# SPECIAL EDUCATIONAL NEEDS, DISABILITY & INCLUSION

## March 2026

**SENDCo**: Jennie White

**Link Governor**: Mrs Laura Henderson

**Chair of Governors**: Mrs Kerry Gorman

Policy Approved Signed: K Gorman Date: March 2026

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At Eureka Primary School we value the abilities and achievements of children and are committed to providing the best possible learning environment for all children, including those with special educational needs and disabilities. We believe that all children should have access to high quality provision regardless of gender, race, religion, gender, language, disability or family background, and as a school are committed to the active support of initiatives designed to further this principle. We believe that equality is at the heart of good educational practice. All children are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement.

As a school we observe two key duties:
• we must not directly or indirectly discriminate against, harass or victimise disabled children and young people;
• we must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

The school's SENDCo (Special Educational Needs and Disabilities Co-ordinator) is Jennie White and our link Governor is Mrs Laura Henderson. The policy will be reviewed on an annual basis to ensure that it is fit for purpose and in line with current legislation.

**Aims**

- To ensure that all children have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the needs of all children.
- To identify when children have special educational needs and/or disabilities and respond promptly.
- To ensure that children with special educational needs and/or disabilities take as full a part as possible in school activities.
- To ensure that parents / carers are kept fully informed of their child's progress and attainment.
- To include, where appropriate, children with special educational needs and/or disabilities in decisions affecting their future and provision.
- To provide opportunities to meet with SEND children, enabling them to share their views and discuss any concerns they may be experiencing or any bullying that may be linked to their disability. This may be done through informal discussion, child surveys etc

Eureka Primary School will have due regard for the Special Needs Code of Practice (January 2015) when carrying out our duties towards all children with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

In 2025 – 2026, Eureka Primary became part of the PINS project (Partnership in Neurodiversity in Schools). This project provides support to schools to develop neuro-diverse affirming settings, ensuring that neurodivergent pupils feel valued, have a sense of belonging and be successful.

**Definition of Special Educational Needs and Disability**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age,

Or

- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Special educational needs and disability code of practice: 0 to 25 years, DFE Jan 2015)

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...***a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'***. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Special Educational Needs could mean that a child has difficulties in:

- **Communication and Interaction** - in expressing themselves or understanding what others are saying. This includes children with speech and language delay, impairments and Neurodiversity.
- **Social and Emotional Mental Health** – this includes children who may be: withdrawn or isolated; displaying disruptive or disturbing behaviour; hyperactive; or lack concentration. These behaviours may reflect underlying mental health difficulties.
- **Sensory and/or Physical** – this may include (but is not limited to) children with a hearing or visual impairment, which might affect them in school or a medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.
- **Cognition and Learning** - in acquiring basic skills. This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia. As a school, we have implemented a whole school approach to supporting pupils with dyslexia which is regularly reviewed to ensure support for pupils is targeted to meet specific needs. More details regarding this strategy can be found in the school's impact report.

It is worthy of note that there are other factors that might impact on progress and attainment but are not considered as SEND. Factors such as attendance and punctuality, being in receipt of a Child Premium Grant, or being a child of a Serviceman/woman are not automatically regarded as SEND. Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Behavioural difficulties do not necessarily mean that a child or young person has SEND and do not automatically lead to a child being registered as having SEND. Slow progress and low attainment also do not necessarily mean that a child has SEND.

**The graduated approach to special educational needs provision**

At Eureka Primary we have adopted the graduated response to provision as recommended in the SEND (Special Educational Needs and Disabilities) Code of Practice.

Wave 1 involves Quality First teaching within the classroom to meet the needs of all children. The class teacher will plan a range of adapted activities in all areas of the curriculum and will monitor and assess children termly. A whole school provision map to show the support available at Eureka for each of the SEND 4 main areas, and outlining quality first teaching, can also be found on the school website.

For some children, despite receiving adapted teaching, may require additional support which is Wave 2 provision. This may be required because the child is:

- Making little or no progress.
- Demonstrating difficulty in developing literacy and numeracy skills.
- Showing persistent emotional / behavioural difficulties which are not affected by behaviour management strategies.
- Experiencing sensory / physical problems, and make little progress despite the provision of specialist equipment.

In these instances, the class teacher will consult with the SENDCo and additional interventions and support will be provided within school, often through small group work and interventions.

Further to this support is Wave 3. This involves specialist support provided by agencies additional to that of school. This may be specialist hearing / visual support, educational psychologist support and the Local authority Inclusion Specialist Advisory Teacher (ISAT). Any support of this nature will be discussed with parents / carers as full consent is needed and parents / carers will be kept fully updated of progress and the provision provided.

Where it is determined that a child does have SEND, parents / carers will be formally advised of this and the decision to add the child to the SEND register is made. The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided may involve an IEP (Individual Education Plan) or specific targets set by professionals working with the child.

