Packwood
Part of the Shrewsbury School Family

Special Educational Needs Policy

2026-2027

Packwood School

Applies to: Whole School, including EYFS
Owner: SENDCo
Approved by: Governing Body
Review Cycle: Annual

1. Policy Statement

Packwood School is committed to providing an inclusive education in which every pupil is known, valued and supported to flourish. The School recognises that pupils develop and learn in different ways and that some children may require additional support to access learning, participate fully in school life and achieve their individual potential.

The School seeks to ensure that pupils with special educational needs and disabilities (SEND) are identified promptly and that appropriate provision is put in place through a graduated and responsive approach. The aim is not only to support academic achievement, but also to promote confidence, independence, wellbeing and positive engagement with school life.

The School is committed to fostering a culture in which diversity is respected and individual needs are understood. All pupils are entitled to access a broad, balanced and ambitious curriculum, and every reasonable effort will be made to remove barriers to learning and participation.

This policy applies to all pupils from the Early Years Foundation Stage through to Form 8 and should be read in conjunction with the School's Admissions Policy, Accessibility Plan, Equality Policy, Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, Data Protection Policy and Complaints Procedure.

2. Regulatory Framework

This policy has been prepared with regard to the requirements and principles of the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice: 0-25 Years, the Equality Act 2010, the Independent School Standards Regulations, the EYFS Statutory Framework and Keeping Children Safe in Education.

The School recognises its responsibilities under the Equality Act 2010 to make reasonable adjustments for disabled pupils and to ensure that no pupil is disadvantaged because of a disability. The School is also committed to

promoting equality of opportunity and ensuring that pupils with SEND are able to participate fully in all aspects of school life.

3. Aims

The School aims to create an environment in which pupils with SEND are able to thrive and achieve their best possible outcomes. In pursuing this aim, the School seeks to:

- identify SEND at the earliest appropriate opportunity;
- provide effective and proportionate support based on individual need;
- ensure that pupils are included in the academic, social and wider life of the School;
- enable pupils to become confident, resilient and independent learners;
- work in partnership with parents, carers and external professionals;
- involve pupils in decisions about their support wherever appropriate;
- promote a culture of high expectations for all pupils; and
- fulfil all statutory and regulatory responsibilities relating to SEND.

4. Definition of SEND

A pupil is considered to have special educational needs if they have a learning difficulty or disability that requires special educational provision to be made for them.

A learning difficulty or disability exists where a child or young person has significantly greater difficulty in learning than the majority of others of the same age, or has a disability that prevents or hinders them from making use of educational facilities generally provided for pupils of the same age within mainstream schools.

Special educational provision means educational provision that is additional to, or different from, that generally provided for other pupils of the same age.

The School acknowledges that SEND may relate to difficulties within the areas of communication and interaction, cognition and learning, social, emotional and mental health, or sensory and physical needs. Pupils may have needs that span more than one area and each pupil's profile of strengths and needs will be considered individually.

5. Identification and Assessment

The School places significant importance on early identification. Concerns about a pupil's progress, learning, behaviour, communication, emotional wellbeing or access to the curriculum may be raised by teachers, parents, pastoral staff, the SENDCo, external professionals or the pupils themselves.

Identification is informed by a range of evidence, including classroom observation, assessment data, screening procedures, information from previous schools, discussions with parents and advice from specialist professionals, where appropriate.

The School recognises that a formal diagnosis is not required before support can be put in place. Decisions regarding provision are based on individual need and the impact those needs have on learning and participation.

Where concerns are identified, the SENDCo will work collaboratively with teachers, parents and, where appropriate, the pupil to determine suitable support and establish clear outcomes.

6. SEND Provision and the Graduated Approach

The School follows the graduated approach outlined in the SEND Code of Practice through a cycle of Assess, Plan, Do and Review.

Assessment of need is informed by information gathered from staff, parents, pupils and external specialists where appropriate. Following assessment, a programme of support is planned that identifies the strategies, interventions and reasonable adjustments required. Support is then implemented and monitored by teaching staff and relevant specialists, under the guidance of the SENDCo. Progress and effectiveness are reviewed regularly, and provision is adjusted in light of outcomes and emerging needs.

Where appropriate, pupils receiving additional support will have a SEND Support Plan that outlines identified needs, agreed strategies and intended outcomes. These plans are reviewed regularly in partnership with parents and pupils.

The School believes that high-quality adaptive teaching remains the primary means through which the needs of most pupils with SEND are met. Additional interventions and targeted support supplement, rather than replace, effective classroom teaching.

7. Education, Health and Care Plans

The School welcomes applications from pupils with Education, Health and Care Plans where it is satisfied that it can appropriately meet the pupil's needs.

Where a pupil has an Education, Health and Care Plan, the School will implement agreed provision, work collaboratively with parents and external agencies, contribute to statutory annual reviews and monitor progress towards identified outcomes.

The School will maintain constructive relationships with local authorities and specialist services to ensure that pupils with Education, Health and Care Plans receive effective and coordinated support.

8. Accessibility and Reasonable Adjustments

The School is committed to ensuring that disabled pupils are not placed at a substantial disadvantage in comparison with their peers.

Reasonable adjustments may include modifications to teaching approaches, classroom organisation, assessment arrangements, learning resources, the physical environment or the use of assistive technology. Adjustments will be determined on an individual basis, taking into account the pupil's needs and the practical circumstances of the School.

The School's Accessibility Plan sets out the strategic measures being taken to improve access to education, facilities and information for pupils with disabilities.

9. Roles and Responsibilities

The Governing Body has strategic oversight of SEND provision and is responsible for ensuring that the School fulfils its legal and regulatory obligations. Governors receive periodic information regarding SEND provision, pupil outcomes, staffing, training and strategic developments to enable effective oversight and challenge.

The Head is responsible for ensuring that SEND remains a whole-school priority and that appropriate resources, staffing and support arrangements are available to meet pupil needs.

The SENDCo provides leadership and coordination of SEND provision throughout the School. This includes overseeing identification procedures, monitoring

provision and outcomes, advising staff, maintaining records, liaising with parents and external professionals and supporting staff development.

All teachers are teachers of pupils with SEND. Every member of teaching staff is responsible for delivering high-quality adaptive teaching, implementing agreed support strategies, monitoring pupil progress and working collaboratively with parents and the SENDCo.

10. Partnership with Parents

The School recognises that parents are the child's first educators and that effective SEND provision is built upon positive and collaborative relationships between home and school.

Parents will be informed promptly where concerns arise about their child's learning or development. They will be involved in discussions about assessment, planning, support and review processes, and their views will be taken into account when decisions are made regarding provision.

The School seeks to maintain open, constructive and transparent communication so that parents are fully informed about their child's progress and support arrangements.

11. Pupil Voice

The School values the views of pupils and recognises the importance of involving them in decisions that affect their education.

Pupils will be encouraged, where appropriate, to contribute to discussions about their strengths, challenges and support needs. The School aims to help pupils develop confidence, self-awareness and independence so that they become active participants in their own learning journey.

12. Working with External Agencies

The School works collaboratively with a range of specialist services where additional expertise is required. These may include educational psychologists, speech and language therapists, occupational therapists, specialist teachers, medical professionals and mental health practitioners.

Advice from external professionals is used to inform assessment, planning and provision and to ensure that pupils receive appropriate and evidence-informed support.

13. Safeguarding

The School recognises that pupils with SEND may face additional barriers to recognising, reporting or disclosing abuse and may be particularly vulnerable to bullying, exploitation or neglect.

All staff receive safeguarding training that reflects these additional vulnerabilities. Any safeguarding concerns relating to pupils with SEND will be managed in accordance with the School's Safeguarding and Child Protection Policy and will be addressed promptly and appropriately.

The School is committed to ensuring that all pupils feel safe, respected and supported.

14. Inclusion, Behaviour and Anti-Bullying

The School expects all pupils to treat one another with kindness, dignity and respect. Discrimination, harassment, victimisation or bullying related to special educational needs or disabilities will not be tolerated.

Where behaviour concerns arise, staff will take account of any identified SEND and consider whether reasonable adjustments, additional support or alternative approaches may be required. The School seeks to balance high expectations with an understanding of individual circumstances and needs.

All concerns relating to bullying or discriminatory behaviour will be investigated promptly and managed in accordance with the Behaviour Policy and Anti-Bullying Policy.

15. Records and Confidentiality

The School maintains accurate and confidential SEND records. Information relating to pupils with SEND is stored securely and is shared only with staff who require access in order to carry out their professional responsibilities.

All personal data is processed in accordance with UK data protection legislation and the School's Data Protection Policy.

The School is committed to handling sensitive information with care while ensuring that relevant staff have access to the information required to support pupils effectively and safely.

16. Complaints

The School aims to resolve concerns regarding SEND provision informally and constructively wherever possible.

Parents who have concerns should initially discuss these with the SENDCo. If concerns remain unresolved, they may be referred to the Head. Where issues cannot be resolved informally, parents may make use of the School's formal Complaints Procedure.

17. Monitoring and Review

The effectiveness of SEND provision is monitored through ongoing review of pupil progress, feedback from pupils and parents, professional evaluation, external advice and governor oversight.

The Governing Body will review this policy annually, or more frequently where changes in legislation, regulation or good practice require amendment.

Referral procedure for Learning Support

- The class teacher raises concerns with the Head of Learning Support and after discussion they decide on the next step.

- If it is felt that there is a need for Learning Support, the form tutor will contact the parents to explain the concerns and the steps that the school will now take: that is that the Head of Learning Support could carry out an assessment and will contact the parents to discuss this with them.

- The Head of Learning Support will then assess the pupil with the parents' agreement. Then the report will be discussed with the class/English teacher. The Head of Learning Support will contact the parents to discuss the report and any other further action.

- The Head of Learning Support, with the parents' agreement, will arrange testing with a psychologist or qualified assessor if necessary.

- The Head of Learning Support/Assistant to the Head of Learning Support will discuss the report with the parents and the relevant members of staff.

- A copy of the report will be available in the staff room and a summary emailed to all staff and a copy of the summary placed on the child's database file.

- Lessons in the Learning Support Department will be arranged if that is felt to be the appropriate course of action.