

Special Educational Needs and Disability (SEND)

Policy

Market Drayton Infant and Nursery School
July 2026



Market Drayton
Infant & Nursery School

Collaboration • Aspirations • Respect • Positivity

'An excellent, happy school
where we enjoy learning.'

Market Drayton Infant and Nursery School Visions and Values

Vision: An excellent, happy school where we enjoy learning.

Underpinning the vision statement are a series of **aims**, the 'why' we do what we do, these are our **beliefs** about education. As a school:

- We believe that we should provide a happy and safe learning community in which we nurture every child who is valued as a unique individual.
- We believe that everyone should be immersed in exciting, challenging learning through the delivery of inspirational and innovative opportunities.
- We believe that everyone should be inspired to achieve their full potential now and for the future.

Our Values

Our values underpin the vision statement and aims. At our school we especially value:

Collaboration: *'We work together to support and nurture everyone to achieve their aims'*

Aspirations: *'We encourage each other to aim high and achieve their aspirations'*

Respect: *'We are honest, thoughtful and considerate to ourselves, others and the world around us'*

Positivity: *'We adopt a 'can do' and optimistic attitude'*

These values underpin everything that we do in order to achieve excellence. To pull this together the main driver for the curriculum is 'Reach for the Stars'.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Market Drayton Infant and Nursery School we are an inclusive setting. As set out by our vision and values, we take our responsibility to develop the whole child very seriously, catering for their emotional, intellectual, physical, spiritual, social and aesthetic needs in a sensitive way.

This policy outlines our firm commitment to provide a high quality of education for all pupils, including those with special educational needs and/ or disabilities, through Quality First teaching and the Graduated Response of plan, do and review. This involves:

- A child-centered approach, recording, listening to and acting upon the voice of the child, taking their ideas into account wherever possible;
- Identification, monitoring and support of children's needs through adaptation of the curriculum and teaching strategies to allow achievement for all;
- Equal access, for all children, to enrichment activities such as trips, and clubs;

- Working closely with parents, involving them at every step from the earliest stages of identification; meeting termly to coproduce targets and paying due regard to their aspirations;
- Working closely with outside agencies to support the child's education and wellbeing, including Early Help to support families;

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Mental Health and Wellbeing

One in five young people aged 8-25 in the UK have a probable mental health condition and the frequency is increased among children with SEND. Our universal approach to mental health and wellbeing is crucial for all pupils, especially those with SEND.

At Market Drayton Infant and Nursery School we are fully committed to promoting and protecting the emotional well-being and mental health of our school community and have adopted a whole school approach that includes pupils, parents and staff. Through encouraging all our stakeholders to talk openly, we have developed a positive approach to protecting and promoting emotional wellbeing and mental health and understand that it is the responsibility of everyone in our school.

5. SEND and bullying

'Keeping Children Safe in Education', D.F.E 2025 explains that Children with SEND face additional safeguarding barriers, for example being more prone to peer group isolation and bullying. They may also have difficulties outwardly showing signs or communicating that they are feeling left out or bullied. As a school, we take our safeguarding responsibilities for all children very seriously and are aware of the additional barriers faced by children with SEND, providing pastoral support where necessary. Please see our Safeguarding policy for more information.

6. Admissions

Pupils with SEND are admitted to Market Drayton Infant and Nursery School on the same basis as any other child. The Governing Body uses the Local Authority admissions criteria.

6. Accessibility

In line with our visions and values we believe that everyone should be immersed in exciting, challenging learning through the delivery of inspirational and innovative opportunities, whilst recognising that adaptations to the environment and curriculum will be necessary to achieve this for all pupils. Below is a list of the ways that we ensure accessibility for all children.

- The school pays due regard to the Equality Act (2010) and has an Equality policy that identifies specific targets to ensure that the school meets the needs of all pupils. This is available on the website.
- The school makes reasonable adaptations so that it can meet the needs of all pupils, including those with SEND.
- School buildings and the field are accessible to children with physical disabilities via lifts and ramps.
- Measures have been taken to improve the acoustic conditions in the classrooms for pupils with hearing impairments.
- The school has a disabled toilet, shower and changing benches
- Equipment is accessible to all children, regardless of need.
- Teachers and learning support assistants are supported in differentiating and adapting the curriculum in order to allow all pupils to study a broad and balanced curriculum.
- The school ensures that, through careful planning and extra staffing, all pupils are able to attend school trips and other enrichment activities, regardless of their area of need.
- Further information can be found in the Accessibility Plan on the school website.

6. Roles and responsibilities

6.1 The SENDCo

The SENDCo is Angela Knight.

The SENDCo will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned
- Work with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Liaise with parents of children with SEND

6.2 The SEND governor

The SEN governor, Mrs Ros Thomas, will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor and evaluate the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

6.3 Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure that pupils with SEND have equal access to activities in the school, as far as is reasonably practical and compatible with the child's needs.

6.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class and the identification of those who have SEND
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy