

# SEND Policy and Information Report

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Public

## Aims

Our SEND Policy and Information Report aims to:

- Set out how our academy will support and make provision for learners with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEN

At Burton upon Stather Primary Academy we offer a wide-ranging support service for learners and their families. The SENCO and Staff Team work closely together to provide support within the academy and to facilitate support from outside agencies.

We offer a variety of support for learners with individual needs including in-class support, one to one or small group interventions in English and mathematics and personalised intervention packages for learners with additional needs.

We also provide pastoral support packages for learners who may have social, emotional and mental health difficulties.

By working closely with a number of external agencies we can offer bespoke packages.

Depending on individual needs the following members of staff may work with a learner

- SENCO: C Clarkson
- Designated Teacher for Child Protection and Looked After Children: A Symington
- Deputy Designated Teacher for Child Protection and Looked After Children: C Clarkson, F Rider
- Learning mentor/ ELSA: G Roberts

## 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 the schools' responsibilities for learners with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out the schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Information Report

## Definitions

A learner has SEN 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 academies

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 academies.

## Roles and responsibilities

### 1. The SENCO

The SENCO is C Clarkson

[Admin@burtonuponstatherprimary-iet.co.uk](mailto:Admin@burtonuponstatherprimary-iet.co.uk)

They will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual learners with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the academy's delegated budget and other resources to meet learners' 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 learners and their parents are informed about options and a smooth transition is planned

- Work with the Principal and Academy Oversight Committee (governing body) to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the Academy keeps the records of all learners with SEN up to date

## **2. The SEN Governor**

The SEN governor is: R Scutt

[AdminAOC@isleeducationtrust-iet.co.uk](mailto:AdminAOC@isleeducationtrust-iet.co.uk)

The SEN governor will:

- i. Help to raise awareness of SEN issues at Academy Oversight Committee (AOC) meetings
- ii. Monitor the quality and effectiveness of SEN and disability provision within the Academy and update the AOC on this
- iii. Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the academy

## **3. The Principal**

The Principal will:

- i. Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the academy
- ii. Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **4. Class teachers**

Each class teacher is responsible for:

- i. The progress and development of every learner in their class
- ii. Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- iii. Working with the SENCO to review each learner's progress and development and decide on any changes to provision
- iv. Ensuring they follow this SEN policy

## **SEN Information Report**

### **a. The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- i. Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- ii. Cognition and learning, for example, dyslexia, dyspraxia,
- iii. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- iv. Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- v. Moderate/severe/profound and multiple learning difficulties

**b. Identifying learners with SEN and assessing their needs**

Indications that a child may have special educational needs are if he/she:

- a) Is making little or no progress (and significantly slower progress than their peers) and continues to work at levels significantly below those expected for children of similar age even when there is clear differentiation to meet the child's learning needs and teaching approaches are targeted to improve areas of weakness
- b) presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed within the school.
- c) has sensory or physical problems and continues to make little progress despite the provision of specialist aids and/or equipment.
- d) has communication and/or interaction difficulties and requires specific individual interventions.

The identification of SEND is built into the school's overall approach to monitoring the progress and development of all pupils.

All pupils have access to high-quality first teaching. Sometimes, even with quality first teaching, children can struggle to make progress or may show other needs such as difficulty in regulating emotions. If a child shows any of the difficulties listed above, the first step is for his/her teacher to discuss these with the child's parents and complete an Early Identification form so they are fully involved and informed at the earliest stage of support. The teacher should then meet with the school's SENCO to discuss these concerns and needs and plan support for the child. The first cycle for an assess, plan, do, review takes place.

In line with the 2014 Code of Practice, school will deliver a graduated response which recognises that there is a continuum of SEN. The graduated response draws on more detailed

approaches, frequent reviews and specialist expertise in successive cycles to match interventions to a child's SEN (SEND CoP 6.44).

