Bickleigh Down Church of England Primary School

'Spurring each other on with love'

SEND Policy 2026-2027

ANNUAL

POLICY HISTORY (starting with the new cycle started in 2011)

Policy / Version Date	Summary of change	Governor adoption Date	Signed by the Chair	Next Review Date
1	Reviewed from old policy by JF	Spring 2012		Spring 2014
2 25/2/14	Reviewed from old policy by JB	3rd March 2014		Spring 2015
3 3.3.15	Reviewed from old policy by JB	Spring 2015		Spring 2016
4 26.1.16	Reviewed from old policy by JB	Spring 2016		Spring 2018
5. 09.01.18	Reviewed from old policy by JB	Spring 2018		Spring 2019
6. 21.01.19	Reviewed from old policy by JB	2nd May 2019		Spring 2020
7. 09.01.20	Reviewed from old policy by JB	30th April 2020		Spring 2021
8.	Reviewed from old policy by JB	24th June 2021 at virtual T&L committee meeting		Summer 2022
9.	Reviewed from old policy by JB & THH	23rd June 2022		Summer 2023
10.	Reviewed from old policy by JB	12th June 2023		Summer 2024
11.	Reviewed from old policy by JB	11th July 2024		Summer 2025
12.	Reviewed by KC	19th June 2025		Summer 2026
13.	Reviewed by JB	18th June 2026		Summer 2027

Policy to promote the successful inclusion of pupils with special educational needs and disabilities at Bickleigh Down C.of E. Primary School.

At Bickleigh Down C of E. School, we recognise that we are committed to offering an inclusive curriculum through high quality teaching to ensure the best possible progress and outcomes for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils. Some pupils will need something ***additional to*** and ***different from*** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavors to ensure that provision is made for those who need it.
The 2015 SEND Code of Practice states that ***'A child or young person has SEN 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.'
Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.

The specific objectives of our SEND policy are as follows:

- To offer a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
- To ensure that the curriculum supports learners to develop their character, including their resilience, confidence and independence and help them know how to keep physically and mentally healthy.
- To offer curricular, pastoral and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills to ensure progress, success and self-confidence.
- To ensure that all learners make the best possible progress.
- To ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate to achieve a multidisciplinary approach to meeting SEN children's needs.

The success of the school's SEND policy will be judged against the aims set out above. Progress and attainment of SEND children is reviewed by the governors on a termly basis as part of the head teacher's report. The head teacher and governors will set new success criteria (Appendix A). The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the Inclusion pyramid (Appendix E).

The named SEND coordinator for the school is Jennifer Bright. A member of the Governing body, Mrs. Susan Cannon, takes a special interest in SEND, but the Governing Body as a whole is responsible for making provision for pupils with special educational needs.
The Governing Body has agreed admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. Parents seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school has an Accessibility Strategy, which is appended to this policy.

Roles and Responsibilities

The following section highlights the key roles and responsibilities of all those involved in SEN provision:

Governors

The role of the governors of a mainstream school is to ensure that provision is made for registered pupils with special educational needs.
Governors have a statutory duty to:

- Take account of the provisions in the SEN Code of Practice on identifying and assessing special educational needs.
- Use their best efforts to provide for pupils identified with SEN and that parents are notified of their child's special needs.
- Maintain and operate a policy on SEN.
- Ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Check that the leaders in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching.
- Allocate funding for special educational needs and disability.

Headteacher

- Keep the governors informed about SEN issues.
- Work in close partnership with the SENCo.
- Liaise with parents and external agencies as required.
- Delegate and monitor the SEN budget.
- Ensure the senior leadership team (SLT) are actively involved in the management of SEN within the school.
- Provide a secure facility for the storage of records relating to special educational needs.

SENCo

In all mainstream schools, a designated teacher who usually assumes the title of the special educational needs coordinator (SENCo) should be responsible for:

- The day-to-day operation of the school's special educational needs policy.
- Responding to requests for advice from teachers.
- Co-ordinating provision for pupils with special educational needs including advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Individual provision plans are monitored and reviewed for quality, progression and appropriateness through meeting with teachers on a regular basis.
- Maintain the school's SEN register and oversee all the records on pupils with special educational needs.
- Working in partnership with parents of children with special educational needs.
- Establishing the SEN in-service training requirements of the staff and contributing as appropriate to their training.
- Liaising with parents of pupils with SEN and with external agencies.

Class Teacher
The class teacher should:

- Be aware of current legislation.
- Keep up-to date with information on the SEN Register.
- Gather information through observation and assessment.
- Develop an inclusive classroom.
- Work closely with other staff to plan for learning and teaching.
- Contribute to, manage and review Provision Plans in consultation with the SENCo.
- Involve teaching assistants as part of the learning team.

Teaching Assistant
The teaching assistant will work under the direction of the class teacher and SENCo.
He/she should:

- Be aware of current legislation.
- Be familiar with the administrative process within the school.
- Be involved in assessments of children with SEN.
- Work closely with the class teacher and SENCO to identify pupils' needs.

Identification, Assessment and monitoring of Special Educational Needs.