All support follows the recommended ASSESS, PLAN, DO, REVIEW cycle outlined in the SEND code of practice:

- **Assess:** an analysis of the child's needs will be carried out by the class teacher and SENDCo. Outside agencies may also be involved.
- **Plan**: if the school decides to provide the child with SEN support parents / carers will be notified. All staff involved with the child will be informed.
- **Do:** interventions / support will be delivered.
- **Review:** the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the child and parents / carers throughout this process. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows and has no set timeframe but will be reviewed regularly and adapted as appropriate.
This cycle enables identification of those interventions which are most effective in supporting the child to achieve good levels of progress and outcomes. If necessary school will consult with parents /carers and the Local Authority to put in place extra support through the Local authority Inclusion funding or EHCP (Education, Health, Care Plan) or will seek advice and guidance from the ISAT teacher.

**Transition**

As soon as we are aware that a child with SEND is entering or leaving school the SENDCo will make contact with the feeder / receiving school. Early transition arrangements and liaison between the child and their parent / carer, Eureka Primary School, and the feeder / receiving school staff is carefully planned. This provides an opportunity for the sharing of information to take place, along with the opportunity to observe teaching and learning in the feeder / receiving setting in order to continually meet the needs of all children entering or leaving Eureka Primary School. Work with outside agencies will be coordinated to ensure continuity of provision for pupils with their support.

**Progress of SEND child**

The progress of SEND children is tracked individually and as a class, year and whole school group. Teachers will discuss the progress and attainment of SEND child termly with the SENDCo, Assessment Lead and Headteacher. We expect SEND child to make at least expected progress from their starting point and use small steps trackers to monitor the progress made over time.

**Attainment of SEND child**

The majority of SEND child are assessed using the school system of year group judgements of Below, Working Towards, AT and Exceeding. Those children who are judged as Below, which includes SEND children, are judged using the appropriate year group to their development, for example a child in year 5 may be assessed using the year 3 judgements if they are appropriate. Children working 2 years or more below their year group are assessed using the Pre-Key Stage Standards and the Small Steps documents. This ensures that all children make progress and gaps in learning are identified. Targeted support can then be provided and progress towards these small steps is monitored, even if the steps are small and do not lead to an overall change in the attainment grade. By tracking small steps we ensure that the progress of all pupils is monitored, shared and discussed at pupil progress meetings and any pupil not making progress is identified quickly and support put in place.

**Accessibility**

Eureka Primary School was built in 1959. It is accessible by ramps to all areas. We have a disabled toilet fitted with a hoist and alarm. We carry out an annual audit of the access requirements of our children in conjunction with specialist staff from outside agencies.

Some children are supported by specialist staff or Teaching Assistants on a 1:1 basis for some of their time in school in order for them to access activities safely and to the best of their ability or to develop specific skills.

**Parents and Carers**

Staff at Eureka value the views and opinions of parents and carers of children with special educational needs and disabilities. Parents are invited in to school for annual and termly reviews and are consulted where appropriate in decisions made regarding their children's education. Parents / carers are able to speak to staff in school on a daily basis should they wish to and are regularly invited into school to discuss progress towards targets set by Educational Psychologists or the ISAT teacher. Where appropriate, School encourages parents / carers to make contact with professionals from 'SENDIASS' (Special Educational Needs & Disability Information, Advice and Support Service) in order to access relevant support and advice. The school website has also been developed to include information and advice sheets for parents/carers around specific areas of SEND and as a response to issues raised by the school community. These can be found in the SEND - parents section on the school website.

If Parents/carers have concerns about their child's progress they should, in the first instance, speak to the child's class teacher.

The class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child
- personalised teaching and learning for your child
- ensuring that the school's SEND Policy is followed in their classroom.

If parents / carers have concerns that their child has an unmet special educational need after speaking to the child's class teacher or feel they need more support, they should contact the SENDCo (Jennie White). This can be done by calling the school office on 01283 216451 or by emailing white.j.01@eureka.derbyshire.sch.uk

Any complaints from parents / carers of children with SEND concerning the provision made in school will be referred to the Headteacher and Link Governor for investigation.

The schools impact report is available on the school website and outlines provision for SEND pupils in more detail.

A copy of the Special Educational Needs Code of Practice can be downloaded at:
https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

Derbyshire County Council's SEND Local Offer is an online one stop shop for parents and young people to find out about all the services and support on offer to children and young people from birth to 25 who have

special educational needs and / or disabilities (SEND). This can be accessed via https://localoffer.derbyshire.gov.uk/#!/directory. It tells parents how to access services and support in Derbyshire and what to expect from these services, including details of Higher Needs Funding and Education and Health Care Plans.

The support from SENDIASs can be accessed via their website at: https://www.derbyshireiass.co.uk/home.aspx or by telephoning 01629 533660 between 9.30am and 3pm. An online form requesting support and advice can also be completed or a direct email for support can be sent to ias.service@derbyshire.gov.uk