



Eastnor Primary School

**Supporting Children with
Additional needs policy**

"Inspire and Achieve"



Let love guide your actions, thoughts and words.

Date	Review
September 2026	Updated and Approved LAB
September 2027	Date for review

1. Policy statement

At Eastnor Primary School, we are committed to an inclusive culture in which every child is known, valued, safe and able to participate fully in school life. We recognise that children may experience additional needs at different points in their education and that these needs may be short-term, long-term, diagnosed, emerging or linked to circumstances outside school. This policy explains how we identify barriers, provide timely support and work with pupils, parents/carers and other professionals. It complements the school's statutory SEND Information Report and SEND Policy and should be read alongside safeguarding, behaviour, attendance, medical needs, equality, accessibility and curriculum policies.

2. Aims

Our aims are to identify additional needs as early as possible; remove or reduce barriers to learning, participation and wellbeing; maintain high expectations for all pupils; provide appropriate, proportionate and evidence-informed support; make reasonable adjustments where required; involve children in decisions about their support; work in partnership with parents and carers; and seek specialist advice when school-based support is not sufficient.

3. What we mean by 'additional needs'

'Additional needs' is used in this policy as an inclusive school term. It may include, but is not limited to, pupils with special educational needs and/or disabilities (SEND), medical needs, social, emotional or mental health needs, speech, language and communication needs, sensory or physical needs, neurodevelopmental differences, interrupted education, family or social circumstances, disadvantage, English as an additional language, or temporary needs following illness, bereavement, trauma or significant change.

Having an additional need does not automatically mean that a pupil has special educational needs. Equally, a pupil does not need a formal diagnosis before the school can identify a barrier and put appropriate support or reasonable adjustments in place.

4. Legal and statutory framework

This policy has regard to the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014, and the statutory SEND Code of Practice: 0 to 25 years. It will also be implemented alongside current statutory safeguarding, attendance and supporting-pupils-with-medical-conditions guidance.

The SEND Code of Practice requires schools to use a graduated approach to SEN support. The Equality Act 2010 prohibits disability discrimination in schools and places a duty on responsible bodies to make reasonable adjustments for disabled pupils.

5. Principles of provision

Support will begin with high-quality, inclusive teaching and ordinarily available provision. Staff will consider the child's strengths as well as their needs and will seek to understand the barrier behind a difficulty rather than relying solely on labels. Adjustments should support access, independence and belonging and should not unnecessarily lower expectations or narrow a pupil's curriculum.

Provision will be personalised where appropriate. The school will consider the child's age, development, communication, family context, prior attainment and response to previous support.

6. Early identification

Class teachers have a key role in noticing emerging needs. Concerns may arise through assessment information, observation, attendance or behaviour patterns, pupil voice, parental concerns, screening, medical information, transition information or advice from external professionals.

Where progress is slower than expected, staff will consider possible causes carefully. Difficulties with learning will not automatically be assumed to be SEND. The school will consider teaching, attendance, health, language, emotional wellbeing and other contextual factors before determining the most appropriate response.

7. Graduated approach: Assess – Plan – Do – Review

Where a pupil requires support that is additional to or different from the provision ordinarily available, the school will use a graduated cycle of Assess, Plan, Do and Review.

Assess: gather information from the pupil, family, staff, assessment and, where appropriate, other professionals to identify strengths, needs and barriers.

Plan: agree clear outcomes, provision, adjustments, responsibilities and a review point. Parents/carers and the pupil will be involved in an age-appropriate way.

Do: the class teacher remains responsible for the pupil's learning, including where interventions are delivered by another adult. Support should connect with classroom teaching and promote independence.

Review: evaluate progress and the effectiveness of provision, using evidence and pupil/parent views. Support may then be continued, adapted, increased, reduced or concluded.

8. Special educational needs and disabilities (SEND)

Where the school identifies that a pupil has SEN, the SENCO will oversee appropriate SEN support in line with the SEND Code of Practice. The four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical needs – may help schools plan provision, but individual pupils may have needs across more than one area.

Where, despite relevant and purposeful action, a pupil continues to have significant difficulties, the school may seek specialist assessment or advice. Where appropriate, the school and/or parents may consider requesting an Education, Health and Care needs assessment from the local authority.

9. Social, emotional and mental health needs

The school recognises that changes in behaviour, engagement or attendance can communicate an unmet need. Staff will respond with curiosity, consistency and appropriate boundaries while considering whether additional support, safeguarding action, reasonable adjustments or specialist advice is needed.

Support may include trusted-adult check-ins, pastoral work, emotional literacy support, adapted routines, regulation strategies, targeted intervention and liaison with external services. Safeguarding concerns will always be addressed through the school's safeguarding procedures.

10. Medical and physical needs

Pupils with medical conditions will be supported so that they can access education, including school trips and physical activity, as fully and safely as possible. Where required, an Individual Healthcare Plan will set out agreed arrangements. Staff will liaise with parents/carers and relevant health professionals and follow the school's Supporting Pupils with Medical Conditions and medicines procedures.

Medical needs and SEND can overlap, but they are not the same. Eastnor will consider both frameworks where appropriate.

11. Reasonable adjustments and accessibility

Eastnor will anticipate and make reasonable adjustments for disabled pupils where required by the Equality Act 2010. Adjustments will be considered individually and may include changes to

routines, communication, teaching approaches, seating, resources, sensory environment, equipment, recording methods, assessment arrangements or the way a policy is applied. Eastnor will also work through its Accessibility Plan to improve access to the curriculum, physical environment and information for disabled pupils.