The class teacher will keep records of the steps taken to meet the needs of individual children. If the child is experiencing emotional/behavioural difficulties, teachers will keep evidence of incidents on Arbor and strategies used and involve parents in a supportive role.

The identification and assessment of the SEND of children whose first language is not English requires particular care. Where there is uncertainty, teachers will look carefully at all aspects of a child's performance in different subjects and an assessment can be done in his/her first language to establish whether the problems they have in the classroom are due to their developing level of English or to SEN.

Class teachers will make regular assessments of progress for all learners and identify those whose progress:

- i. Is significantly slower than that of their peers starting from the same baseline
- ii. Fails to match or better the child's previous rate of progress
- iii. Fails to close the attainment gap between the child and their peers
- iv. Widens the attainment gap
- v. Has unmet SEMH needs

We continue assessment beyond the curriculum with a range of in-house assessments and mechanisms including:

Reading, spelling and Mathematics tests for identified learners Dyslexia  
Screening for identified learners

Dyscalculia Screening for identified learners  
Close tracking of school assessment and data.  
Discussions with teachers and observations

Strengths and difficulties questionnaire

This identification of particular individual needs of learners is a collaborative process between teachers, support staff, the SENCO, the learner and parents/guardians.

When appropriate external agencies are asked for advice, such as the Educational Psychology Team, ASET, CAMHS, Speech & Language Team, Occupational Therapy, Physiotherapy, Medical Professionals and the Nursing Service.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the

learner and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **b. Consulting and involving learners and parents**

We will have discussions with the learner and their parents each term to review special educational provisions. These conversations will make sure that:

- i. Everyone develops a good understanding of the learner's areas of strength and difficulty
- ii. We take into account the parents' concerns
- iii. Everyone understands the agreed outcomes sought for the child
- iv. Everyone is clear on what the next steps are

### **d. Assessing and reviewing learners' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:

- i. The teacher's assessment and experience of the learner
- ii. Their previous progress and attainment and behaviour
- iii. Other teachers' assessments, where relevant
- iv. The individual's development in comparison to their peers and national data
- v. The views and experience of parents
- vi. The learner's own views
- vii. Advice from external support services, if relevant the assessment will be reviewed regularly.

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

### **e. Supporting learners moving between phases**

We will share information with the academy, secondary school, or other settings the learner is moving to. We will agree with parents and learners which information will be shared as part of this. All pupils can attend transition days and additional transition support can be put in place as needed. Discussions take place between the previous or receiving schools prior to the pupil joining / leaving



to ensure that the receiving schools are well prepared to meet the child's needs. EHCP reviews are held before the December of Year 6 where a Secondary representative from their chosen school is asked to attend to share information and set next steps. School staff are always willing to meet parents / carers prior to their child joining the school. Secondary school staff visit pupils prior to them joining their new school.

#### **f. Our approach to teaching learners with SEN**

Teachers are responsible and accountable for the progress and development of all the learners in their class.

High quality teaching is our first step in responding to learners who have SEN. This will be differentiated for individual learners.

Teaching staff are supported by the SENCO providing tailored support to learners across the curriculum and participate in the review process for learners with special educational needs.

Support is provided to learners in class, in groups or on a one to one basis under the direction of the class teacher.

#### **g. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all learners' needs are met:

- i. Adapting our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson,
- ii. Adapting our resources and staffing
- iii. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- iv. Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

#### **h. Additional support for learning**

We offer a range of intervention programmes for individual learners requiring additional support.

These are led by the SENCO, Teachers and Teaching Assistants and may be short term or longer term depending upon the identified need.

Learners are monitored during the period of intervention. Progress is assessed on a regular basis and decisions are made with parents and learners about future support.

#### **Examples of intervention programmes offered:**

Lego therapy  
Precision teaching  
ELSA support

Number stacks  
Literacy Gold  
RWI catch up  
sessions  
Speech and  
language therapy

#### **i. Expertise and training of staff**

C Clarkson (SENDSCO) has gained the 'National Award for Special Educational Needs Co-Ordination'. She has also completed the Mental Health Champions First Aid Course.

