school avoidance, part-time timetables, section 19 notification, and alignment with the Attendance Policy on authorised absence, attendance rewards and legal action.
Behaviour and exclusion	New section 12, including reasonable adjustments to the behaviour policy, emergency annual reviews where permanent exclusion is a risk, and a statement that informal exclusion is unlawful.

Area	Change
Safeguarding	New section 13 on the additional safeguarding vulnerability of children with SEND.
Medical conditions	Section 10 rewritten to cross-refer to the Medicine in School Policy and Allergy Safety Policy, and to require Individual Healthcare Plans and pupil outcomes plans to be written and reviewed together.
EAL	Section 14 corrected. The previous policy grouped EAL with SEND under a regulations reference that does not say what was implied. EAL is not a special educational need, but may mask one – both points are now stated.
Complaints	New section 22 setting out routes beyond the school: SENDIASS, mediation, the First-tier Tribunal (SEND) and disability discrimination claims. The previous policy mentioned only the number of complaints as a success measure.

Points for the school to confirm before approval

- The SEND link governor's name, and that termly meetings with the SENDCO are diarised
- That the SEN Information Report and Accessibility Plan are current and published on the website – both are statutory and are checked by inspectors
- The SENDCO's NPO SENCO status, and whether any deadline applies
- The current list of interventions in Appendix 2, which was carried over from the previous policy and may have changed
- The Leicester service contacts in Appendix 3, particularly the current SENDIASS provider
- Whether the school has taken up the government-funded whole-staff SEND training available from September 2026
- The workload attached to Mrs Aydin holding the SENDCO, Senior Attendance Champion, medical conditions and allergy safety roles together, and whether any element should be delegated

Policy approval

Chair of Governors – signature	
Print name	Steve martin
Date	30/09/2026
Headteacher – signature	
Print name	Sima Odedra
Date	30/09/2026

SENDCO — signature	
Print name	Arzu Aydin
Date	30/09/2026