12. Supporting pupils who do not meet SEND thresholds

Some pupils need additional support without meeting the definition of SEN. The school will not wait for a diagnosis or SEN identification before responding to an identified barrier. Short-term or targeted support may be provided and reviewed through normal school assessment and pastoral systems.

Where a need persists or becomes more complex, the class teacher and SENCO will consider whether further assessment or SEN support is appropriate.

13. Partnership with parents and carers

Parents and carers are important partners. Eastnor will communicate concerns sensitively, listen to family knowledge, explain support clearly and involve families in review. Where specialist involvement is proposed, consent will be sought where required and information-sharing will follow data protection and safeguarding requirements.

Parents/carers are encouraged to speak first with the class teacher and/or SENCO if they have concerns about their child's learning, development, participation or wellbeing.

14. Pupil voice

Children will be supported to express their views about what helps them learn and participate. Their views will be sought in ways appropriate to their age, communication and understanding. Where useful, pupil passports, one-page profiles or similar tools may record strengths, preferences, successful strategies and important adjustments.

15. Curriculum, teaching and intervention

Teachers are responsible and accountable for the progress and development of all pupils in their class. Additional intervention does not replace high-quality classroom teaching. Teachers will use adaptive teaching, appropriate scaffolding, explicit instruction, modelling, vocabulary development, retrieval and practice, accessible resources and appropriate technology as needed.

Targeted interventions will have a clear purpose and intended outcome. Their impact will be reviewed so that ineffective provision is adapted or stopped and successful strategies are transferred into everyday classroom practice.

16. Attendance, behaviour and exclusion

Where attendance or behaviour concerns involve a pupil with additional needs, staff will consider whether unmet needs, disability or other barriers are contributing. The school will make appropriate reasonable adjustments and provide support while maintaining clear expectations and safeguarding all pupils.

Decisions relating to sanctions, suspension or exclusion will be made in accordance with current statutory guidance and the school's Behaviour Policy, with relevant SEND and equality duties considered.

17. Transition

Transition will be planned carefully for pupils with additional needs. This may include enhanced visits, visual information, meetings between settings, transition passports, transfer of relevant records and liaison with families and external professionals. Particular attention will be given to entry into Reception, movement between classes or key stages, transfers between schools and transition to secondary education.

18. Roles and responsibilities

Governors/Trustees will provide strategic oversight, ensure statutory duties are understood and monitor the effectiveness of provision for pupils with SEND and other additional needs.

The Headteacher is responsible for ensuring this policy is implemented consistently and that inclusion is reflected in school culture, staffing, curriculum and resource decisions.

The SENCO leads and coordinates SEND provision, supports staff, liaises with families and professionals, contributes to strategic development and monitors the effectiveness of SEN support.

Class teachers are responsible for high-quality inclusive teaching, early identification, implementing agreed adjustments and provision, assessing progress and communicating with pupils, families and the SENCO.

Teaching assistants and pastoral staff work under appropriate direction to deliver agreed provision, promote independence, share observations and contribute to review.

All staff have a responsibility to promote inclusion, dignity, safety and high expectations and to follow safeguarding procedures.

19. Working with external agencies

Where appropriate, Eastnor may work with educational psychology, speech and language therapy, occupational therapy, physiotherapy, school nursing, mental health services, specialist teaching services, early help, social care and other relevant professionals. Advice will be incorporated into school provision where appropriate and reviewed for impact.

20. Safeguarding

Children with SEND and other additional needs may face additional barriers to recognising or reporting abuse and neglect. Staff will remain alert to communication needs, changes in presentation and the possibility that behaviour or distress may be a safeguarding indicator. Safeguarding concerns take priority and will be managed under the school's Child Protection and Safeguarding Policy and current statutory guidance.

21. Information sharing and confidentiality

Information about pupils will be handled sensitively and in accordance with data protection requirements. Relevant information will be shared with staff who need it to provide safe and effective support. Information may be shared without consent where this is necessary to safeguard a child or where another lawful basis applies.

22. Training and staff development

The school will identify staff development needs through monitoring, pupil needs and school priorities. Training may include SEND, adaptive teaching, communication, neurodiversity, medical needs, emotional regulation, trauma-informed practice, safeguarding and the effective deployment of support staff.

23. Monitoring impact

Eastnor will evaluate provision through pupil progress and attainment, attendance, engagement, participation, wellbeing indicators, pupil and parent voice, intervention reviews, learning visits and other relevant evidence. Leaders will consider whether support is improving access, independence and outcomes rather than measuring provision only by the amount of adult support provided.

24. Complaints

Concerns should normally be raised with the class teacher or SENCO in the first instance and may then be discussed with the Headteacher. Formal complaints will be handled under the Trust's Complaints Policy. Information about SEND disagreement resolution, mediation and

tribunal rights is available through the local authority and local SEND Information, Advice and Support Service (SENDIASS).

25. Related policies and documents

- SEND Policy and SEND Information Report
- Accessibility Plan and Equality information/objectives
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy
- Medicines / First Aid procedures
- Intimate Care Policy
- Mental Health and Wellbeing / Pastoral procedures
- Complaints Policy
- Local Authority Local Offer

advice

References

Department for Education and Department of Health and Social Care, Special educational needs and disability code of practice: 0 to 25 years (current GOV.UK publication, updated September 2024).

Equality Act 2010, particularly Part 6 and Schedule 13 (education and reasonable adjustments).
Children and Families Act 2014, Part 3 (children and young people in England with special educational needs or disabilities).