At Burton upon Stather Academy, staff have received CPD in the following:

- Theraplay training
- Read, Write, Inc
- TeamTeach
- Attachment and Trauma training
- Precision Teaching
- Restorative Practice
- Speech and Language Toolkit
- Speech and language therapy
- Numicon/ Number stacks
- Social Stories
- Autistic Spectrum Awareness
- Premature infant skills

The school is supported closely by the SEN team from the Trust and where additional expertise is need the Trust SENCO provides this.

Staff at Burton upon Stather Primary Academy work closely with the Local Authority SEN team.

#### **j. Securing equipment and facilities**

The school building is fully accessible for all. All areas that are used by children and visitors are located on the ground floor. Disabled toilet facilities are available in the school's entrance hall and these are accessible for adults and children. Reasonable adjustments are made as and when required in order to accommodate the needs of our children.

#### **k. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for learners with SEN by:

- i. Reviewing learners' individual progress towards their goals each term
- ii. Reviewing the impact of interventions every term

- iii. Monitoring by the SENCO
- iv. Holding annual reviews for learners with EHC plans

### **I. Enabling learners with SEN to engage in activities available to those in the academy who do not have SEN**

All of our extra-curricular activities and school visits are available to all our learners.

All learners are encouraged to go on our trips and visits.

All learners are encouraged to take part in forest school, sports activities/ plays/special workshops, school council, etc.

No learner is ever excluded from taking part in these activities because of their SEN or disability.

#### **A copy of the Accessibility plan can be found on the school website**

#### **m. Support for improving emotional and social development**

We support learner's emotional and mental well-being. We try to ensure that all learners feel supported through a range of interventions including access to support groups for self-esteem, dealing with conflict, and working alongside With Me in Mind.

Support is provided through our staff team who have specific training in a range of additional needs. When appropriate external help is sought, for example, Educational Psychologist or Children's Services.

We have a zero-tolerance approach to bullying.

#### **n. Working with other agencies**

The school is able to seek advice and support from a range of external agencies including:

- Educational Psychology and Specialist Teaching Team
- Autism Outreach Team (ASET)
- Children's Services
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- EWO (Educational Welfare Officers)
- School Nurse Support
- Learning Support Service
- Behaviour Support Service
- LACES (Looked After Children Education Service)
- Physical Disability Team
- Visual Impairment Team
- Education Service for Hearing & Vision
- The Speech and Language Therapy Service
- Occupational Therapy and Physiotherapy Services

- English as an Additional Language
- Medical Authorities

#### **o. Dealing with Concerns and Complaints**

Any concern expressed by parents and carers about special educational provision will be considered and, so far as is possible, dealt with by informal discussion. In the first instance this will be between the parents and the class teacher.

If the concerns persist, the Special Educational Needs Co-ordinator becomes involved. The Headteacher will become involved if the concern has not been resolved by the SENCo and class teacher. If the matter is not resolved through informal discussion, we will follow our school complaints procedure.

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the academy's complaints policy.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **p. Contact details of support services for parents of learners with SEN**

[North Lincolnshire SEND Local Offer](#)

Contact your local Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) for impartial advice about SEND.

Contact 01724 277665 or [help@nlsendiass.org.uk](mailto:help@nlsendiass.org.uk)

#### **q The local authority local offer**

Our local authority's local offer is published here: [North Lincolnshire SEND Local Offer](#)

- **Monitoring arrangements**

This policy and information report will be reviewed by the Principal **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Academy Oversight Committee.

- **Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting learners with medical conditions

## Document Control

|                             |                            |
|-----------------------------|----------------------------|
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This policy remains valid until it is reviewed and replaced and does not expire by date alone. IET policies are reviewed annually, or sooner if required due to statutory or legislative changes, in line with best practice.

IET reserves the right to make amendments to this policy at any time without notice.

End