Quality First Teaching – universal provision
Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities as part of the universal provision. Children making slower progress or having difficulties in one area may be given extra help/support or different lessons to help them succeed.
• The class teacher will take steps to further adapt the learning to meet the needs of all the pupils in the class.
• The SENCo will be informed and consulted to provide support and advice where required.

Graduated response
The school is committed to early identification of special educational need and disability and adopts a graduated response to meeting special educational need in line with the SEND Code of Practice (2015).
All levels of support consist of a four-part process**:**

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess
This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

Plan
Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. This will all be recorded on the individual provision plan.

Do
The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching.

Review
Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo, will revise the support outcomes and based upon the pupils' progress and development make any necessary amendments going forward, in consultation with parents and pupils.

SEN Support – individual provision
There is no need for pupils to be registered or identified as having special educational needs unless the school is using additional to or different from universal provision to support the child which is above and beyond normal high-quality first teaching. Children who are identified as having additional needs will be placed on a SEN register and identified as SEN support. Pupils who have disabilities, but no special needs will be recorded on the school's medical register.
Where it is determined through the graduated approach of plan, do, review arrangements (see Appendix C Steps for identifying and supporting SEN children and Inclusion Pyramid) that a pupil does have SEN needs, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning.
There are two levels of SEND support; targeted supported (Tier 1) and specialist support (Tier 2 see Appendix E Inclusion Pyramid). Targeted support is initiated when a child or young person has received quality first teaching (QFT) but has not made expected progress and requires additional support in school. If targeted support is not sufficient to meet the child or young person's needs, they will require specialist support involving external agencies. Pupils and parents will be fully informed about the involvement of external agencies and any advice provided.
As identified in the SEN Code of Practice, there are four broad areas of need within SEND. Special educational needs could mean that a child has difficulties in one or more of the following broad areas:

- **Communication and Interaction** –

Children and young people with **speech, language and communication needs (SLCN)** have **difficulty in communicating with others**. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
Children and young people with **ASD, including Asperger's Syndrome and Autism**, are likely to have particular **difficulties with social interaction**. They may also **experience difficulties with language, communication and imagination**, which can impact on how they relate to others.

- **Cognition and Learning** –

Support for learning difficulties may be required when children and young people learn at a **slower pace** than their peers, even with appropriate adaptations. Learning difficulties cover a wide range of needs, including **moderate learning difficulties (MLD), severe learning difficulties (SLD),** where children are likely to need support in **all areas of the curriculum** and associated **difficulties with mobility and communication**, through to **profound and multiple learning difficulties (PMLD),** where children are likely to have s**evere** and **complex** learning difficulties **as well as a physical disability or sensory impairment**.
Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as **dyslexia, dyscalculia and dyspraxia**.

- **Social and Emotional Mental Health** –

Children and young people may experience a **wide range of social and emotional difficulties** which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect **underlying mental health difficulties** such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. **Children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.**

- **Sensory and/or Physical** –

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Individual Provision Plans
Individual targets and action that is additional to or different from that available to all will be recorded in a Provision Plan (Appendix D blank Provision plan). This will be written by the Class Teacher and SENCO but always in consultation with pupils and parents. It may also involve consultation and advice from external agencies.
The Provision Plan will set SMART targets for the pupil and will detail:

- The short-term targets set for or by the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success outcomes
- Suggestions for support at home

The Provision Plan will be formally reviewed three times a year and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. The review will be shared with parents and new targets set.
In addition to the Provision Plans, pupils who have an Education, Health, Care Plan will have their progress and the support outlined in their plans reviewed annually and a report provided for the Local 0-25 SEN Team. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered for Secondary school. The SENCO will liaise with the SENCo of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.
When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. If a pupil makes sufficient progress an Education, Health and Care Plan may be discontinued by the Education Authority.

The schools' complaint procedures are set out in the school prospectus.
The child's class teacher will work closely with parents at all stages in the child's education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request ''independent disagreement resolution''. The school will make further information about this process available on request.
The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support will be given to ECTs and other new members of staff. The SENCO takes responsibility for prioritising the training needs of staff. (**Appendix B** Increasing Accessibility Plan Strand A).
The school will provide information about the Devon Information Advice and Support Service or the Plymouth Information Advice Service to all parents of children with special educational needs. Parents of any pupil identified with SEN may contact the Devon or Plymouth Information Advice Support Service for independent support and advice.
External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

- The school receives regular visits from the Educational Psychologist for the area.
- In addition, the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- Liaison meetings with the Health Visitors/Playgroup Leaders and preschool providers are held to ensure a smooth start to school for children in the Foundation Stage.
- Speech and language therapists support children in school and contribute to the reviews of children with significant speech and language difficulties.
- Early Help Assessments and plans or multi-agency liaison meetings, with representation from Social Services, Health, and the Educational Psychology Service are held when necessary to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Appendices to this policy:

Appendix A: Success criteria for SEN policy and Accessibility Strategy
Appendix B: Increasing Accessibility Strategy: Strands A, B and C
Appendix C: Steps for Identifying and Supporting SEN children
Appendix D: Sample Provision Plan
Appendix E: Inclusion Pyramid