



# Special Educational Needs and Disabilities (SEND) Policy

## Status

January  
2026

Draft for Governors

Accepted by Governors

Date for Review

## **1. Introduction / Policy Statement**

Diamond Wood is committed to providing an inclusive, high-quality education that enables all pupils to achieve their full potential. We recognise that some pupils may require additional support to access learning and are dedicated to identifying and addressing the needs of children with Special Educational Needs and Disabilities (SEND). Our aim is to foster an environment in which every pupil feels valued, supported, and able to succeed.

## **2. Legal Framework**

This policy has been developed in line with the following legislation and guidance:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- Equality Act 2010
- The Education Act 2011
- Supporting Pupils at School with Medical Conditions (2014)
- Local Authority SEND policies and procedures

## **3. Definition of Special Educational Needs and Disabilities**

A pupil is considered to have SEND if they have a learning difficulty or disability that calls for special educational provision, namely provision that is additional to or different from that normally available to pupils of the same age. This includes difficulties in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

#### **4. Aims and Objectives**

Our SEND provision aims to:

- Ensure that pupils with SEND are identified at the earliest possible opportunity.
- Provide tailored support and interventions to enable progress and achievement.
- Work collaboratively with parents, carers, and external agencies.
- Ensure pupils are fully included in all aspects of school life.
- Prepare pupils for successful transitions between key stages and beyond.

#### **5. Roles and Responsibilities**

**Governing Body:** Ensures the school meets its statutory responsibilities for SEND.

**Head of School:** Oversees the implementation of the SEND policy and provision.

**SENDCo:** Coordinates SEND provision, manages records, liaises with staff, parents, and external agencies.

**Teachers:** Responsible for the progress and development of all pupils, including those with SEND.

**Support Staff:** Deliver targeted interventions and in-class support as directed.

#### **6. Identification and Assessment of SEND**

The school uses a range of evidence-based assessments, teacher observations, and parental input to identify pupils who may require SEND support. We follow a graduated approach of “assess, plan, do, review” to ensure needs are met effectively.

#### **7. Graduated Approach to SEND Support**

Pupils identified as having SEND will receive support that is additional to or different from that available to other pupils. This may include differentiated teaching, small group work, targeted interventions, or access to specialist provision such as The Grove.

## **8. Provision and Support**

Support may include:

- Quality first teaching in the classroom.
- Tailored interventions to support literacy, numeracy, communication, and SEMH.
- Access to specialist staff and resources.
- Small group or individual support where appropriate.
- Bespoke provision (e.g. The Grove) for pupils with severe and complex needs.

## **9. Education, Health and Care (EHC) Plans**

Where a pupil's needs are significant and long-term, the school will work with parents and external professionals to request an Education, Health and Care (EHC) assessment. Provision will be implemented and reviewed in line with the statutory guidance.

## **10. Access to the Curriculum**

We ensure that all pupils have access to a broad, balanced, and relevant curriculum. Where necessary, adaptations are made to meet individual needs, and additional provision is put in place to remove barriers to learning.

## **11. Partnership with Parents and Pupils**

We value the vital role of parents and carers in supporting their child's education. The school ensures regular communication with families and actively seeks pupil voice when planning and reviewing provision.

## **12. Transition Arrangements**

We recognise that transition points can be challenging for pupils with SEND. Support is provided through personalised transition plans, additional visits, and careful handover of information to receiving teachers or schools.

## **13. Staff Training and Development**

We are committed to the continuous professional development of all staff in understanding and meeting the needs of pupils with SEND. Training is delivered through INSET days, external courses, and specialist support from external professionals.

## **14. Monitoring and Evaluation of Provision**

The effectiveness of SEND provision is regularly monitored through pupil progress reviews, classroom observations, data analysis, and feedback from pupils, staff, and parents. The SENCO reports termly to the governing body.

## **15. Complaints Procedures**

Concerns about SEND provision should first be raised with the class teacher. If issues remain unresolved, they should be referred to the SENCO and subsequently the Head of School. If necessary, the governing body's complaints procedure can be followed.

## **16. Accessibility and Inclusion**

The school is committed to ensuring accessibility for all pupils. This includes physical access to the site, inclusive teaching strategies, and access to appropriate resources and technology. The Accessibility Plan outlines our approach in detail.

## **17. Policy Review**

This policy will be reviewed annually by the SENCO and the governing body to ensure it remains compliant with legislation and reflects the needs of pupils.

## **18. Review and Approval**

This SEND Policy reflects our commitment to providing a supportive and inclusive environment where every child can thrive. It will be reviewed annually to ensure it continues to meet the needs of our pupils and aligns with current legislation and best practice. We welcome feedback from parents, carers, staff, and the wider school community to help us improve our provision for children with SEND.

Approved by: Rebecca Price (Head of School)

Date: 5.1.26